

Miyazaki International College
Course Syllabus (Spring Semester 2022)

Course Title (Credits)	Comparative History: Human Rights in the 20 th century	
Course Designation for TC	HIS 311	
Meeting Times	M/W: 10:45-12:15.	
Instructor	Felix A. Jiménez Botta, PhD.	
E-mail address	fjimenez@sky.miyazaki-mic.ac.jp	
Office/Ext	Office 211	
Office hours	<p>Mondays: 13:15-14:15/ Tuesdays: 16:20-17:15.</p> <p>If you cannot make these times: Make an appointment.</p> <p>Please: Do not come to my office outside of office hours without an appointment or during lunch hour.</p>	
Course Description:		
<p>This course will introduce students to the history of human rights in the 20th century. We are going to examine various case studies of human rights abuses and see why they occurred, how governments/companies were able to perpetrate these abuses, how these abuses came to a resolution, or how they remain unresolved. We are going to focus on 6 case studies: The Nazi genocide against the Jews (Holocaust); racism and segregation in the United States; a case of gross environmental pollution, disease, and cover-up: Minamata Disease in 1950s-80s Japan; authoritarianism in the Communist Bloc (East Germany); Islamic fundamentalism and state authoritarianism in Iran (1970s-80s), and genocide in 1990s Yugoslavia. We will use graphic novels, primary sources, and films/documentaries to learn about these cases. The emphasis of this class will be on learning from each other through in-class discussions of the materials, group research, and individual presentations that offer analytical insights and comparisons.</p>		
Course Objectives:		
<p>The course will help students do the following in each class session:</p> <ul style="list-style-type: none"> -Improve critical reading skills and develop vocabulary. -Improve skills in asking as well as answering <i>good</i> questions. -Heighten mastery of communication (writing, listening, presenting). -Increase overall proficiency in analysis and discussion. -Enhance understanding of the history of human rights from a global perspective. -Improve ability to create, develop, and test original arguments. 		
Course Schedule		
Day	Topic	Content/Activities
1	Introduction to the Course, Syllabus, Geography	Syllabus review, and reviewing of map of the world and the various areas that the course will focus on.
2	Introduction to international human rights system before	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work

	1945/ Historical Background to the Holocaust.	Do a K-W-L Chart: 10/15 mins. Explain the main characters in <i>Maus</i>
3	Jewish life in Central Europe before the Holocaust	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Follow Lesson Plan. Reading: Art Spiegelman, <i>Maus I</i> , Prologue, Chapter 1–3
4	Persecution and destruction of the Jews	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Read <i>Maus I</i> , chapters 4-6 Assignment Due: Maus I: Reading Report.
5	Surviving Auschwitz	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading <i>Maus II</i> , chapters 1–2
6	The end of the Holocaust/ Survivor’s traumas	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: <i>Maus II</i> , chapters 3–5.
7	In-Class Preparations for Presentation	Group Work Assignment Due: Maus II Reading Report.
8	Presentations / Turn-in papers (4 Presentations)	Presentations
9	Introduction to Racism and Segregation in the United States. John Lewis and the Civil Rights Movement in the US	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Do a KWL Chart – 10/15 mins. Discussion of non-violence Homework to do before this class: Watch Gandhi and Martin Luther King on non-violence on YouTube. Reading: John Lewis, Andrew Aydin, and Nate Powell, <i>March: Book 1</i> , pp. 1–62.
10	The Civil Rights Movement and the white backlash	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work

		<p>Homework for this class:</p> <p>Reading: John Lewis, Andrew Aydin, and Nate Powell, <i>March: Book 1</i>, pp. 63-129.</p> <p>Discussion</p>
11	<p>Documentary: <i>I am not your Negro</i></p>	<p>Watch Documentary.</p> <p>Assignment Due: March Reading Report.</p>
12	<p>Discussion Civil Rights Movement/ <i>I am not your Negro</i></p> <p>Choosing of Presentation Topic/ Work on Presentation</p>	<p>Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work</p>
13	<p>Presentations/Turn-in papers (4 Presentations)</p>	<p>Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work</p>
14	<p>Introduction to the Minamata Disease issue</p> <p>Discovering the disease</p>	<p>Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work</p> <p>Do a K-W-L Chart: 10/15 mins.</p> <p>Homework to do before class: Reading TBA.</p>
15	<p>Chisso and the government cover-up and settlements</p>	<p>Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work</p> <p>Reading: TBA</p>
16	<p>Activism and the situation up to the present</p>	<p>Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work</p> <p>Watch the Documentary</p>
17	<p>Choosing of Presentation Topic/ Work on Presentation</p>	<p>Critical Reading, In-class Research, (TPS), Group Work</p> <p>Assignment Due: Minamata Documentary Report.</p>
18	<p>Presentations/ Turn-in papers (4 Presentations)</p>	<p>Presentations</p>
19	<p>Lecture, Reading and Discussion – Introduction to state socialism and the Stasi.</p> <p>Introducing the concept of “totalitarianism”.</p>	<p>Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work</p> <p>Do a K-W-L Chart: 10/15 mins.</p> <p>Start Watching <i>The Lives of Others</i>.</p>

