



## Instructor Contact

**Name:** Dr. Özlem Altıok

**Class meeting times and location:** Tuesday 5.30 – 8.20 pm in GAB 310

**Office Hours:** Tuesdays 4 – 5 pm in GAB 119D. You can also email me for a virtual appointment.

**Email address:** [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu)

## Course Description

This course explores the historical development of human rights and their theoretical foundations. It examines key human rights instruments, UN mechanisms for monitoring and advancing human rights, and analyzes current global human rights issues, including genocide, crimes against humanity, torture, and gender-based persecution. It also addresses the relationship between human rights and US foreign policy. Through case studies and discussions, students will gain a deeper understanding of the human rights framework, and the challenges faced in promoting and protecting these rights across the world.

As part of this course, with the professor's guidance, students will conduct research on a specific human rights concern. The research may result in a traditional research paper that draws on secondary and/or primary sources. Alternatively, you may pursue a project such as a podcast, creating a Wikipedia entry on a person/organization/movement, or a publishable article, blog, or newspaper article. You will need to discuss your alternative project idea with me and get it approved by the fourth week of the semester.

Either option you pick, you will be delivering a presentation of your research (whether it results in a paper or special project).

## Course Structure

**We will meet in person as a class on Tuesdays from 5.30 to 8.20 pm in GAB 310.** In addition to these meetings, some interaction with me and with your fellow students will take place over Canvas. The last two weeks of the semester are reserved for your research presentations and papers.

The Weekly Reading Schedule (on your syllabus) lists everything you need to read, watch, and do in this class. There will be a short quiz over the week's readings at the beginning of each class. Due dates for the other assignments are indicated on this syllabus and on Canvas.

You must complete your reading *before* we meet as a class and take a short quiz at the beginning of class over the assigned material. **Quizzes** comprise a few questions to test whether you have completed the reading. They are over the required material (i.e. the online lessons, assigned reading, and videos).

You must be in class in person and regularly to do well in this class. Our class meetings will include my lecture and our collective discussion. Occasionally, we will have guest speakers and watch human rights-focused films in class.

You will submit 2 short essays the instructions for which are listed below on this syllabus (and under the Discussions tab on Canvas).

The major research project you are expected to complete for this class is divided into four assignments: **A list of articles and the specific research question**, an **annotated bibliography**, a **presentation** and a **final paper**. I will provide separate information, resources and instructions on each of these.

### Communication Expectations

The learning management software we will use for this course is Canvas. You can log in at <https://unt.instructure.com/>

The primary tool that I will be using to communicate directly with you is in-person discussions in class, Canvas and email. You can send concerns or questions using Canvas' email feature or by emailing me at [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu) You can expect to receive a response to emails usually within a day or two (on weekdays).

For the weekly quizzes in this class, you will know your grade very soon after taking them. For assignments that involve writing (short essays, annotated bibliography, research presentation and research paper) you will receive feedback and your grade within approximately 7 days.

Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before sending your messages to others. *Netiquette* is important in an online course as well as online communication more broadly. UNT's CLEAR has [a webpage for students that provides Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>).

I would prefer that most general questions are brought up in class or go through the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. This way we can all benefit from the questions, which can be answered for the whole class to see.

### Course Prerequisites and Other Restrictions

This course is open only to all students interested in human rights theory and advocacy. There are no prerequisites. No prior knowledge of the subject is assumed. To be successful in this course you will need to:

- Have a good command of the English language, including the basics of written communication.
- Cite sources, giving credit to where you obtain information.
- Make the commitment to spend 10 hours a week reading the assignments, reflecting on the material covered (including the lectures), and participating in discussions throughout the course.
- Utilize tact in discussing differing perspectives and be open to build cordial professional relations with others.

I consider basic knowledge of the English language, including grammar and spelling to be prerequisite skills that students should have before the course starts. I also expect that you know how to craft essays that are well-organized and well-argued. If writing is not your *forte*, I encourage you to pay particular attention to the Writing Module that is part of your coursework at the beginning of this class. You may also get help from UNT's Writing Center. They offer online tutoring as well. <https://writingcenter.unt.edu/online-tutoring>

## Course Objectives

Participants in this Seminar can expect to

1. Understand the historical context and emergence of human rights, including women's human rights
2. Learn about key human rights treaties and analyze their relations to one another
3. Learn about key mechanisms for monitoring and advancing human rights
4. Improve written and oral communication skills, and
5. Reflect on their own place and responsibility in an interconnected, unequal and violent world
6. Articulate concrete steps toward ensuring that everyone's human rights are respected and upheld.

