

**San José State University**  
**College of Social Sciences/ Department of Justice Studies**  
**JS 171(v), Human Rights and Justice, Section 80, Fall, 2021**

**Course and Contact Information**

Instructor(s):	Edith Kinney, J.D., Ph.D.
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Class Days/Time:	Online, Canvas Course Website <a href="https://sjsu.instructure.com/courses/1429888">https://sjsu.instructure.com/courses/1429888</a>
Prerequisites:	WST; upper-division standing. Completion of or co-registration in 100W is strongly recommended
GE/SJSU Studies Category:	V

**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 humans and non-humans will also be explored.

Students will examine the [Sustainable Development Goals](https://sdgs.un.org/goals) ( <https://sdgs.un.org/goals> ) as a framework for human rights analysis, reporting, and action in local and global contexts.

GE Area: V Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Note: All SJSU Studies courses require completion of the WST and upper division standing.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course will be completely online, with asynchronous instruction and occasional live Zoom meetings that students are encouraged (but not required) to attend. Zoom meetings will be recorded for later viewing for students who cannot join the live Zoom meeting. Students will need to have Internet connectivity and access to a smartphone and/or a computer with a microphone. Students will need to download the online video

conferencing program Zoom to their device(s), available here <https://www.sjsu.edu/ecampus/teaching-tools/zoom/>. Please review the tutorials to learn how to participate in online lectures and class discussions via Zoom.

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>. Quizzes, exams, and assignments will be turned in through Canvas. 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.

### **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [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 [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

### **Course Goals**

JS 171 is designed to introduce students to human rights in law, politics, and action by exploring the theme “Human Rights Begin Close to Home.” Our class will engage the concept of sustainability as a framework for human rights analysis and collective action. Readings and activities adopt an interdisciplinary approach to human rights in historic and contemporary contexts to evaluate the following questions:

- 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?
- What is the concept of “sustainability,” and how can the Sustainable Development Goals help shape remedies to human rights issues in our local and global communities?
- What can SJSU students do to ensure that “human rights begin close to home” to build a more just, sustainable future?

### **GE Learning Outcomes (GELO)**

“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 GE 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, including the Sustainability and Human Rights project.

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 international current events and/or 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 the Sustainability and Human Rights project.

## 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 basic 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 and non-governmental organizations, 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 and for various cultures throughout the world.
5. CLO 5 – Create a proposal utilizing one or more of the Sustainable Development Goals to analyze a human rights problem and propose solutions at the local and/or global level.

## Required Texts/Readings

### Textbook

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

### Other Readings

Armeline, 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.

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

<https://action.hrw.org/page/36941/subscribe/1>.

Supplemental readings will be posted on the Canvas website. The course reading schedule is subject to change; check Canvas and your email 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>.

Sustainable Development Goals: <https://sdgs.un.org/goals#>

UN Individual Action on Climate Change and Sustainability: <https://www.un.org/en/actnow>

## 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](mailto: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.

- [University Syllabus Policy S16-9](#)
- [University's Syllabus Information web page](#)

[University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

“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.”

### Assignments

- |  |   |
|--|---|
| 1) Human Rights Current Event Reports      | (2 reports worth 10% each for 20% of final grade) |
| 2) Homework Assignments and Quizzes        | (25% of final grade)                              |
| 3) Midterm Exam                            | (20% of final grade)                              |
| 4) Sustainability and Human Rights Project | (10% of final grade)                              |
| 5) Final Exam                              | (25% of final grade)                              |

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|---------------------------------------|--|
| 1) Human Rights Current Event Reports | (2 reports, worth 10% each for 20% 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 analyze an article from the Human Rights Watch Daily Brief, or another news article from an international or national newspaper. Each student will post their report and “public service announcement” to a Canvas Discussion board, and provide a substantive comment responding to discussion questions on at least three other students' posts.

Students will complete two human rights current event reports during the semester: 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 order does not matter). At least one Human Rights Current Event Report should apply one or more of the Sustainable Development Goals to analyze the human rights issue and actions to address it.

Each Human Rights Current Event Report should be two double-spaced pages, maximum. It should *summarize* a human rights issue, *identify* relevant human rights instruments, *analyze* strategies to address that human rights issue, and *pose a question* for class discussion. The successful assignment includes the following:

- Provide the citation in APA format. Include the title, source, and a link to the original news article(s).
- Summarize the human rights issue / problem
- Identify and apply relevant human rights instruments (e.g., ICCPR, CAT, CERD, etc.) and standards (e.g., Sustainable Development Goals, Mandela Rules, etc.) to the human rights issue
- Include student's own analysis, observations, and critiques regarding the current event and what should be done about it.
- Post at least one substantive question (e.g., not Yes/No or confirming a fact already in the readings) question to prompt peer discussion. The discussion questions may be used to develop midterm and final exam questions for the class, so write them thoughtfully.

