



KNOX COLLEGE

FIRST-YEAR PRECEPTORIAL

# HUMAN RIGHTS

**PREC 124-2: Fall Term, 2018**  
MWF 4th (noon-1.10pm), AH 115

## **Professor Cate Denial**

Office: Old Main 305  
Office hours: W 10-noon

## **Contacts:**

[cd denial@knox.edu](mailto:cd denial@knox.edu)  
309-341-7382

**I'm Cate Denial, your professor this term. Here's how to get in touch with me:**

Office: Old Main 305  
Office Phone: (309) 341-7382  
Office Hours: Wednesday, 10am-noon  
Email: cdenial@knox.edu

If you email between 9am and 9pm you should get a reply that day, except for on Friday nights or Saturday. I take a little more than a day off from email from 5pm on Friday through to Sunday morning to recharge, so emails sent during that window will get a later reply.

To introduce myself and to give you an idea of how I approach teaching, check out the website I've made for you at <http://learningincommon.org>

**What we'll collaboratively learn about this term:**

To what extent do we protect human rights in the United States today?

We'll spend this term exploring the concept of human rights as it applies to the contemporary United States, reading essays, books, and websites, and developing our critical thinking skills as we assess each author's claims. We'll watch documentaries and ask ourselves how the creators of such films make their positions clear, and we'll spend time developing our digital literacy by considering facebook algorithms and twitterbots, as well as integrating digital tools into our work where appropriate. I'll work with you and offer you lots of support. You'll leave this class knowing how to think clearly about contemporary human rights and with a range of new skills that will help you in this course and beyond Knox.

**Here's some of what we'll be reading:**

Patrisse Khan-Cullors and asha bande, *When They Call You A Terrorist: A Black Lives Matter Memoir*. (New York: St. Martin's Press, 2018).

There are lots of ways to get hold of this book. A copy will be on reserve in Seymour library – you can ask for it at the circulation desk, which is on your left after you get through the lobby of the building. You can also find this book online at Amazon – [smile.amazon.com/When-They-Call-You-Terrorist/dp/1250171083/](https://smile.amazon.com/When-They-Call-You-Terrorist/dp/1250171083/) - but please feel free to shop around. If you can find the book cheaper somewhere else, so much the better!

You can find other readings on our Classroom page.

**There are four ways we'll assess your learning together this term:**

**1. The Human Rights Issue That Matters Most**

Your first assignment this term will be to write a 4-5 page paper that explains to me the human right that matters most to you (taken from the Universal Declaration of Human Rights). You'll explore why this human right is important, and what shape its fulfillment or denial takes in the United States. This is not a research paper, but a personal reflection.

## **2. Using Evidence**

For your second paper you'll return to the subject of your first assignment, but this time you'll complete research on the subject, and create a persuasive essay using evidence to support your perspective.

## **3. How I'm Doing This Week**

Throughout the term you'll find several Tuesday afternoon study group sessions marked on the syllabus. You must attend each of these sessions for at least two hours. At the end of the session, you should upload a short piece of writing that tells me how you're doing this week – what you completed during the study group session, why it matters, how you're doing in your other classes, and what challenges you're facing.

## **4. Participation (throughout the term)**

As collaborators in creating our learning space this term, we'll be relying on each other's informed, honest, and active involvement in class discussions. I realize different people participate in conversation in different ways, and that for some students, speaking in public is difficult. If you have any concerns about this, come and see me so that together we can work out the best way for you to participate in the class.

It's important for us all to remember that different communities possess different culturally specific norms about how to best engage in a conversation, and for us to make room for this expression.

Remember to listen to one another, and to support your colleagues in their discovery of new ideas, their questions, and their articulation of thought. We'll crowdsource a list of conversational guidelines during the first week of classes.

If you have to miss any of our classes know that we will miss you. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards.