20	Finish Movie. Discuss the practices of government control in East Germany.	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Finish Watching: <i>The Lives of Others</i> / In-Class Discussion.
21	Introduction to the Topic: Iran under the Shah and the Revolution	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Do a K-W-L Chart: 10/15 mins. Reading: Marjane Satrapi, <i>Persepolis</i> , pp. 1-74.
22	Revolutionary Iran and the war with Iraq, II	Presentations Reading: Marjane Satrapi, <i>Persepolis</i> , pp. 75–156.
23	Choosing a topic/ In-Class Preparations for Presentation Comparing the East German and Iranian Dictatorships.	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work
24	Presentations/ Turn-in papers (4 Presentations)	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Assignment Due: Lives of Others/Persepolis Report.
25	Lecture, Reading and Discussion – Introduction to the Yugoslavian Genocide	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Do a K-W-L Chart: 10/15 mins. Reading: Joe Sacco, <i>Safe Area Gorazde</i> Pp:1-75.
26	The Yugoslavian Genocide, II	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Joe Sacco, <i>Safe Area Gorazde</i> Pp:76- 149.
27	The Yugoslavian Genocide, II	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Joe Sacco, <i>Safe Area Gorazde</i> Pp:150-227.
28	Choosing a topic/ In-Class Preparations for Presentation / Paper	In-class Assignments, Think-Pair-Share (TPS), Group Work
29	Presentations (# TBA)	Assignment Due: Safe Area Gorazde Reading Report. Presentations
30	Review	Review Activities.
	Final Exam	

Required Materials

- Folder for Handouts
- B5 Notebook
- Your instructor will provide you with all the other necessary reading.
- You are required to do all the readings provided:
 - Spiegelman, Art. *Maus. 1: My Father Bleeds History*. London: Penguin Books, 1987.
 - Spiegelman, Art. *Maus. 2: And Here My Troubles Began*. New York, NY: Pantheon Books, 1992.
 - Lewis, John, Andrew Aydin, and Nate Powell. *March*. Marietta, GA: Top Shelf Productions, 2013.
 - Satrapi, Marjane, ed. *Persepolis: The Story of a Childhood*. 1. American ed. New York: Pantheon, 2003.
 - Sacco, Joe. *Safe Area Gorazde*. Seattle, Wash: Fantagraphics, 2001.

Course Policies

Attendance: Discussion is necessary and many activities will be completed in class, therefore participation is vital to this course. If you do not come or if you are late, you cannot earn participation points for the day for class discussion. Do not schedule meetings or routine appointments during class. Everyone is expected to thoughtfully add to our dialogue both in the classroom and in our online discussions.

All absences require proper certification, a doctor's note and your own explanation per email, in English, for why you had to miss class. If you miss more than **five class** meetings without excuse, you will be required to drop the course.

Academic Honesty:

It is **essential** that you use your own ideas in this class and submit your own work in this class.

- **Plagiarism** is the presentation of someone else's work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts, or content. Neglecting to acknowledge sources for outside material is a serious offense and will result in failure of the assignment and possibly the course.
- Properly citing other authors is important; **do not copy** ideas from other people or books and pass them off as your own. If you do, you will fail the assignment, and perhaps even the course.

Office Hours: You don't need an appointment for regularly scheduled office hours. In fact, you are encouraged to come and talk to me about the class, assignments, readings, and so on. If you have questions, concerns, or comments, this is a great time to discuss them. If you can't make it to office hours, you can email to make an appointment (please wait for a response). As with all emails, I will reply within one business day.

Questions: If questions or concerns related to this course arise, please feel free to discuss them with Dr. Jimenez during office hours, by appointment, or by email. Any questions or concerns regarding an assignment grade received must be discussed in person within **ten** business days after receiving the grade. **Please do not wait until the end of the semester to raise concerns about grades.**

Problems: If you have a problem or a health concern (concentration issues, need extra accommodations, etc.), come and speak with me at the start of the semester. If you have any other problems that impede your ability to complete assignments or attend class, please speak with me right away. If you have spoken to me and your problem persists, please contact Dean Passos:

apassos@sky.miyazaki-mic.ac.jp.

No harassment of any kind will be tolerated. Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited. Please be respectful of others. As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. Dr. Jimenez reserves the right to ask anyone to leave at any time.

All assignments should be typed and submitted per the instructions on the assignment sheet. Back up your work and save often. Technology can cause trouble; don't let it hurt your grade. Dr. Jimenez will only accept emailed assignments with prior approval. Late work will be penalized. Work that is submitted late *may not* be accepted. Detailed assignment sheets outlining expectations for projects, responses, reflections, presentations, and so on will be given to you in class and will be available on our class website.

On assignments:

100-90: A grade

80-89: B grade

70-79: C grade

60-69: D grade

0-59: F grade

Grades will be broken down as follows:

Participation/ In-class assignments (KW1 charts, group research, etc.): 25%

6 Reading Reports: 18 %

Presentation and presentation report: 2/11% = 22%

Final Examination: 25%

Methods of Feedback:



In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

- 1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
- 2: The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
- 3: The ability to identify and solve problems
- 4: Advanced communicative proficiency in English
- 5: Proficiency in the use of information technology

Notes:

		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability: relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability: must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication: relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication: tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					