

**San José State University
CHHS / Justice Studies**

**JS 171(v), Human Rights and Justice
Section 01, Fall 2019**

Course and Contact Information

Instructor:	Dr. Edith Kinney, J.D.
Office Location:	MacQuarrie Hall 525A
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Email:	edith.kinney@sjsu.edu
Office Hours:	Tuesday, 1:30 – 3:30 p.m. in MQH 525A. Sign up for an appointment at https://goo.gl/qNJ38i or email for alternative in-person, phone, or video-conference appointments.
Class Days/Time:	Tuesday / Thursday 12:00 – 1:15 p.m.
Classroom:	520 MQH
Prerequisites:	WST; upper-division standing. Completion of or co-registration in 100W is strongly recommended.
JS Competency Area:	D
General Education:	V

Course Format

JS 171 will meet in person in our classroom, with occasional online activities (e.g., video conference discussions and guest lectures). Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas and [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

Course Description

“Interdisciplinary exploration of human rights instruments, institutions, and notable human rights campaigns. The historical development of human rights and contemporary threats to the realization of fundamental dignity for human and non-human animals will also be explored.” (SJSU course catalog).

Instructor Course Description

“Human Rights Begin Close to Home”

JS 171 is designed to introduce students to human rights in law, politics, and action. The class will adopt an interdisciplinary approach to human rights in historic and contemporary contexts to evaluate the following:

- What are the historical events and social movements that led to the development of human rights?
- How are human rights defined through international law?
- Who gets to decide what these rights are and how they are realized?
- How has the concept of “human rights” evolved over time, in different domestic and international contexts?
- How have people struggled to define and realize fundamental rights and/or dignity, and to what effects?
- Where human rights have been defined, why/where/how/by whom have they been violated? How can human rights concepts shape remedies to such violations?
- How does a discourse of fundamental “right” and/or “dignity” affect the way we understand, articulate, and respond to various social problems?
- How do human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?

Course Learning Outcomes

GE Learning Outcomes

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.”

Upon successful completion of this course, students will be able to:

1. GELO 1 - Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

This learning objective will be assessed through human rights current events reports, exams, and written assignments.

2. GELO 2 - Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

This learning objective will be assessed through reflections on assigned readings, analyzing documentary films, and successful completion of written assignments and exams.

3. GELO 3 - Explain how a culture outside the U.S. has changed in response to internal and external pressures.

This learning objective will be assessed through human rights current events reports, exams, documentary film reviews, and writing exercises.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1 - Read, write, and contribute to discussion about domestic and international human rights issues at a level.
2. CLO 2 - Recognize and access human rights instruments defining “human rights” according to international law (such as the Universal Declaration of Human Rights) via online and library resources.

3. CLO 3 - Recognize and access the reports of central oversight agencies, such as Amnesty International and Human Rights Watch, that report on human rights abuses to the United Nations and global populace.
4. CLO 4 - Compare and contrast how “rights” and “dignity” have been defined by various cultures throughout the world.
5. CLO 5 - Apply an interdisciplinary human rights framework to analyze social problems, policies, and practices in the U.S.

Required Texts

Armaline, W., D.S. Glasberg, and B. Purkayastha [Eds.]. (2011). *Human rights in our own backyard: Injustice and resistance in the United States*. Philadelphia, PA: University of Pennsylvania Press.

NOTE: This book is available at the SJSU King Library and [electronically](#) through the library’s website.

Goodhart, Michael. (2017). *Human Rights: Politics and Practice*, Third Edition, New York: Oxford University Press. ISBN 9780198708766

Other Readings

Supplemental readings will be posted on the Canvas website. Students are expected to read the daily headlines of a major international newspaper and subscribe to the Human Rights Watch Daily News email. The course reading schedule is subject to change; check your Canvas messages regularly for any updates.

