I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previous X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab w/out lab</td>
<td></td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Anthropology</th>
<th>Course #</th>
<th>19? section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>International Human Rights</td>
<td>Prerequisite</td>
<td>none</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>G.G. Weix</td>
<td>13-9-12</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>X6319/ <a href="mailto:GG.Weix@mso.umt.edu">GG.Weix@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Gil Quintero</td>
<td>9/17/12</td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
<td></td>
</tr>
</tbody>
</table>

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
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</tr>
</tbody>
</table>

Reason for Gen Ed inclusion, change or deletion: GLI seminar for Autumn 2013

Description of change:

IV. Description and purpose of new general education course:

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
This course has been accepted as a GLI freshman seminar for Autumn 2013, team taught by faculty in Anthropology and the Women’s and Gender Studies Program. The syllabus is designed to meet both the ethics and human values and the indigenous and global GE group designations, as an introduction to the topic of international human rights. The readings, lectures, and assignments are designed for first semester undergraduates interested in understanding the traditions of ethical reasoning as they shape the foundational concepts of modern international human rights discourse, policy, and practice. The course is comparative in content, with examples involving women and gender.

### V. Criteria
Briefly explain how this course meets the criteria for the group. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

The course also meets the indigenous and global group criteria because students are expected to demonstrate familiarity with both the comparative framework of human rights discourse, as well as the particularity of case studies involving indigenous peoples, women, and other groups described in specific human rights debates and policy.

### VI. Student Learning Goals
Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Students will show familiarity with the comparative field of case studies across cultures and societies, as well as specific case studies involving indigenous peoples.</td>
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</tr>
<tr>
<td>Students will be able to present and analyze examples in which human rights discourse, argument, and case studies are local, and engaged with everyday life, as well as global and international in their universal application in our definition of humanity.</td>
<td></td>
</tr>
</tbody>
</table>

### VII. Justification
Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

**No prerequisites**

### VIII. Syllabus
Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)
ANTY 192E: International Human Rights  
A Freshman Seminar Class for UM’s Global Leadership Initiative

Stone Hall 308                        Autumn 2013
Time: tba

Instructors: Andrea Olson, Women’s and Gender Studies Program
Itzel Yarger-Zagal and G.G. Weix, Anthropology
Office Hours: tba

Course Description
An introduction to human rights and ethics. Special emphasis identifying human rights in everyday life, analyzing social, economic and political aspects, and evaluating ethical commitment in public policy, law, and transnational justice.

This course is an introduction to international human rights using an interdisciplinary and comparative approach. This course explores human rights and underlying forms of ethical reasoning, with a special emphasis on the social, economic, and political aspects of case studies in the anthropology of law, and gender studies. Drawing on specific global challenges focused on gender (Half the Sky), we consider the ethical dimensions of these challenges in the 21st century (Three Challenges to Ethics). Students learn how to apply the United Nations instruments (e.g., the Universal Declaration of Human Rights, the Convention on the Elimination of all Forms of Discrimination Against Women, the Declaration on the Rights of Indigenous People, and the Millennium Development Goals). This course will be supplemented with daily readings, small group discussions, visual supplements, such as power-points and short videos, and guest lecturers.

Goals:
The aim is for each student to identify human rights in everyday life, analyze their social, economic and political aspects in terms of how those rights are defined and recognized, and to evaluate the ethical commitment to human rights in different communities, public policy, and law in the U.S. and the world. This class will expose students to the organizations, tools and resources developed to address significant challenges, such as the Organization of American States and the United Nations and its agencies. The students will analyze the commitment, successes and failures as related to human rights, and make presentations on a chosen topic.

Learning Objectives:
By the end of the semester, students are expected to be able to identify the human rights implicated in everyday public policy, and to apply an ethical analysis to the discussion. Specifically, students will be able to identify and analyze the ethical traditions defining human rights, as well as the forms and effects of those rights in everyday life, public policy debates, and comparative understandings of gender across cultures. Each student will study one issue in depth, and present their analysis orally to the class.

Readings
**Academic Policy:** Attendance is mandatory. Students must complete assigned readings and participate in class discussions, and prepare short reflective commentaries on the topics each week. Evaluation will be based on class participation and commentaries (25%), two short essays 5 pages in length (30%), a short oral presentation to class (written version handed in as well) (15%), and an objective final exam (30%). Advance notice is required for an absence to be excused. In case of a medical emergency, a doctor’s note is required. More than one absence for any reason will result in automatic grade reduction.

**Grades** will be assigned on the following scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F. The +/- will be used at the discretion of the instructor.