### **How each of your assignments contributes to your final course grade:**

Assignment One	20%
Assignment Two	30%
Participation	35%

How I'm Doing This Week	15%
<b>Total</b>	<b>100%</b>

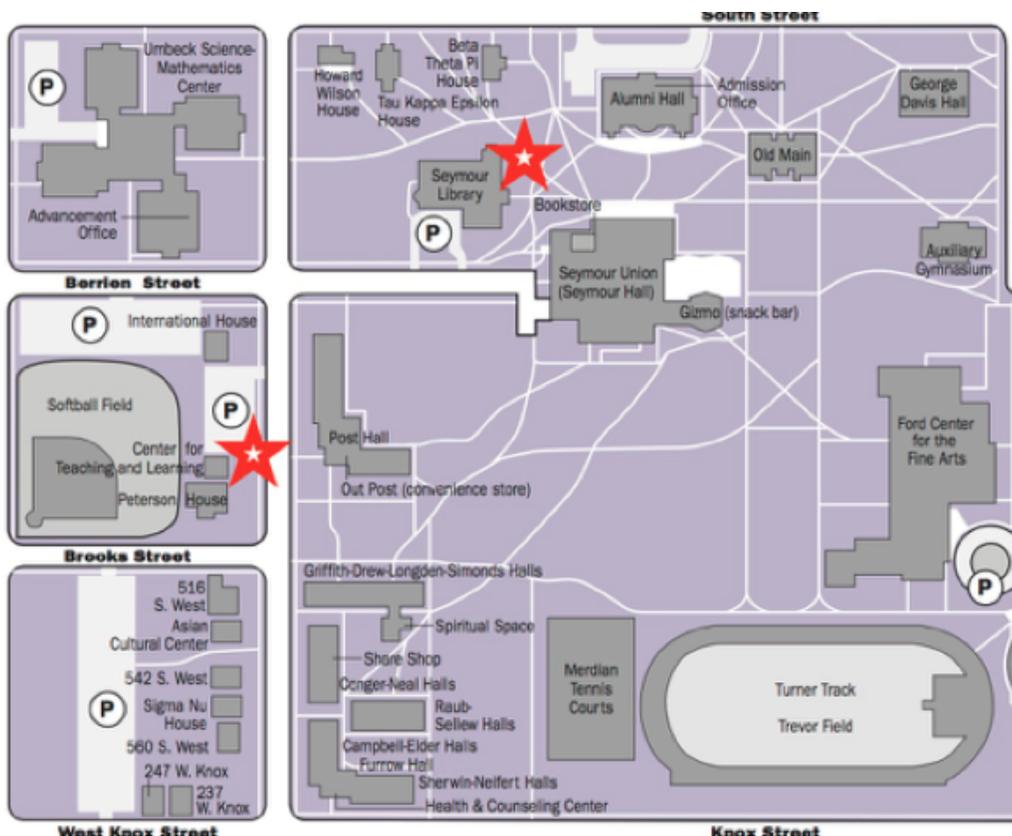
**What to do if you need help with reading and writing:**

I invite you to come have a conversation with me if you're finding any aspect of this course challenging. There are lots of reasons someone might experience a challenge: some people may not be familiar with how college works; some people find it hard to organize their thoughts; some people flourish when given early feedback on how their paper is shaping up. All these things – and all the other challenges it's possible to have – are things I can help with.

There are also lots of other places to get help on campus.

Red Room – where tutors are available on the second floor of the library – will be open from 7-9pm on Tuesdays, Wednesdays, and Thursdays. You can get discipline-specific help during Red Room, as well as general help with writing.

You can also get writing help the Center for Teaching and Learning (on West Street) from 12-4pm, Monday through Friday.



I try to design my classes to be accessible to everyone, but there may be things I haven't thought of. Remember that if you think you need an accommodation for a disability, you should contact Stephanie Grimes (309-341-7478 / [sgrimes@knox.edu](mailto:sgrimes@knox.edu)) at our Disability Support Services office. Stephanie will help us both figure out the very best approach to your learning, and I will make all the accommodations she recommends. I will keep all your information confidential.

**Thinking about the things that make us unique:**

Our social identities – such as our race/ethnicity, class, gender, sexual identity, religion, mental and physical ability, size, national origin, and citizenship status – can affect not only how we are understood, represented, and treated on campus and in society, but also the types of knowledge and learning seen as worthwhile and legitimate.

In this class, we'll be analyzing the ways in which social identities condition what we assume, experience, and conclude about the world. We'll look at the social identities we each possess, and the way social identities influence the work we're reading, listening to, or watching. I try to include readings, topics, films, and assignments in our course that include authors, perspectives, and critiques from diverse backgrounds. There may be things I have not thought of, however, and I always welcome your feedback on ways this course can be made more inclusive, diverse, and equitable.

