Section 1: Room 1008 JKB on T/Th from 9:30 -10:45 am

Instructor: David M. Kirkham, Ph.D., J.D., Senior Fellow for Comparative Law and International Policy, International Center for Law and Religion Studies - J. Reuben Clark Law School, and Associate Professor, BYU Department of Political Science

Office: 784 SWKT
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Email: kirkhamd@law.byu.edu

TA Information
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Email: katherinerhodes@msn.com

Texts & Materials

Required

HUMAN RIGHTS: An Interdisciplinary Approach (2nd ed.)
By FREEMAN, MICHAEL
ISBN: 9780745639666

A WORLD MADE NEW: Eleanor Roosevelt and the Universal Declaration of Human Rights
By GLENDON, MARY ANN
ISBN: 900375760463

HALF THE SKY: Turning Oppression into Opportunity for Women Worldwide
By KRISTOFF & WUDUNN
ISBN: 9780307387097

WILD GRASS: Three Portraits of Change in Modern China
By IAN JOHNSON
ISBN: 9780375719196

*HIROSHIMA
By HERSEY, JOHN
ISBN: 9780679721031

*NIGHT
By WIESEL, ELIE
ISBN: 0553272535

*You will read Hiroshima or Night, but not both. You will not need to purchase both unless you want to (but they are both excellent books). We will decide in class who will read which. I will ask if you have read one of them in the past that you volunteer to read the other.
Course Description and Purpose: Welcome to Human Right: a course fraught with concern, controversy and contradiction! This course raises questions—and provides a few answers—on the fascinating, demanding (in more ways than one) topic of human rights. Together we will examine the origins of the concept, its philosophical underpinnings, its evolution since the Second World War, the key international instruments that give it meaning and power, and its contemporary political use and abuse. Among other things, we will ask ourselves:

Do human rights really exist? (If we decide “no,” this may be a very short class.)

Are they, as often purported, truly universal?

Are they a modern construct or have they been with us since the beginnings of humankind?

Are they compatible with other presumed societal goods, e.g., international security, market economics, national sovereignty, and democracy?

Are all human rights of equal importance?

How does one know when something reaches the level of a human right?

Can new human rights be created or discovered? If so, how?

Can human rights be effectively implemented on a wide scale and can their observance be enforced?

What, if any, alternatives exist to the concept of human rights that may offer equal or greater promise?

As Latter-day Saints we will also want to explore whether human rights, commonly understood, are compatible with LDS precepts and principles. We must examine the value they may offer to our own society and the insights the gospel may provide to our understanding of human rights. Can we make a significant contribution to the ongoing human rights dialogue?

Our approach to this course will involve a variety of learning resources: books, internet sources, news reports, film, class discussion, even occasionally music. You will read two books that provide a rigorous understanding of the concept of human rights from a historical, theoretical and international legal perspective (Freeman and Glendon), one of two short books that place the development of human rights in the context of the massive destruction of human lives resulting from World War II (Wiesel or Hersey), and two books that examine the arguable need for human rights recognition and enforcement in the contemporary world (Kristof and Johnson). You will find the books of varying difficulty but almost all of them are highly readable and quite compelling. We will also ask you to read and come prepared to discuss during the second half of class each Thursday current case studies of human rights abuse, as found in the reports of Human Rights Watch:

(http://secure.hrw.org/site/c.nIlWt5n2JwE/b.4565619/k.6A7D/Email_Center__Custom/apps/kct/contactcustom.asp?msource=signup&SegmentID=328967)

and Human Rights Without Frontiers:
I would ask you to work hard to keep up on the readings and come prepared to discuss them or the ideas and questions they raise. We will include some in-class use of extended media resources as well.

It should be understood that many of the readings, especially in Kristof/WuDunn, demand a good deal of maturity on the part of the reader. Some describe human rights violations and atrocities in uncomfortable detail. I take no delight in trying to shock or in exploiting violence for entertainment purposes, so I would ask you to work with me to address case studies, issues, and principles sensitively but openly. I will try to provide options should any of you find any particular materials too graphic in a fundamental way for your particular temperament.

Learning Outcomes

- **Political Process, Theory, and Thought**
  Students will demonstrate historical and theoretical understanding of the evolution of the concept of human rights and the efficacy and limitations of the concept in contemporary political practice and discourse.

- **Political Process, Theory, and Thought**
  Students will demonstrate knowledge and understanding of the watershed historical and current events, at home and abroad, that figure most prominently in human rights development.

- **Effective Research and Analysis**
  Students will acquire analytical tools with which to address human rights issues and produce original research exemplifying this acquisition.