**Assignments:** All students will write the first short essay on the ethical traditions and the context for discussion of human rights. This assignment will be returned with feedback from the instructor, and then revised and resubmitted for a final grade. Half the class will commit to writing a short essay due in week 8, and the other half will commit to writing a short essay in week 11. All students will prepare a short oral presentation on a topic of their choosing from those provided. The final exam will be cumulative.

**Lower Division Writing:** This course is capped at 25 students, and 75% of the evaluation based on writing (2 short essays, presentation, and short essay questions on the final exam). One assignment will be revised and resubmitted with feedback from the instructor. A writing rubric will be handed out in class, with specific criteria for each letter grade, based on the recommended rubrics designed by the Writing Committee at UM.

**Syllabus**

**Week One:** Introductions, Discussion of Goals and Objectives, Overview

“Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”.

– Preamble, Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

- Art 1, Universal Declaration of Human Rights

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with unalienable rights, that among these are Life, Liberty and Pursuit of Happiness”

- U.S. Declaration of Independence

“All persons are born free and have certain inalienable rights. They include the right to a clean and healthful environment and the rights of pursuing life's basic necessities, enjoying and defending their lives and liberties, acquiring, possessing and protecting property, and seeking their safety, health and happiness in all lawful ways. In enjoying these rights, all persons recognize corresponding responsibilities.”

- Constitution of Montana, Art. II(3).

“The dignity of the human being is inviolable.”


**August**

In-class exercise to define terms, identify initial understandings of human rights, ethics and ethical reasoning, cross-cultural issues of gender
Week Two: Ethics and Ethical Reasoning: western traditions and their legacy
defining rights
September

Week Three: Bringing Human Rights Home: What are human rights in local ethical discourse?
September
Readings:
Goodale) AAA, Declaration of Anthropology and Human Rights, pp. 101-102
Downing) Human Rights Research: the challenge for anthropologists pp. 9-20
Goodale) Legal Transplants, Cultural Translation: Making Human Rights in the Vernacular, pp. 265-302

Week Four: The Indivisibility of Human Rights: the rights to food, water and security
September
Downing) Is there a Scientific basis in Anthropology for the ethics of Human Rights? Pp. 21-26
Downing) Dilemma of Cultural Diversity, Equivalency in Universal Human Rights Standards pp. 91-106
Readings: Goodale, Rethinking Health and Human Rights: Time for a Paradigm Shift pp. 148-166

First short essay due (required of all students)

Week Five: The Political Interest of States: ethical and political discourse on public policy
September
Readings: Arendt (Goodale) The Decline of the Nation-State and the End of the Rights of Man pp. 32-57
Sen (Goodale) Human Rights and Capabilities, pp. 86-98

Week Six: Women and Human Rights: Gender and Culture in comparative perspective
October

Week Seven: Public participation in recognizing human rights at local and global levels
October
Week Eight: Development: economy, work and environment
October
Readings: *Half the Sky*, excerpts and see topics in Resources
Chapter 1: Emancipating 21st century slaves: fighting slavery from Seattle pp. 3-22,
Chapter 2, Prohibition and Prostitution, pp. 23-46
Chapter 11, Microcredit: the financial revolution pp. 185-220.

Week Nine Indigenous People and the Right to Education
October
Readings: *Half the Sky*, excerpts and see topics in Resources
Chapter 3, Learning to Speak up, pp. 47-60.
Chapter 4, Rule by Rape, Mukhtar’s School pp. 61-80.
Chapter 5, The Shame of “Honor” and ‘Study Abroad in the Congo pp. 81-92.

Week Ten War, peace, and violence against women: security and body integrity
October
Readings: *Half the Sky*, excerpts and see topics in Resources
Chapter 6 Maternal Mortality pp. 93-108
Chapter 8 Family Planning and the “God” gulf pp. 131-148.
Chapter 9, Is Islam Misogynous? The Afghan Insurgent pp. 149-166.

Week Eleven Rule of law, human rights and the contemporary ‘war on terror’
November
Readings: *Half the Sky*, excerpts and see topics in Resources
Chapter 13, Grassroots vs. Treetops pp. 221-233.