**We are whole people, and will navigate class as such:**

I have tried to anticipate where you may need a trigger warning, but if you have concerns or want to check that a particular trigger has been taken into account, please let me know. I am happy to provide that warning so that you can interact with class material safely.

We are all likely to have strong emotional reactions to class material, particularly because we're talking about human rights. We'll spend some time at the beginning of term talking about the range of things we can do when we experience that kind of reaction. I do not think of you as a brain in a jar but as a whole human being. Please come have a conversation with me if you feel upset, confused, or angry.

**You matter:**

Please remember that learning is about more words on a page, or ideas in a classroom. To learn you need to have basic security – a roof over your head, a bed to sleep in, and food to eat. If you're having trouble with any of those things, please talk to me and to the Dean of Students. Together we can work to make sure those needs are met. In addition, you will be emotional learners in this classroom as well as intellectual learners, quite simply because that's how every human learns. Don't leave your emotions at the door. They're important and valid and I welcome them. If you feel like you do not have emotional stability, talk to me and the Counseling Center on campus. We'll help you find a path to feeling secure.

### **The Honor Code at Knox College:**

We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and to offer credit to others for thinking of ideas before us. I believe that everyone in my course is fundamentally honest, and I will help you learn the conventions of academic integrity, such as citing sources correctly and being clear about where our own words begin and end.

If you'd like to read more about the college's Honor Code – which was written by students just like you, and which students co-govern with faculty – you can find a copy at this link: <https://www.knox.edu/Documents/PDFs/Academics/Honor-System.pdf>

## Homework Schedule: PREC 124-2

### WEEK ONE

W Sept 12	<p><b>Introductions.</b></p> <p><b>Homework for Friday:</b></p> <p>1) annotate your syllabus and bring it to class on Friday. To annotate simply means ‘to make notes’. Here are some types of things you might write on your syllabus</p> <ul style="list-style-type: none"><li>● Clarifying questions</li><li>● Reactions to policies</li><li>● Opinions of prospective readings</li><li>● Reactions to assignments</li></ul> <p>2) Read and annotate (in a Google doc, Word doc, or on a piece of paper):</p> <ul style="list-style-type: none"><li>● <a href="#">How to Email a Professor</a></li></ul>
F Sept 14	<p><b>Introductions II</b></p> <p>Who are we, and how do we relate to the world? We’ll spend time thinking about our identities today.</p> <p><b>Homework for Monday.</b> Read and annotate:</p> <ul style="list-style-type: none"><li>● Mary Helen Immordino-Yang, “<a href="#">Why Emotions are Integral to Learning.</a>” KQED. Accessed August 29, 2018.</li><li>● Miguel Clark Mallet, “<a href="#">My Feelings Are Not My Enemies.</a>” On Being. Accessed August 29, 2018.</li><li>● Consider reviewing your summer text this weekend!</li></ul>

### WEEK TWO

<p>M Sept 17</p>	<p><b>Strong Emotional Reactions.</b></p> <p>Today we'll explore the concept of strong emotional reactions and how emotions shape our learning.</p> <p><b>Homework for Wednesday:</b></p> <ul style="list-style-type: none"> <li>● Think about which human rights in the United States <i>that are not already on the syllabus</i> you'd like us to explore. Turn in your nominations (three of them) on Classroom before Wednesday's class.</li> <li>● Read and annotate Arao &amp; Clemens: <a href="#">From Safe Spaces to Brave Spaces</a></li> <li>● Read and annotate <a href="#">The Universal Declaration of Human Rights</a></li> </ul>
<p>Tu Sept 18</p>	<p><b>Theatre of War.</b> Program begins at 1pm sharp in Kresge Auditorium, Center for Fine Arts.</p>
<p>W Sept 19 (Yom Kippur)</p>	<p><b>Reacting to the Past.</b></p> <p>Today we'll pick up our conversation about strong emotional reactions, and talk about Ground Rules and Brave Spaces. You'll also get details of your first assignment.</p> <p><b>Homework for Friday</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● Robin DiAngelo, "<a href="#">White People Are Still Raised To Be Racially Illiterate.</a>" NBC News.</li> </ul>