## Required Materials

**The required textbook** for this class is Andrew Clapham's (2015) book *Human Rights: A Very Short Introduction* (Second edition). It is available as an e-book through the UNT Library, a paperback on the market, and as an audiobook. Conveniently, it is also on Spotify!

**The Universal Declaration of Human Rights (UDHR)** – UN General Assembly, 1948 (available via the UN OHCHR [website](#))

**The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** – UN General Assembly, 1979 (available via the UN OHCHR [website](#))

**Scholarly articles, reports, press statements, and news articles** I have selected for this syllabus are included below and available on the world wide web.

To get the full texts of **peer-reviewed articles** you can use the UNT Libraries <https://library.unt.edu/>

**Excerpts and book chapters** may be posted on Canvas or accessed using the e-book available through our library.

Please study your syllabus early in the semester, and locate, and access the readings for each week. This is your responsibility. If you have any problems with access, please alert me to the issue promptly so that I can help you get access before the reading/assignment is due (ideally, the week before the due date).

You may also contact our INST subject librarian Doug Campbell [Doug.Campbell@unt.edu](mailto:Doug.Campbell@unt.edu) He is always very supportive in helping you access assigned reading or other material you need for your research.

All the readings you will need for this course are either in your book (by Andrew Clapham), available online via the URLs\* provided in this syllabus (below), or the UNT Library, or on our course page on Canvas <https://unt.instructure.com/>

The online lessons on Canvas includes links to supplementary materials and/or readings. I indicate whether you should read, skim or consider them as "further reading."

If a URL has moved or is “broken,” simply search the web for the title and the author. In most cases, you will be able to locate what you need to read this way.

## Important Human Rights Organizations

**United Nations Human Rights Office** – [www.ohchr.org](http://www.ohchr.org)

**Human Rights Watch** – <https://www.hrw.org>

**Amnesty International** – <https://www.amnesty.org/en>

## Teaching Philosophy

My teaching is informed by my belief that knowers “can’t be neutral on a moving train,” and that knowledge must be used to advance everyone’s human rights. I take seriously the argument Adrienne Rich makes in her 1977 essay “[Claiming an Education](#).” I am here to help you claim your education. My responsibility as a teacher-scholar is to help you to understand human rights, where these rights come from, the state of human rights today, including the debates and tensions in the field/practice of human rights. I am here to help you develop your intellectual curiosity, capacity, academic skills, and voice. I expect that you will use the resources I provide to help you develop into better thinkers, writers, and advocates.

## Technical Requirements & Skills

### Minimum Technology Requirements

To be successful in this course, you will need the following:

- Computer and internet access
- Speakers and microphone
- Plug-ins
- Microsoft Office Suite or Open Office
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

### Computer Skills & Digital Literacy

The following are course-specific technical skills you must have to succeed in the course:

- Using Canvas; Using email with attachments; Downloading and installing software; Using presentation programs

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12-point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.

- Limit or avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others').
- Do not send confidential information via e-mail.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## Course Requirements and Schedule at a Glance

The Modules you are to complete, assignments, due dates and points value for each are included the table below. You must keep this table and the detailed Weekly Reading Schedule (the last four pages of this syllabus) close to you if you want to succeed in this course. **Bold font** indicates due dates.

