**CRJU4490 Human Rights & World Justice** (3 credits)

**CRJU 4490 International Crime & World Justice** (3 credits)

Kennesaw State University

Study Abroad: Netherlands & Germany

Summer 2015

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**Introduction**

This syllabus covers both courses of Human Rights & World Justice and International Crime & World Justice for convenience. You should take this syllabus with you on the trip. This syllabus is like a contract in that it establishes the policies and practices of the class and trip and serves as an authority in cases of disputes—not that we anticipate those, but just in case! It is important to be prepared in a study abroad class. Please read this syllabus closely and let the instructors know if you have any questions. Teachers open doors for students; it is up to you to walk through them.

**Philosophy and Goals of Courses**

These study abroad courses provide students the opportunity to study and apply the principles involved in the study of Human Rights & World Justice and International Crime & World Justice.

For Human Rights & World Justice, students will visit sites in the Netherlands and Germany related to fundamental individual rights and supranational efforts to record, protect, and prosecute those rights. Students will consider questions such as: What are individual rights? What is the basis of rights? How are rights protected? What are some of the challenges to protecting rights? What are the past, present, and future threats to rights? Students are expected to study these questions and form informed opinions on them as demonstrated through discussions, activities, and assessments.

For International Crime & World Justice, students will be exposed to international and foreign national organizations that respond to a range of crimes, including human rights violations, war crimes, trafficking of humans and drugs, drug use, and sexual violence against children. The program intentionally fosters in students a greater appreciation of real-life logistic realities and ethical problem-solving skills necessary to operate in and understand a global and comparative environment or context.

**Human Rights & World Justice Course Description**

The study of human rights in an international setting and context with a focus on the history of fundamental rights, the various theories of rights, and the international legal framework for protecting human rights abroad. Legal cases and great thinkers are analyzed with the objective of understanding the nature of rights throughout history and modern times. Seminal cases of human rights abuses throughout history will be examined that involve nationalism and racial/ethnic violence. Emphasis will be given to the future threats and challenges to the enjoyment of fundamental rights in a global setting through the lens of the criminal justice system.

**International Crime & World Justice Course Description**

This course provides a close examination of international institutions created to prosecute and punish international crimes including the International Criminal Tribunal for the Former Yugoslavia (ICTY), the International Court of Justice (ICJ), and the International Criminal Court (ICC), as well as organizations created to coordinate international efforts to combat crime, such as Eurojust, and Europol. In addition, we will closely examine several foreign national organizations and institutions dealing with particular criminal behaviors, such as drug use and trafficking of humans and drugs.

**Objectives of Courses**

After completion of these courses, students should:

* Have an awareness of the challenges and limitations of criminal justice on international and foreign national levels.
* Have an awareness of international crime, such as terrorism, genocide, war crimes, crimes against humanity, the drug trade, slave labor, forced disappearing of persons, and trafficking of persons.
* Have an awareness of the cooperation between states in criminal justice investigations, prosecutions, and corrections, as well as the limits of such cooperation.
* Have an awareness of harm reduction strategies practiced by other countries.
* Have an increased cultural awareness of the countries visited.
* Have an awareness of the nature of human rights and the different perspectives on rights.
* Have the ability to analyze the above ideas in comparison with the culture, norms, and mores of the United States.
* Have the ability to articulate a personal preference on the best theory of human rights and defend that preference in conversation and writing.
* Have the ability to apply group cohesion skills to solve social problems, to organize one’s learning and preparation path, to manage one’s time, to express ideas both orally and in writing, and to analyze and apply information in real-world settings.

**Required Readings**

1. *Human Rights and International Crime and Justice*. 2013. Link & White. AcademicPub.

2. Various websites (list posted on D2L)

**Recommended Readings**

Listed on D2L

**Grades**

Final grades will be based on the following scale:

 **Human Rights International Crime**

1.Pre-trip group presentation 15% 15%

2. Pre-trip quizzes 15% 15%

3. On-site journals 15% 15%

4. On-site debriefing sessions 15% 15%

5. Post-trip quizzes 15% 15%

6. Post-trip paper 15% 15%

7. Overall participation 10-100% 10-100%

 Total 100% Total 100%

**Pre-Trip Group Presentation**

**Your pre-trip presentation will have three parts – the first on a criminal justice related topic chosen from the list below, and the second on a cultural aspect, also from the list posted on D2L. Last, you will address the question posed under the Human Rights category below.**

**Please prepare and provide an informational handout for the class that can serve as a reference while we are abroad. The handout should also be uploaded into the dropbox on D2L.**

**HUMAN RIGHTS**

**Pre-trip presentation question, Part 1**: What is justice? Present a definition of justice. In other words, briefly discuss what justice is to the best of the group’s knowledge at this point in the class. (Later, at the end of class, you will revisit this question to see how, if at all, what you experienced and learned in the class changes your understanding of what is just.)