Complete the assignment by posting your analysis to the “Human Rights in the News – Current Events” Discussion on Canvas. Be sure to post early and provide substantive comments / replies to at least three classmates.

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

Grading and Due Dates:

Each report is worth 10% of the final grade; see Canvas assignment for rubric. Post one Human Rights Current Event Report by 11:59 p.m. on **October 4, 2021**; the second report is due by 11:59 p.m. on **November 29, 2021**.

**2) Homework Assignments and Quizzes (25% of final grade)**

Students will provide written responses to prompts for each Module and complete quizzes on assigned readings.

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

Grading:

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

Quizzes will be graded on a 10-point scale or 20-point scale. Together, Homework Assignments and Quizzes are worth 25% of the final grade.

Due dates on Canvas. Post to all assignments before the final day of classes (12/6).

**3) 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 will be available Canvas and must be completed before 11:59 p.m. on **October 11, 2021**.

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.

**4) Sustainability and Human Rights Project (10% of final grade)**

Students will develop a project that utilizes the Sustainable Development Goals (SDGs) as a framework to examine a local human rights issue of their choosing. Students may collaborate on projects in groups of up to 4 but must document their individual contributions to the work. This assignment asks students to apply course lessons to a real-world problem addressing sustainability. Students will identify a human rights concern in our community, research the issue, and apply the SDGs to develop a proposal that identifies sustainable actions to address the issue. Students will also develop an infographic to educate their peers and the public about the selected human rights issue, then create a short presentation in a format of their choosing (Google Slides, video, or podcast). Project proposals relevant to SJSU student and campus needs may be submitted for potential

funding from SJSU's Office of Sustainability, so consider creating a proposed project to address issues that impact you, your friends, and your communities. Further guidelines and 'workshop' Zoom sessions will be provided on Canvas.

The Human Rights Sustainability Project assignment is due on Canvas **by 11:59 p.m. on Monday, December 6, 2021**. Save the date for **Human Rights Day on December 10** at noon (12:00 p.m.) for an event to present your project proposals.

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

Grading:

The Human Rights Sustainability Project is worth 10% of the final grade and will be graded on a 100-point scale based on a standard rubric by the instructor (Canvas).

**5) 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 Exam will be available on Canvas on **Wednesday, December 15, post all answers to complete the exam by 11:59 p.m.**

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

Grading:

The final is graded on a 100-point scale; essay answers are graded 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 graded 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; complete all assignments in a timely fashion to maximize your scores on course assignments, discussions, and activities.

### **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, or if you need an accommodation, 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.”

### **Classroom and Canvas 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](http://www.sjsu.edu/counseling) service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. CAPS is offering services remotely during COVID-19.

### **University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources, and information relevant to all SJSU courses.

[General Expectations, Rights and Responsibilities of the Student](#)

[Academic Integrity](#)

[Accommodation to Students' Religious Holidays](#)

[Adding and Dropping Classes](#)

[Attendance and Participation](#)

[Accommodations for Students with Disabilities](#)

[Consent for Recording of Class and Public Sharing of Instructor Material](#)

[Timely Feedback on Class Assignments](#)

[Workload and Credit Hour Requirements](#)

## **Academic Integrity and Plagiarism**

Spartan students do their own work and give credit where credit is due. Academic integrity and ethics are critical for all students. Be aware that student misconduct, including plagiarism, may be grounds for disqualification from certain careers, such as lawyers, who can be denied admission to the bar for unethical or fraudulent conduct.

All students should review SJSU's **Academic Integrity** policy:

[www.sjsu.edu/studentconduct/docs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://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/emailed 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.”

## **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 a specific course, semester, or academic program but also over a lifetime.



# JS 171 Human Rights and Justice, Fall 2021, Course Schedule

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.

