September 20, 2015

To: Arts and Sciences Council Committee on Curriculum

On behalf of the Duke Human Rights Center at the Franklin Humanities Institute, we propose a new Human Rights Certificate.

This certificate is built with interdisciplinary and cross-university courses and gives undergraduates from all majors an opportunity to experience a coherent, vertically integrated and in-depth focus on human rights history, theory, contemporary issues and practice. The certificate requires a capstone research project and encourages students to take part in service-oriented experiences.

With the Kenan Institute for Ethics (KIE) we have developed an innovative partnership that expands human rights offerings available to Duke undergraduates, enriches complementary course options and avoids overlap. As detailed in this proposal and the attached Memorandum of Understanding (MOU), the DHRC@FHI will offer a new, course-based Human Rights Certificate with a new Gateway and Capstone. KIE will continue to offer its Experiential Ethics Certificate, which includes five programmatic tracks, one of which is human rights. Once the Human Rights Certificate is approved, KIE will eliminate the programmatic track in human rights associated with the course-based Ethics Certificate.

The ten broad goals of the Human Rights Certificate include providing:

1. An integrated and in-depth course of study, including an introduction to foundational concepts and how the concept of human rights was framed and informed by moral, ethical and political thought;

2. Exposure to theories of rights and rights critiques, including an examination of Western influence, power relationships and cultural histories and biases;

3. Examples of how human rights have been developed and applied over time and across regions and cultures;

4. Histories and experiences of past human rights issues both abroad and in the United States;

5. Study of how people have worked to achieve social change across time
and cultures, including in the United States;

6. Context to enrich students' curricular and co-curricular rights experiences through the capstone, including DukeEngage and DukeImmerse;

7. Development of analytical and strategic thinking, allowing students to apply knowledge to real-world problems;

8. Incorporation of creative approaches to human rights, including the arts, archival resources and documentary work;

9. Mentored research into a human rights-related theme or issues;

10. Preparation for a future in which students apply knowledge in their careers and lives as engaged citizens.

In addition to a core group of faculty scholars from the DHRC@FHI Faculty Advisory Board, we will be working in cooperation with departments in Arts and Sciences as well as the Nicholas School of the Environment and the Sanford School of Public Policy. In our proposal, we list sixty-eight current courses students can apply towards the electives in the Human Rights Certificate program.

Both programs will have unique Gateways and capstones, but will collaborate on promotion and advising, ensuring that students are directed to the program that best fits their intellectual goals.

We believe this certificate will attract a broad array of students and contribute to the mission of the Trinity College of Art and Sciences to understand more deeply “the obligations and rewards of citizenship” premised on a commitment to human rights. The certificate also serves the University’s mission as set out in “Making a Difference.”

Attached please find our proposal and supporting documents. Please feel free to contact us for additional information.

Thank you,

William Chafe and Robin Kirk
Co-Chairs, DHRC@FHI

Robert Korstad and Erika Weithal
Executive Committee members
Proposal for a Human Rights Certificate

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Proposal for a Human Rights Certificate

1. DESCRIPTION AND RATIONALE


The language of human rights permeates our world. Rights moves policy and millions of dollars (and pounds, pesos, kroner and yen) in aid, sanctions and, increasingly, armies, prosecutions, arrests, trials and prison time. Rights thinking has expanded into new areas, among them statistics, in quantifying unrecorded deaths for Peru’s Truth and Reconciliation report; technology, with satellites snapping pictures of burning Darfuri villages to prompt a declaration of genocide; and architecture, with the design and art in South Africa’s Constitutional Court.

Yet the definition of what constitutes a “right” and the means by which these rights are defended remain shifting and disputed, even among activists. Human rights as a phrase may be young, but the concept of determining right and wrong is as old as human society. Human rights have a long history and knowing earlier attempts to face injustice and wrong-doing help us all confront new transformations of people’s inhumanity towards others. The classics are rich with examples of how early civilizations grappled with these questions, from slavery to the treatment of the poor and conduct in war. Even when armies were engaged -- as the Greeks were around Priam’s Troy, according to Homer’s epic -- the grieving Trojan king could sneak into the tent of the warrior Achilles to beg for the body of his slain son, knowing that the Myrmidon leader understood he had committed a war crime by defiling Hector’s body behind his chariot.

As a policy focus, human rights came to the fore in the wake of World War II, with the adoption of the 1948 Universal Declaration of Human Rights (UDHR). Eleanor Roosevelt, who chaired the American delegation, knew the document was more wish-list that binding agreement. The real challenge, she said in later years, was "actually living and working in our countries for freedom and justice for each human being." Every year since its adoption, the list of rights has lengthened. For example, the framers could not have foreseen how new generations would interpret Article 16, which guarantees the right to marriage without limiting the definition to a union between opposite genders -- or even limited to two people. The hundreds of treaties that flow from the UDHR now protect indigenous peoples, women, children and the disabled and regulate or ban land mines, chemical weapons and migrant workers, among others.

Advances in rights protection have fundamentally reshaped our world. Some scholars describe the 1990s as the beginning of the “justice cascade,” the emergence of national, regional and international enforcement mechanisms. Enforcement is especially robust in Europe, where the European Court of Human Rights has issued over 10,000 rulings related to rights protection as
diverse as racial discrimination and the mistreatment of prisoners and improper trial conduct. At the same time, some states and a growing number of international organizations use other methods to secure rights, among them trade benefits and inclusion in economic and cultural institutions.

But it must be said that to the Gazan school child or Hong Kong democracy activist, these advances may seem a distant and largely irrelevant development. Even as we gain important venues like the International Criminal Court, which hears cases involving genocide, crimes against humanity and war crimes, we are faced with new and thorny challenges. Article 14, which guarantees the right to asylum, is inadequate in protecting people fleeing phenomena like climate change or even the devastation wrought by illegal economies, including the current US-Mexico border crisis and its relation to the narcotics industry. Drug gangs fueled by US consumption spur a mass exodus of children from Central America; a radical Islamist sect utilizes the Internet to broadcast the execution of journalists and captured civilians; and a newly aggressive Russian leader invades a neighbor state under the guise of protecting ethnic Russians, causing atrocities that reach as high as an airliner carrying international travelers. Many still refuse to accept the idea that health care or a life free from poverty fall into the category of universal human rights.

Some fundamental rights -- like the freedom from being tortured -- are rejected by large segments of national populations, even ones that embrace most rights concepts. In the United States, for example, a majority of Americans supported the use of torture in the aftermath of September 11, even though the right not to be tortured is one of the few non-derogable rights enshrined in the Declaration.

As humanities scholar Geoff Harpham has noted, these complexities demand scholarly engagement. This lies at the heart of our certificate proposal, which seeks to immerse students in the study of human rights from a legal, critical and deeply historical perspective; engage them with its substantive contradictions; and require them to do the hard work of puzzling out how human rights can be used to create a better (if not perfect) world.

The Human Rights Certificate takes on big ideas while also firmly grounding those ideas in the real-life dramas that make the study of human rights so pressing, multi-layered and rich. This certificate will explore the philosophical and historical underpinnings of human rights at the same time that it provides students with case studies of how human rights are practiced. We plan to bring in new ways of exploring human rights, including through the arts and documentary film.

In preparation for this proposal, the DHRC@FHI sponsored a year-long series, RightsConnect, that brought human rights scholars and teachers to campus to discuss human rights pedagogy and help us craft this proposal. RightsConnect was funded by a Humanities Writ Large grant and the Provost, among others. Invited scholars all used different approaches and emphases in their own research and teaching; yet they agreed that a certificate should be interdisciplinary, open to all majors, engage with human rights critique, include real-life cases and incorporate the perspectives of practitioners, artists and those who have suffered human rights abuses.
Crucial in our proposal is the inclusion of the United States and Durham as a subject of human rights inquiry and advocacy. Prof. Leslie Brown, a historian who visited Duke as part of RightsConnect, told us it was “imperative” to include civil rights in any human rights curriculum. “In a world that sees rights as a critical part of citizenship (national and global), knowing something about the topic helps us all to understand the demands of the present,” she noted in a curriculum workshop that included students. “Students should be able to see themselves not just as historical inheritors, but as historical actors in the ongoing struggle for rights. In so many places, not just the US, it is ordinary people who create the most extraordinary change.”

Big questions assume a new urgency when brought face-to-face with real-life events. For students, testing the idea of rights against historical or contemporary realities demands that they dig deep and question their basic assumptions, including what makes us human. As noted above, human rights also provides the opportunity for effective interdisciplinary study, drawing on Duke’s strengths in the humanities, public policy, social sciences, civic engagement, global health, the study of the environment, the law, and business.

To sum up, students pursuing the Human Rights Certificate will study human rights not as good or evil but as a constellation of approaches, histories, practices and critiques. The certificate will promote an intellectual approach that asks critical questions and teaches students how to read books, images, and media with a critical eye; how to write or communicate clearly and concisely; how to reach a non-academic audience; and how to do their own research and thus reach their own conclusions through reasoned argument. Through their studies, students will not only engage with histories and ideas, but also the people who do human rights work or who see themselves as in need of human rights protection.

The introduction of this certificate comes at a critical juncture for Duke undergraduates, who are increasingly going on human rights-related experiences through DukeEngage or internships without any intellectual or curricular-based understanding of the themes and histories involved. This Human Rights Certificate is just what many students are looking for to add structure and linkages to their intellectual inquiry as they dig deeper into these issues.

We follow with some example pathways. These pathways highlight the innovative partnership between DHRC@FHI’s Human Rights Certificate and the experiential human rights concentration that is a part of the Ethics Certificate Program administered by the Kenan Institute for Ethics (ECP@KIE). The Human Rights Certificate director and associated faculty, with collaboration where appropriate from the ECP@KIE faculty director, would help students plan pathways that integrate curricular and co-curricular elements and actively encourage students to incorporate what they’ve learned outside of the classroom:

**PATHWAY A:** A student develops an interest in a human rights-related theme or place in the Human Rights Certificate Gateway course, then takes a class expanding that interest. The student then registers for the Human Rights Certificate and, with the support of the Director, selects three more courses to complete the four-course requirement. In consultation with faculty, the student develops a research project for independent study. The DHRC@FHI is one of several Duke entities that provides summer research funds.
The Capstone would then provide a space for the completion of this research project. The student would graduate with a Human Rights Certificate.

**PATHWAY B:** A student develops an interest in a human rights-related theme or place in the Human Rights Certificate Gateway course, then takes a class that expands on that interest. As a rising sophomore, the student takes part in a human rights-related DukeEngage experience that relates to that interest. The student registers for the Human Rights Certificate and uses DukeEngage funds to return to their civic engagement site to do research. That research is the basis for the Capstone research project or an honors thesis in the major department.

**PATHWAY C:** A student develops an interest in human rights in a Focus course (for instance, Humanitarian Challenges). In the fall of their sophomore year, the student completes the Human Rights Certificate Gateway, then enrolls in a related DukeImmerse course that spring, completing all of the four middle courses. By junior year, the student, familiar with the faculty working on these issues, joins a Bass Connections team to work on a rights-related project. The project then leads the student to an individual research project for the Human Rights Capstone.

**PATHWAY D:** A rising sophomore develops an interest in human rights through DukeEngage. After meeting with the Human Rights Certificate Director the following fall, the student learns that the experience could be used toward the ECP@KIE Experiential Certificate human rights concentration and declares an Experiential Ethics Certificate in consultation with the Ethics Certificate Director. The student elects to take the Ethics Certificate Gateway. The student takes two electives and joins a Bass Connections team related to human rights. The student graduates with an Experiential Ethics Certificate with a concentration in human rights.

**PATHWAY E:** A student develops an interest in human rights in a Focus course (for example Ethics, Leadership and Global Citizenship). In the fall of their sophomore year, the student enrolls in a DukeImmerse program that fulfills the four-course requirement of the Human Rights Certificate. As a rising junior, the student takes part in a summer internship that is not human rights-related and does not fulfill the experiential requirement for the Experiential Ethics Certificate concentration in human rights. The student elects to pursue the course-based Human Rights Certificate and finishes with a Capstone project.