Dates (submission due dates in bold)	Weekly reading schedule	Assignments to Submit	Your grade
January 13 – 19	Introduction to the course		
<b>Jan 20 – 26</b>	Where does the concept of human rights come from? How has the human rights movement developed a solid set of obligations that can be applied worldwide?	Quiz 1 (30)	
<b>Jan 27 – Feb 2</b>	How did the Universal Declaration of Human Rights come about? What roles did the League of Nations and Second World War play in its constitution?	Quiz 2 (30)	
<b>Feb 3 – 9</b>	Do human rights really matter in foreign policy of governments?	Quiz 3 (30)	
<b>Feb 10 – 17</b>	What is the role of the United Nations in upholding human rights? Human rights during “the war on terror” and genocides	Quiz 4 (30)	
<b>Feb 17 – 23</b>	Rights to life and liberty: Absolute rights? When is the detention of an individual lawful?	Quiz 5 (30) Research question & list of articles (50)	
<b>Feb 24 – March 2</b>	What happens when different kinds of rights come into conflict with one another? How do we balance rights? Freedom of speech, freedom of assembly, freedom of religion, right to privacy, etc.	Quiz 6 (30) <i>Short essay: Do people have a right to hate speech? (100)</i>	
<b>Mar 3 – 9</b>	“Old stuffy rights” and food, housing, employment and education? What all do human rights cover?	Quiz 7 (30) Annotated bibliography (150)	
<b>Mar 9 – 15</b>	<b>SPRING BREAK</b>	<b>Enjoy!</b>	
<b>Mar 17 – 23</b>	Discrimination and equality + Feminist critiques of the private/public dichotomy: Women’s rights as human rights	Quiz 8 (30)	
<b>Mar 24 – 30</b>	Working on your essays	<i>Short essay: Is abortion a human right? (100)</i>	
<b>March 31 – April 6</b>	Is the death penalty a human rights issue? What are the arguments for abolishing it?	Quiz 9 (30)	
<b>Apr 7 – 13</b>	Is abortion a human rights issue? Is access to safe and legal abortion a human right?	Quiz 10 (30)	
<b>Apr 14 – 20</b>	What is the legal (and political) status of migrants and refugees? What about their human rights?		
<b>Apr 21 – 27</b>	Research presentations in class	Presentations due (150)	
<b>April 28 – May 4</b>	Research presentations & course wrap-up	Final papers due (150)	

## Grading

### Course Assessments (1,000 points total)

- Weekly quizzes/short reflections on the reading (10 @ 30 points each = 300 points or 30% of total)
- Short essays (2 @ 100 points each= 200 points or 20% of total)
- Specific research question and the list of articles you will be reading (50 points or 5% of total)
- Annotated bibliography (150 points or 10%)
- Research presentation (150 points or 15 % of total)
- Final research paper (150 points each or 15% of total)

## Grading

- A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria.)
- B: 80-89% (Good, impressive work. The student performs above the minimum criteria.)
- C: 70-79% (Solid, college-level work. The student meets the assignment criteria.)
- D: 60-69% (Below average work. The student fails to meet the minimum criteria.)
- F: 59 and below (Sub-par work. The student fails to complete the assignment.)

## Grade-related Policies

### Late Work

I will mark down late work by 20% for each day that it is late. All work turned in after the third day of the deadline will receive a grade of zero unless the student has a [university-excused absence](#) and provides documentation of that excuse. If there is an emergency or other serious circumstances that prevent you from meeting a due date, you may contact me to discuss this.

### Turnaround Time

I aim to return graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

### Grade Disputes

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, please email me to set up a meeting (I will not discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

### Extra Credit

I will announce 1-2 extra credit opportunities during the semester. I will announce them at least a week or two in advance of the event in class (and on Canvas).

## Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT that allows students to confidentially provide feedback to improve the quality of student experiences in the course. You will receive a notification that invites you to complete SPOT evaluations toward the end of the semester.

## Course Policies

### Assignment Policy

The due dates for all your assignments in this class are stated on this syllabus. They are included as a table for your quick reference above.

The weekly quizzes are designed to assess whether you have completed your assigned readings. You are expected to take the quiz at the beginning of class. Please be in class on time every week.

Short essay prompts you are expected to respond to are on this syllabus *and* under the *Discussions* tab on Canvas. Please do not attach a file for your short essays. Enter your short (1000-word) essays. These two-page essays should draw primarily on human rights texts and treaties (not your own personal, moral, or political views).

To receive full credit, you must explicitly cite *at least* two of your assigned readings though you should also draw on reports from human rights websites suggested on this syllabus. After you submit your essay, you must respond to at least one other classmate's essay in a way that engages one of their ideas/claims/arguments.

A good portion of your grade will be based on your research paper. Because I want you to focus on this to produce high-quality work, I have divided this into four graded assignments.