Suggested Resources for Reference and Research on Human Rights Instruments, Monitoring and Reporting

- United Nations: <http://www.un.org/rights>
- U.S. Human Rights Network (USHRN): <http://www.ushrnetwork.org/>
- Amnesty International: <http://www.amnesty.org>
- Human Rights Watch: <http://www.hrw.org>.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Monday, nyle.monday@sjsu.edu

Course Requirements and Assignments

A student’s final grade is based on points earned for completing several assignments and activities, including demonstrating knowledge of course readings, completing written assignments, and participating in online discussions.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Readings

Read the Human Rights Watch Daily Brief; sign up for the daily email here:

<https://action.hrw.org/page/36941/subscribe/1>. Students are expected to complete assigned readings as indicated on the course schedule; please check Canvas and your email regularly for updates.

Assignments

- 1) **Human Rights Current Event Reports (2 reports worth 10% of final grade)**
- 2) **Homework Assignments and Quizzes (30% of final grade)**
- 3) **Classroom Activities, Discussion, and Participation (10% of final grade)**
- 4) **Midterm Exam (20%)**
- 5) **Human Rights Shadow Report (5%)**
- 6) **Final Exam (25%)**

1) **Human Rights Current Event Reports** (2 reports, worth 5% each for 10% of final grade)

Students will subscribe to and read Human Rights Watch's Daily Brief. Sign up for the Daily Brief here: <https://action.hrw.org/page/36941/subscribe/1>

Students will complete two human rights current event reports related to course topics. One report will examine a human rights issue in the U.S./domestic context, the other will examine a human rights issue in international context.

The written component of the Human Rights Current Event Report will provide a concise explanation of the event, a description of the relevance of human rights to the issue, tactics of advocacy organizations, how media source(s) framed the issue, and your thoughts/observations/critiques regarding the current event. Post a link to the news article and your analysis to the "Human Rights in the News – Current Events" Discussion on Canvas.

The oral component of the report requires the student to provide a brief (2 minutes maximum) description of the human rights issue to the class, explaining how it illustrates the day's assigned reading topic and posing at least one question for class discussion. Students will sign up to present their report in class and relate their topic to the reading topic assigned for that day on the syllabus.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1 and CLO 3.**

Grading and Due Date:

Students will sign up to provide their brief in-class summary to the class. Post online report one Human Rights Current Event Report by 11:59 p.m. on **October 15**; the second report is due by 11:59 p.m. on **November 26**.

2) **Homework Assignments and Quizzes** (30% of final grade)

Students will provide written responses to prompts for each Module and complete 3 quizzes on assigned readings and current events from the HRW Daily Report.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, and CLO 4.**

Grading:

Homework Assignments will be graded on a 10-point scale, rubrics included in each prompt.

Quizzes will be graded on a 100-point scale. Together, Homework Assignments and Quizzes are worth 30% of the final grade. Due dates on Canvas.

3) Classroom Activities, Discussion, and Participation

(10% of final grade)

JS 171 requires a great deal of classroom discussion and activities designed to help students successfully achieve all learning objectives. Reading review and pop quizzes, classroom activities, discussion, and participation account for 10% of the final course grade. Students should come to class prepared to engage in discussions and contribute to classroom activities. Providing substantive comments on others' current events posts is another way to participate in class discussion, as is attending campus or community events related to the course and sharing information about them with the class. Submissions to Canvas discussions and activities will be accepted until 11:59 on the last day of instruction, **December 9, 2019**.

4) Midterm Examination

(20% of final grade)

Students will complete a midterm exam. The midterm format will include multiple choice and True/False questions, fill-in-the-blank, and short essays applying the human rights framework to different social and policy issues.

The midterm is in class on **Thursday, October 17, 2019**.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.**

Grading:

This assignment will be graded on a 100-point scale; essay answers based on a standard rubric by the instructor (Canvas). The Midterm is worth **20%** of the final course grade.

5) Human Rights Shadow Report

(5% of final grade)

Students will work in a small group to develop a "shadow report" that examines a local human rights issue of their choosing. The report should examine a domestic human rights concern in our community, and evaluate how pertinent international human rights standards apply to the organization(s), government agencies, corporations, etc. involved in the issue. Students will develop a Poster Presentation on their topic and provide a single page summary to educate the public about the human rights issue. The posters will be part of a Human Rights Reporting event on **Wednesday, December 4**. Further instructions and guidelines will be provided in class.