These pathways are not restricted to themes or places that are exclusively abroad. With its emphasis on seeing human rights at home and in the context of Duke and Durham, the Human Rights Certificate will also cultivate in students a self knowledge and better understanding of how they, as individuals and members of diverse communities, are part of complex systems that are both resistant to change but also changeable. The Certificate would support study and research right here. Equipped with knowledge, alliance-building skills and a deep understanding of the work required, they will see their own lives and powers in a different way. We believe this kind of self-awareness is valuable no matter what students do after leaving the university.
The ten broad goals of the Human Rights Certificate include providing:

1. An integrated and in-depth course of study, including an introduction to foundational concepts and how the concept of human rights was framed and informed by moral, ethical and political thought;

2. Exposure to theories of rights and rights critiques, including an examination of Western influence, power relationships and cultural histories and biases;

3. Examples of how human rights have been developed and applied over time and across regions and cultures;

4. Histories and experiences of past human rights issues both abroad and in the United States;
5. Study of how people have worked to achieve social change across time and cultures, including in the United States;

6. Links to students' other curricular and co-curricular rights experiences;

7. Development of analytical and strategic thinking, allowing students to apply knowledge to real-world problems;

8. Incorporation of creative approaches to human rights, including the arts, archival resources and documentary work;

9. Mentored research into a human rights-related theme or issue;

10. Preparation for a future in which students apply knowledge in their careers and lives as engaged citizens.

A. Relationship to existing programs and majors

The list of peer institutions with human rights as a curricular or thematic concentration grows each year, and now includes the University of Chicago, Columbia University, Boston College, Bard, the University of Connecticut, the University of Dayton, the University of California-Berkeley and Davis, the University of Minnesota and Macalester College, among others.

At Duke, the Human Rights Certificate complements existing programs and majors by allowing students to earn degrees while at the same time focusing on a key theme shaping current social, political and cultural relations. The certificate also adds unique Duke values: interdisciplinary study, case-based instruction and the connection to extra curricular activities like DukeEngage, internships and volunteer experiences.

With the KIE, we have developed an innovative partnership that expands human rights offerings available to Duke undergraduates, enriches complementary course options and avoids overlap. As detailed in the attached Memorandum of Understanding (MOU), the DHRC@FHI will offer a new, course-based Human Rights certificate with a new Gateway and Capstone. KIE will
continue to offer its Experiential Ethics Certificate, which includes five programmatic tracks, one of which is human rights. Once the Human Rights Certificate is approved, KIE will eliminate the curricular track in human rights associated with the Ethics Certificate.

DHRC@FHI and KIE will collaborate to ensure that students are aware of and supported in pursuing the appropriate study path. KIE will direct students interested in a course-based study program in human rights to the DHRC@FHI; and the DHRC@FHI will direct students who want to incorporate experiential learning into a human rights-related certificate to the Ethics Certificate and its experiential track in human rights.

DHRC@FHI and KIE will collaboratively advertise and promote the two programs – jointly coordinating recruitment, promotional materials, communications with the Academic Advising center, and web presence. A person from KIE and from DHRC@FHI will be tasked with jointly managing information about and the promotion of the two certificates. The Director from each will serve on the faculty advisory group of the other certificate. Each respective certificate faculty group will have representation needed to ensure collaboration and air traffic control across the two certificate programs.

At the end of first academic year in which these two collaboratively administrated certificate programs are offered, the faculty directors of the two programs will jointly meet with the Arts and Sciences Curriculum Committee to review the programs and, if needed, work together to develop strategies for strengthening the programs. As is the standard policy of Arts and Sciences, at the end of third academic year in which these two programs are offered, the Arts and Sciences Curriculum Committee will review each of the programs. Please see Appendix D for a more detailed outline of the ways in which DHRC@FHI and KIE will work together in supervision and advising, among other areas.

As a new offering, the course-based Human Rights Certificate will strengthen and add value to a number of other majors and minors. For example, students pursuing courses in Documentary Studies would be able to include a human rights focus, gaining from the CDS coursework direct contact with activists, community leaders, artists and documentarians. Also, pairing documentary work with the certificate gives students a powerful way to communicate beyond writing: with art, audio- and visual-based works and public exhibits. The ability of students to read, understand and produce audio and visual materials is a real-world skill essential to understanding the fast-moving world of human rights. Duke students have already contributed a wealth of new documentary material to the home page of the DHRC@FHI, including the oral histories of advocates. The Human Rights Certificate will help increase, improve and direct this work, a permanent research addition to the university.

Increasingly, the arts have been used to explore and promote human rights, meaning that existing and new courses in this area would also contribute to the certificate. In addition, we have a powerful synergy with the Rubenstein Library’s Human Rights Archive. Currently one of the leading repositories for the papers of human rights organizations as well as individuals active in human rights advocacy, the Human Rights Archive is a unique resource. At least three of the courses that will satisfy electives in the certificate already use the HRA extensively (*DukeImmerse: Rights and Identities, Video for Social Change and Memory Bandits*). Also,
capstone will work closely with archivist Patrick Stawski to develop new research projects.

One of our signature programs, the Pauli Murray Project (PMP), is also developing new projects that include students human rights research. Founded in 2009, the PMP is a history-recovery project based in Durham that embraces the legacy of Murray, a Durham native and renowned rights activist who believed that social justice involved using history to work toward fairness and justice across divisions such as race, class, sexual and gender identity and spiritual practice. The PMP has already worked with Duke students to map Durham’s civil rights history, promote dialogues on continuing segregation and record the histories of important but little known activists, including women and members of the LGBTQ communities.

B. Impact and Student Demand

The course-based Human Rights Certificate provides a rigorous, focused, and enriching complement to most majors. The certificate also takes advantage of the richness of Duke course offerings to create an interdisciplinary option that majors can use to broaden their academic engagement.

We believe there is a growing audience of students who will respond to this initiative. A significant number of Program II students constructed their plans of study around human rights questions. Just in the past three years, there have been human rights-focused Program II majors, including studies on global health, international justice, music and LGBTQ issues. According to Dean Norman Keul, there is “consistent interest among students in human rights as an academic focus.” A certificate would provide these and other students with an attractive option, allowing them to pursue their interest with a more structured plan of study and with a cohort of like-minded students.

The DHRC@FHI is governed by faculty representing a broad variety of departments and disciplines. Our faculty foresee no negative impact on existing academic majors, minors, or certificates. Courses offered by Women’s Studies, African and African-American Studies, Philosophy, the Center for Documentary Studies, the Kenan Institute for Ethics, Art, Art History and Visual Studies, the Sanford Institute for Public Policy, Political Science, the Nicholas School of the Environment, History and Cultural Anthropology frequently have a human rights focus and are often over-enrolled.

In August and September 2014, we conducted a survey gauging undergraduate interest in a human rights certificate offering. Seventy-six students responded, all enthusiastic about the benefits of a human rights certificate. We targeted students through emails and our Facebook page. We also included students enrolled in courses taught by members of the DHRC@FHI Faculty Advisory Board. Finally, we made a special effort to collect responses of dormitory-based freshmen who might be able to register for the certificate, if it is approved.

Across class year and academic pursuit, there was unanimous interest in the addition of a Human Rights Certificate, with 97% of students interested or very interested in studying human rights. Ninety-two percent reported that they would consider completing a Human Rights Certificate, with 52% describing themselves as very interested. Many students reported taking classes that would count toward a certificate, including Human Rights Theory and Practice, Human Rights
and Revolution in Film, Civil/Human Rights in the spirit of Pauli Murray and courses offered through DukeImmerse.

Ninety-five percent of students thought that having a Human Rights Certificate background and on their transcript would help them when applying for jobs after college. An equal number believed that the certificate would make prospective students more likely to choose Duke over other universities.

The final question we posed was “In a few lines, let us know if you think a human rights certificate would add value to a Duke undergraduate degree.” Many students were enthusiastic in answering this free-response question. The following are some of the students’ responses:

- As a potential Global Health major, having the potential to get this certificate could expand my academic exploration in an area that fascinates me and increase my marketability for employment within the public health sector after graduation.

- I definitely do especially for those of us really interested in pursuing life in the non-profit sector as compared to the private sector Duke prepares most students for.

- A human rights certificate would be a perfect complement to Duke’s effort in forming engaged and global citizens.

- I think a human rights certificate would correlate closely to many majors and minors already offered at Duke and would nicely supplement these courses by adding a human rights angle.

- As a biomedical engineer, I’m not certain this certificate would help with the technicalities of my major, but would certainly allow me to better understand the people I’m working with and for. This certificate could provide inspirations for future products and would be a unique opportunity for anyone considering joining an NPO or public-health-related firm.

- I truly believe that this certificate would add value to the overall Duke undergraduate experience seeing as human rights is such a prevalent concern across the world today and surely for years to come. Duke does a great job of educating its students to do well in their perspective fields, and this would only be furthered by also allowing students to learn how they may use those skills to further human rights across the globe.

- I think it would add a definite value in the interest of interdisciplinary education. It would help to tie together many areas of study, including global health, cultural anthropology, economics, philosophy, etc. It also would be interesting for both pre-med and pre-law students to help to apply some of their knowledge and frame it in a different way.

- A human rights certificate would add value to a Duke undergraduate degree. In the short time that I have been at Duke, I have met several individuals who would be interested in a human rights certificate. Duke students are extremely passionate about gaining experience and giving back. I believe a human rights certificate could effectively combine both of these
interests into a course of study.

☐ I think for those aiming for a job with international affairs, medicine, or just dealing with people in general having a solid understanding of human rights under your belt makes you a more effective candidate.

☐ I definitely believe it would give interested students more of a chance to explore human rights no matter their major, and also allow potential graduate schools and employers get to know the prospect more. Human rights is something that is relevant to every discipline and I think it is Duke's responsibility as a forward thinking institution to promote knowledge and recognition of that.

☐ I think it would add value because Human Rights are something that affect EVERY person, EVERY moment of their lives. Being able to show that you have studied Human Rights allows employers and Grad Schools to see that you care about humanity as a whole, and that you are more likely to treat everyone with respect.

☐ I do think it would add value to a Duke undergraduate degree, as it would further the idea of Duke as a global university with a global education. Human rights are affected by nearly every other subject - from economics (e.g., quality of life) to engineering (e.g., access to quality of life). A certificate on such an inclusive concept as human rights would not only complement one's other degrees but also offer further insight on how one can utilize those degrees in the world.

☐ Looking back on my undergraduate time, I've felt as if I've been fortunate to specialize in immigration. I've taken two courses on immigration policy history, participated in the DukeEngage Tucson program, worked at the Center for American Progress' immigration team for my public policy internship and am now in the DukeImmerse program on human rights. I sort of stumbled into this; I didn't intend for this to happen earlier. But maybe a certificate would have given me that direction earlier.

In 2010, a similar survey resulted in 90 individual responses. The sample was representative of all four undergraduate classes (2011-2014). The result was similar to the 2014 survey, showing a consistently strong interest in a human rights certificate.

☐ Any student who is remotely interested in this general field of study would definitely find this an attractive quality about Duke, especially because Duke currently has little offered in this area.

☐ More likely, it is an uncommon attribute of top institutions and would definitely be an asset to the curriculum. I wish I would have had an opportunity to complete one, as I am a senior.

☐ Other universities like Univ. of Chicago have it and (their graduates) are competing with me in the NGO job market.

☐ Yes, it shows commitment on Duke's end to academically engage in human rights, in
addition to DukeEngage.

☐ I definitely think they would be more likely to choose Duke. If this program existed when I was deciding between colleges, I would’ve had an easier decision to choose Duke.

☐ Generally, the students that want to come to Duke are those that know about the status of the world and understand that there is inequality and injustice out there. By providing a Human Rights Certificate, more opportunities would open up to those who want to help here and around the world.

☐ My personal interest in Duke was connected to the possibility of doing an interdisciplinary Program II degree that would allow me to do human rights related degree. I think if there had been a Human Rights Certificate offered that would have definitely made me even more likely to choose Duke over any other university, since it is a very unique opportunity, I believe.

Perhaps the most eloquent testimonies in support of a certificate come from students who have already graduated and are doing human rights work. One alumna had created an NGO that encourages human rights work among community enterprises in developing countries. Another has a significant position on Obama’s national security council. A third has been working for years with migrant apple pickers in the Northwest. That student noted, “I would have loved to have been given that sort of opportunity when I was at Duke.”

2. DETAILED DESCRIPTION: REQUIREMENTS AND CURRICULUM

The Human Rights Certificate creates a coherent, in-depth and interdisciplinary course of study in human rights history, theory and practice and helps prepares students for life as engaged and informed citizens. The certificate includes 1) a structured, vertically-integrated and interdisciplinary set of courses; 2) analytical, empirical, and applied elements; 3) education in the history and current practice of human rights in the United States and abroad; 4) exposure to key thinkers and debates about and within human rights, including the critique of human rights and work on human rights strategies and approaches; 5) skills development in research and writing; 6) the application of knowledge towards real-world solutions; and 7) in-depth mentored research with faculty working in human rights. The Human Rights Certificate will provide students with the analytical, conceptual, empirical and practical knowledge that prepares them to be engaged, informed and active citizens.

Including a Gateway, Introduction to Human Rights, and a final Capstone, Research in Human Rights, students will take a total of six undergraduate courses. The certificate culminates with a capstone research seminar.

