

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program,

Connections courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU**

Colonnade Program coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **Social and Cultural** (3 hours)

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

- **Local to Global** (3 hours)

Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

- **Systems** (3 hours)

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in Connections?

HIST 380: Human Rights in History

Which subcategory are you proposing for this course?

Local to Global

2. How will this course meet the specific learning objectives of the appropriate sub-category?

1. Analyze issues on local and global scales.

HIST 380 seeks to answer two questions fundamental to understanding the concept of human rights. First, how did the idea of human rights come to be? In other words, what is genealogy of the human rights movement? Second, how are human rights practiced on a global and local scale? Studying these two questions enables students to concretely perceive and analyze the interdependence of the local and global contexts vis-à-vis human rights.

By studying the genealogy of human rights, students will have the opportunity to follow the long, winding, and uncertain road to the 1948 Universal Declaration of Human Rights (UDHR). The history of human rights demonstrates that the declaration essentially incorporates the human tradition that is the product of many local and idiosyncratic contexts. By studying the localized history of human rights (as a theory), students will grapple with a difficult and thorny question: Is the genealogy of human rights rooted in a specifically European or fundamentally global experience? Do universal human rights, if squarely rooted in the European heritage, discriminate against non-European traditions and local conditions?

By studying the principle of universal human rights, students will have the opportunity to reflect on the effects global standards have on local communities. The Universal Declaration of Human Rights acts as a global safeguard for the rights of all individuals; however, the fulfillment of that ideal often falls on local communities. As Eleanor Roosevelt said, “the destiny of human rights is in the hands of all our citizens in all our communities.” In other words, although several universal and regional institutions of an expert or governmental nature monitor compliance with human rights norms, the relevance of this global legalistic regime is tested on a local level; the local is the first line of defense for the relevance and import of global human rights. And yet, it is, at this point in time, difficult to imagine local enforcement without global oversight. Thus, to remain meaningful, the ideal of universality embodied in the human rights declaration needs to be realized through local practice.

2. Examine the local and global interrelationships of one or more issues.

We propose that the interrelationship between the local and global emerges through an analysis of how human rights evolved from local responses to idiosyncratic regional or national issues. In this course students study how these legal precedents, set in particular historical and sociopolitical contexts, eventually resulted in the promulgation of the Universal Declaration of Human Rights (UDHR), the foundational human rights document adopted by the U.N. General Assembly in 1948. The students will become familiar with various crucial building blocs of the human rights movement: Cyrus's Babylon proclamation (539 B.C.E.), the Roman concept of natural law, the Magna Carta (1215), the English Bill of Rights (1689), the French Declaration of the Rights of Man and of the Citizen (1789), the U.S. Bill of Rights (1791), and the First Geneva Convention (1864). By studying the specific local conditions that gave rise to the precursors of the UDHR, students will be able to better appreciate the notion that (what we currently accept as) global principles are often products of specific local developments.

3. Evaluate the consequences of decision-making on local and global scales.

While globalization has enhanced the ability of civil society to function across borders and promote human rights internationally, both state and non-state actors have gained the power to violate human rights in unforeseen ways. HIST 380 evaluates the legal frameworks for globalization and for human rights by asking: to what extent is globalization good for human rights and to what extent are human rights good for globalization? HIST 380 then considers several legal responses to globalization as they relate to the promotion and protection of human rights. In that way HIST 380 allows students to consider how responses to globalization are significantly changing international law and institutions in order to protect persons from violations of human rights committed by local state and non-state actors.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category.

First, HIST 380 is intentional in helping students integrate knowledge and skills from multiple disciplines and experiences. Because the topic of human rights is, by its very nature, interdisciplinary, it prepares students with varied interests—history, international relations, legal studies, social policy, and political advocacy—to augment their professional and academic skills by conceptualizing a problem from multiple disciplinary perspectives. In that sense HIST 380 prompts students to advance intellectual inquiry and analysis in both a critical and creative fashion.