## Course Schedule

Module	Date	Topics, Readings, Assignments, Deadlines
	8/23	<p><b>MODULE 1: Introduction to Human Rights</b></p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Review orientation materials on Canvas</li> <li>- Sign up for Human Rights Watch daily email: <a href="https://action.hrw.org/page/36941/subscribe/1">https://action.hrw.org/page/36941/subscribe/1</a></li> </ul>
1	Week of 8/30	<p><b>MODULE 1: Introduction to Human Rights</b></p> <p><u>Readings:</u> What Are Human Rights?</p> <ul style="list-style-type: none"> <li>- The Universal Declaration of Human Rights (UDHR), Read: <a href="https://www.un.org/en/universal-declaration-human-rights/">https://www.un.org/en/universal-declaration-human-rights/</a> Watch video: <a href="https://www.youtube.com/watch?v=5RR4VXNX3jA">https://www.youtube.com/watch?v=5RR4VXNX3jA</a></li> <li>- Top Human Rights News of the Decade, Human Rights Watch, <a href="https://www.hrw.org/news/2019/12/20/top-human-rights-news-decade">https://www.hrw.org/news/2019/12/20/top-human-rights-news-decade</a></li> <li>- Human Rights in Our Own Backyard [HRIOOB], “Forward” and “Introduction”</li> <li>- Goodhart, Ch. 1 “Normative and Theoretical Foundations of Human Rights” (Canvas)</li> <li>- The Universal Declaration of Human Rights (UDHR), <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Watch the videos at Edpuzzle.com, <a href="https://edpuzzle.com/open/egecizj">https://edpuzzle.com/open/egecizj</a> Open class code egecizj</li> </ul> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>- Introduction to Human Rights Prezi: <a href="https://drive.google.com/file/d/1O_6ZJvfun1QWIPoHUPrtwRNKoGaB8nRS/view?usp=sharing">https://drive.google.com/file/d/1O_6ZJvfun1QWIPoHUPrtwRNKoGaB8nRS/view?usp=sharing</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Complete the Amnesty International Kahoot! Quiz: <a href="https://create.kahoot.it/details/write-for-rights-i-amnesty-international-human-rights-and-the-un-declaration-of-human-rights/083b2617-e073-4597-a940-5c7ca85bb372">https://create.kahoot.it/details/write-for-rights-i-amnesty-international-human-rights-and-the-un-declaration-of-human-rights/083b2617-e073-4597-a940-5c7ca85bb372</a></li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<p>Take a screenshot of your ‘score’ to post on Canvas.</p> <ul style="list-style-type: none"> <li>- Practice Assignment: What human rights issue interests you the most? Post to Canvas by 11:59 p.m., 9/5</li> </ul>
2	Week of 9/6	<p><b>MODULE 2: Human Rights as a Critique of Power</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Goodhart, Ch. 2, “Feminist and Activist Approaches to Human Rights”</li> <li>- Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) – read “CEDAW in Brief” <a href="https://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf">https://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf</a></li> <li>- Human Rights Watch, “US Congress Should Pass Law to Protect Women’s and Girls’ Rights Around the World,” October 21, 2019, <a href="https://www.hrw.org/news/2019/10/21/us-congress-should-pass-law-protect-womens-and-girls-rights-around-world">https://www.hrw.org/news/2019/10/21/us-congress-should-pass-law-protect-womens-and-girls-rights-around-world</a></li> <li>- Human Rights Watch, “The Fragility of Women’s Rights in Afghanistan,” <a href="https://www.hrw.org/news/2021/08/17/fragility-womens-rights-afghanistan">https://www.hrw.org/news/2021/08/17/fragility-womens-rights-afghanistan</a></li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- UN Human Rights, “CEDAW Recommendation 35, Tackling Violence Against Women,” <a href="https://www.youtube.com/watch?v=nCWGxIVPX_A">https://www.youtube.com/watch?v=nCWGxIVPX_A</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Canvas Case Studies and Discussions: Discussion of Human Rights Activism to Challenge Female Genital Mutilation Women’s Rights in Action from Afghanistan to the Americas Explore a Human Rights Watch report on an issue impacting women and girls in another state or country (e.g., access to education, reproductive rights, intimate partner violence, discrimination). Post to Canvas and provide substantive responses to at least two peers by 11:59 p.m. on 9/20.</li> </ul>