Students must apply to enroll in the Human Rights Certificate program as early as possible, but no later than the fall of junior year on the date designated for reporting mid-term grades. Students will be encouraged to seek rights-related DukeEngage placements as well as internship and volunteer experiences. These elements will enrich a student’s experience in the Capstone, Research in Human Rights.
Six courses are required for completion of the Human Rights Certificate.

1. A required Gateway, *Introduction to Human Rights*. This course will give priority to freshmen and sophomores, ideally building a cohort with other students also interested in human rights.

2. Four electives. A course can count towards the human rights certificate if it contains a preponderance of readings or other materials of inquiry that reference human and civil rights history, concepts, theory, practice, discourse, advocacy or a combination of these elements. A course may have a thematic focus on human rights, including in areas of civil rights and social justice; it may have a regional focus, examining rights in a specific location; or a disciplinary focus, as in how a specific type of study, like biology or literature, approaches a rights question. Prior to registration each semester, the DHRC@FHI will prepare a list of pre-approved courses in consultation with the Faculty Advisory Board. Students will be required to take courses from at least two disciplines. No more than two of the four courses may come from the same home department. The ideal is for a distribution of courses from History, Philosophy, CDS, Politica. Science, Education, Cultural Anthropology, Public Policy, Literature, Classics, AMES, Global Health, Romance Studies, Women’s and Sexuality Studies, Sociology, Religion and African and African-American Studies. Students may petition for a course to count toward the certificate by submitting a syllabus and rationale for the relevance to the Director of the certificate, specifying how it meets the criteria listed above. This would include courses taken outside Duke, including study abroad. We would encourage students to search out study abroad courses that would count towards the human rights certificates. *For the elective courses we propose, see Appendix B.*

3. A capstone seminar, *Capstone in Human Rights*. This course will be offered to students in their senior year. The Capstone will be offered only to students who have completed the Gateway and are enrolled in the Human Rights Certificate program. A primary learning objective of this course will be to have students connect the intellectual themes and scholarly knowledge they have developed in the Gateway, electives and any rights-related experiences (through DukeEngage or internships and volunteer placements). The capstone will require students to critically re-visit themes introduced in the gateway course. The capstone will culminate with a final project that requires students to choose a subject and produce research. Students may work in teams toward a final project so long as each student’s work is evaluated separately and at a high standard. All Human Rights Certificate students will be required to present their work to their peers in a min.-conference or other forum. Students will also be encouraged to present their work in other public fora or in benefit of an individual or group engaged in rights work. This could be through performance or web-based pieces, videos, op-ed columns, published essays, public exhibits, or other media. Where appropriate, students’ projects can link to departmental honors projects.

Each program (DHRC@FHI and KIE) will offer its own capstone course. Capstone instructor(s) for the DHRC@FHI Human Rights Certificate and KIE Ethics Certificate capstone will confer and collaborate in ways that meaningfully strengthen both capstone experiences. For example, the two certificate programs will consider offering joint capstone research presentations and organize a human rights student symposium; or students in both programs could work together to create a research poster subsection of Visible Thinking that focuses on human rights.
We also envision that students (with the approval of both certificate directors) will be allowed to enroll in either of the two capstone courses. A student who wishes to enroll in the capstone course of the certificate that he/she is not participating in must make a case to the two certificate directors for doing so.

3. PROPOSED TEXT TO APPEAR IN UNDERGRADUATE BULLETIN

A certificate, but no major, is available in this program.

The goal of the undergraduate certificate in human rights is to provide students with an opportunity to pursue a rigorous interdisciplinary study of human rights. We will help cultivate life-long learners and engaged citizens who have a deep and nuanced understanding of human rights. This course of study requires foundational study in human rights history, theory, and policy issues, with particular attention to how the intellectual debates around rights translate into action in an increasingly globalized, interconnected world. Human Rights cannot be isolated into one or even a few disciplines and its study must draw on the concepts and lived experience of scholars, practitioners, journalists and communities struggling to defend their rights.

Students will be encouraged to include study abroad courses as part of their certificate plan, so long as these courses have received prior approval from Duke and the certificate director. Students will be assigned an adviser who will help plan a coherent pathway and also help develop a statement that includes a possible Capstone research project.

The certificate includes 1) a structured and interdisciplinary set of courses; 2) analytical, empirical, and applied elements; 3) education in the history and current practice of human rights in the United States and abroad; 4) exposure to key thinkers and debates about and within human rights, including the critique of human rights; 5) skills development in research and writing; 6) the application of knowledge towards real-world solutions; and 7) in-depth mentored research with faculty working in human rights.

Sequencing is a critical element in the study of human rights. Students are encouraged to enroll as soon as possible but no later than the end of Drop/Add in the fall of their junior year. Enrollment takes place after a student prepares a declaration of interest submitted to the Certificate Director. This declaration must include a written statement of no more than 250 words; identification of the four courses that will be the electives chosen to complete the certificate; and a potential research project for the Capstone, *Research in Human Rights*.

4. LIST OF CURRENT COURSES AVAILABLE FOR THE CERTIFICATE

A course can count towards the human rights certificate if it contains a preponderance of readings or other materials of inquiry that reference human and civil rights history, concepts, theory, practice, discourse, advocacy or a combination of these elements. A course may have a thematic focus on human rights, including in areas of civil rights and social justice; it may have a regional focus, examining rights in a specific location; or a disciplinary focus, as in how a specific type of study, like biology or literature, approaches a rights question. Prior to registration each semester, the DHRC@FHI will prepare a list of pre-approved courses in
consultation with the faculty advisory board.

The Faculty Advisory Board will also continue to work with colleagues to develop new human rights-related courses. Already planned are a course on slavery in the classical world (Classics); Chinese Im/migration (AMES); and additional human rights-themed courses offered by the Center for Documentary Studies and Art, Art History and Visual Studies.

Please see Appendix B for a complete list of current courses available for the certificate.

5. DESCRIPTION OF NEW COURSES

We propose two new courses, one open to any student (Gateway, Introduction to Human Rights) and one reserved for certificate students (Capstone, Research in Human Rights). We plan to ensure continuity by asking faculty to commit to teach each course at least twice in every three-year period.

We will seek a specific “Human Rights” code for these courses with the Registrar, mirroring the existing designations of other certificate offerings.

A. Gateway, Introduction to Human Rights

This course introduces students to the field of human rights. The Gateway will be a class of 30 students taught by a faculty member recruited from members of the DHRC@FHI faculty advisory board. In addition, a PhD student working on human rights-related issues will assist this class as a teaching assistant, to promote vertical integration.

This course will be offered once a semester, in the Spring. As demand increases, we hope to expand and offer the class once a semester. The Gateway course must be taken during or prior to a student’s 5th semester (typically fall of junior year), to ensure sequencing that allows students to build a knowledge base.

The Gateway has two primary purposes: to define and explore the key terms, concepts, foundations and theories of human and civil rights; and examine alternative or competing definitions of rights using a case-based approach. This approach will include critiques of human rights, including from conservatives, nationalist and non-western thinkers. This design insures that students will see the connections between key rights ideas, like individual vs. collective rights, Western origins of rights concepts, humanitarian challenges, rights in the arts and visual culture and rights practice.

Introduction to Human Rights will meet twice a week. The class combines lectures, classroom discussion, films, exhibits, guest lectures and case-based work on specific rights issues. The first class of the week will be taught by the faculty leader on a specific concept or theory of rights, exploring complexities and paradoxes. The second class of the week will divide the class into two equal sections, led by the faculty member and the graduate teaching assistant. Sections will focus on a specific case where these complexities are apparent. We plan to highlight cases that are visible in our own community of Durham and North Carolina. The faculty member and graduate teaching assistant will rotate between sections, to enhance vertical integration.
For instance, we might explore Article 21 of the Universal Declaration of Human Rights, which guarantees the right to take part in government directly or through freely chosen representatives. The following class would take on the case of voting rights and access to state government as exemplified in the current Moral Monday campaign and position of the North Carolina state legislature. Another week might look at Article 5 and its ban on torture. The following class would look at the formation of NC Stop Torture Now and its work opposing the CIA flights used in extraordinary rendition and based in Smithfield’s municipal airport. Another topic could be sexual assault, a violation of Article 3, and how this manifests on Duke’s campus and larger issues of power, human rights, and institutional regulation.

Key to the Gateway is not only looking at written materials but also exploring the growing body of artistic and documentary work that informs human rights work. We foresee a strong visual and artistic component to the Gateway, which will incorporate the work of activist artists like Ai Wei Wei and documentarians who use pressing human rights issues to shape and inspire their work. In studying human rights, it’s crucial to bring in the role photography and documentary film have played in representing abuses both historically and in the contemporary world.

By combining a generalized consideration of human rights with a case by case assessment of how human rights is experienced on a grassroots level and through different written, visual and audio media, the Gateway will encourage a new appreciation for the dialectic that emerges between idealized concepts, on the one hand, and nitty-gritty reality on the other.

Students will be evaluated through in-class midterms, reading notes, response papers, participation and a final project on a central rights concept or dilemma.

B. Capstone, Research in Human Rights

This class will be run like a semester-long honors seminar by a faculty member recruited from members of the DHRC@FHI Faculty Advisory Board. Research in Human Rights will revisit key points of the Gateway and work with students to integrate that knowledge into a final project. That project could be an in-depth exploration of a particular dimension or problem of human rights or a service oriented project with real-world impact. We will also be encouraging students to take their work into other modes of expression, including the arts or documentary work.

The class may divide for certain sessions into workshops to refine projects, share research and discuss early drafts. The result will be superb papers and projects nurtured by mutually supportive critiques and commentaries from fellow students concerned with similar issues, across boundaries of time and place.

Students will be evaluated through in-class reading notes, a project proposal, a final project and a public presentation as part of an annual student conference.

6. IDENTIFICATION OF TEACHING FACULTY

The Gateway and Capstone are new additions to the curriculum and will be anchored by
members of the DHRC@FHI Executive Board and Faculty Advisory Board. The certificate as proposed organizes existing classes in a way that reinforces the human rights theme, drawing on Duke’s already rich offerings in this area.

A. **Core teaching faculty**

William Chafe, History

James Chappel, History

Robert Cook-Deegan, Sanford School of Public Policy

Robin Kirk, Cultural Anthropology

Robert Korstad, Sanford School of Public Policy

Ellen McLamney, Asian and Middle Eastern Studies

Nancy McLean, Sanford School of Public Policy

Erika Weinthal, Nicholas School of the Environment

B. **Associated teaching faculty**

The following faculty teach courses or sections of courses that would count as electives towards the Human Rights Certificate:

Phil Bennett, Sanford School of Public Policy

Allen Buchanan, Philosophy and Kenan Institute for Ethics

Dennis Clements, Duke Global Health Institute

William Darity, Sanford School of Public Policy and African & African-American Studies

Sarah Deutsch, History

Janet Ewald, History

Rosemary Fernholz, Sanford School of Public Policy

John French, History

Raymond Gavins, History

Jehanne Gheith, Slavic & Eurasian Studies
Shai Ginsburg, Asian & Middle Eastern Studies and Center for Jewish Studies
Thavolia Glymph, History
Bruce Hall, History and African & African American Studies
Michael Hardt, Literature
Bruce Jentleson, Political Science and Sanford School of Public Policy
Suzanne Katzenstein, Kenan Institute for Ethics
Judith Kelley, Sanford School of Public Policy and Kenan Institute for Ethics
Anirudh Krishna, Sanford School of Public Policy
Pedro Lasch, Art, Art History & Visual Studies
Barbara Lau, Pauli Murray Project, Duke Human Rights Center@the Franklin Humanities Institute
Adriane Lentz-Smith, History
Wahneema Lubiano, African & African-American Studies
Diane Nelson, Cultural Anthropology
David Malone, Education
Louise Mientjes, Cultural Anthropology and Music
Jocelyn Olcott, History
Liliana Paredes, Romance Studies
Gunther Pecó, History
Carlos Rojas, Asian & Middle Eastern Studies and Women’s Studies
Kathy Rudy, Women’s Studies
Omid Safi, Duke Islamic Studies Center
David Schaad, Pratt School of Engineering
Suzanne Shanahan, Kenan Institute for Ethics and Sociology
Irene Silverblatt, Cultural Anthropology
Rebecca Stein, Cultural Anthropology and Center for Jewish Studies
Kristine Stiles, Art, Art History & Visual Studies
Orin Starn, Cultural Anthropology
Charles Thompson, Center for Documentary Studies and Cultural Anthropology
Susan Thorne, History
Timothy Tyson, Center for Documentary Studies and Divinity School
Kate Whettem, Sanford School of Public Policy

7. ADMINISTRATION

The class-based Human Rights Certificate will be administered through the DHRC@FHI. The DHRC@FHI will nominate a member of the executive board to take on the duties of Certificate Director, in consultation with the FHI and Dean of Arts and Sciences. We propose that Robin Kirk lead this effort for the first three-year term.

