

04PT6227 CHRISTIAN VIEW OF HUMAN RIGHTS
TUESDAYS, 10AM-12PM
FALL 2020

Instructor's information:

Mrs. Karen Ellis

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Office Hours: By Appointment; please feel free to contact me through your Canvas account.

I. COURSE DESCRIPTION

This course lays the foundation for a Christian view of human rights that is rooted in systematic study of Genesis 1-3. The historical development of human rights, and the contributions of secular worldview approaches to our modern understanding of human rights, as well as their ethical effects, will also be addressed.

II. COURSE OBJECTIVES

- 1: Students will examine the theological basis for human dignity alongside other worldviews, as well as the major contributing documents to our current understanding of human rights.
2. Understand the cultural contexts that have driven various movements of human rights violations, with particular attention to the twentieth century.
3. Students will develop template for recognizing the repeatable patterns of dehumanization and human rights abuses. They will be exposed to various historical responses of Christian communities around the world to those violations.
4. Students will develop skills for ongoing interaction with news outlets, human rights agencies, and their own local communities.

III. REQUIRED READING/WATCHING

Genesis 1-3

Inventing Human Rights, A History – Lynn Hunt

ISBN-13: 978-0393331998 (229 pages)

*Whole book is assigned.

Ralph Bunche, Selected Speeches and Writings – Charles P Henry, ed.

ISBN-13: 978-0472105892 (48 pages)

Selected chapters: pp 1-13, 17-20, 207-230, and 165-174

The Interesting Narrative of the Life of Olaudah Equiano: Or Gustavus Vassa, The African, Written By Himself by Olaudah Equiano

ISBN-13: 978-1726046336

*Whole book is assigned.

This Rebellious House: American History and the Truth of Christianity – Steven J Keillor
ISBN-13: 978-0830818778
pp 15-102 (87 pages)

White Cargo: The Forgotten History of Britain's White Slaves in America –Jordan and Walsh
ISBN-13: 978-0814742969 (59 pages)
Introduction: pp 1-19, pp 205-212, pp. 247-270, pp 271-281

Tortured for Christ – Richard Wurmbrand
ISBN-13: 978-0882643267 (169 pages) *Whole book is assigned.

Harvard Address, Alexandr Solzhenytsin. Found at this link:
<https://www.americanrhetoric.com/speeches/alexandersolzhenitsynharvard.htm>

Live Not By Lies, by Alexandr Solzhenytsin. Found at this link (and also loaded in pdf form in Canvas) <https://journals.sagepub.com/doi/pdf/10.1080/03064220408537357>
(5 pages)

Socialism: Discussion Articles (pdf.'s, are loaded in Canvas)
What US Foreign Policy Will Look Like Under Socialism – (10 Pages)
Why Socialism Won't Work – (6 pages)
The World After Capitalism – (6 pages)

SHIELDED FROM JUSTICE: Police Brutality and Accountability in the United States, 1998.
Made available through .pdf in Canvas. Page selection TBA.

REQUIRED VIDEOS:

Watch *Visual Reasoning Series: Perspectives on Justice* (10 minutes)
<https://www.youtube.com/watch?v=M5z9OoazNyo&t=5s>

Watch *He Named Me Malala* –
Documentary story of Malala Yousafzai, in her own words, who survived a Taliban attack in Afghanistan to emerge as a global voice for the education rights of children.
Available at Amazon Prime.

Watch *Kimjongilia* –
Documentary in the voices of defectors from North Korea, one of the world's greatest human rights abusers. Available at Vudu, and at this link:
<https://www.youtube.com/watch?v=akzga3n1r6g>

IV. COURSE SCHEDULE

Session Date	Topic	Reading And Assignments
8/25	Session 1 – Article 1: Dignity, Biblical Foundations, Patterns of Oppression	Genesis 1-3 <i>Inventing Human Rights</i> (ongoing)
9/1	Session 2 – Dignity: Biblical, Greek and Roman Conceptions	<i>Inventing Human Rights</i> (ongoing)
9/8	Session 3 – The Universal Declaration of Human Rights	<i>Inventing Human Rights</i> (completed) <i>Ralph Bunche Speeches</i> , pp 1-13, 17-20, 207-230, and 165-174
9/15	Session 4 – The US State Department and Human Rights	
9/22	Session 5 – Non-Western Views of Human Rights: China, SE Asia, Islam	
9/29	Session 6 – Article 4: Human Dignity and Trafficking - Historical	<i>Christian Imagination</i> pp 169-203 <i>This Rebellious House</i> pp 15-102 <i>White Cargo</i> pp 1-19, pp 205-212, pp. 247-270, pp 271-281
10/6	Session 7 – Article 4: Human Dignity and Trafficking - Modern	
FALL BREAK- NO CLASS		TAKE MIDTERM IN CANVAS; PAPER TOPIC APPROVED
10/20	Session 8 – Patterns of Oppression: 20 th Century Totalitarianism	<i>Harvard Address</i> <i>Live Not By Lies</i> <i>Socialism: Discussion Articles</i>
10/27	Session 9 – Article 18: Right to Religious Freedom, China/Iran	<i>Tortured for Christ</i>
11/3	Session 10 – Article 26: Right to Education	Watch <i>He Named Me Malala</i> in advance, for in class discussion.
11/10	Session 11 – Accountable Policing in the US	SHIELDED FROM JUSTICE: Police Brutality and Accountability in the United States, pages TBA
11/17	Session 12 – North Korea	Watch <i>Kimjongilia</i> in advance, for in class discussion.
11/24 <i>Final Class</i>	Session 13 – Closing Discussion, Time of Prayer	Closing Discussion, Time of Prayer
RESEARCH PAPER DUE		12/8/20 at Midnight.