- Submit your specific research question and a list of at least 8 articles you will be reading
- Submit your annotated bibliography for your research
- Present your research findings and argument (You must complete most of your research by then).
- Submit your final research paper.

### Examination Policy

The quizzes and other assignments in this class are open book, but not "open phone." Quizzes are designed to ensure you come to class having done the readings so we can have a more engaged lecture and discussion. They will not be difficult if you have done the readings. You may bring your notes to class as well. *You must come to class on time.*

### Instructor Responsibilities and Feedback

My responsibilities in this course are to help you learn and grow intellectually. To this end, I will provide clear instructions for the work I expect you to complete. I will answer your questions about assignments, identify additional resources as necessary, review and update course content, etc. You can expect answers to your questions or concerns within 1-2 business days. You should expect feedback on assignments you turn in for a grade in this course within 7-8 business days of the due date.

### Late Work

Late work will be penalized for each day it is late. You can expect a daily deduction of 10% of the points any given assignment is worth. For example, if your short essay is late by one day (i.e. 1-24 hours past the due date), you will automatically lose 10 out of the 100 points.

*I make exceptions to my late work policy when there are legitimate reasons (e.g. emergencies, health, and/or care-related issues).*



### Attendance Policy

Please attend class regularly and be on time for our class meetings. This is important to complete the short reading quizzes and to start our lecture and classroom discussion in a timely manner.

### Class Participation

I will deliver lectures every class period. During and after these lectures we will have a collective discussion. You must participate in these discussions.

### Syllabus Change Policy

If there are any changes to this syllabus, course information, and due dates, I will let you know a few days in advance. Please make sure you check your Canvas email, and/or **set your notifications preferences (using the Notifications Settings on Canvas) so that you receive emails into the inbox that you check most regularly.**

### Getting Help

#### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** <http://www.unt.edu/helpdesk/index.htm>

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu) **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8 am - 9 pm

**Telephone Availability:**

- **Monday-Thursday:** 8 am - midnight
- **Friday:** 8 am - 8 pm **Saturday:** 9 am - 5 pm and **Sunday:** noon-midnight

**Laptop Checkout:** 8 am - 7 pm

For additional support, visit [Canvas Technical Help](#)

### Weekly Reading Schedule

Most of the reading material listed below can be found on the world wide web, UNT Libraries or on Canvas. The URLs are included on this syllabus. If you are working ahead, and find that a link is broken, please let me know so I can fix the problem. Note that URLs can and *do* move. Most of the time, you will still be able to find the reading by a simple web search of the title and author.

Note that on page 5 of this syllabus, there is a table that sums up the content and assignments due each week. Below is the more detailed weekly reading schedule that specifies the material that you are to read, watch and the assignments you are to submit.

#### **Week 1: January 13:** Introduction to the course.

[The Universal Declaration of Human Rights \(1948\).](#)

Explore the [UN High Commissioner for Human Rights website](#)

#### **Week 2: January 20:** Where do “human rights” come from? How has the human rights movement developed a solid set of obligations that can be applied worldwide?

Andrew Clapham. 2015. Preface and Chapter 1 “Looking at rights”

Micheline Ishay. *The History of Human Rights. From Ancient Times to the Globalization Era*. Excerpts (Canvas).

Adam Hochschild. 1999. King Leopold’s Ghost: A Story of Greed, Terror and Heroism. Excerpts (Canvas).



### **Week 3: January 27:** How did the Universal Declaration of Human Rights come about? Are they universal or relative? From above or below?

Andrew Clapham. 2015. Chapter 2. Historical development and contemporary concerns.

Jack Donnelly. "The Relative Universality of Human Rights" *Human Rights Quarterly*. Volume 29, Number 2, May 2007, pp. 281-306. (Find using UNT Libraries)

Özlem Altıok. 2022. "[From Zoom to the courtroom: The ongoing struggle for women's rights in Turkey](#)" *Transforming Society Blog*, Policy Press.

Skim: Alison Brysk. 1993. "From above and below: Social movements, the international system, and human rights in Argentina." *Comparative Political Studies* 26.3 (1993): 259-285.