The Certificate Director will chair a three-member Oversight Committee drawn from the faculty advisory board. This committee will help guide the development of the Human Rights Certificate. As appropriate, the Oversight Committee will invite the participation of a student delegate from the Student Advisory Board. We propose that current co-Director William Cha’c chair the Oversight Committee.

Advising will be done by the Certificate Director and members of the Oversight Committee and Faculty Advisory Board members. The DHRC@FHI Human Rights Certificate will have its own faculty director just as the KIE Ethics Certificate will have its own faculty director. The two faculty members who serve as directors will also serve on the faculty advisory group of the other certificate program in order to facilitate coordination and maximize collaboration, as outlined in the MOU.

These two faculty directors will work together to recruit and advise students for the two programs – directing a student to the program that best matches her/his educational pathway, intellectual interests, and future plans. Interested students will be given support to forge a coherent pathway from two options: (a) the course-based Human Rights Certificate administered by the DHRC@FHI and (b) the KIE Ethics Certificate with an experiential track in human rights.

To administer the certificate, the DHRC@FHI will need one quarter-time DUSA who can assist with course registration, cross-listing, promotion and meetings of Human Rights Certificate
students. Our plan is to increase the time of our Program Associate from 3/4 to full time to provide support.

8. AVAILABLE FUNDING

The Human Rights Certificate would be best supported by additional funding of one quarter-time position at the level of DUSA. Emily Stewart, our current DHRC@FHI Program Administrator, could take on this task, going from three-quarter to full-time. This represents an additional cost of approximately $9,500 per year.

We have raised private funds to cover this expense over the next three years and expect this support to continue. In addition to salary, these funds would allow for a modest promotion and programming budget of $1,000 annually to announce and publicize all human rights curricular options at Duke, hold organizing events for current and incoming students and fund a public panel for all human rights certificate students to present their capstone human rights projects.

We have commitments from Cultural Anthropology and History to provide a graduate student each to serve as teaching assistants for the Gateway course, representing no additional cost.

Relevant to a discussion of funding is the question of enrollments. The Gateway will be capped initially at 30 students for at least the first two years of the program, to ensure a solid start. We expect that 12-15 students would choose to complete the certificate in that time frame. Once the program is better known, we would seek additional support to offer the Gateway in the fall. We would also add a Capstone as necessary, potentially by year three. By that time, we expect to have more than 20 enrolled certificate students.

Since the Gateway is designed to include guest faculty lecturers, we would also include them as a pool of advisers to mentor Capstone projects, meaning that students would have a range of faculty to help craft and direct these efforts. This mentorship could be formal, as a related independent study, or informal.

To support an expansion, we would continue to seek support both from the university (provost and dean) and private donors.

9. LIBRARY RESOURCES

Please see Appendix A.

10. ASSESSMENT PLAN

The mission of the Human Rights Certificate is to promote an understanding of the historical, social, and intellectual foundations of human rights both in the United States and abroad; and to provide an educational pathway that connects class-based learning to these foundations, testing theoretical or intellectual issues against contemporary issues and dilemmas.

Working with the Office of Assessment Trinity College, we will establish a timeline to phase in assessment tools over a three-year period, beginning with assessment of the Gateway course.
What follows is our plan after an initial consultation.

A student-faculty assessment sub-committee will develop Duke-appropriate rubrics based on the VALUE rubrics of the American Association of Colleges and Universities for “civic engagement”; “creative thinking”; “critical thinking”; “ethical reasoning”; and “inquiry and analysis.” These rubrics will be used to measure the quality of student work in the learning outcomes established for the certificate. As we progress in implementing the certificate, we will refine and streamline these rubrics as needed.

We have four key learning outcomes for students:

1. Students will demonstrate an in-depth understanding of the histories and major developments in human rights both in the United States and abroad;

2. Students will learn how to approach human rights from a critical perspective and see not only how human rights have contributed to justice but also the way a human rights framework may also limit, complicate or detour community claims for justice;

3. Students will demonstrate an understanding of specific human rights issues or regions where human rights have been a major theme;

4. Students will use their intellectual education in human rights to more fully contextualize their co-curricular experiences with organizations and communities that promote human rights.

The DHRC@FHI will use a biannual faculty advisory board meeting to report on the certificate program. In addition, the Certificate Director will meet regularly with a subcommittee of that board to provide direction for the certificate. Every year, we will submit to the board, FHI and Deans a formal report that will include assessment of our learning goals and provide suggestions for future movement based on the assessment findings. Assessment tools may include but are not limited to, written and on-line surveys, rubric scored faculty observations, focus groups with students, entry and exit interviews with individual students, and evaluations of graded projects.

We propose to implement assessment according to the following timeline, using a cumulative approach:

YEAR ONE: A Gateway entry survey and a Capstone exit survey (both self-reporting) that measure the evolution of the student’s knowledge of key human rights terms, legal documents and leaders; key moments in human rights history; key theories and critiques of human rights, and an essay question examining a specific human rights issue or region; and course evaluations.

YEAR TWO: A rubric-scored capstone project reflecting the learning goals of the certificates; A rubric for an 1,000-word self-reflection addressing a student’s growth, self-awareness and understanding of human rights; this will be part of the capstone; Exit interviews; Testing of VALUE rubric

YEAR THREE: Faculty assessments of how the Gateway, electives and capstone are working
together; possible adjustment of curricula; Content analysis of course syllabi and faculty curriculum vitae; Student focus group; Implementation and adjustment of VALUE rubric.

11. LETTERS OF SUPPORT
Please see Appendix C for letters of support.

12: THREE-YEAR COURSE SCHEDULE (beginning Spring 2016)

Spring 2016: Gateway (Kirk)

Spring 2017: Gateway (Kirk)

Fall 2017: Capstone (Kirk)

Spring 2018: Gateway (Korstad)
            Capstone (Chafe)

Fall 2018: Capstone (Chappel)

Spring 2019: Gateway (Cook-Deegan)
            Capstone (Korstad)

Fall 2019: Capstone (McLarney)

Spring 2000: Gateway (Chappel)
To: Duke University Arts and Sciences Council Committee on Curriculum  
From: Robert L. Byrd, Associate University Librarian for Collections and User Services  
Date: September 17, 2014

Statement on Library Resources to Support the Proposed Undergraduate Certificate Program in Human Rights

Prepared by Patrick A. Stawski, Human Rights Archivist, David M. Rubenstein Rare Book & Manuscript Library

Summary

The resources of the Duke University Libraries are sufficient to support the proposed undergraduate certificate program in human rights. The collections, staff, and services offered by the Libraries connect students to information and knowledge that will be an integral part of their human rights education. Library staff are committed to continuing to build collections and provide research assistance and instruction for the program in human rights as it develops and grows.

Library support for the human rights certificate is necessarily interdisciplinary and international, and what follows is thus a description of broad collecting areas and their human rights content.

General Human Rights Holdings

Currently human rights collections are spread across a variety of formats including printed and electronic books, journals and serials; videos and DVDs; microforms; and archival materials. The large number of online/electronic resources evidences the Libraries' awareness of the importance of supporting digital content vis-à-vis the interdisciplinary nature of human rights research.

The Interdisciplinary nature of the Libraries' resources are reflected in the subject cross-indexing across human rights holdings which include Human Rights but also Civil Rights, Politics and Government, Foreign Relations, Torture, Human Rights Workers, Political Persecution, Political Prisoners, and Refugees.

International Area Studies

International Area Studies (IAS) collections provide a wealth of materials related to human rights, especially for Latin America, the Middle East, China, the former...
Soviet Union and Africa. Areas such as child trafficking, prostitution, and political dissent are collected. For example, the Libraries offers a strong, richly faceted collection of materials supporting the study of Muslim civilization, history, and societies. The Libraries have developed strengths, both in English and regional languages, in modern Arabic literature, political science, and the theory and application of human rights in the countries of the region. Similarly, relevant holdings for Africa include the Aluka/IStOR database Struggles for Freedom in Southern Africa, which includes UN documents, oral testimonies, and life histories.

In addition, IAS librarians and staff support and provide a broad range of other library services, including course involvement through library instruction and teaching, reference support for students and faculty, and campus-wide engagement through public programming such as exhibits and lectures. IAS librarians work extensively with Humanities Labs. All of these activities often have important human rights content.

**IGO and NGO Collections**

Duke University’s inter-governmental organizations (IGO) collection includes documents and publications from a wide range of organizations and agencies dealing with human rights. We subscribe to a collection of microfiche covering the published records, reports and publications of the United Nations. These are indexed in Access UN, an online database providing access to UN documents back to 1966. We also regularly acquire publications on human rights published by the Council of Europe as well as a number of NGO’s. The Duke University Libraries are a depository of the European Union and receive many of their publications, including those covering human rights. All these publication are fully cataloged and accessible in our online catalog.

The Libraries’ NGO guide ([http://guides.library.duke.edu/content.php?pld=256639](http://guides.library.duke.edu/content.php?pld=256639)) provides access to web pages of many organizations active in the field of human rights internationally. In addition, online services like Associations Unlimited (available through the Gale Directory Library) and the Encyclopedia of Associations provide access to listings of organizations active in the field. We also regularly acquire secondary literature on the theory, application and implementation of human rights by IGO’s and NGO’s.

**Social Sciences & Public Policy**

The Duke University Libraries’ collections and librarians have supported human rights research for many years. Through collecting for Public Policy, Political Science, Cultural Anthropology, and other Social Sciences, we have developed a rich collection encompassing the intersecting topics of international and transnational relations, comparative politics, peace-building, refugees and migrants, race relations, sustainable development, terrorism, war crimes, globalization, and international institutions. In addition librarians provide library instruction and research consultations for courses on human rights, genocide, race and politics, and a capstone course for leadership service learning.
Film and Video

The Libraries maintain an extensive collection of feature films and documentaries on human rights issues and debates across the world. Films are available for circulation at Lilly Library on East Campus where the first-year students entering the certificate program view. Additionally, the Rubenstein Library’s Full-Frame Archive maintains archival copies of and screening rights for award-winning documentary films, many of which deal with human rights themes. This collection supports both human rights programming and instruction.

Primary Sources & Special Collections

The Human Rights Archive in the David M. Rubenstein Rare Book & Manuscript Library is one of the leading collections of primary sources on human rights in the country. The unique holdings of the archive are international and interdisciplinary in scope and content and thus fit well with the emphasis of the proposed Human Rights Certificate. Collections encompass print material, personal papers, and organizational records. Important collections include the Washington Office on Latin America records, the Marshall T. Meyer papers, the Women’s Refugee Commission records, the Abraham Joshua Heschel papers, and the ACLU of North Carolina records. As of 2014, the Archive had acquired 725 monographs and 34 archival collections which contained over 2,427 linear feet of material. A full-time professional position, the Human Rights Archivist, oversees development of the collection, works with technical teams to ensure timely processing of material, and provides reference and research services to Duke students as well as classroom instruction and instructor support.

Additionally, the Human Rights Archive sponsors a wide variety of programming and outreach on human rights activism and scholarship, including speaker series, panel discussions, exhibits, a documentary film screening series (RightsICameralAction), and the WOLA-Duke Book Award, which is given annually. These events provide numerous opportunities for Duke students to engage with collections and donors that include some of the most important leaders and activists in the human rights community today.

In summary, the Duke University Libraries are well positioned to support a certificate program in Human Rights. The library staff looks forward to continued collection building, teaching and public service in this important program.
Human Rights Related Courses

A course can count towards the human rights certificate if it contains a preponderance of readings or other materials of inquiry that reference human and civil rights history, concepts, theory, practice, discourse, advocacy or a combination of these elements. A course may have a thematic focus on human rights, including in areas of civil rights and social justice; it may have a regional focus, examining rights in a specific location; or a disciplinary focus, as in how a specific type of study, like biology or literature, approaches a rights question. Prior to registration each semester, the DHRC@FHI will prepare a list of pre-approved courses in consultation with the faculty advisory board.

AAAS 207.01 African Americans Since 1865
INSTRUCTOR: Raymond Gavins
Post-slavery black life and thought, as well as race relations and social change, during Reconstruction, Jim Crow, the Civil Rights and Black Power Movements, and contemporary times; ethical concepts and issues on human justice in the course of struggles for democracy, tolerance, and equality.

AAAS 213 Global Brazil
INSTRUCTOR: John French
Analysis of Brazilian history and culture from 1500 to the present in transnational context, with an emphasis on themes like slavery and race, regional cleavages, authoritarian rule, social inequality, and innovative attempts to expand democracy. Facilitates broad-based knowledge of a country of increasing global economic and diplomatic clout. Close examination of primary sources, including texts, images, music, and film.