3	Week of 9/13	<p><b>MODULE 3: “American Exceptionalism”: Human Rights in the War on Terror</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Ignatieff, “American Exceptionalism and Human Rights” (Canvas)</li> <li>- Skim Goodhart, Ch. 3, “Human Rights in International Relations”</li> <li>- Read Goodhart, Ch. 4, “Human Rights in International Law”</li> <li>- Read the ICCPR at <a href="https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx">https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx</a></li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>- Human Rights In Our Own Backyard (SJSU Library e-book): Introduction to Part IV, Political and Civil Rights International Covenant on Civil and Political Rights</li> <li>- HRIOOB, Ch. 11, “Erosion of Political and Civil Rights: Looking Back to Changes Since 9/11/01: The Patriot Act”</li> <li>- Goodhart Ch. 15, Torture</li> <li>- Rosenberg, “<a href="#">What the CIA’s Torture Program Looked Like to the Tortured</a>,” NY Times, Dec. 4, 2019</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Human Rights Watch, “World Report 2019: Reversing Autocrats’ Attacks on Rights,” <a href="https://www.youtube.com/watch?v=vJX7qhvvxQY">https://www.youtube.com/watch?v=vJX7qhvvxQY</a></li> <li>- Frontline, 2021, “America After 9/11,” (2 hours) <a href="https://www.pbs.org/wgbh/frontline/article/video-clip-september-11-to-january-6-america-after-9-11-excerpt/">https://www.pbs.org/wgbh/frontline/article/video-clip-september-11-to-january-6-america-after-9-11-excerpt/</a> <i>Optional:</i> Frontline, 2011, “Are We Safer?” <a href="https://www.pbs.org/wgbh/pages/frontline/are-we-safer/">https://www.pbs.org/wgbh/pages/frontline/are-we-safer/</a></li> <li>- Frontline, 2020, “China Undercover,” <a href="https://www.pbs.org/wgbh/frontline/film/china-undercover">https://www.pbs.org/wgbh/frontline/film/china-undercover</a></li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Canvas Discussion: “Are We Safer?: Civil and Political Rights Violations in the ‘War on Terror’” Watch the videos and commentary on Canvas regarding the human rights implications of the “war on terror.” Then post your thoughts to the discussion prompts, reflecting on the twentieth anniversary of 9/11, the war on terror, the concept of “American Exceptionalism,” and the status of the U.S.’s international reputation at the messy end of America’s longest war. Post your response and respond to at least two other classmates on the “Are We Safer?” Discussion Board. Post by 11:59 p.m. on 9/20.</li> </ul> <p><u>Quiz 1:</u></p> <ul style="list-style-type: none"> <li>- Complete Quiz 1 on human rights foundations, law, and institutions by 11:59 p.m. on 9/20</li> </ul>
4	Week of 9/20	<p><b>MODULE 4: Sustainability and Environmental Human Rights</b></p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- Calculate your Ecological Footprint: <a href="https://www.footprintcalculator.org/home/en">https://www.footprintcalculator.org/home/en</a></li> </ul> <p><u>Watch:</u></p> <ul style="list-style-type: none"> <li>- Intergovernmental Panel on Climate Change (IPCC), “Trailer: Climate Change 2021: The Physical Science Basis,” <a href="https://vimeo.com/582884673">https://vimeo.com/582884673</a></li> <li>- Explore the Interactive Atlas to visualize observed and projected climate change around the world, <a href="https://interactive-atlas.ipcc.ch/">https://interactive-atlas.ipcc.ch/</a></li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Goodhart Ch. 23, The Environment</li> <li>- Resource: <a href="#">Environmental Protection Agency- Pillars of Sustainability.pdf</a></li> <li>- Human Rights and the 2030 Agenda for Sustainable Development</li> <li>- The Global Sustainable Development Goals</li> <li>- Right to a Healthy Environment: UN Environment Program, “<a href="#">New UN resolution reinforces link between human rights and the environment</a>,” April 2021, <a href="https://www.unep.org/news-and-stories/story/new-un-resolution-reinforces-link-between-human-rights-and-environment">https://www.unep.org/news-and-stories/story/new-un-resolution-reinforces-link-between-human-rights-and-environment</a></li> <li>- UN General Assembly. (2018). Human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment, (<a href="#">A/73/188</a>), <a href="https://undocs.org/A/73/188">https://undocs.org/A/73/188</a>. Read paragraphs 19 – 27 (on pages 7-10 of the .pdf).</li> </ul> <p><u>Optional Readings / Go Further</u></p> <ul style="list-style-type: none"> <li>- “The environment has become the new frontline for human rights defenders” (optional)</li> </ul> <p><u>Watch:</u></p> <p>John Knox, United Nations Special Rapporteur. 2018. <a href="#">The Human Right to a Healthy Environment</a>, <a href="https://www.youtube.com/watch?v=tlBmg0I7NPE">https://www.youtube.com/watch?v=tlBmg0I7NPE</a> (Canvas) (21 minutes)</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Sustainability and Environmental Human Rights Canvas Discussion. Assessing our “Ecological Footprint” and Creating a Sustainable Future Engaging your classmates in this Discussion to help develop ideas for an individual or group <i>Sustainability and Human Rights Project</i>, due on 12/6.</li> </ul>
