GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
ETHICS AND HUMAN VALUES (GROUP VIII, E) 5/17

Please attach/submit additional documents as needed to fully complete each section of the form.

COURSE INFORMATION

Department: Anthropology
Course Title: International Human Rights
Course Number: ANTY 191E (X)

Type of Request: New
Course offered: Fall

*If course does not exist in the catalog, an e-curricula form is also required.

JUSTIFICATION FOR COURSE LEVEL
Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

ADDITIONAL INFORMATION (FOR OCE DATABASE):
In which MUS Core Category, does this course fit? Historical and Social Science
Does the course include content regarding cultural heritage of American Indians? Yes

II. ENDORSEMENT / APPROVALS

* Instructor: G. G. Weix
Phone / Email: GG.Weix@moso.umt.edu
Program Chair: Tully Thibau
Dean: Jenny McNulty
Signature  
Date 12 Oct '17

*Signature  
Date 12 Oct '17

*Signature  
Date 10 Oct '17

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

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

This course is being submitted November 13, 2017 to be taught as a GLI freshman seminar for Autumn 2018 with the same syllabus that was approved for GLI with GE designations and taught Autumn 2013. The attention to Group VIII Ethics and Human Values and Group X International and Cultural Diversity is the same, and meets the criteria of both designations through an attention to the foundational concepts and reasoning in the codification of international human rights in the twentieth century through the United Nations and other international organizations. Readings, lectures, and assignments are designed for a first semester undergraduate interested in how traditions of ethical reasoning, and topics of ethical debate (equality, legitimacy of violence, treatment of indigenous peoples) are central to the legal definitions, discourse, policies and practices in the modern era. The course is comparative in content, drawing on case studies from different cultures, and focuses particularly on issues of gender.

IV. CRITERIA
BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought.

The course introduces students to the concept of human rights as a foundational idea in ethical reasoning predicated on ideas of autonomy, agency, equality, and other values often implicit to debate and forms of reasoning. Students must articulate their assumptions about the concept of human rights, both in terms of their own lives, and the lives of others, and in comparison across cultures and different societies. The central problem for consideration is the universality of human rights, and the degree to which different cultural values must be addressed in defining and enacting policies that ensure human rights in relation to the state. Students are also introduced to the challenges of environmentalism, feminism and multiculturalism to traditional ethics, as ideologies that claim new ethical problems and ways to address those values in new forms of policy and practice.

2. Courses provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.

Some discussion of anthropological professional practice is discussed, in relation to specific topics and debates in international human rights law, policy and practice.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices.

Students must describe, analyze, interpret and apply the concepts of international human rights law and debate from specific case studies to the underlying values expressed in international law and accompanying reports and research. In addressing the case studies, they compare and contrast the assumptions, forms of reasoning, and traditions of ethical thought underlying the current discourse on international human rights as it is applied to topics such as climate change, gender violence, and food scarcity. In class exercises and homework assignments focus on local applications as well as comparative case studies from other cultures, with the aim of increasing students’ ability to explain and relate human rights to their own lives, and different circumstances, local and global.

2. Analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example)

Please attach or provide a web link to relevant assessment materials.

1. Correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices.

Students take a weekly quiz on terms and definitions in the readings, and choose short essay questions for homework commentary handed in each week and returned the following week. Different topics are debated in class, with students presenting and questioning each other as to the ways human rights are invoked, transgressed, protected, or the basis for legal action in a particular case study. Guest lecturers are also subject to question and answer in class, and students must write a brief summary of guest presentations. Two short papers are assigned for students to choose and research their own topics in the field of human rights law and policy, and a final exam is a cumulative assessment of the readings and lectures both in terms of objective information, and demonstration of ethical reasoning to a new case study.
2. Analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied

Some discussion of the role and participation of anthropologists in human rights debate, policy and practice is included, but the course is designed for general education, and only the broad concepts of culture and society are addressed in relation to human rights discourse.

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

B. ACHIEVEMENT TARGETS
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

Based on performance in 2013, 85% of students are expected to pass the course with good to excellent comprehension and demonstrated proficiency in ethical reasoning. The remaining 15% should demonstrate minimal competence (C – C-).

C. ASSESSMENT FINDINGS
What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.

The strength of student performance was directly related to their attendance and effort. Those students who missed class and could not complete assignments, or responded with minimal research and written analysis passed the course on the basis of quizzes and the objective exam. It is clear that some students need more support to learn how to research a question, seek and evaluate sources, and write a summary, or analyze a problem, and identify the ethical concepts and reasoning relevant to the topic. More attention to these skills in the first 4 weeks would ensure that more students would be able to complete the course requirements and demonstrate the literacy and analytic skills required for the Group VIII courses.

D. ASSESSMENT FEEDBACK
Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

The first four weeks will have a series of short tutorials for all students in basic critical reading skills, library research, and writing exercises. The first short essay will include individual meetings with me as instructor, to ensure students are confident and competent in identifying the ways ethical reasoning is exemplified in human rights discourse and debate. If needed, I can modify specific assignments in the first six weeks to build those skills before students work on their individual presentations in the latter half of the course.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Ethics Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
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.

Syllabus

Week One: Introductions, Discussion of Goals and Objectives, Overview
August
“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 inalienable 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).
Assignment: 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

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
Second short essay due (half the class)
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 Kape, 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/

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 site at:


   iii. http://jurist.law.pitt.edu/paperchase/


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

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.


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://womensnewsnetwork.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

World Conferences on Women: Action for Equality, Development and Peace.

- Mexico City 1975, Copenhagen, 1980; Nairobi, 1985; Beijing 1995
http://www.un.org/womenwatch/daw/beijing/
- Beijing+10, Millennium Development Goals
http://un.org/womenwatch/daw/csw/

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

Nairobi Forward-Looking Strategies for the Advancement of Women


Beijing Declaration and Platform for Action


Women, Development and UN. Pages 1-101.

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.

Is Access to Safe Drinking Water and Proper Sanitation a Basic Human Right?

Stephen M. Werner, Executive Director of Water For People

http://www.waterforpeople.org/site/PageServer
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
http://www2.ohchr.org/english/bodies/hrcouncil/

International Commission on the Status of Women

UN Webcast
SIXTH TOPIC: Consumption
The Story of Stuff with Annie Leonard
Bibliography and Recommended Readings:
Worldwatch Institute: Vision for a Sustainable World
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.
Sithith 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
- 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

Movie: The Millennium Development Goals
5th World Water Forum 2009 – Bridging Divides for Water
16-22 March * Istanbul Turkey

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

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.

Access to Safe Sanitation in the EU – a right for all

List of Videos

New Climate Change Videos

"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
       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 Africa