AAAS 343.01 Displacements: Migration and Human Trafficking
INSTRUCTOR: Michaeleine Chichlow
Examination of the meaning of migration in the global world through cross-disciplinary texts and visual media. Situates the phenomenon of human trafficking within the context of these general movements focusing on the risks involved when people endanger their lives to find a better and more strategic position in the world. Explores how these experiences should be interpreted, and how processes and the politics of race, space and place are a condition and/or outcome of these movements. Investigates and considers ways to resolve some of the problems associated with such movements.

AAAS 345S.01 African Americans, Mass Incarceration, and Citizenship
INSTRUCTOR: Waheema Lubiano
Explores in depth the presence of African Americans within the phenomenon of U.S. mass incarceration and its implications for notions of citizenship. Surveys the history of prison build-up resulting from legislation and policy over the past forty years including the governmental discussions of drug policy and welfare reform that disproportionately
AMES 409 Chinese Im/migration: Chinese Migrant Labor and Immigration to the US
INSTRUCTOR: Carlos Rojas
Comparative examination of contemporary China's "floating population" of migrant labor, and of Chinese immigration abroad (particularly to the US). Focus on cultural representation of these phenomena (particularly literary, cinematic, and artistic works), but sociological, anthropological, economic, and political perspectives will also be considered. Topics include cultural alienation, marginalization, and assimilation; education and health care; labor and commodification; gender and ethnicity; narratives of modernization and development; together with the ethical, social, and political implications of migration.

AMES 53%S Queer China
INSTRUCTOR: Carlos Rojas
Examines queer discourses, cultures, and social formations in China, Greater China, and the global Chinese diaspora from the late imperial period to the present. Course will focus on cultural representations; particularly literary and cinematic, but will also consider a wide array of historical, anthropological, sociological, and theoretical materials. Not open to students who have taken Asian and Middle Eastern Studies 439.

CEE 315.01: Engineering Sustainable Design and the Global Community
INSTRUCTOR: David Schaad
Design and testing of solutions to complex interdisciplinary design projects in a service-learning context. Technical design principles; sustainable and engineering best practices; prototype formation, testing and evaluation; and establishment of research and analysis methodologies in a community based research experience. Working in partnership with a community agency (local, national, or International), and participation in an experiential learning process by engineering a designed solution for an identified community need. Evaluation focused on design deliverables, fabricated prototypes and a critical reflection of the experiential learning process.

CULANTH 131.01 World Music
INSTRUCTOR: Louise Menth
Study of musical styles and practices in relation to issues of creativity, forms of power, and cultural survival; focus on the music and experiences of indigenous peoples, refugees, migrants, and immigrants.

CULANTH 190FS.03 International Law and Global Health
INSTRUCTOR: Catherine Admay
This course will examine where and how international law intersects with global health inequalities. In what instances has international law been a positive force for addressing
CULANTH 432S.01 Gender, Sex and Citizenship
INSTRUCTOR: McIntosh
Explore current issues and debates relating to the relationship between gender, sexuality and global flows of people, labor, capital and ideas. Consider feminist analyses of the citizen-subject and foundational questions central to this area of study relationship between cultural representation, queer subjectivities, and sexual citizenship. Examine scholarship on gendered vulnerability and the welfare state; the politics of ‘terror’, security, and stereotyped masculinities; domestic labor and contemporary slavery; and the controversial debates about the connections between sex tourism, human trafficking and commercial sex work. Previous gender studies course or consent of the instructor.

CULANTH 611 Global Mental Health
INSTRUCTOR: Brandon Kohrt
Examination of global mental health from perspectives of culture, public health, epidemiology, human rights, policy, and intervention. Disciplines include cross-cultural psychiatry, medical anthropology, public mental health, and economics. Topics include ethics, stigma, cross-cultural classification of mental health, ethno-psychology, trauma, violence, disasters, and displacement. Populations include children, ethnic minorities, refugees, survivors of complex emergencies, and persons with chronic disease. Course highlights mixed-methods approaches to research and intervention evaluation. Designed for graduate students & advanced undergraduates. Prior research methods course recommended.

DOCST 236S.01 Civil/Human Rights Activism: In the Spirit of Pauli Murray
INSTRUCTOR: Barbara Lau
Documentary fieldwork course exploring the legacy of civil and human rights activism in Durham through the life and work of noted historian, lawyer, poet, activist and priest Pauli Murray. Students will utilize scholarship, primary source archival materials and contemporary documentary projects to set a context for their fieldwork in Durham. Working with the instructor and local social change leadership engaged in work related to the Face-Up Project. students will deepen fieldwork skills photography, writing, audio or filmmaking - and develop documentary projects in collaboration with culturally diverse community groups. Requires fieldtrips to communities in Durham.

DOCST 248S.01 Environmental Conservation and Documentary Photography
INSTRUCTOR: Lisa Satterwhite
Technical and aesthetic training in creating documentaries to communicate critical environmental issues so as to affect societal change. History of the essential role of documentary photography in land conservation, social justice, and protection of biodiversity from the early 1800's to today leads into individual documentary projects. Taught at the Center for Documentary Studies using state of the art camera and audio recording equipment and methods for web and gallery exhibition. Seminar, studio, and study of photography in university archives and field trips. Consent of Instructor.
DOCS 320S.01 | Freedom Stories: Documenting Southern Lives and Writing
INSTRUCTOR: Timothy Tyson
Documentary writing course focusing on race and storytelling in the South, using fiction, autobiography, and traditional history books. Producing narratives using documentary research, interviews, and personal memories. Focus on twentieth-century racial politics.

DOCS 326 | The South In Black and White
INSTRUCTOR: Tyson Williams
Focus on present-day and historical documentary traditions in the American South, with an emphasis on call and response between black and white cultures. The arts and humanities as embodied in particular histories and cultures found in the South, and as performed in music and theater, and portrayed in documentary films, civil rights photography, Southern literature, and historical and autobiographical writing. Includes historical texts, oral histories, and testimonies of living persons, along with documentary films, photographs, and writings from people in Durham and elsewhere in the region.

DOCS 332S | Farmworkers in North Carolina: Roots of Poverty
INSTRUCTOR: Chris Sims
Focus on those who bring food to our tables, particularly those who labor in the fields of North Carolina and the Southeast. Students will learn about farm work from the plantation system and slavery to sharecropping, and to the migrant and seasonal farmworker population today. Explores documentary work and its contributions to farmworker advocacy. Includes a service-learning component involving work in the community.

DOCS 335S.01 | Who Cares and Why: Social Activism and its Motivations
INSTRUCTOR: Charles Thompson
Documentary fieldwork-based research on the lives of people who have committed themselves to changing society. Life history interviews exploring personal and societal transformations with special attention to the antecedents to personal change leading to examined lives of commitment. Attention to various areas of social change, including human rights, civil rights, international activism, labor rights, and environmental activism. Focus on societal and personal questions regarding motivations for, and the effectiveness of, good works in several cultural settings.

DOCS 341S.01 | Politics of Food: Land, Labor, Health and Economics
INSTRUCTOR: Charles Thompson
Explores the food system through fieldwork, study, and guest lectures that include farmers, nutritionists, sustainable agriculture advocates, rural organizers, and farmworker activists. Examines how food is produced, seeks to identify and understand its workers and working conditions in fields and factories, and, using documentary research conducted in the field and other means, unpacks the major current issues in the food justice arena globally and locally. Fieldwork required, but no advanced technological
from conflicts such as Rwanda, Israel/Palestine, Nepal, Sierra Leone and others.

**ETHICS 129FS.01 Just Thinking: Philosophical Foundations of Citizenship & Democracy**  
**INSTRUCTOR:** Suzanne Katzenstein  
Examines how normative ethical & political theories might help us think more clearly about rights, obligations, and justice in a global context. Also looks into the limitations of some of these theories (originally developed for more local contexts). Particular focus on ethical challenges raised by international commerce. Do multinational corporations have obligations to maintain standards over and above those required by local regulations? How do we determine what these obligations and standards are? What duties do citizens and consumers in a corporation's home country have to compel more responsible corporate behavior abroad?

**ETHICS 199FS.001 Refugees, Rights and Resettlement**  
**INSTRUCTOR:** Suzanne Shanahan  
35 million refugees and internally displaced persons in the world. A comparative historical overview of international refugee policy and law dealing with this growing population. Students will grapple with the ethical challenges posed by humanitarian intervention on behalf of refugees and the often unintended consequences of such policies. Students examine case studies to determine how different models for dealing with refugee resettlement affect the life chances of refugees. Service learning course. Students will work with refugees from Bhutan, Burma and Iraq recently resettled in Durham. Instructor consent required.

**FRENCH 325S.01 Global Displacement: Voix Francophones**  
**INSTRUCTOR:** Reisinger  
Builds advanced language skills in context of migration and resettlement issues focused on Central and West African Francophone refugees in North America. Examine current laws, processes, practices, reasons for seeking refugee status, integration into host countries, challenges of cultural orientation. Discuss questions of testimony or narrative, including ethical considerations, with close attention to politics of listening to and speaking for other communities. Texts include UNHCR documents, documentary films, interviews, literary narratives. Community-based component (20 hours) engages students with refugee community in Durham. Conducted in French. Prerequisite: French 204 or equivalent

**GLILTH 210.01 Global Health Ethics: Interdisciplinary Perspectives**  
**INSTRUCTOR:** Kathryn Whetten  
Ethical issues of conducting research on or working with marginalized/stigmatized populations, using theoretical frameworks and case studies. Investigations of ethical choices made by multinational, national and local policymakers, clinicians and
HISTORY 261.01 Germany Confronts Nazism and the Holocaust
INSTRUCTOR: TBA
The ways in which official German culture comes to terms with its Nazi past. Background reading in history and politics; primary focus on films, dramas, novels, and poetry, as well as public memorials, monuments, and museums. Authors treated include: Wolfgang Borchert, Rolf Hochhuth, Peter Weiss, Ruth Klüger. Taught in English.

HISTORY 272.01 History of Human Rights
INSTRUCTOR: James Chappel
History of human rights from antiquity to present, focusing especially on nineteenth and twentieth centuries. Explores social and philosophical controversies surrounding concept of human rights. Analyzes rapid rise of human rights discourse, tracing it from its origins in early modern philosophy to current prevalence in contemporary humanitarian and military institutions. Interrogates notion of “humanity” that is embedded in human rights, questioning its universality.

HISTORY 344: History of U.S. Social Movements
INSTRUCTOR: Nancy MacLean
History of U.S. Social Movements examines the social movements that have shaped U.S. history, starting with the American Revolution itself and covering others including the anti-slavery movement, women's rights, Populism, Socialism, the Ku Klux Klan, the labor movement, the Black Freedom Movement and broader New Left, lesbian and gay liberation, and the recent conservative movement, focusing on the ethical issues arguments they raised, and how new civil, political, and social rights were created through social movement organizing. Lectures and readings explore why these movements arose, what they achieved, why many opposed them, and what we can learn about American history writ large from their experiences.

HISTORY 348.01 - The Civil Rights Movement
INSTRUCTOR: Raymond Gavins or Adriane Lentz-Smith
An interdisciplinary examination of the civil rights movement from World War II through the late 1960's.

HISTORY 352.01 Immigrant Dreams, U.S. Realities: Immigration Policy
INSTRUCTOR: Gunther Peck
Immigrants and immigration policy in the United States from 1850 to the present, with focus on origins and power of immigrant exclusion during three waves of migration: Northern European and Asian migrations between 1850 and 1880, Eastern European, Latin American, and Asian migrations, 1880-1920, and Latin American, African, and Asian migrations, post 1965. Immigrant roles in shaping policy debates, citizenship rights, labor movements, and American culture, past and present.
for understanding how people organize, how social movements use media, role of leadership, meaning of success, and several other basic issues. Focus on social movements of last few decades. Students will conduct group projects on a selected contemporary social movement. Contemporary social movements considered include Occupy, 15M movement in Spain, Gezi Park encampment in Turkey, urban protests in Brazil, and Arab Spring uprisings.

LIT 371S.01 The Literature of Exile and Migration
INSTRUCTOR: Ariel Dorfman
We live in an age of dislocations, with enhanced border security and a paradoxical acceleration of border crossings, legal and illegal. This course will explore a profusion of literary and filmic responses to this situation and the dilemmas arising from it, placing particular emphasis on the elite experience of exiles and the contrasting ways in which migrants and immigrants live this massive phenomenon and express it. Attention will be brought to the history, background and etymology of these concepts. Works and authors from Latin America, Europe, Asia and Africa will be examined, with a major focus on the United States today. Students will be encouraged to find out how these questions affect their own lives, at home as well as at the University and in the North Carolina environment. The first part of the class will be for lectures and discussion. On many occasions, these sessions will be followed by the screening of a film.