**Pre-trip presentation requirement, Part 2**: Relate the group’s definition of justice to a site to be visited during the trip. How does a place we will visit relate to the question, What is justice? For example, you might visit a museum with a painting that displays a scene that relates to justice. Explain/discuss an example like that. Alternatively, you may choose to relate the group’s definition of justice to one of the cases in the readings (see pages 271-288). Explain/discuss how the group’s definition of justice relates to what happened in the case.

This section of the presentation should be 2.5-5 minutes

**INTERNATIONAL CRIME & JUSTICE**

Students will prepare and deliver a presentation on one of the following organizations visited during the trip: ICC, ICTY, ICJ, Europol, Eurojust, Dutch Rapporteur on Human Trafficking, Needle Exchange Programs/Drug Consumption Rooms. Students will prepare an informational handout on the chosen organization. Students will prepare questions for the site visit.

See document on D2L for the presentation topics.

***The entire presentation is expected to take approximately 15 minutes, excluding questions from the audience. Presentations that are significantly shorter will result in a lower grade.***

**Pre-Trip Quizzes**

*Human Rights:* Students will take a human rights quiz based on the assigned readings on D2L prior to departure for the trip.

Review pages 1-65, 160-270 for the quiz. Expect to see objective questions. Readings include: Plato’s *Republic*, Mill’s *On Liberty*, and Locke’s *Second Treatise of Government*.

*International Crime:* Review pages 451 – 623 for the quiz. Visit agency websites (listed on D2L)

**On-Site Journal**

Students are required to write a journal each day of the trip. There will be two types or categories of journal entries each day of the trip: personal/reflective (for Human Rights) and comparative (for International Crime).

Personal: For Human Rights, which require self-reflection (the self-examined life) for study, the personal journal will focus on one’s personal (subjective) reaction to things and people encountered on the trip. It will reflect one’s feelings about the study abroad experience. The personal entries may include short passages, sketches, quotations, or anything else that helps with introspective reflection of the travel abroad experience. You should think about what you saw and experienced during the previous 24 hours and write about whether it was good or bad. The following formula is suggested for the personal entry each day:

1. Describe an event or observation from the day.

2. Describe your feelings about what you saw or experienced.

3. Describe the value(s) (predispositions) that were tested or vindicated by the experience.

4. Describe the takeaway opinion or conclusion drawn from the experience upon reflection.

Comparative: For International Crime, students will focus on facts (objective information) learned from a particular event—e.g., site visit—on the trip. The comparative journal entry will focus primarily on the site visits and class meetings held during the trip. These entries may be useful when writing the research paper, so students should bring their notebook (and pen or pencil) to all the site visits. This section requires you to pay close attention to the day’s events and remember at least one moment where the criminal justice system came up—e.g., security at the airport. The following formula is suggested for the comparative entry each day:

1. Describe an event or observation from the day (if different from above).

2. Describe your feelings about what you saw or experienced.

3. Identify something you learned during a site visit.

4. Relate what you saw or experienced to what you learned during a site visit.

**On-Site Debriefing Sessions**

There will be a debriefing schedule posted on D2L. Each session will cover both human rights and international crime topics. Students will need to have completed the required readings prior to the date of the debriefing session. Students will be expected to be engaged in the group discussion of the readings and relevant site visit.

**Post-Trip Quizzes**

*Human Rights:* Students will take a human rights quiz on D2L after the trip.

Review pages 1-65, 160-288 for the quiz. Expect to see objective questions. Readings include the pre-trip quiz readings + the cases (*Regina v. Dudley and Stephens*, *Rochin v. California*, and *X v. Turkey*.

*International Crime:* Students will take an international crime quiz on D2L after the trip.

Review pages 451 – 623 for the quiz. Visit agency websites (listed on D2L)

**Participation/Experience**

Studying abroad provides students a variety of experiences, from simple to complex and from personal to academic. For the program to be successful, students must fully participate in all seminars, site visits, and activities, before, during, and after the trip abroad. The pre-trip meetings are designed to orient students to the unique characteristics of the culture, e.g., social practices and foods, and the sites and facilities used for the program, as well as the common personal challenges and opportunities experienced while traveling abroad. The meetings are also designed to assist students prepare for the academic requirements of the class, e.g., hypothesis development, paper and presentations organization, and revision and editing advice (including professional citation style, e.g., APA).