- **Critical Thinking and Analysis**
  Students will become acquainted with and analyze the arguments favoring the universality of human rights and apply them to current human rights issues.

- **Political Process, Theory, and Thought**
  In the context of the course’s overarching themes, students will survey formative tensions in the history of religious freedom and familial issues as human rights, examine theoretical and human rights perspectives on freedom of conscience and expression, and assess limitations on these rights and their potential conflicts with other fundamental rights.

- **Critical Thinking and Analysis**
  Students will demonstrate increased confidence in their abilities to assess and express both “conservative” and “liberal” perspectives on human rights and understand where the potential for conflict of the two views arises.

- **Faith and Political Analysis**
  Course participants will inquire into how Latter-day Saint perspectives might contribute to better understanding of human rights concepts (such as human dignity) and how the interests of the Church of Jesus Christ of Latter-day Saints may benefit from greater worldwide recognition and protection of human rights.
Assignment Descriptions

Course Requirements:

Approximately 20 pages of writing, 1200 pages of reading, exactly two exams, and active participation, as follows:

A) 10% - First written book review and analysis (4-5 double-spaced pages, 12 pt font) of Hiroshima or Night. Due on 24 September. This is a review essay designed to get you to think deeply about a particular book and show its relation to the overarching themes of the course. This review should be analytical in nature (it is not a “book report”) and contain a clear thesis. It should be formatted like a professional book review (title, proper heading, etc.) and include generous quotations, citations and evidence from within the book itself to support your conclusions. It is not a research paper requiring you to go outside the book itself for your analysis. Sometimes outside comparisons are helpful, if done well, but too often they cause students to lose their focus. This link includes guidelines on how to write a book review and should be useful: http://www.lavc.cc.ca.us/Library/bookreview.htm. We will post on Learning Suite in the Content section some book reviews written by Dr. Kirkham which show an acceptable format and analytical approach.

B) 20% - Midterm examination based on readings, lectures, and classroom discussions from the first half of the course. This exam will be administered at the Testing Center on 17-18 October 2013.

C) 10% - Second book review and analysis (4-5 double-spaced pages, 12 pt font) of Half the Sky or Wild Grass. Due on 21 November so you can go home for Thanksgiving without worrying about homework for this class (except for reading, always reading). Again, this review should be analytical in nature and contain a clear thesis. Everything that applies to the first review, applies to the second.

D) 25% - Analytical research paper of 10-12 pages (double-spaced, 12 pt font) examining in depth, one of the issues we discuss in class that you and I agree to be appropriate. This will probably be due on 12 December (last day of class) but please send me an email letting me know your topic or one or two choices by about a month before the due date. The best way to remember what is expected on this paper is through the acronym OFARMS: Organization, Facts, Analysis, Research, Mechanics, and Style. We will discuss this more in class. Don’t let me forget.

E) 25% - Final examination based primarily on readings, lectures, and classroom discussions from the second half of the course, including the readings, but with expectations that, especially in essay questions, you will show your abilities to draw on materials and understanding from the entire course. The exam will be held in the testing center throughout finals week.

F) 10% - Active participation – this means attendance, preparation, and active interaction with me and other class members during the course. You will lead a short informal discussion on a reading from one of the key Human Rights websites. I take class participation seriously but I try not to make it a miserable experience for particularly shy persons. You will also be required to attend the equivalent of one class period at a session of the BYU Law School International Law and Religion Symposium, 6-8 October 2013.
Late Policy
If you are unable to turn an assignment in on time, please let me know in advance and send an electronic copy as soon as you have completed it, along with a hard copy at the first opportunity. Assignments turned in late will receive a 10% deduction for each day past the due date.

Point Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>A written book review and analysis</td>
<td>100</td>
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<tr>
<td>Midterm examination</td>
<td>200</td>
</tr>
<tr>
<td>A written book review and analysis</td>
<td>100</td>
</tr>
<tr>
<td>Analytical research paper</td>
<td>250</td>
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<tr>
<td>Final examination</td>
<td>250</td>
</tr>
<tr>
<td>Active class participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
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Grading Policies

**Grading Policy:** The following is taken from the current BYU Undergraduate Catalog:
The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. The following adjectives indicate the meaning of the letter grades:

A  Excellent
B  Good
C  Satisfactory
D  Minimum Passing
E  Failure

Hence, the grade A means that the student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class.