6) Final Exam

(25% of final grade)

The final exam will require students to recall and apply human rights discourse and instruments to analyze contemporary social problems (domestic and international). The final is comprehensive, and will include a variety of multiple choice and essay questions. Students should expect the final to cover all significant class readings and activities, including films and lectures.

The final is on **Tuesday, December 17, 2019 from 9:45 a.m. – 12:00 p.m.** Check to be sure this final exam period does not conflict with the final exam period any other online classes you may be taking.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.**

Grading:

The final be graded on a 100-point scale; essay answers based on a standard rubric by the instructor (see Canvas). The Final Exam is worth **25%** of the final course grade.

Grading Information

Course assignments and exams are weighted as described above. Descriptions of assignment requirements and rubrics are posted for each assignment on Canvas.

This course will be using the +/- system on final grades based on the following percentages:

A plus = 100 to 97 percent
A = 96.9 to 94 percent
A minus = 93.9 to 90 percent
B plus = 89.9 to 87 percent
B = 86.9 to 84 percent
B minus = 83.9 to 80 percent
C plus = 79.9 to 77 percent
C = 76.9 to 74 percent
C minus = 73.9 to 70 percent
D plus = 66 to 69.9 percent
D = 63 to 65.9 percent
D minus = 60 to 62.9 percent
F = 59.9 percent or lower

A “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

No Extra Credit

No extra credit will be given; however, students may complete activities as described above to enhance their participation grade.

Penalty for Late or Missed Work

Be sure to submit assignments before the due date. Late work will not be accepted without a documented excuse, and will result in a “0” (zero) grade for the assignment. If you know you will be unable to meet a deadline, email the professor in advance of the due date.

Grading Information for General Education Upper Division Courses (R, S, V)

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

University Credit Hour Requirement

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), available at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Classroom Protocol

1. This course depends on student participation, discussion, and interaction. Prepare for class to ensure you can contribute to discussion and debate.
2. All class participants are expected to foster an environment that encourages rigorous academic discussion and respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind, check and provide facts to support analysis).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.
4. Readings about human rights abuses, injustice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course materials mindfully and engage in self-care; contact the professor if you are struggling with a particular topic or reading. If you or a friend is in need of emotional or mental health support, please visit SJSU's Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300.

Academic Integrity and Plagiarism

Students should review SJSU's **Academic Integrity** policy:

www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

The University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have previously submitted for credit, or plan to submit for another class, please note that the SJSU Academic Policy F06-1 requires approval of instructors.

Reminder: Provide attribution / citations for all quotes. Do not copy or re-use the work of others. Copying other people's answers or discussion responses is plagiarism. Do not submit assignments that you are submitting for credit in other classes – this is self-plagiarism. If you have questions about correct citations or plagiarism, review the modules on the Canvas site and/or contact the professor.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's written/mailed permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Course Schedule

JS 171(v) Section 81 Human Rights and Justice Spring 2019

Note: The following course schedule is subject to change with fair notice.
 Visit the course website on Canvas for articles and reading reflection assignments.
 Check Canvas regularly for announcements and updates to the syllabus and course schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	<p>Introduction</p> <p><u>Topic:</u> What Are Human Rights?</p> <ul style="list-style-type: none"> - Watch Video, “The Story of Human Rights,” https://www.humanrights.com/what-are-human-rights/ - On the same website, read through the following sections: “Human Rights Defined,” “A Brief History of Human Rights,” “Universal Declaration of Human Rights,” “Universal Declaration of Human Rights Official Document,” “International Human Rights Law,” and “Human Rights Violations” <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Read syllabus - Sign up for Human Rights Watch daily email: https://action.hrw.org/page/36941/subscribe/1
2	8/27	<p>MODULE 1: Introduction to Human Rights</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Human Rights in Our Own Backyard [HRIIOB], “Forward” and “Introduction” - The Universal Declaration of Human Rights (UDHR), http://www.un.org/en/universal-declaration-human-rights/ - Goodhart, Ch. 1 “Normative and Theoretical Foundations of Human Rights” <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Introduction to Human Rights: History, Law, Institutions – Part I <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Practice Assignment: What human rights issue interests you the most? Prepare to discuss in class on 8/29 and sign up for Human Rights News Reports
	8/29	<p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Introduction to Human Rights: History, Law, Institutions – Part II <p><u>Pre-quiz:</u></p> <ul style="list-style-type: none"> - Human Rights Institutions and History