Second short essay due (half the class)

THANKSGIVING BREAK

Week Twelve Bringing Human Rights Home: Class Presentations
November

Week Thirteen Human Rights Abroad: Class Presentations
November

Week Fourteen Human Rights at Home and Abroad: Class Presentations
December

Finals Week Final as scheduled by University
December
Bibliography of Supplemental Resources and Topics for Presentation

UN Webcast
http://www.un.org/webcast/


International Covenant on Economic, Social and Cultural Rights


b. International Covenant on Civil and Political Rights

c. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
   ii. A/34/PV. 107 (1979)

d. Nairobi Forward-Looking Strategies for the Advancement of Women

e. Beijing Declaration and Platform for Action

f. Declaration on the Elimination of Violence Against Women

g. Declaration on the Right to Development
   ii. A/RES/41/128

h. Millennium Development Goals

i. UN Security Council Resolution 1325 (2000)
   i. http://www.peacewomen.org/un/sc/1325.html#Full

j. United Nations Declaration on the Rights of Indigenous Peoples

1. Government Sites at:

2. International news at:
3. Video Resources at:

4. Supplementary Materials will be provided at class and through on-line links.

Supplemental Exercises and Essay Assignments

Video, Sevren Suzuki speaks at the UN Conference on the Environment and Development. 
http://www.youtube.com/watch?v=19EsGwZVNe4

FIRST TOPIC: Identify the issues raised by Sevren Suzuki in her plea at the World Forum on the Environment. Look for support and identify provisions in the Universal Declaration of Human Rights, the Covenant on Civil and Political Rights and the Covenant on Social, Economic and Cultural Rights (these three together are the International Bill of Rights).

READ:
1- The International Bill of Rights
   a. Universal Declaration of Human Rights
      http://www.un.org/Overview/rights.html
   b. International Covenant on Economic, Social and Cultural Rights
   c. International Covenant on Civil and Political Rights
      http://www.hrweb.org/legal/cpr.html


SECOND TOPIC: Advocate for a right found within the “International Bill of Rights” using an issue raised in the Beijing Video and Sevren Suzuki’s speech to UN.

U.N. World Conference on Women in Beijing, China 1995
The late Bella Abzug, Congresswoman from New York, narrates. Women at the Fourth U.N. World Conference on Women in Beijing, China 1995 tell about the need for economic development, education of girls and women, women's rights as human rights, reparation for comfort women survivors, trafficking in women, and the need for peace. Women were from Zimbabwe, Germany, Papua New Guinea, Iran, the Philippines, Israel, the Solomon Islands, and the United States. Feminists movingly tell of actions they are taking to address the problems of women in their countries and worldwide.

Margot Smith, Videomaker. www.offcentervideo.com. OffCenterVideo@aol.com

For more videos from around the world, see Women’s News Network Video Collection http://womennewsnetwork.vodpod.com/

See Also Beyond Beijing, by Heerah and Berrios (1996). [On reserve in UM Library]

THIRD TOPIC: History of Women’s International Human Rights

READ:

k. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
   ii. A/34/PV. 107 (1979)

l. Nairobi Forward-Looking Strategies for the Advancement of Women

m. Beijing Declaration and Platform for Action


Respond, using the readings and class presentation and discussion, to the statement “It is not simply that women have the right to participate as equals. It is also that without women’s participation and empowerment and without gender equality, sustainable peace, sustainable development, and true human security are unobtainable.” WILPF Statement to the UN Commission on the Status of Women.


http://www.un.org/waterforlifedecade/
FOURTH TOPIC: Mansfield Center conference Spring 2013 (recording) on Climate Change:
Intensifying Inter-State Competition Over Water and Related Natural Resources in Asia

This panel highlights a most significant impact of climate change in Asia: resource competition, especially water. An indisputable implication of climate change is diminished availability and quality of fresh water, due to accelerated glacial melting. Asia, a largely water-stressed continent with most countries being agrarian societies in need of water for irrigation and feeding 60 per cent of the world’s population, faces the particular challenge of climate change in averting water wars – the impact of climate change on the quality and quantity of water resources, which can exacerbate transboundary water disputes, leading to socioeconomic and political instability.

Dr. Brahma Chellaney, Professor of Strategic Studies, Centre for Policy Research, New Delhi, India
And Deborah Seligsohn, World Resources Institute, Beijing Office

FIFTH TOPIC: Discuss the interrelatedness and indivisibility of rights using the right to water and illustrated by the Water for Life video and the presentation by Dr. Brahma Chellaney.
http://www.un.org/waterforlifedecade/
http://www.unwater.org/flashindex.html
http://www.livepeacewater.com/
http://www.fijiwater.com/
NEW YORK (July 27) -- PepsiCo Inc. will spell out that its Aquafina bottled water is made with tap water, a concession to the growing environmental and political opposition to the bottled water industry.
http://www.dasani.com/index.jsp
http://www.commondreams.org/headlines04/0304-04.htm
Published on Thursday, March 4, 2004 by Reuters

Coca - Cola Admits That Dasani is Nothing But Tap Water by Trevor Datson
LONDON - It made for great headlines, but the fact that the UK version of Coca-Cola's Dasani brand bottled water comes out of the London public supply should hardly have come as a surprise.