<p>F Sept 21</p>	<p><b>Thinking About Structure.</b></p> <p>Robin DiAngelo’s essay is a great model for us as we think about our own writing. How does she structure her essay for maximum impact?</p> <p><b>Homework for Monday</b></p> <p>Your first complete version of your paper is due in class on Monday. Please work on this over the weekend and email me if you have questions. (Remember that I will not be on email on Friday evening or Saturday.)</p>
<p>WEEK THREE</p>	
<p>M Sept 24</p>	<p><b>Paper Workshop.</b></p> <p>Today we’ll work on your papers as a team, and think about ways to make them even stronger.</p> <p><b>Homework for Wednesday</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● pages xi to 28 of Patrisse Khan-Cullers and asha bandeie, <i>When They Call You a Terrorist: A Black Lives Matter Memoir</i>.</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>● 1.5 pages (typed and double-spaced) about what your life was like when you were twelve years old. Concentrate on trying to convey to everyone how it felt to be twelve - help us understand your emotions. You’ll be reading this aloud in class on Wednesday.</li> </ul>
<p>Tu Sept 24</p>	<p>Study hacks with Professor Gabrielle Raley. 1pm, Alumni Room, Old Main. Use the rest of our afternoon time to work on your writing with Eden in the Gizmo.</p>

W Sept 26	<p><b>Black Lives Matter.</b></p> <p>Today we'll begin discussing human rights as they relate to the evolution of the Black Lives Matter movement. We'll begin by listening to your testimonies about being twelve years old.</p> <p><b>Homework for Friday</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● Pincus: <a href="#">Discrimination Comes in Many Forms</a></li> <li>● Harro: <a href="#">The Cycle of Socialization</a></li> </ul>
F Sept 28	<b>No class</b>
<b>WEEK FOUR</b>	
M Oct 1	<p><b>The History Behind Black Lives Matter.</b></p> <p>PAPER ONE DUE TODAY. Upload your paper to Classroom <b>before</b> class begins at noon.</p> <p>Today we'll watch the first part of the documentary "13th". <b>Trigger warning</b> for scenes of lynching and attempted rape.</p> <p><b>Homework for Wednesday</b></p> <ul style="list-style-type: none"> <li>● Watch 13th on your own time.</li> </ul>
T Oct 2	Study group with Eden, 1-4pm, Gizmo.
W Oct 3	<p><b>No class. (So sorry!)</b></p> <p><b>Homework for Friday.</b> Read and annotate:</p>

	<p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● Pincus: <a href="#">Discrimination Comes in Many Forms</a></li> <li>● Harro: <a href="#">The Cycle of Socialization</a></li> </ul>
F Oct 5	<p><b>Individual, Structural, and Institutional Discrimination</b></p> <p>Today we'll think critically about how society is structured in the United States, and the ramifications of that structure for human rights.</p> <p>Homework for next Wednesday (start reading it this weekend!):</p> <ul style="list-style-type: none"> <li>● Pages 1-66 of <i>Everything You Know About Indians Is Wrong</i>. (Classroom)</li> </ul>
WEEK FIVE	
M Oct 8	<p><b>More Than a Word.</b></p> <p>Today we'll watch the documentary More Than a Word to mark Indigenous Peoples' Day.</p> <p>Homework for Wednesday. Finish reading and annotating:</p> <ul style="list-style-type: none"> <li>● Pages 1-66 of <i>Everything You Know About Indians Is Wrong</i>. (Classroom)</li> </ul>
Tu Oct 9	Study group with Eden, 1-4pm, Gizmo
W Oct 10	<p><b>Talking about Mascots.</b></p> <p>Today we'll Skype with Johnnie Jae Morris, one of the founders of the Not Your Mascot movement, and we'll talk about the reading you completed. You can learn more about Johnnie Jae <a href="#">at her website</a>.</p>