3	9/3	<p>MODULE 2: Human Rights as a Critique of Power</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 2, “Human Rights as a Critique of Power: Feminist and Non-Western Approaches” <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Human Rights as a Critique of Power: Feminist and Non-Western Approaches <p><u>Videos:</u></p> <ul style="list-style-type: none"> - UN Human Rights, “CEDAW Recommendation 35, Tackling Violence Against Women,” https://www.youtube.com/watch?v=nCWGxIVPX_A - Human Rights Watch, “She Escaped Brutal Domestic Violence – Now the US Government Wants to Send Her Back” https://www.youtube.com/watch?time_continue=43&v=QRQpXRWIQL0 - Excerpt from documentary <i>Mrs. Goundo’s Daughter</i>, https://www.youtube.com/watch?v=gGowr4ZvFkA - UN Human Rights, “Fighting FGM: Girls’ right to education versus traditional practices” https://www.youtube.com/watch?v=qJ7sfmJjN-M&list=PLYUVFvBU-loe7cmQKOUj900ac4bDC57o4 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Canvas Discussion of Human Rights Activism to Challenge Female Genital Mutilation – post by 11:59 p.m. on 9/2
4	9/5	<p>MODULE 2 (continued): CEDAW, Violence Against Women, and the Women’s Rights Movement</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) - <i>Human Rights In Our Own Backyard</i> [HRIOOB], Introduction to Part VI - HRIOOB, Ch. 18, “‘What Lies Beneath’: Foundations of the Human Rights Perspective and the Significance for Women” - HRIOOB, Ch. 20, “The U.S. Culture of Violence” - HRIOOB, Ch. 21, “Building U.S. Human Rights Culture from the Ground Up: International Human Rights Implementation at the Local Level” - Cities for CEDAW Handout, http://citiesforcedaw.org/wp-content/uploads/2018/01/CEDAW-USFact-Sheet-01-2018-1.pdf <p><u>Lecture:</u></p>

		<ul style="list-style-type: none"> - Women’s Rights are Human Rights”: The Women’s Rights Movement in International and Local Contexts <p><u>Video:</u></p> <ul style="list-style-type: none"> - Rape on the Night Shift (2018), https://www.pbs.org/wgbh/frontline/film/rape-on-the-night-shift/ <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 2 – post due 9/9 by 11:59 p.m.
5	9/10	<p>MODULE 3: Human Rights in International Law and Politics</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 4, “Human Rights in International Law” (pg. 60-69) - Goodhart, Ch. 3, “Human Rights in International Relations” <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Human Rights in International Law and Politics <p><u>Video:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “World Report 2019: Reversing Autocrats’ Attacks on Rights,” https://www.youtube.com/watch?v=vJX7qhvvxQY <p><u>Quiz 1:</u></p> <ul style="list-style-type: none"> - Human rights foundations, law, and institutions <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 3 – post due 9/11 by 11:59
	9/12	<p>Class Activity: The Promise and Paradox of Human Rights</p> <ul style="list-style-type: none"> - Selected readings from the <i>1619 Project</i> (Canvas) - Constitution Day Activity Discussion Post due by 11:59 a.m., 9/17
6	9/17	<p>MODULE 4: “American Exceptionalism”? Human Rights and Discrimination: Civil and Political Rights in Context</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Read the U.S. Constitution and Bill of Rights. Explore the Interactive Constitution here: https://constitutioncenter.org/interactive-constitution. Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments - Ignatieff, “American Exceptionalism and Human Rights” (Canvas) <p><u>Constitution Day Activity</u></p>