PJMS 388S.01 Journalism and War: Covering International Conflicts
INSTRUCTOR: Philip Bennett
In depth study of foreign correspondents work to analyze how news media influence foreign policy and public perception. Case studies drawn from a century of armed conflicts, with focus on recent and current events. Emphasis on U.S. media but includes comparisons with other countries. Issues include human rights, bias and propaganda, dissent and press freedoms, changes in methods and business of journalism and roles of technology and social media.

POLSCI 205.01 From Introduction to Racial and Ethnic Minorities in American Politics
INSTRUCTOR: Ashley Jardina
The politics of four of the United States principal racial minority groups -- blacks, Latinos, Asians, and American Indians.

POLSCI 272.01 Human Rights in Theory and Practice
INSTRUCTOR: Allen Buchanan
The nature and value of human rights; examining some major debates over their status and meaning and assessing the role which the idea of human rights has played in changing lives, practices, and institutions. Questions considered include: whether commitments to human rights depend on a belief in moral truth; whether the idea of
PUBPOL 371 News as a Moral Battleground  
INSTRUCTOR: Phil Bennett
Ethical inquiry into journalism traditions and its effect on public discourse. Issues includes accuracy, transparency, conflicts of interest and fairness. Stories presenting special issues such as national security, reporting on vulnerable people and the privacy of public figures. New challenges in blogging, social media and the 24-hour news cycle.

PUBPOL 390.02 The Politics of Crime and Justice  
INSTRUCTOR: Joel Rosch
This course is about the politics of crime and justice. The focus is on the policy choices society makes in order to reduce the damage done by crime. It will examine controversies about the nature of crime; how institutions such as the police, the courts, and corrections are organized; and how crime impacts various aspects of American life. The main focus on the class will be on what research tells us about how the criminal justice system works and how we might improve the public institutions we create to deal with the problem of crime. The instructor has worked extensively in how crime is understood; how that understanding of crime influences the way crime emerges as a public issue; and how crime is used by different groups for different purposes. As seen by the number of television programs focusing on issues related to crime and the attention given to high visibility criminal cases, the issues surrounding crime are a useful way to engage issues such as equality, racism, the nature of public goods, symbolic politics, and why it matters how we organize public services.

PUBPOL 414S.01 Research in Human Rights  
INSTRUCTORS: Robin Kirk and Robert Korstad
Focuses on human rights issues in North Carolina, the United States, and around the world. General human rights literature along with several detailed case studies will prepare students to undertake an original piece of research on a topic of their choice. Offered through the Duke Immersive Program. Director of Undergraduate Studies consent required.

PUBPOL 528.01 History of Poverty in the United States  
INSTRUCTOR: Robert Korstad
A history of poverty and poverty policy in the United States from the colonial era to the present. The changing experience of poverty, efforts to analyze and measure poverty, and attempts to alleviate or eliminate it. Attention paid to the reasons for the durability of poverty in a wealthy nation and to the forces shaping the contours of anti-poverty policy.
SOCIOL 211.01 - Wealth, Power, and Inequality
INSTRUCTOR: Kelster or O'Rand
The nature, forms, and socioeconomic bases of inequality. Age, gender, race, ethnicity, class, region, and family as dimensions of inequality. Variations in the structure of inequality over time and across nations. How educational institutions, economic development, work institutions, and state welfare programs affect the shape of inequality.

WOMENST 368 - Gender, Sexuality, and Human Rights
INSTRUCTOR: Ara Wilson
This course investigates gender and sexual dimensions of human rights, considering key international human rights campaigns and emphasizing the historical and philosophical contexts involved in advocacy for Women's Human Rights and Sexual Rights.
To Whom It May Concern:

I write in support of the Franklin Humanities Institute's proposal to launch an undergraduate Certificate in Human Rights. As Associate Dean and Director of the Academic Advising Center, my support stems from a rich understanding of the perspectives of Duke undergraduates. I work with Duke undergraduates from the moment they commit to attending Duke through the end of their sophomore year. During that time, they express an eagerness to engage deeply in questions of humanity and their own emerging role as change makers in a complex world. These interests are encouraged at Duke, where we challenge students to think of their place in an interconnected world, and where the undergraduate community is a microcosm of it. The student from Alabama whose roommate is from Egypt, the Scottish student working on a group project in a history class with a student from London, the Lesbian student and the conservative Christian student who joined politically opposite student groups — each of these students has in common a need to engage in a deeper understanding of the history, rationale, conflicting claims and current questions of human rights on a scale that has outpaced a personal worldview that may have served well in high school but is now suddenly inadequate.

The proposed Human Rights Certificate fills this need. It is exciting because it grounds students with an intellectually rigorous approach to understanding human rights, provides them with opportunities for further academic study of human rights in specific situations, and offers a foundation for interpreting their everyday experiences, both at Duke and beyond. It allows students to explore the historical underpinnings and philosophical rationales in favor of, and against, a concept of universal human rights. It allows students to practice the application of those concepts in various locations, settings, and questions; importantly, it will train students to engage in debates about human rights with diplomacy, tact, and precision. Notably, it will do so with a set of faculty who work together well and who are deeply committed to the intellectual growth of undergraduate students. In addition to the academic rigor of the certificate, then, the proposed certificate provides students with a community of scholars. Such a community fosters the boldness of thought that serves as a foundation in other academic endeavors.

Sincerely,

ElizaBeth Fox
Associate Dean and Director
Academic Advising Center
DATE: September 17, 2015

FROM: Suzanne Shanahan, Co-Director, Kenan Institute,

On behalf of the Kenan Institute for Ethics, I write in support of FHI's certificate proposal in human rights. Consistent with the Spring MOU (Appendix D) we look forward to partnering with FHI to offer two different curricular options for undergraduates interested in the study of human rights at Duke.

Sincerely,

[Signature]

Suzanne Shanahan
Date: December 19, 2014

To: Robin Kirk

From: Laurie L. Patton

Re: Human Rights Certificate

At Duke we like to tout that we use knowledge in the service of society. This a powerful way to organize a curriculum, research, or service program. The Certificate In Human Rights, however, is one of the best ways to truly use knowledge in the service of society, because there are few issues that trouble our world today like the violation of human rights. Girls being abducted from Nigeria, refugees fleeing Syria, and black boys being gunned down by police in the US seem like disparate incidents. This certificate program is structured in a way that deploys a multidisciplinary approach to truly use knowledge in the service of society by studying the history and current fights for human rights, critiques and debates regarding human and civil rights, as well as fostering in-depth mentored research with faculty who are working in human rights. Although human rights violations look different in different cultures and time periods, students will learn the theory, skills, and tools to analyze, contextualize, and understand this troubling aspect of the human experience.

Faculty involvement from committed departments in the interpretive social sciences along with support from the Franklin Humanities Institute demonstrates that this proposed certificate has the needed faculty support and teaching resources. We are impressed by how coherent the integration of mix methods, divergent theories, contrasting case studies, and interdisciplinary perspectives are deployed in the introductory course. In some respects, this certificate lends itself to encouraging students to overlap with their major. History, Cultural Anthropology, Public Policy, Political Science, International Comparative Studies, African and African American Studies, Women’s Studies, Philosophy, et cetera are each perfect pelings with this certificate. We encourage the curriculum committee to think strategically about how best this certificate could complement, as opposed to be distinct from, students’ majors. This may entail a careful and critical discussion about how many classes may overlap with the major, which is usually a concern with certificates, but perhaps not this one. This may mean, however, that special consideration should be given to advising to ensure that the certificate learning outcomes are sufficiently aligned with departmental outcomes. We certainly want students to experience the whole as greater than the sum of the parts (e.g., the certificate and the closely-aligned major).

This is a carefully constructed and designed certificate program that involves many of our best teacher/scholars. It will immediately complement many existing majors and be a robust pathway for those with majors that are not closely aligned.

We will not provide funding for this certificate, but we both endorse and support its approval.
To: Curriculum Committee

From: Kelly Brownell, Dean

Date: September 26, 2014

Re: Letter of Support for the Human Rights Certificate

On behalf of the undergraduate major in the Sanford School of Public Policy, I write to endorse the proposal for the Human Rights Certificate.

Study in Human Rights at Duke University has always been interdisciplinary. At the Sanford School, we recognize that we can provide a piece of this education for students, but there are perspectives that they will need from other places.

The Sanford School's contributions will come principally through instruction in the political, economic, policy, social and international areas. We have faculty who are interested in this certificate and will continue to offer their courses on this topic. We also have public policy students who are eager to deepen their understanding of the language and analysis of human rights. I envision steady interest from public policy majors.

The Sanford School is committed to supporting the certificate's success, both in providing courses that might count toward its completion and encouraging students to enroll.

Sincerely,

Kelly D. Brownell
Dean

Kenneth Rogerson
Director of Undergraduate Studies
September 10, 2014

Dean Ingeborg Walther
Associate Dean
Trinity College of Arts and Sciences
Duke University
Durham, NC 27708-0050

Dear Dean Walther:

I write in enthusiastic support of the proposed certificate program in Human Rights. The History department has varied and consistent offerings in this area — on topics ranging from refugees to abolition to human trafficking to genocide — and we have an area of concentration in Human Rights and Social Movements that structures coursework appropriate for certificate seekers. The area is a departmental strength, and the assistant professor who teaches our "Introduction to the History of Human Rights and Social Movements" course, James Chappel, consistently has robust enrollments. As they learn to frame their questions through historical thinking, our majors would benefit considerably by expanding their answers through interdisciplinary study. Equally as important, the History department has a great deal of perspective and context to students who think that human rights is simply a current affairs or contemporary policy issue.

Our students have a undergraduate interest in this area, and the relevant courses consistently enroll at or close to capacity. Under Robin Kirk's leadership, the Duke Human Rights Center has fueled this interest with a steady schedule of programming and service opportunities. Given our departments strength in social movements and the history of the black freedom struggle, James Chappel's energetic engagement with the Intellectual and social history of human rights, and our African historian Bruce Hall's teaching focus on humanitarian issues in Africa, I predict this student interest will continue and expand.

A certificate program in Human Rights would also strengthen the History department's commitment to encouraging students to think across regional and national lines and to bring the world to bear on conventional national narratives. Areas of historical inquiry related to human rights offer compelling and important case studies for demonstrating the importance of this transnational turn in historical studies. The department is very excited about what the Human Rights certificates offers.
If you have any questions or concerns, please feel free to call me at 919.684.2837 or email <ad116@duke.edu>.

Sincerely,

Adriane Lentz-Smith
Associate Professor and Director of Undergraduate Studies
History
September 30, 2014

To Whom it May Concern:

Robin Kirk was kind enough to share with me her proposal for the establishment of a Human Rights Certificate program. As Director of Program II, the only context in which students have been able to focus in a sustained way on the theme of human rights to date, I'm happy to express my support of this initiative by the Human Rights Center.

I can confirm that there has been a modest but consistent interest among Program II students around this theme over the years. I have always welcomed new proposals in this area, because they are inherently interdisciplinary and engage students in a liberal arts educational experience, something I care deeply about. Moreover, the study of human rights taps into the natural inclination of many young people toward idealism and the desire to make the world a better place for all. I think the availability of a certificate program in human rights would raise the profile of this theme and inspire more young people to supplement their their majors by adding this dimension to their studies.

The net effect on Program II is hard to assess. It can be expected that some students will opt for the certificate over Program II. However, others may want to dig deeper into a human rights theme than is possible in the certificate program, and will want to organize a Program II instead. In any case, I see the establishment of a certificate in human rights as a positive step, one that raises the profile of human right in the undergraduate experience at Duke.

I will leave it to others to assess and comment on the details of the proposed program of study.

Norman Keul
Associate Dean, Humanities and Interdisciplinary Studies
Adjunct Associate Professor of German
And Director of Program II
Erika Welthal  
Nicholas School of the Environment  
Duke University  
Durham, NC 27708  


September 8, 2014  

Dear Dr. Welthal,  

As the Director of Undergraduate Studies for Environmental Sciences and Policy, I write to offer my strong support of your proposal for a new certificate in Human Rights. I view this certificate as an important step towards training our students to recognize the importance of addressing environmental issues through the lens of human rights. Many of our majors already explore courses with a human rights theme and confront human rights issues through Study Abroad and Duke Engage programs. By offering a framework, the proposed certificate will allow students to deliberately and reflectively explore these issues in a deeper and, ultimately, more intellectually rigorous way.  

Once this certificate is approved, I will work with faculty who advise environmental sciences and policy majors to ensure that they know about the requirements and opportunities of this new program. Because the certificate will engage our teaching faculty, we can also think strategically about engaging students outside of the certificate in these issues as well. Some of our courses, especially those that reach 1st and 2nd year students may be good places to educate students about the certificate option and I will work with you and other certificate faculty to ensure this happens.  