Second, HIST 380 is intentional in developing and advancing students' sense of personal and social responsibility. Students who complete this class can come to a deeper understanding of global forces and simultaneously become more perceptive of human rights problems in their own communities. To foster the ideal of a global citizen with a

developed civic consciousness based on ethical reasoning and action, HIST 380 aims to cultivate:

- An understanding of specific global issues and trends, as well as knowledge of, and respect for, key universal values (e.g., peace and human rights, diversity, justice, democracy, and non- discrimination).
- Non-cognitive skills such as empathy, openness to experiences and other perspectives
- Interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins.
- Behavioral capacities to launch and engage in proactive debates and projects.

4. Please identify any prerequisites for this course.

No specific pre-requisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. Syllabus statement of learning outcomes for the course.

This course examines: the local origins and international evolution of human rights, key disputes surrounding the content and legitimacy of human rights, and the global enforcement of international humanitarian law in theory and practice on local levels.

By the end of the semester students should be familiar with:

- the local origins of legal and moral concepts that evolved into an international human rights movements.
- principal debates regarding the universal applicability of human rights.
- key localized challenges to the enforcement of human rights globally.
- local case studies examining the efficacy of enforcing human rights on a global scale.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The students' major class project will result in a research paper. That paper will be assessed for on the following points:

- Does the paper draw convincing and specific links between local and global activism?
- Does the paper analyze a human rights problem in historical context?
- Does the paper explain the potential for success and/or failure of human rights on either a local or global level? Does it show how specific decisions resulted in local or global consequences for human rights?

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses is:

300-level classes: *There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources.*

HIST 380 will meet this standard. For program review and possible QEP assessment, the students' research papers will be assessed using the attached rubric. This assessment will be separate from the assignment grade. (See Attachment 1. Please note, this is the standard rubric used by the department in assessing student writing.)

8. How many sections of this course will your department offer each semester?

Initially one section of this course will be offered every second semester.

9. Please attach sample syllabus for the course.

See Attachment 2.

Attachment 1: Evidence and Argument Rubric for HISTORY 380 Research Paper

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.

Attachment 2
Sample Syllabus for HIST 380
History of Human Rights

HIST 380: History of Human Rights

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Address: History Department, Western Kentucky University,
1906 College Heights Blvd #21086, Bowling Green, KY 42101-1086

Required Course Books:

Micheline Ishay, *The Human Rights Reader: Major Political Essays, Speeches and Documents From Ancient Times to the Present* (Routledge, 2007).

Lynn Hunt, *Inventing Human Rights* (W.W. Norton, 2008)

Samuel Moyn, *The Last Utopia: Human Rights in History* (Harvard University Press, 2012)

Roland Burke, *Decolonization and the Evolution of International Human Rights* (University of Pennsylvania, 2013)

Recommended Course Books:

Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves* (Macmillan, 2005)

Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890-2000* (Penguin, 2002)

Zygmunt Bauman, *Modernity and the Holocaust* (Cornell University Press, 2001)

NOTE: Additional readings will be made available on Course Documents on Blackboard.

Course Description: This course will address themes of human rights from their origins in the classical world to the flowering of the idea of universal human rights as a global goal in the contemporary era.

Goals and Objectives: Upon completion of this course you will be able to:

- the local origins of legal and moral concepts that evolved into an international human rights movements.
- principal debates regarding the universal applicability of human rights.
- key localized challenges to the enforcement of human rights globally.
- local case studies examining the efficacy of enforcing human rights on a global scale.

Responsibilities: The success of this seminar depends upon you engaging in lively class discussions and writing thoughtful essays. Therefore it is essential that you keep up with each week's reading assignments.

University's ADA Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services for this course must contact the Office for Student Disability Services, Garrett 101. The OFDS telephone number is (270)745-5004 V/TDD. Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services."

Research and Writing Assignments: In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses requires that "there will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources."

For your research paper you will select a topic that allows you to explore one topic or episode in the history of human right in depth.

NOTE: To pass this course, all assignments must be completed.