All activities and site visits during the program require full participation by the students in terms of punctuality, attire, attention, and engagement in each seminar, class event, and/or site visit. Students will very likely experience some difficulty with the culture of the host country, e.g., food, language barrier, social norms and values, and weather; therefore, students must prepare to deal with such eventualities and should treat them as learning opportunities or an *inconvenience* rather than a real problem; expect to be challenged. There will be de-briefing seminars held to evaluate events and the program and share experiences. Absences or failures to pay attention or engage in events or inability to be punctual will result in a range of negative consequences depending upon the severity of the poor participation, i.e., oral or written warning, and, after the first warning loss of points, or, depending upon the severity of the action or non-action, no warning and immediate loss of points *up to* no warning and immediate dismissal from the program and failure of the class. Students are expected to use common sense while in the class.

**There are serious potential academic and economic consequences with poor participation**.

**Post-Trip Papers**

The students will write one paper that has an introduction section, a human rights section, an international crime section, and a conclusion. The paper topic for human rights and the paper topic for international crime MUST be approved by the instructors. The number of pages required is between 10 and 12 pages, not including the cover page, references, and appendices. The minimum number of references is six scholarly sources. The paper must be typed, double-spaced with Times New Roman font, size 12. Cite relevant scholarly research—hint: use JSTOR or Ebscohost—so as to place the experience in broader perspective, and provide a proper list of references (use in-text citations). If you are unsure how to cite, please refer to [www.apastyle.org](http://www.apastyle.org).

The paper will be graded according to the level of insight, analysis, interpretation, clarity, and degree of supportive research presented and discussed. Students should avoid errors of grammar, syntax, punctuation, spacing, etc., which will result in a loss of grade levels. Papers must be logically organized and supported with evidence and reasoning; unsupported assertions or a lack of a systematic approach (including poor/missing citations, etc.) will result in grade reduction.

Suggested Structure of the Research Paper:

**Introduction**: Write a brief summary of your personal study abroad experience. Set up the discussion of the human rights and international crime sections of the paper.

**Human Rights**: Identify and discuss a perspective/theory on fundamental individual rights and compare and contrast how that perspective is reflected in the cultural and legal mores of both the host countries and the United States. Students should relate their experience abroad to the academic research and readings.

**International Crime**: Compare and contrast an aspect of the criminal justice system that you learned about during your study abroad experience with the same aspect of the criminal justice system in the United States. Students should relate their experience abroad to the academic research and readings.

**Conclusion**: Present some summary remarks. For example, discuss your ability to evaluate current issues involving human rights and international crime after the trip compared to before the trip; address whether the program was good for your individual learning and whether the trip would be recommended to other students.

**SERVICE LEARNING**

For the required Service Learning/Community Engagement portion of the courses, you will research fundraising ideas as a group, develop and carry out a fundraising activity either prior to the trip or on site, and prepare a fundraising proposal for one of the agencies we will visit.

In addition, we ask you to donate at least one item of clothing in Hamburg.

More details will be discussed at our second meeting.

**Academic Integrity**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

**Free-Time Rules**

A. There will be a curfew for all participating summer abroad students—by 10:00 P.M. local time, all students MUST be back in their rooms or within the accommodations that have been provided by the program. The ONE exception is if a student has the special permission of Director to be at another location during free time. If such special permission is requested and in the case that it is granted by the Director, the students MUST provide an address and contact information (phone number, email address, etc.) for the alternate location that will enable the Director to reach them in the event of an emergency, etc.

B. Students MUST stay in the accommodations that have been provided by the program unless they have the special permission of the Director to reside at another location during free time. If such special permission is requested and in the case that is granted by the Director, the students MUST provide an address and contact information (phone number, email address, etc.) for the alternate location that will enable the Director to reach them in the event of an emergency, etc.

C. Students MUST be in the presence of at least one other participating summer abroad student at all times during free time when they are outside the housing accommodations. If, for some reason, this is not the case, and at some point the student is by him/herself, the student MUST provide an address and contact information (phone number, email address, etc.) that will enable the Director to reach him/her in the event of an emergency, etc.

D. ALL of the laws, rules, and regulations that are in effect in the United States, the state of Georgia and at Kennesaw State University in Kennesaw, Georgia apply to the students who MUST NOT use, sell, purchase or otherwise handle non-prescription drugs, including marijuana. (“non-prescription” drugs are any drugs for which the student does not have in his/her possession a prescription from a licensed physician). Students MUST NOT solicit or otherwise engage in prostitution and activities related thereto. The sale, purchase, and/or use of alcoholic beverages is prohibited for students under the age of twenty-one (21).

**Due Process**

If there is a complaint or a concern by either a student or an instructor or a program coordinator, then that complaint should, if possible, be written down, provided to the instructors and then discussed in a meeting among the instructors for informal resolution. If no informal resolution can be obtained, then the instructors will determine how to proceed in accordance with this syllabus and the policies of the university. Consequences for serious misbehavior may include academic penalty and/or being sent home at cost to the student(s).