### **Week 4: February 3:** Do human rights matter in foreign policy? The case of Israel's ongoing violations

Andrew Clapham. 2015. Chapter 3. Human rights, foreign policy, and the role of the United Nations.

Laurence Shoup. 2024. The Council on Foreign Relations, the Israel Lobby, and the War on Gaza. *Monthly Review*. (Find using the UNT Library)

Skim: David Forsythe. 2011. US Foreign Policy and Human Rights: Situating Obama. *Human Rights Quarterly*. (Find using the UNT Library)

Naheed Farid and Rangita de Silva de Alwis. 2023. "[Afghanistan under the Taliban: A state of "gender apartheid"](#)"? Afghanistan Policy Lab.

### **Week 5: February 10:** What is the role of the United Nations in upholding human rights? Human Rights in "the war on terror" and genocides

Andrew Clapham. 2015. Chapter 4. Torture

Michael Goodhart. 2011. "Reverting to Form: American Exceptionalism and International Human Rights" In *Human Rights in the 21<sup>st</sup> Century: Continuity and Change since 9/11* edited by Michael Goodhart and Anja Mihr, pp. 65-85.

UN News. 2024. [Rights expert finds 'reasonable grounds' genocide is being committed in Gaza](#)

Francesca Albanese. 2024. [The report](#) of the UN Special Rapporteur on the Human Rights situation in Palestine and other occupied Arab territories.

Skim: International Court of Justice. 2024. [Application of the Convention on the Prevention and Punishment of the Crime of Genocide in the Gaza Strip](#) (South Africa v. Israel), 26 January 2024

Explore the following two websites of Jewish organizations on the issue of Israel's genocide of Palestinians: [Jewish Voice for Peace](#) and [American Jewish Committee](#)

### **Week 6: February 17:** Right to life and liberty? Is the right to life absolute?

Andrew Clapham. 2015. Chapter 5. Deprivations of life and liberty

UN CCPR. 2019. [General Comment No. 36 on the "Right to life"](#)

Lizzie Presser and Kavitha Surana. 2024. A third woman has died A third woman has died under Texas' abortion ban as doctors reach for riskier miscarriage treatments. Propublica/[Texas Tribune](#)

Kimberlé W. Crenshaw, Andrea J. Ritchie, Rachel Anspach, Rachel Gilmer & Luke Harris. 2015. "[Say Her Name: Resisting Police Brutality Against Black Women](#)"

### **Week 7: February 24:** What happens when different rights come into conflict with one another?

Andrew Clapham. 2015. Chapter 6. Balancing rights – free speech and privacy.

Xiabing Zu and George Wilson. 2006. [On Conflict of Human Rights](#). *Pierce Law Review* 5 (1)

## **Week 8: March 3: “Old stuffy rights” and food, housing, work, and education?**

Andrew Clapham. 2015. Chapter 7. Food, education, health, housing and work  
Skim: [International Covenant on Economic, Social and Cultural Rights](#) (ICESCR). 1966.  
Bob Hepple. 2003. [Rights at Work](#). International Labor Organization Working Paper  
Ford Foundation. 2024. [Fighting for a Just Economy: Workers lead the way](#).  
Francesco Francioni. 2007. “Alternative perspectives on international responsibility for human rights violations by multinational corporations” In *Economic Globalisation and Human Rights* edited by W. Benedek *et al.*, p.245-265.  
UN Special Rapporteur on the Right to Food. [The right to food defined](#)  
Skim: ICESCR. [General Comment No. 12](#) on “The right to adequate food”

## **~ Week 9: SPRING BREAK. ~**

## **Week 10: March 17: Ending discrimination and inequality**

Andrew Clapham. 2015. Chapter 8. Discrimination and equality  
Martha Nussbaum. 2016. Women's progress and women's human rights. *Human Rights Quarterly*, 38(3), pp.589-622. (Find using the UNT Library)  
Özlem Altıok. 2022. [From the Streets to Social Policy](#): How to end gender-based violence against women in *Global Agenda for Social Justice 2022*, Glenn Muschert *et al.* (eds) Policy Press.  
Kimberlé Crenshaw. Video: [The urgency of intersectionality](#) (18 minutes)  
Skim: CEDAW. 1979. Available via the UN OHCHR [website](#)