Plagiarism Policy: As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University Statement on Student Rights and Responsibilities, in all coursework. Violations of this code of conduct include but are not limited to cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying) and plagiarism. Plagiarism consists of turning in work that is not your own—including quoting material in a paper and not crediting the original author through a citation, copying from a book, pasting the text from web pages, or using an Internet source to obtain a full paper or part of a paper. The History Department utilizes Turnitin.com to detect plagiarism; acts of plagiarism will result in a failing grade for the course.

Topic I:

The Origins of Human Rights: Antiquity & Early Modern Era: Natural Law and Natural Rights

Primary Sources: Ishay, *The Human Rights Reader*, 1-89

Secondary Sources: Ishay, Introduction to *The Human Rights Reader*

Topic II:

The Origins of Human Rights: The Early Modern Era, Natural Law and Natural Rights

Primary Sources: Ishay, *The Human Rights Reader*, 95-102

Secondary Works: Hunt, *Inventing Human Rights*, introduction and chapters 1 and 2

Topic III:

Human Rights for Whom?: Other Perspectives

Primary Sources: Ishay, *The Human Rights Reader*, 163-188 (Las Casas, Grotius, Equiano, Wollstonecraft, de Gouges, Robespierre)

Secondary Works:

Hochschild, *Bury the Chains*, introduction and parts 1-2

Topic IV:

The Turning Point?: The Anglo-American Revolutions

Primary Sources: Mayflower Compact (1620) (Bb); Levellers, “An Agreement of the People” (Bb); *English Bill of Rights* (1689) (Bb); U.S. *Declaration of Independence* (1776) (Bb)

Secondary Works: Hunt, *Inventing Human Rights*, ch. 3

Topic V:

Early Modern Crucible?: The French Revolution

Primary Sources: “Declaration of Rights of Man and Citizen” (1789)

Secondary Works: Hunt, *Inventing Human Rights*, chs. 3-4

Topic VI:

From Political to Social Rights: Socialism and Abolitionism

Primary Sources: Ishay, *The Human Rights Reader*, chs. 8 and 9 (Chartism, Marx, Engels, Luxemburg, Proudhon)

Secondary Works: Hochschild, *Bury the Chains*, sections 2, 3, and epilogue

Topic VII:

The Ascendancy of Human Rights in International Politics; Twentieth-Century Crucibles: WWI, WWII, and the Holocaust

Primary Sources: League of Nations Covenant (1919)

Marrus, Michael R. *The Nuremberg War Crimes Trial, 1945-46: A Documentary History*.
Boston: Bedford Books, 1997.

The Convention on the Prevention and Punishment of the Crime of Genocide (1948)

Secondary Works: Hunt, *Inventing Human Rights*, ch. 5 and Epilogue

Topic VII:

“Crimes Against Humanity” and the Problem of Enforcement

Primary Sources: *Universal Declaration of Human Rights* (1948); Ho Chi Minh, “Declaration of Independence of the Democratic Republic of Vietnam,” (Bb); Kwame Nkrumah, Speech on Decolonization to the U.N., 1960” (Bb); Frantz Fanon, excerpt from *The Wretched of the Earth* (Bb)

Secondary Works:

Glendon, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights* (excerpts)

Moyn, *The Last Utopia*, chs. 1, 2, 3

Topic VIII:

The Cold War and the American Civil Rights Movement

Primary Sources: Martin Luther King, Jr., “Letter from a Birmingham Jail” (Bb); Fannie Lou Hamer, “Mississippi: Is this America?” (Bb)

Secondary Works: Fairclough, *The Struggle for Black Equality*, sections 2 and 3

Topic IX:

Globalization and Human Rights

Primary Sources: Nelson Mandela, “The Struggle is My Life,” (Bb); Samantha Power, “Raising the Costs of Genocide” (Bb); David Cole, “Let’s Fight Terrorism, Not the Constitution” (Bb)

Secondary Works: Burke, *Decolonization and the Evolution of International Human Rights*, chs. 3, 4, 5

Moyn, *The Last Utopia*, chs. 4, 5 and epilogue