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation and, consequently, progresses in courses that would have been impossible when the student was a freshman. The level of performance, achievement, and understanding required to qualify for each grade that carries credit (any grade other than E, I, IE, or WE) is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>T–Sept3</td>
<td>Introduction</td>
<td>Read the syllabus in its entirety</td>
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| Th–Sept 5 | Personal Historical Accounts                      | *Hiroshima/Night*  
HR Watch or HR w/out Frontiers |
| T–Sept 10 | Personal Historical Accounts                       | *Hiroshima/Night*                                |
| Th–Sept 12 | Personal Historical Accounts                       | **Finish:** *Hiroshima/Night*  
HR Watch or HR w/out Frontiers |
| Th – Sept 19 | American Values                                    | HR Watch or HR w/out Frontiers  
*A World Made New*: Preface, Ch 1 | |
| T – Sept 24 | Human Rights after World War II                    | *Human Rights*: Ch. 3  
**First Book Review Due**  
*Hiroshima or Night* |
| Th–Sept 26 | Theories of Human Rights                           | *Human Rights*: Ch. 4  
*A World Made New*: Ch 2  
HR Watch or HR w/out Frontiers |
| T – Oct 1 | Why a Universal Declaration Analysis of rights: TBD | *A World Made New*: Ch 3-4                       |
HR Watch or HR w/out Frontiers |
| T-Oct 8  | **International Law and Religion Symposium—BYU Law School** | Attend Symposium  
*A World Made New*: Ch 5  
Begin reading *Wild Grass*  
(Finish by Nov. 19) |
| Th-Oct 10 | Analysis of rights: TBD                            | *A World Made New*: Ch 6  
HR Watch or HR w/out Frontiers |
| Th – Oct 17 | Universality, Diversity, and Differences: Culture and Human Rights | *Human Rights*: Ch 6                            |
| T – Oct 22 | **Midterm Exam. Can be taken anytime on 21 and 22 October in the Testing Center.** | NO CLASS                                         |
| Th–Oct 24 | Analysis of rights: TBD                            | *A World Made New*: Ch 9-10  
HR Watch or HR w/out Frontiers |
<p>| T–Oct 29  | Analysis of rights: TBD                            | <em>A World Made New</em>: Ch 11                        |</p>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>Th–Oct 31</td>
<td>The Result of the Declaration</td>
<td><em>A World Made New</em>: Ch 12, Epilogue &amp; Appendix 7, <em>Half the Sky</em>: Introduction, HR Watch or HR w/out Frontiers</td>
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<td>T–Nov 5</td>
<td>Slavery, Prohibition &amp; Prostitution, Speaking up</td>
<td><em>Half the Sky</em>: Introduction, Ch 1-3</td>
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<td>Th–Nov 7</td>
<td>Rule by rape, Honor/Shame, Maternal mortality</td>
<td><em>Half the Sky</em>: Ch 4-6, HR Watch or HR w/out Frontiers</td>
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<td>T–Nov 12</td>
<td>Family planning and the God gulf, Is Islam Misogynistic</td>
<td><em>Half the Sky</em>: Ch 7-9</td>
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<td>Th - Nov 14</td>
<td>Education, Microcredit, Equality</td>
<td><em>Half the Sky</em>: Ch 10-12, HR Watch or HR w/out Frontiers</td>
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<td>T – Nov 19</td>
<td>Grassroots vs treetops, What you can do</td>
<td><em>Half the Sky</em>: Ch 13-14, Finish <em>Wild Grass</em> by this day</td>
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| Th – Nov 21| Human Rights Case Study: China                | **DUE: Second Book Review**  
*Wild Grass* or *Half the Sky*  
HR Watch or HR w/out Frontiers |
| T – Nov 26 | **Friday Instruction**                        | NO CLASS |
| Th – Nov 28| **Thanksgiving**                              | NO CLASS |
| T – Dec 3  | The Politics of Human Rights                  | *Human Rights*: Ch 7 |
| Th – Dec 5 | Globalization, Development, and Poverty: Economics and Human Rights | *Human Rights*: Ch 8, HR Watch or HR w/out Frontiers |
| T – Dec 10 | Human Rights in the Twenty-first century  
Philosophical Assumptions | *Human Rights*: Ch 9 |
| Th – Dec 12| **Last Day of Class**: Human Rights and Latter-Day Saints | **DUE: Final Paper**  
HR Watch or HR w/out Frontiers |
| Dec 16-20  | **FINAL EXAM in Testing Center**              |                                          |

**BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Plagiarism Policy
Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Librarian Information
Name: Brian Champion
Office: 1225 HBLL
Phone Number: 422-5862
Email: brian_champion@byu.edu

Reference Desk Information
Name: Social Sciences / Education
Phone Number: 422-6228
Email: No library information available
Hours: M-Th : 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

Department Research Information
http://guides.lib.byu.edu/content.php?pid=65720

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