## **Week 11: March 24: Work on your essays**

## **Week 12: March 31: Is the death penalty a human rights violation?**

Andrew Clapham. 2015. Chapter 9. The death penalty.  
Death Penalty Information Center. Read the tabs “Deterrence” “Retribution” “Innocence” and “Arbitrariness and Discrimination,” and associated [testimonies for and against the death penalty](#)

## **Week 13: April 7: Is abortion a human right?**

Center for Reproductive Rights. 2008. [Abortion and Human Rights](#). Briefing Paper.  
Grace Melton. 2023. [No, Abortion is not a Human Right](#).  
UN Working Group on Discrimination against Women and Girls. 2017. [Women's Autonomy, Equality and Reproductive Health in International Human Rights](#): Between Recognition, Backlash and Regressive Trends.  
Özlem Altıok. 2025. [Criminalization of abortion in the United States](#). Policy Brief for the US Women’s Caucus at the UN.  
Amnesty International USA. 2024. [Access to Abortion is a Human Right](#).

## **Week 14: April 14: Migrants’ and refugees’ human rights**

OHCHR. Fact Sheet No. 20. [Human Rights and Refugees](#)  
USA for UNHCR. 2024. [“Refugees” or “Migrants”? How word choices affect rights and lives](#).  
Gitta Sereny. 2003. “Racism Within” In *Human Rights, Human Wrongs* edited by Nicholas Owen. pp. 232-250.  
You are expected to present your research findings in a 15-minute presentation to be delivered in class. Your peers and I will be evaluating your presentation and giving you feedback. We will discuss these presentations in class. I will post instructions on this assignment.

## Useful resources

Writing a research paper

<http://writing.wisc.edu/Handbook/PlanResearchPaper.html>

Ten steps for writing research papers <http://www.american.edu/ocl/asac/upload/ten-steps-for-writing-research-papers.pdf>

How to convert your paper into a presentation [http://twp.duke.edu/uploads/media\\_items/paper-to-talk.original.pdf](http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf)

Tips for successful academic paper presentations <http://graddiv.ucsc.edu/about/blogs/grad-deans-blog/11-2013.1.html>

## Week 15: April 21: Research presentations

## Week 16: April 29 – May 4: Research presentations continued

You will need to submit your research papers by 11:59 pm on May 4, 2026, using the Turnitin link posted on Canvas. Recall that your research papers should address a clear and specific research question.

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### A note on Texas Senate Bill 17 that went into effect on January 1, 2024

[Texas Senate Bill 17](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to any topic, including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

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## Student Support Services

UNT provides many resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT's Dean of Students' website](http://deanofstudents.unt.edu/resources_0) offers a range of on-campus and off-campus resources to help support sexual assault survivors ([http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0)). Contact UNT's Student Advocate at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or call the Dean of Students' office at 940-565-2648.
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- ~~[Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)~~
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- ~~[Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)~~
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

## Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Trust and honesty are central for learning to occur, and I hope that you do not need a reminder about that. However, in the interest of making expectations clear, let me state that I will not tolerate academic dishonesty. You commit plagiarism if you:

- 1) reproduce verbatim (or almost verbatim) another author's words, without using quotation marks and/or without providing a citation; or
- 2) use another's ideas (even if you don't use their precise words) without providing citation.

I adhere to and enforce UNT's policy on academic dishonesty (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). You should review UNT Policy Manual Section 18.1.16, which is located at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student Affairs-Academic Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student%20Affairs-Academic%20Integrity.pdf) I address violations of academic integrity in this course in compliance with the penalties and procedures laid out in this policy. In most cases, if I find that you plagiarized, you will receive a 0 for that assignment and report the violation. If this problem occurs more than once, you might fail this course.

Appeals: Students may appeal any decision under this policy by following the procedures in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

### Americans with Disabilities Act (ADA) Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. Course work completed via Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about a student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention if you would like additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive, and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last few weeks of the semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted.

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [geo@unt.edu](mailto:geo@unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

The pandemic caused by COVID-19 and the government's policies have complicated the lives and studies of international students. Please contact the UNT International Student and Scholar Services Office telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu) to get clarification on policies that may impact you as an international student.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](#)

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work. If I want to share or display your exceptional or inspiring work, I will contact you to seek your permission.