		<p><u>Lecture:</u></p> <ul style="list-style-type: none"> - “American Exceptionalism”? Human Rights and Discrimination: Civil and Political Rights in Context
	9/19	<p>American Exceptionalism in Context: U.S. Retreat from Human Rights? Torture and Immigration Detention</p> <p><u>Quiz 2:</u></p> <ul style="list-style-type: none"> - Civil and Political Rights, and Discrimination
7	9/24	<p>MODULE 5: Human Rights, Migration, and Exploitation</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 18, “Human Rights and Forced Migration” - Canvas readings and activities on Asylum and Immigration Detention
	9/26	<p>MODULE 5 (continued): Trafficking for Sexual Exploitation</p> <ul style="list-style-type: none"> - Goodhart, Ch. 16, “Trafficking for Sexual Exploitation” - Empower Chiang Mai, “Human Rights Abuses Women are Subjected to when ‘Rescued’ by Anti-Trafficking Raids,” 2003 (Canvas) <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - “Human Trafficking: Human Rights, Migration, and Exploitation” <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Excerpt from, “Trading Women,” https://www.youtube.com/watch?v=2s5pouEeffs - Empower, “Last Rescue in Siam,” https://www.youtube.com/watch?v=70rPaxLFFKU - Frontline, “Trafficked in America,” https://www.pbs.org/wgbh/frontline/film/trafficked-in-america/
8	10/1	<p>MODULE 5 (continued): Human Rights Policy Debate: Human Trafficking and the Sex Trade</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Amnesty International, Policy to Decriminalize Sex Work Q&A: https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/ - Coalition Against Trafficking in Women (CATW) Letter to Amnesty International, http://catwinternational.org/Content/Images/Article/621/attachment.pdf - CQ Researcher, 2016, “Decriminalizing Prostitution” (Canvas)

		<p><u>Lecture:</u></p> <ul style="list-style-type: none"> - “Policy Approaches to the Sex Trade and Human Trafficking: Human Rights and Debates about the Decriminalization of Prostitution” <p><u>Video:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “Cops Arrest Sex Workers for Carrying Condoms,” https://www.youtube.com/watch?v=ajxFEnenxN8&index=63&list=PLF1E29F715F114C19&t=0s <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 5 due by 11:59 a.m., 10/1 – Complete Human Rights Policy Analysis: Evaluating Approaches to Human Trafficking and the Sex Trade
	10/3	<p>Human Rights News Reports</p> <p>Catch up / Review Day</p>
9	10/8	<p>MODULE 6: Sexual Orientation, Gender Identity, and Human Rights</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights” - LGBT People Throughout History Map, “Sexual Orientation and Gender Identity are Nothing New,” https://www.unfe.org/sexual-orientation-gender-identity-nothing-new/ <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Sexual Orientation, Gender Identity, and Human Rights <p><u>Videos:</u></p> <ul style="list-style-type: none"> - UN “Free and Equal Campaign,” It’s Time, Watch video https://www.unfe.org/itstime/ - Human Rights Watch, “India Strikes Down Sodomy Law,” https://www.youtube.com/watch?v=GmRTigjA6W8 - Human Rights Watch, US: LGBT Parents Face Adoption Discrimination,” https://www.youtube.com/watch?v=d6Eb9LsSTS8 - Human Rights Watch, U.S.: Doctors Still Do Harmful Surgeries on Intersex Kids,” https://www.youtube.com/watch?v=AW871mJHXxk&index=19&list=PLF1E29F715F114C19&t=0s
	10/10	<p>MODULE 6 (continued)</p> <ul style="list-style-type: none"> - HRIOOB, Ch 14, “Sexual Citizenship, Marriage, Adoption, and Immigration in the United States”