Please let me know if you have other ideas for how I can best support the implementation of the certificate, upon its approval. I strongly support this effort, both because it honors the strong interest and activities already happening on campus and because it will continue to support our work to address environmental issues as social justice issues, and vice versa.  

Thank you,  

Rebecca L Vicra  
Lecturer and Director of Undergraduate Studies  
Environmental Sciences and Policy  
Nicholas School of the Environment  
vicra@duke.edu  
919.613.8199
September 22, 2014

Duke University Curriculum Committee
Trinity College of Arts and Sciences

Dear Committee Members:

I write to offer my endorsement of the Human Rights Certificate Program that is being forwarded to you by Professor William Chafe on behalf of the Duke Human Rights Center (DHRC) at the Franklin Humanities Institute.

The goals of the certificate embody the University’s mission of Knowledge in the Service of Society, as well as the Center’s mission of increasing the engagement of Duke undergraduates in issues of human rights. The Program’s support is impressive as it draws on the collaboration of seven Arts and Sciences departments, the Nicholas School of the Environment, and the Sanford School of Public Policy and includes more than 50 elective courses related to human rights.

In the Program in Education, we are proponents of civic engagement and community-based learning, and as such, I am especially excited by the experiential opportunities for Duke students to relate knowledge about human rights to real-world problems, policies, and practices. Further, the introduction of this certificate comes at a critical juncture at Duke as Duke undergraduates are increasingly becoming more involved in internships and/or service-learning opportunities related to human rights issues.

In summary, the Human Rights Certificate Program will contribute significantly to the Intellectual life of our undergraduates and the progress we are making to create a more engaged campus.

Sincerely,

[Signature]

Jan Riggsbee
Director and Chair, Program in Education
jriggs@duke.edu
September 17, 2014

To whom it may concern:

I am pleased to write this letter of support for the Human Rights Certificate Proposal being submitted by the Franklin Humanities Institute. In particular, given the number of students who do DukeEngage who work on human rights issues, I think there will be much demand and that this will fill an important curricular gap on campus.

We have many resources at Duke that focus on the historically important and globally relevant issues of human rights. From the vast archives in our library to dozens of faculty who concern themselves with this issue to the work done by FHI and the Kenan Institute of Ethics, Duke offers an unprecedented array of opportunities in this area. But what has been missing has been a clear pathway for undergraduates who want to pursue this issue area within the curriculum.

I am very impressed with the draft proposal that has been shared with me. The learning outcomes that are outlined seem to me to be clear and measurable, and broad enough to include a wide range of students. And the gateway and capstone course will provide excellent book ends to the certificate.

As I said above, I think many students who participate in DukeEngage might find this curricular pathway of great interest. Our programs in Cape Town, Dublin, Belfast and Serbia all focus on human rights to a greater or lesser extent, and as we seek clearer and relevant curricular connections for our students, this proposed certificate would be of great value.

I am happy to offer my support and look forward to watching the evolution of this program.

Sincerely,

Peter Lange Executive Director, DukeEngage
Assistant Vice Provost for Civic Engagement
Lecturer, Sanford School of Public Policy
15 September 2014

Robin Kirk
Faculty Co-chair, Duke Human Rights Center @ FHI
Lecturer, Department of Cultural Anthropology
Smith Warehouse, B183
Box 90403
Durham, NC 27708

Dear Robin:

I am writing to express our enthusiastic support for the creation of a human rights certificate. We believe that the Certificate will be especially attractive for global health co-majors and minors, providing a unique opportunity for students to explore the Interdisciplinary intersection between global health and human rights. We have a long history of cross-listing courses pertaining to human rights, involving a wide range of departments such as public policy, philosophy, and history. Global health students who pursue the human rights certificate could potentially count up to three of their courses towards their global health requirements. Indeed, Law, Development and Human Rights (PUBPOL 590S), Global Bioethics (PHIL 281) and Global Health & Human Rights (GLHLTH 390S) all count towards the global health co-major and minor. I foresee continued collaboration in the development and cross-listing of courses.

I am also excited to see that the goals of the certificate include fostering “a critical approach to human rights that takes into account Western influence, power relationships and cultural influences and biases.” Global health shares in these goals and is similarly invested in addressing health inequities that emerge through political, economic and social influences. We envision that the human rights certificate will be a strong counterpart for students and scholars who wish to examine the interplay of social justice and global health.

Overall, we are excited for this new endeavor and look forward to working with you as the certificate develops. We wish you the best of luck with your proposal.

Sincerely,

Gary Bennett, Ph.D.
Director of Undergraduate Studies, DGHI

Duke Global Health Institute, Box 90519, Duke University, Durham, NC 27708
Tel: 919-681-7760 Fax: 919-681-7748 www.globalhealth.duke.edu
26 September 2014

Dear Robin:

The core faculty members in the International Comparative Studies Program have had a chance to discuss the proposal for a new undergraduate certificate in Human Rights and we voted to support it.

We believe the certificate is conceptualized in a manner that will be engaging to students in its integration of classroom and non-classroom components. It will also provide Duke students an option that will complement a variety of majors. We are pleased to support you and other valued colleagues in this endeavor.

Sincerely,

Frances S. Hasso
Director, ICS Program
September 25, 2014

To Whom It May Concern:

I have read with great interest the proposal put forth by the Duke Human Rights Center at the Franklin Humanities Institute for a new undergraduate certificate in human rights. There is no doubt in my mind that such a certificate is both timely and institutionally possible. The momentum for human rights reflection and education has been building on the Duke campus in recent years as a result of the DHRC®FHI programming, which has engaged with a wide variety of global and national issues related to human rights and has regularly brought together a broad spectrum of the Duke community interested in human rights questions. The demand for a more focused undergraduate curricular experience in human rights has clearly emerged.

The proposal is rigorous, with both an introductory course and a capstone seminar. The state of regularly-offered courses in a variety of disciplines with important human rights dimensions is considerable. The core executive committee of DHRC®FHI is an active group of committed faculty and staff and is a natural body to administer the requirements for the degree. It also has a visible physical presence in the FHI.

In short, I believe that the moment has come to create a certificate program, which will enhance a number of existing undergraduate majors and demonstrate the university’s commitment to human rights education. I fully endorse the certificate proposal.

Sincerely,

David Bell
Professor of French
Interim Director
Franklin Humanities Institute
To the Curriculum Committee of Trinity College of Arts and Sciences,

I am writing in support of the proposed undergraduate certificate in Human Rights. This certificate offers enhanced opportunities for Duke undergraduates who seek to study human rights not only within its legal and historical contexts, but also as a means of fostering their participation in the democratic process, their involvement in civic issues, and their ability to effectively advocate for themselves and others. As director of the Center for Documentary Studies, I see numerous potential benefits to the certificate for the undergraduate program at Duke as a whole.

Human rights is one of the central tenets of the Center for Documentary Studies' mission: to promote documentary work that cultivates progressive change by amplifying voices, advancing human dignity, engendering respect among individuals, breaking down barriers to understanding, and illuminating social injustices. Documentary work has historically been and continues to be an essential component of human rights advocacy, as a means of drawing attention to human rights abuses and igniting social movements.

CDS is uniquely suited to support a human rights certificate. Our courses provide students the opportunity to meet, interview, and learn from people involved in human rights work -- activists, community leaders -- as well as to generate, distribute, and preserve documentary work themselves. Our students learn how to understand, critique, and communicate through visual and aural modes of representation, a critical method of reaching beyond academic audiences to the general public. Taking courses at CDS also prepares Duke students for the service-learning work and internships that they too often perform without the means to contextualize their experiences, while also providing ethical guidelines for the creation of documentary work that represents marginalized and traditionally excluded communities.

The strengths of the Center for Documentary Studies, in combination with the other potential partners in this certificate, could raise Duke's national profile as a leader in the study and the advancement of human rights.

Please let me know if you have any questions or if there is additional information that I can provide.

Sincerely,

Wesley Hogan
Director, Center for Documentary Studies at Duke University
Curriculum Committee  
Duke University  

Dear Curriculum Committee,

We are thrilled to write this letter in support of the proposed certificate program in Human Rights. The Department of Cultural Anthropology has a long-standing interest in issues and concerns related to human rights. Many of our faculty include sections on human rights in their undergraduate courses as well as conduct research on themes tied to human rights.

In addition to classes that incorporate a human rights component, our department has offered courses that focus entirely on human rights. These courses have consistently met enrollment goals. In evaluations and in conversations, students have found these courses deeply moving. They point out how they have learned to think critically and creatively about world issues. Students relish the ways human rights concerns have opened their eyes to political processes and moral issues that cross regional and national borders. They have also become more acutely aware of the relevance of human rights at home.

In sum, we enthusiastically support the creation of a certificate program in Human Rights at Duke.

Please feel free to contact us if you would like additional information.

Sincerely,

Irene Silverblatt  
Professor and Director of Undergraduate Studies  
Department of Cultural Anthropology  
Duke University

Charles Plot  
Professor and Chair  
Department of Cultural Anthropology  
Duke University  

September 30, 2014
Duke University

DEPARTMENT OF SOCIOLOGY
BOX 90088
DURHAM, NC 27708-0088

September 18, 2014

Dear Members of the Curriculum Committee,

As Director of Undergraduate Studies in Sociology, I write to offer my support of the proposed undergraduate certificate program in Human Rights. This program offers a unique opportunity for students to focus on critical global issues of our time. As such, I believe that the Human Rights Certificate program fills an important void in our curriculum and will attract a number of interested students.

Regards,

Rebecca Bach
Associate Professor of the Practice
September 25, 2014

We write to support the excellent proposal for a Human Rights Certificate, offered by the Duke Human Rights Center. The new Certificate program will answer an urgent call by Duke students to better understand circuits of activity that compress human life in local, regional, national, and global circumstances. In addition, the Certificate will offer Duke students strategies of invention that can ignite much-needed innovation in terms of human rights possibilities in emerging, and shifting, national circumstances.

We feel that the proposal design makes sense within the current landscape of Duke undergraduate certificates. In approving this proposal, Duke seizes an opportunity to demonstrate leadership for its talented undergraduates interested in imagining a better world forward. Several of our core faculty are implicated in the Certificate proposal, and AAAS will be a vital and ongoing ally to its continuing operations. We find that the Human Rights Certificate aligns well with the mission and imperatives of African and African American Studies faculty and researchers, and we are pleased to support the project with all administrative intensity possible.

Respectfully Submitted,

Thomas F. DeFrantz
Professor and Chair
African and African American Studies
Director of Graduate Studies
dafrantz@duke.edu

[Digital signature]

Stephen W. Smith, Ph.D.
Professor of the Practice
African and African American Studies
Director of Undergraduate Studies
smiths@duke.edu
September 3, 2014

Professor Robin Kirk,
Faculty Co-chair, Duke Human Rights Center@FHI
Smith Warehouse, B183
Box 90403
Durham, NC 27708-0403

Dear Prof. Kirk,

I write to express the keen support of the Department of Religious Studies for the formation of a Human Rights Certificate at Duke University. Our department currently offers a range of courses on the history of religion and ethics that would contribute in very meaningful ways to the curriculum that students pursuing the Certificate might find relevant to their studies. The initiative is most welcome because it speaks directly to a serious subject that belongs in undergraduate education. My colleagues and I hope your efforts meet with great success.

Sincerely,

[Signature]

David Morgan
Professor and Chair
September 19, 2014

To Members of the Curriculum Committee,

On behalf of the Department of Asian and Middle Eastern Studies (AMES), we are happy to endorse the proposed Human Rights Certificate. The proposal speaks directly to one of the major intellectual, ethical and pedagogical concerns of AMES faculty. As scholars of regions that have often been at the center of attention for human rights issues—whether of sweatshop workers in China, of women under radical Islamic regimes, of civilians in war zones, or of refugees—our faculty and students are invested in exploring how the demand for universal Human Rights is inflected and refracted through the particular cultures and histories that we study.

A number of courses our faculty has offered bear on the question of human rights squarely. These include AMES 201 The Israeli-Palestinian Conflict in Films; AMES 323 Gender Jihad; AMES 326 Religion and Civil Society in the Arab World; AMES 333 Traffic in Women; AMES 341 Screening the Holocaust; AMES 409 Chinese Immigration; AMES 410 Trauma and Space in Asia; AMES 429 Revolution: The Arab World; AMES 450 Human Rights in Islam; AMES 469 Minor Japan. While exploring regional and global conflicts and their human cost, torture and genocide, immigration, and minorities' and women's rights, these courses inquire into the tension between local traditions and a universalist discourse that is often perceived as coming from the “West” and threatening to undermine the local cultures and values.