V. ASSIGNMENTS:

INTERACTIONS: Christian View of Human Rights for Fall 2020 is presented as a Remote Live Course via Zoom. This is a two-credit course. As such it requires at least 5 professor-to-student interactions, and 4 student-to-student interactions, via online discussion in Canvas.

MID-TERM: A proctored mid-term, to be taken at home before the assigned due date on the schedule above, will prove approximate memorization of articles 1, 4, 18 and 26 of the Universal Declaration of Human Rights (UDHR). These articles are found in the appendices of the course text, *Inventing Human Rights* by Lynn Hunt (pp. 223-229) The mid-term will account for 20% of the student's final grade.

FINAL RESEARCH PAPER: There is no final exam for this course; your research paper will serve as your final exam. In your paper, you will apply the course's biblical lens of human rights/dignity, as well as the formative concepts and documents of human rights, to analyze a particular international human rights issue from the last fifty years.

- You should communicate your proposed topic to the professor for approval via Canvas, by the assigned date.
- The paper may be approached from any of the 30 articles from the Universal Declaration of Human Rights.

PAPER TOPIC: DEVELOPMENT and EXECUTION

- The more focused your topic, the easier it will be to tackle your paper. Here are examples of how to focus your paper:
 - Example 1: A research paper on "Human Trafficking" is too broad; but "El Chapo's Trafficking of Professional Athletes in the Mexican Soccer Industry to Fund his Cartel's International Drug Trade" is much more focused and specific; within that, the specific story of Tirso Martinez, one of El Chapo's actual traffickers, is even *more* focused.
 - Example 2: "Women in Islam" is too broad; "Forced Marriage in Somalia" is more focused; a research paper on Ayaan Hirsi Ali, a Somali-born Muslim-turned-atheist and women's rights advocate fighting against the culture of Female Genital Mutilation, is even *more* focused.
 - Pro-tip: Make your topic as narrow as possible and anchor it in a story, and your paper will fly.
- A successful paper will include the following:
 - Your *introduction* should state your topic *up front* (ie what you will cover), and why it relevant to this course. (25%)
 - The *body* of your paper should interact with *at least three discernable primary sources*. These sources may include personal testimonies from those involved in your topic, court documents, and the foundational human rights documents discussed in class. (25%)
 - The *body of your paper should also include* your thoughts on *biblical principles of dignity, and mankind's depravity and dehumanization as discussed in class*. You may also include relevant books, news articles, scholarly articles (Google

Scholar), course readings, and other items found through your own research. (25%)

- Finally, a clear *conclusion* (at least one page if not more), that ties together the ideas presented in the body of your paper. Your conclusion should be a thoughtful summation of the ideas you’ve presented, in light of God’s original design for humanity (Genesis 1-2). (25%)
- Papers should be uploaded in Microsoft Word format to Canvas, no later than two weeks after the final class date listed.
- Formatting:
 - Paper length should be at least 15 pages, not to exceed 20 pages. This page count does *not* include your bibliography, which should be included at the end).
 - References should be formatted according to Turabian/U of Chicago. For Bible references, consult 17.8.2 in Turabian for formatting.
 - Your research paper should be double spaced, in 12 pt. Times New Roman font, with standard 1” margins all around. Do not include a cover page.
 - Place your name in the saved file, as well as on the paper itself under your title.

VI. STUDENT ASSESSMENT AND GRADING

ASSIGNMENT	PERCENT OF GRADE	DUE DATE
Proctored Midterm (Memorization)	20%	via Canvas
Documented Discussion/Engagement	30%	As per Schedule
Research Paper	50%	As per Schedule

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.

VII. GRADE SCALE

97-100 A	86-87 B-	75-77 D+
94-96 A-	83-85 C+	72-74 D
91-93 B+	80-82 C	70-71 D-
88-90 B	78-79 C	00-70 F

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Christian View of Human Rights

Professor: K.A. Ellis

Campus: Atlanta/ZOOM Hybrid

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	➤ Strong	Applying framework of creation, fall, redemption, glorification to international injustices; assessing global human rights through that framework in a long-form research paper.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	➤ Moderate	Students are encouraged to incorporate Scripture and a biblical worldview in their research paper.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	➤ Strong	The student will consider human dignity through the lens of creation, abuses through the lens of original sin/depravity, and the impact of the fall on man's inhumanity to man.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	➤ Moderate	Patience in engaging other members of the class in discussion groups; yielding, disagreeing, agreeing.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	➤ Moderate	Assessing strengths and deficiencies in the historical application of the truths that were assumed to be "self-evident" In light of the Word of God.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	➤ Moderate	Patience in engaging other members of the class in discussion groups; yielding, disagreeing, agreeing.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.	➤ Strong	All have received human rights from God; student will test to what extent those rights should be granted, and how they should be expressed to all global citizens.

Date: 12 June, 2020

Extension Policy

All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Student Services Office. The request must be approved by the Professor and the Academic Dean.

A grade penalty may be assessed. (RTS Catalog p. 42 and RTS Atlanta Student Handbook p. 14)

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 42)