		<ul style="list-style-type: none"> - UN “Free and Equal Campaign,” LGBT Rights, Frequently Asked Questions, https://www.unfe.org/wp-content/uploads/2018/10/FAQs-English.pdf - UN “Free and Equal Campaign,” International Human Rights Law & Sexual Orientation & Gender Identity, https://www.unfe.org/wp-content/uploads/2018/10/International-Human-Rights-Law-English.pdf - UN “Free and Equal Campaign,” Refuge and Asylum, https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf - UN “Free and Equal Campaign,” Bullying and Violence in Schools, https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 6 – post by 11:59 a.m., 10/10
10	10/15	<p>MIDTERM REVIEW</p> <p>The midterm exam covers Modules 1- 6, including readings, assignments, videos, lectures, and discussion topics.</p> <p><u>Assignment:</u></p> <p>Human Rights Current Event News Reports – First report due by 11:59 p.m., 10/15</p>
	10/17	<p>MIDTERM EXAM</p>
11	10/22	<p>MODULE 7: Indigenous Peoples’ Human Rights</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart Ch. 19, Indigenous Peoples’ Human Rights
	10/24	<p>MODULE 7 (continued) Indigenous Peoples’ Human Rights and Environmental In/Justice</p> <ul style="list-style-type: none"> - HRIOOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights” - FAQ on the Declaration on the Rights of Indigenous Peoples, https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Indigenous Peoples’ Human Rights and Environmental In/Justice <p><u>Video:</u></p> <ul style="list-style-type: none"> - BBC News, ““America is a stolen country,”” https://www.youtube.com/watch?v=SM8WZ0ztMuc - UN, Declaration on the Rights of Indigenous Peoples: A Conversation with Experts, https://www.youtube.com/watch?time_continue=6&v=YY4kBDMoHgw

		<p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 7 due by 11:59 a.m., 10/24
12	10/29	<p>MODULE 8: Human Rights and the Criminal Justice System</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - American Bar Association, “Using International Human Rights Standards to Effect Criminal Justice Reform in the United States,” https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/2015--vol--41-/vol--41--no--2---human-rights-at-home/using-international-human-rights-standards-to-effect-criminal-ju/ <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Retro Report, “The Superpredator Scare,” https://www.retroreport.org/playlist/panics/?id=video%2Fthe-superpredator-scare <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Human Rights Film Review – <i>13th</i> – in class discussion, 10/31
	10/31	<p>Human Rights at Home: Reform Movements in California’s Criminal Justice System</p> <ul style="list-style-type: none"> - Human Rights Watch, “California Kids are Getting Adult Sentences,” https://www.youtube.com/watch?time_continue=1&v=7SYRxrBksJQ - Human Rights Watch, “U.S.: California Bail System Penalizes the Poor,” https://www.youtube.com/watch?v=XmdZBdrFNrE&index=25&list=PLF1E29F715F114C19&t=0s <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Class activity: Research and report on California criminal justice issues.
13	11/5	<p>MODULE 8 (continued)</p> <p>Racial Discrimination in the Criminal Justice System</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - HROOIB, Ch. 17, “Caging Kids of Color: Juvenile Justice and Human Rights in the United States” - “Surest Way to Face Marijuana Charges in New York: Be Black or Hispanic,” https://www.nytimes.com/2018/05/13/nyregion/marijuana-arrests-nyc-race.html - NPR, “Study: Blacks Routinely Excluded from Juries,” https://www.npr.org/templates/story/story.php?storyId=127969511

		<ul style="list-style-type: none"> - Equal Justice Initiative, Peace and Justice Summit – Mass Incarceration, “How Racial Inequality Shapes Criminal Justice” https://www.youtube.com/watch?time_continue=8&v=g3hfFw34Lw <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Bryan Stevenson, TED 2012 talk, “We need to talk about an injustice,” https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en - Molly Crabapple, “How ‘Broken Windows’ Policing Harms People of Color,” https://www.youtube.com/watch?v=iXI1QJRqPD8 - Retro Report, “How Heroin Addiction’s Rural Spread Changed an Inner City War on Drugs,” https://www.retroreport.org/playlist/crime-and-punishment/?id=video%2Fheroin-and-the-war-on-drugs - Jay-Z, “The War on Drugs: From Prohibition to Gold Rush,” https://www.youtube.com/watch?v=HSozqaVcOU8
	11/7	<p>Capital Punishment</p> <ul style="list-style-type: none"> - Bazelon, “Where the Death Penalty Still Lives,” N.Y. Times Magazine (2016), https://www.nytimes.com/2016/08/28/magazine/where-the-death-penalty-still-lives.html - NPR, “Washington State Strikes Down Death Penalty, Citing Racial Bias,” https://www.npr.org/2018/10/11/656570464/washington-state-strikes-down-death-penalty-citing-racial-bias - Canvas – selected cases <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 8 due on 11/7 by 11:59 a.m.
14	11/12	<p>MODULE 9: Human Rights and Corrections: Jails, Prisons, and Detention Centers</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Armaline and Kinney, “Jail Practices and Conditions in the U.S.,” (2016), Submitted to the US Human Rights Network and the Committee on the Convention Against Torture on a List of Issues Prior to Reporting for the U.S. 6th Periodic Review, https://www.sccgov.org/sites/hrcon/Documents/ShadowReport_LOIPR_US_CATReview_JailConditions_06-25-16.pdf - HROOIB, Ch. 22, “Critical Resistance and the Prison Abolitionist Movement” - Davis, (2003) <i>Are Prisons Obsolete?</i> - Ryo and Peacock, “The Landscape of Immigration Detention in the United States,”