	<p><b>Homework for Friday.</b> Read and annotate:</p> <ul style="list-style-type: none"> <li>• Nick Estes, “<a href="#">Fighting For Our Lives: #NoDAPL in Historical Context.</a>” Red Nation, September 18, 2016.</li> <li>• Louise Erdrich, “<a href="#">Holy Rage: Lessons from Standing Rock.</a>” The New Yorker, December 22, 2016.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Water Warriors</a> (20 min)</li> </ul>
F Oct 12	<p><b>Standing Rock</b></p> <p>Today we’ll think about human rights and the Standing Rock Water Protectors.</p> <p>No homework for Monday!</p>
<p>WEEK SIX</p>	
M Oct 15	<p><b>Our Second Assignment.</b> Meet in the lobby of the Main Library at noon, sharp!</p> <p><b>Homework for Friday</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>• Vicki Hallet, “<a href="#">Tell the Truth: Most of us Lie, But Why Do We Do It?</a>” Washington Post, June 4, 2017.</li> <li>• Parker Palmer, “<a href="#">Withering Into the Truth,</a>” On Being, February 22, 2017.</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>• Write one page that answers these questions: 1) Why do you lie? 2) Why do you tell the truth?</li> </ul>

Tu Oct 16	Study group with Eden, 1-4pm, Gizmo
W Oct 17	<b>Fall Institute/Day of Dialogue: No Class</b>
F Oct 19	<p><b>Academic Integrity.</b></p> <p>Today we'll talk about honesty, lying, and why (even if?) each matters.</p> <p><b>Homework for Monday.</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● Young: <a href="#">Five Faces of Oppression</a></li> <li>● Pages 29-84 Patrisse Khan-Cullers and asha bandeie, <i>When They Call You a Terrorist: A Black Lives Matter Memoir</i>.</li> </ul>
<b>WEEK SEVEN</b>	
M Oct 22	<p><b>Returning to Black Lives Matter.</b></p> <p>Today we'll pick up our discussion of Patrisse Khan-Cullers' memoir.</p> <p><b>Wednesday's homework</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● Safiya Noble, "<a href="#">Missed Connections: What Search Engines Say About Women</a>."</li> <li>● Bob Abeshouse, "<a href="#">Troll Factories, Bots, and Fake News: Inside the Wild West of Social Media</a>." <i>Al Jazeera</i>, February 8, 2018.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>● <a href="#">The Spy in my Pocket: Do Not Track</a></li> </ul>

Tu Oct 23	Study group with Eden, 1-4pm, Gizmo
W Oct 24	<p><b>Digital Skills</b></p> <p>Today we'll think about the digital world we live in, and the kind of critical thinking skills we need to navigate it.</p> <p><b>Homework for Friday.</b></p> <ul style="list-style-type: none"> <li>• Pages 85-139 of <i>When They Call You A Terrorist</i>.</li> </ul>
F Oct 26	<p><b>Black Lives Matter</b></p> <p>Today we'll continue our discussion of Khan-Cullers' memoir.</p> <p><b>Homework for Monday:</b></p> <ul style="list-style-type: none"> <li>• Read and annotate to the end of <i>When They Call You A Terrorist</i>.</li> </ul>
WEEK EIGHT	
M Oct 29	<p><b>Black Lives Matter</b></p> <p>Today we'll wrap up our discussion of Black Lives Matter.</p>
Tu Oct 30	Optional Screening of <i>Get Out</i> in Kresge at 1pm. Optional study group with Eden, 1-4pm.
W Oct 31	Presentations on Black Lives Matter.
F Nov 2	<b>Research Day.</b> Meet at the library at noon, sharp!

WEEK NINE

M Nov 5	<b>No class. Professor Denial is acting as an external reviewer at Illinois College.</b>
Tu Nov 6	Optional study group with Eden, 1-4pm, Gizmo
W Nov 7	<p><b>Human Rights and Trans Rights</b></p> <p>Read and annotate:</p> <ul style="list-style-type: none"> <li>● <a href="#">The UN Declaration of Human Rights</a>: review to remind yourself of its contents.</li> <li>● <a href="#">Scientific American, September 2017</a>: Scroll down the page and read everything under 'Features: This Is Not A Women's Issue.'</li> <li>● <a href="#">"Transgender Could be Define Out of Existence."</a></li> <li>● Read the comic uploaded to Classroom</li> </ul>
F Nov 9	<b>Summing Up. No homework for today!</b>

WEEK TEN

M Nov 12	<b>No class: meet with Professor Denial one-on-one</b>
Tu Nov 13	Optional study group with Eden, 1-4pm, Gizmo
W Nov 14	<b>No class: meet with Professor Denial one-on-one</b>

FINAL EXAM PERIOD

M Nov 19

**Your final paper is due on Classroom by 4.29pm.**