Case Studies
http://www.genderandwater.org/page/2419

Human Rights Council
International Commission on the Status of Women

UN Webcast
http://www.un.org/webcast/

SIXTH TOPIC: Consumption
The Story of Stuff with Annie Leonard
Bibliography and Recommended Readings: http://www.storyofstuff.com/

Worldwatch Institute: Vision for a Sustainable World www.worldwatch.org
The Worldwatch Institute is an independent research organization recognized by opinion leaders around the world for its accessible, fact-based analysis of critical global issues. Its mission is to generate and promote insights and ideas that empower decision makers to build an ecologically sustainable society that meets human needs.

SEVENTH TOPIC: Women and Development: Summarize how culture, history, and forces such as imperialism and revolution, influence and impact women’s development and enjoyment of human rights.

Srinith Sittirak, *Daughters of Development*

Devaki Jain (born 1933) is a development economist and activist from India. Throughout her career, Jain has bridged academic and policy-oriented work. She was a member of the UGC’s Standing Committee on Women’s Studies, and a member of the South Commission chaired by the late Dr. Julius Nyerere.
07 March 2006 World Chronicle #1004

Examine the history of- International Women’s Day
http://www.un.org/womenwatch/feature/iwd/
- 2009: Women and men united to end violence against women and girls
- 2008: Investing in Women and Girls
- 2007: Ending Impunity for Violence against Women and Girls
- 2006: Women in decision-making
- 2004: Women and HIV/AIDS
- 2003: Gender Equality and the Millennium Development Goals
- 2002: Afghan Women Today: Realities and Opportunities
- 2001: Women and Peace: Women Managing Conflicts
- 2000: Women Uniting for Peace
- 1999: World Free of Violence against Women
- 1998: Women and Human Rights
- 1997: Women at the Peace Table
- 1996: Celebrating the Past, Planning for the Future

21 March - International Day for the Elimination of Racial Discrimination

22 March -- World Water Day
http://www.unwater.org/worldwaterday/flashindex.html

Movie: The Millennium Development Goals

5th World Water Forum 2009 – Bridging Divides for Water
16-22 March * Istanbul Turkey
http://www.worldwaterforum5.org/

Democracy Now – story on water forum/
Maude Barlow, Senior Advisor on Water to the United Nations General Assembly

Akvo.org – The Open Source for Water and Sanitation
http://www.akvo.org/wiki/index.php/Main_Page
charity: water
http://www.charitywater.org/

Women in Europe for a Common Future - WECF - was created in 1994 following the 1992 Rio Earth Summit, to give women a stronger voice in sustainable development and environmental policy, with the aim of balancing environmental, health and economic perspectives. WECF strives for a healthy environment for all.
http://www.wecf.eu/

Access to Safe Sanitation in the EU – a right for all
http://www.wecf.eu/movies/sanitation.html

List of Videos

New Climate Change Videos
USAID Project Harvesting Rain
http://www.irinnews.org/audiofiles/Harvesting_rain.mov
NGO Participation at the Local, State, National, and International Levels

"Accelerating the Transition to the Green Economy,"
Dr. Kevin Danaher, Global Exchange
EIGHTH TOPIC: Indigenous Peoples and Education
      o. United Nations Declaration on the Rights of Indigenous Peoples
NGO: Indian Law Resource Center http://www.indianlaw.org/
GALDU – www.galdu.org

NINTH TOPIC: Violence Against Women
   a. Declaration on the Elimination of Violence Against Women
      http://www.peacewomen.org/un/sc/1325.html#Full

The official English translation of Article 9 of the Japanese Constitution reads:

CHAPTER II: RENUNCIATION OF WAR

ARTICLE 9. Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. (2) In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.

See also: “Elechek (Kyrgyzstan) from 7 Films from 7 Countries: Testimonials about Women’s Lives in Post-Soviet Space. (New York, NY: OSI), 2006. [On reserve in the UM Library]

7th Annual Central & Southwest Asia Conference presents: Dr. Maleeha Lodhi, Former Ambassador from Pakistan to US Author, Pakistan’s Encounter with Democracy, and journalist. UN Secretary General’s Advisory Board on Disarmament Affairs, 2001-2005.

Tool of Justice/Tool of Power Video: Justice Albie Sachs, South Afric

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.