Our faculty has also developed curricular and co-curricular activities and programs to get students involved with various refugee groups. ARABIC 408, for example, as a service-learning class, focuses on refugees from the Middle East in the Triangle area. Duke Engage in Egypt and Duke Engage in South Korea, which are organized and directed by AMES faculty, have students work with refugees from Sudan and from North Korea respectively.

We feel that the proposed Human Rights Certificate will benefit our students, as it will enable them to frame these engagements in a larger historical, theoretical and cultural framework. It promises to greatly enhance their intellectual understanding of these subject matters as well as their empathy towards the plight of the less fortunate. We strongly support the establishment of the Human Rights Certificate program.

Sincerely,

Hae-Young Kim, Ph.D.
Professor of the Practice
& Chair
AMES

Shai Ginsburg, Ph.D.
Assistant Professor of Hebrew and Jewish Studies &
DUS
AMES
To the Curriculum Committee:

I am very pleased to write in support of the proposed undergraduate certificate program in Human Rights.

The proposal is very clearly thought out and built with interdisciplinary and cross-college courses that gives undergraduate students from all majors an opportunity to experience a coherent as well as an in-depth focus on human rights history, theory, contemporary issues and practice.

I believe that the Human Rights certificate will benefit political science majors by allowing them to focus on human rights within their major, joining the traditional areas of focus like comparative politics, international relations and transnational organizations. Leading scholars have brought the tools of political science to the study of human rights, including an examination of the "Justice cascade" of accountability and the relations between grassroots, NGO and governmental institutions charged to promote human rights. Students will also be able to look at the complex interplay of domestic and international politics. The subject of Human Rights touches all subfields in political science that we believe that the certificate would engage many students interested in our major.
If you have any further questions, you can reach me via email at bl38@duke.edu or via phone at 660-4314.

Best Regards,

Bahar

Bahar Leventoglu
Associate Professor of Political Science and Economics
Director of Undergraduate Studies, Political Science
David Melone, Curriculum Committee Chair  
Duke University Arts and Science Council

25 September 2014

Dear Professors Chafe, Kirk, and members of the Curriculum Committee:

It is a great pleasure to write in support of this timely, well devised and articulated proposal for a new certificate in Human Rights at Duke. While a broader consciousness of fundamental human rights and advances in rights protection have come about, the increasing recurrence of human rights violations and the new forms that these take, whether within, on the borders or outside the U.S., demand a concerted scholarly focus and engagement of Academia.

The new Duke Human Rights Certificate fills such a need. It proposes an interdisciplinary pedagogy that can equip our students to tackle complex Human Rights issues critically. In my role as DUS, I have read the proposal with an eye for rigor and comprehensiveness and it offers students a plethora of relevant courses that provide multiple approaches and perspectives. These are framed by a required gateway course and capstone seminar ensuring deep inquiry and encouraging the integration of analytical, empirical and applied components. There is every reason to expect the Certificate to be highly successful, both because of students' expressed interest, its synergy with existing service programs spanning across Colleges with involvement of Trinity, Nicholas, and Public Policy, and the fact that it complements and enriches existing majors. I can certainly envision our own majors, in the various areas of Romance Studies completing the Certificate.

The creation of the Human Rights Certificate will have a positive effect on Duke's academic offerings and will enhance its commitment to engaged citizenship. I welcome this initiative and give the proposal my strongest endorsement.

Sincerely,

Luciana Fellin  
Associate Professor of the Practice  
DUS, Romance Studies
September 27, 2014

Bill Chafe, Co-director of DHRC@FHI
Robin Kirk, Faculty Co-chair DHRC@FHI
Emily Stewart, emily.stewart@duke.edu

Friends and colleagues,

Thank you for sharing with the Department of Classical Studies the draft of your proposal for a new Human Rights Certificate Program. We have discussed the proposal at two department meetings. After the first we responded to you asking for a greater historical component and for acknowledgement of the work and research already done in our department on Human Rights (esp. by Assistant Professor Jed Atkins http://fds.duke.edu/dl/naas/Classics/faculty/jcd.atkins/cv.html but also with our long-standing offerings in Greek and Roman History). Upon your enhancement of the statement we reviewed the proposal again, at our departmental meeting this week.

I am happy to say that the Department of Classical Studies strongly supports your proposal for a new Human Rights Certificate Program at Duke. All best luck for the endeavor, and please keep us involved in your work!

Sincerely,

Mary T. Boatwright
Professor of Ancient History
Chair 2014-17, Classical Studies

C: Jill Wuenschel, Business Manager
October 1, 2014

William Chafe
Department of History
Robin Cook
Franklin Institute
Duke University
Durham, North Carolina

Dear Bill and Robin,

The chair and undergraduate advisor along with other members of the department specializing in moral and political philosophy, Allen Buchanan, Gopal Sreenivasan, have examined and discussed the proposal to establish a certificate program in international human rights.

We wish to express our strong support of this initiative and our eagerness to participate in the delivery of courses that will provide the essential philosophical resources to enable students to meet the certificate program’s objectives.

Training in philosophy is essential to understanding and grounding human rights and the philosophy department includes world-renowned experts in the subject. We encourage the certificate program to take cognizance of this fact in its guidance to students in the program.

We wish you every success in the establishment of the certificate program in human rights.

Sincerely yours,

Alex Rosenberg
R. Taylor Cole Professor of Philosophy
Chair

Cc:
David Wong
Gopal Sreenivasan
Allen Buchanan
Robin Kirk, Faculty Co-chair, Duke Human Rights Center@FHI
Lecturer, Department of Cultural Anthropology
Smith Warehouse, B183
Box 90403
(919) 641-0635
dhrights@duke.edu
September 27, 14,

Dear Robin Kirk,

Thanks very much for sending over your proposal for a certificate in Human Rights at Duke. As Director of the Women’s Studies Program, I am delighted to write in support of this. As you know, the history of Women’s Studies has been intimately connected with the field of human rights and has consistently asked whether women’s rights are human rights, whether civil rights are compatible with human rights, whether all human rights are equally endorsed by legal and international institutions, the global repercussions of human rights language, and the philosophical underpinnings of the human rights project more broadly. I know you have an interest in some of the courses we teach in this area, and I’m really delighted that you would invite your students into our classrooms to contemplate these issues through the lens of feminism, queer studies and transnational work in many registers.

Courses from Women’s Studies by Ara Wilson, Kathy Rudy, Gabe Rosenberg, Frances Hasso, and myself may be particularly appropriate for inclusion.

I wish you luck with this endeavor! Please do keep me abreast of the developments.

Yours sincerely,

Ranjana Khanna
Professor, English Department, Literature Program, and Women’s Studies
Margaret Taylor Smith Director of Women’s Studies
Dear Curriculum Committee:

Robin Kirk and I met recently to discuss our civic engagement certificate, the DHRC@FHI proposal for a human rights certificate and the curriculum committee's concerns that there might be some overlap between the certificates. We are confident that the proposals are complementary, but don't overlap and will provide a strong curricular program to undergraduates.

We start from strength because Bob Korstad and Robin are familiar with the development of the civic engagement certificate (Bob sponsored the CEC certificate and Robin wrote a letter of support). I have been familiar with the development of the human rights certificate (and have written a letter of support for that.) We will work very closely with advising, pre-major advisors and the directors of academic engagement in order to differentiate these certificates. Most important will be to stress two things here—first, that the civic engagement certificate requires two experiences and the human rights one does not. Second, we will make clear that the civic engagement certificate focuses on experiences that are about civic engagement and are not civic engagement perse. We see human rights work as perhaps a subset of civic engagement, but it also has its very own approaches and scholarly traditions that we will make clear in all of the materials on these programs.

We can also imagine some possibilities for collaboration, perhaps with a joint film series or visiting lecturers when we think that there is significant substantive overlap that would enrich both certificates. We've already done this with Robin's DukeEngage Program in Northern Ireland, for instance.

In the end, we are confident that our already existing significant collaboration will allow us to build two very distinct certificate programs that will both enrich the undergraduate experience at Duke. We are open to other ideas as these certificates proceed through the approval process.

All best

Eric

Eric Mlyn, Ph.D.

Peter Lange Executive Director, DukeEngage

Assistant Vice Provost for Civic Engagement

114 South Buchanan Drive

Duke University/Smith Warehouse

Durham, NC 27708
Appendix D

DHRC@FHI / KIE Collaboration

Duke Human Rights Center at the Franklin Humanities Institute (DHRC@FHI) and the Duke Human Rights Center at the Kenan Institute for Ethics (DHRC@KIE) will jointly present to the A&S Council a collaboratively developed strategy to provide undergraduates two opportunities for participating in interdisciplinary certificate programs focused on human rights.

1. DHRC@FHI will lead and manage a new course-based human rights certificate called the Human Rights Certificate (A&S Version 1).

2. DHRC@KIE will continue to lead and manage its current Ethics Certificate Version 2.0 an experiential-based certificate. This Certificate will have several tracks, one of which will be in human rights. This includes the Kenan Ethics Certificate gateway, two electives, two experiences, and a capstone. This certificate will be called the Kenan Ethics Certificate (A&S Version 2) and will include a human right track experiential designation.

3. The KIE will continue to offer its existing course-based Ethics Certificate Version 1 for students in all areas of ethics other than human rights.

The following organizational guidelines will help ensure effective implementation of these two certificate programs:

Guideline 1. The DHRC@FHI Human Rights Certificate will have its own faculty director. The KIE Ethics Certificate will also have its own faculty director.

a. The two faculty members who serve as directors will serve on the faculty advisory group of the other certificate program in order to facilitate coordination and maximize collaboration.

b. These two faculty directors will work together to recruit and advise students for the two programs – directing a student to the program that best matches her/his educational pathway, intellectual interests, and future plans. Interested students will understand that they have two options to pursue a coherent pathway: (a) the course-based Human Rights Certificate administered by the DHRC@FHI and (b) the Kenan Ethics Certificate with an experiential track in human rights.

Guideline 2. Each program (DHRC@FHI and KIE) will offer its own gateway course.

Guideline 3. Each program (DHRC@FHI and KIE) will offer its own capstone course.

Capstone instructors for the Kenan Ethics Certificate capstone and for the DHRC@FHI Human Rights Certificate capstone will be encouraged to confer and to collaborate in ways that meaningfully strengthen the capstone experiences. For example, the two certificate programs could offer joint capstone research presentations, organize a human rights student symposium, or
students in both programs could work together to create a research poster subsection of Visible Thinking that focuses on human rights.

**Guideline 4.** Students (with the approval of both certificate directors) will be allowed to enroll in either of the two capstone courses. A student who wishes to enroll in the capstone course of the certificate that he/she is not participating in must make a case to the two certificate directors for doing so.

**Guideline 5.** The elective courses for the two programs - which are the courses between the gateway and the capstone - may overlap; this set of elective courses will not necessarily be identical.

**Guideline 6.** DHRC@FHI and DHRC@KIE will collaboratively advertise and promote the two programs – jointly coordinating recruitment, promotional materials, communications with the academic advising center, and web presence. A person from DHRC@KIE and a person from DHRC@FHI will be tasked with jointly managing information about and the promotion of the two certificates. And the Director from each will serve on the faculty advisory group of the other certificate. Each respective certificate faculty group will have representation needed to ensure collaboration and air traffic control across the two certificate programs.

**Guideline 7.** Professors Shanahan and Chafe will meet each semester to ensure that the two certificate programs are working smoothly.

**Guideline 8.** Because this collaborative arrangement is highly innovative, at the end of first academic year in which these two collaboratively administrated certificate programs are offered, the faculty directors of the two programs will jointly meet with the Arts and Sciences Curriculum Committee to review the programs and, if needed, work together to develop strategies for strengthening the programs. As is the standard policy of Arts and Sciences, at the end of third academic year in which these two programs are offered, the Arts and Sciences Curriculum Committee will review each of the programs.

This collaboration between DHRC@KIE and DHRC@FHI can be summarized as follows:

1. DHRC@FHI will offer a course-based human rights certificate.
2. The KIE certificate will keep the title Ethics Certificate.
3. The KIE Ethics Certificate will have two versions: a course based version 1 and an experiential version 2.
4. The KIE Ethics Certificate course-based version 1 will not have a human rights track.
5. The KIE Ethics Certificate experiential-based version 2 will have a human rights track.
6. DHRC@FHI and KIE agree to confer and collaborate potentially on certificate capstones, advising, marketing, and other areas as explicitly indicated in this guidelines document. This joint collaborative agreement is innovative and new and it will go before the A&S Council along with the DHRC@FHI certificate proposal. This collaboration represents a
strong effort between KIE and FHI to offer undergraduates two opportunities to examine and explore human rights.