Instructor’s information:
Mrs. Karen Ellis
B.S., M.F.A., M.A.R., PhD Candidate
kellis@rts.edu
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
*Whole book is assigned.

Ralph Bunche, Selected Speeches and Writings – Charles P Henry, ed.
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
*Whole book is assigned.
This Rebellious House: American History and the Truth of Christianity – Steven J Keillor
pp 15-102 (87 pages)

White Cargo: The Forgotten History of Britain’s White Slaves in America – Jordan and Walsh

Tortured for Christ – Richard Wurmbrand

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)


REQUIRED VIDEOS:
Watch Visual Reasoning Series: Perspectives on Justice (10 minutes)
https://www.youtube.com/watch?v=M5z9OoazNyot=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=akzga3nlr6g
# IV. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
<th>Reading And Assignments</th>
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</table>
| 8/25 | Session 1 – Article 1: Dignity, Biblical Foundations, Patterns of Oppression | Genesis 1-3  
*Inventing Human Rights* (ongoing) |
| 9/1 | Session 2 – Dignity: Biblical, Greek and Roman Conceptions | *Inventing Human Rights* (ongoing) |
| 9/8 | Session 3 – The Universal Declaration of Human Rights | *Inventing Human Rights* (completed)  
*Ralph Bunche Speeches*, 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 | *Christian Imagination* pp 169-203  
*This Rebellious House* pp 15-102  
| 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: 20th Century Totalitarianism | *Harvard Address*  
*Live Not By Lies*  
*Socialism: Discussion Articles* |
| 10/27 | Session 9 – Article 18: Right to Religious Freedom, China/Iran | *Tortured for Christ* |
| 11/3 | Session 10 – Article 26: Right to Education | Watch *He Named Me Malala* 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 *Kimjongilia* in advance, for in class discussion. |
| 11/24 *Final Class* | 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:
  o 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.
  o 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

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT OF GRADE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Proctored Midterm (Memorization)</td>
<td>20%</td>
<td>via Canvas</td>
</tr>
<tr>
<td>Documented Discussion/Engagement</td>
<td>30%</td>
<td>As per Schedule</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50%</td>
<td>As per Schedule</td>
</tr>
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**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

<table>
<thead>
<tr>
<th>97-100 A</th>
<th>86-87 B-</th>
<th>75-77 D+</th>
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<tbody>
<tr>
<td>94-96 A-</td>
<td>83-85 C+</td>
<td>72-74 D</td>
</tr>
<tr>
<td>91-93 B+</td>
<td>80-82 C</td>
<td>70-71 D-</td>
</tr>
<tr>
<td>88-90 B</td>
<td>78-79 C</td>
<td>00-70 F</td>
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# Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Christian View of Human Rights  
**Professor:** K.A. Ellis  
**Campus:** Atlanta/ZOOM Hybrid  

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation</strong> (oral &amp; written)</td>
<td>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.</td>
<td>Strong</td>
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<tr>
<td><strong>Scripture</strong></td>
<td>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.)</td>
<td>Moderate</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>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.)</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Pastoral Ministry</strong></td>
<td>Ability to minister the Word of God to hearts and lives of both churched and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.</td>
<td>Strong</td>
</tr>
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</table>

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

**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)