		<p>http://americanimmigrationcouncil.org/research/landscape-immigration-detention-united-states</p> <ul style="list-style-type: none"> - UN News, “UN Announces ‘Nelson Mandela Rules’ on improving treatment of prisoners,” https://news.un.org/en/story/2015/10/511912-un-launches-nelson-mandela-rules-improving-treatment-prisoners - UNODC Infographic, “The Mandela Rules,” http://www.un.org/en/events/mandeladay/assets/pdf/16-00403_Mandela_rules_infographic.pdf <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “Moms in Oklahoma Jails Separated from Kids,” https://www.youtube.com/watch?v=nt6exoDZkmQ - Human Rights Watch, “U.S.: Mentally Ill Prisoners Face Abuse,” https://www.youtube.com/watch?v=OCaKethFbEg&index=42&list=PLF1E29F715F114C19&t=0s&has_verified=1 - Human Rights Watch, “U.S., Poor Medical Care, Deaths in Immigrant Detention,” https://media.hrw.org/story/2122/us-poor-medical-care-deaths-in-immigrant-detention/eng <p><u>Quiz 3:</u></p> <ul style="list-style-type: none"> - Human rights and the rights of detained and incarcerated people
	11/14	<p>Human Rights Shadow Report Workshop Day</p> <p><u>Film:</u></p> <ul style="list-style-type: none"> - “Solitary Nation” (54 mins), https://www.pbs.org/wgbh/frontline/film/solitary-nation/
15	11/19	<p>MODULE 9 (continued)</p> <p>Human Rights in California Prisons: Mobilizing Against Solitary Confinement</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - Reiter, “The Pelican Bay Hunger Strike: Resistance within the Structural Constraints of a US Supermax Prison” (2014) (Canvas) - Oprah Winfrey, “Reforming Solitary Confinement at an Infamous California Prison” (2018), https://www.cbsnews.com/news/60-minutes-reforming-solitary-confinement-at-an-infamous-california-prison/ <p><u>Videos:</u></p> <ul style="list-style-type: none"> - CCR, “After Decades in Solitary They Joined Forces,” https://ccrjustice.org/home/get-involved/tools-resources/videos/after-decades-solitary-they-joined-forces-here-s-what <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 9 due on Canvas by 11:59 a.m. on 11/19

	11/21	<p>MODULE 10: HUMAN RIGHTS AT HOME</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Human Rights at Home: Making Human Rights Real <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Universal Periodic Review and Shadow Reporting (Canvas) <p><u>Class Activity:</u></p> <ul style="list-style-type: none"> - Human Rights Shadow Reports Group Workshop
16	11/26	<p><u>Activity:</u></p> <ul style="list-style-type: none"> - Researching and Reporting Human Rights at Home <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Human Rights News Reports Due by 11:59 p.m. on 11/26
	11/28	THANKSGIVING
17	12/3	<p><u>Activity:</u></p> <ul style="list-style-type: none"> - Human Rights Shadow Report Preparation Workshop
	12/4* Wednesday	<p>Human Rights Shadow Report – Group Presentations</p> <ul style="list-style-type: none"> - Location and Details TBA
	12/5	<p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Making Rights Real: Human Rights in Action <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Review for the Final Exam
Final Exam	12/17	Final Exam: Tuesday, December 17, 2019, 9:45 a.m. – 12:00 p.m.