5	Week of 9/27	<p><b>MODULE 5: Environmental Racism, Resistance, and Environmental Justice: Black and Indigenous Perspectives</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- UN Environment Programme, Robert Bullard, Champions of the Earth Lifetime Achievement Award, watch a <a href="#">profile video</a> and read a summary of his environmental justice research and advocacy <a href="https://www.unep.org/championsofearth/laureates/2020/robert-bullard">https://www.unep.org/championsofearth/laureates/2020/robert-bullard</a>.</li> <li>- Thomas, 2020, “Why Every Environmentalist Should be Anti-Racist,” Vogue.</li> <li>- Goodhart Ch. 19, Indigenous Peoples’ Human Rights (focus especially on “Case Study on Indigenous People and Climate Change,” starting on p. 453)</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>- Human Rights Watch: “‘My Fear is Losing Everything,’ The Climate Crisis and First Nations’ Right to Food in Canada”</li> <li>- UN Environment Programme. 2020, “Human Rights, the Environment, and COVID-19 key messages,” 2020 <a href="https://wedocs.unep.org/bitstream/handle/20.500.11822/33510/HRE1.pdf?sequence=1&amp;isAllowed=y">https://wedocs.unep.org/bitstream/handle/20.500.11822/33510/HRE1.pdf?sequence=1&amp;isAllowed=y</a></li> </ul> <p><u>Listen:</u></p> <ul style="list-style-type: none"> <li>- Klivens, July 1, 2021. KQED, <a href="#">“Trucks are Banned on Oakland’s I-580. These Sixth Graders Wondered Why”</a> and watch the Tik Tok story <a href="#">here</a></li> </ul> <p><u>Watch:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">The World’s First Climate Refugees</a>, (5 minutes)</li> <li>- <a href="https://www.ecowatch.com/black-climate-change-activists-2650796865.html">https://www.ecowatch.com/black-climate-change-activists-2650796865.html</a></li> <li>- Optional: “Awake, a Dream from Standing Rock,” <a href="http://awakethefilm.org/watch.php">http://awakethefilm.org/watch.php</a> (available on Netflix)</li> </ul> <p><u>Assignment:</u></p> <p>Canvas Discussion: <i>Mní Wičóni</i> – Water Is Life Case Study on Sustainability and Environmental Justice in Action: Water Protectors, Pipelines, and Corporate Influence in the Criminalization of Protest of “Critical Infrastructure Projects. Post a response to the Canvas discussion and reply to at least two peers’ comments before 11:59 p.m. on 10/4</p>
6	Week of 10/4	<p><b>MODULE 6: Human Rights and Discrimination</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Read the U.S. Constitution and Bill of Rights. Explore the <a href="#">Interactive Constitution</a> here: <a href="https://constitutioncenter.org/interactive-constitution">https://constitutioncenter.org/interactive-constitution</a>. Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments</li> <li>- Excerpts from “A Statement on the Denial of Human Rights to Minorities in the Case of Citizens of Negro Descent in the United States of America and an Appeal to the United Nations for Redress” (submitted by W.E.B Du Bois and the NAACP to the U.N. on October 23, 1947)</li> <li>- <i>We Charge Genocide</i>: The 1951 Black Lives Matter Campaign, <a href="https://depts.washington.edu/moves/CRC_genocide.shtml">https://depts.washington.edu/moves/CRC_genocide.shtml</a></li> <li>- Explore the website, Twitter story, and video testimonials of the “We Charge Genocide” UN campaign organized by Chicago youth to document and call for action to end police violence, <a href="http://wechargegenocide.org/category/wcg-to-un/">http://wechargegenocide.org/category/wcg-to-un/</a></li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>- Bain, 2020, “Civil Rights International: The Fight Against Racism Has Always Been Global,” <a href="https://www.foreignaffairs.com/articles/united-states/2020-08-11/racism-civil-rights-international?utm_medium=newsletters&amp;utm_source=summer_reads&amp;utm_campaign=summer_reads_2020_newsletter&amp;utm_content=20200816&amp;utm_term=fa-summer-newsletter-20200702">https://www.foreignaffairs.com/articles/united-states/2020-08-11/racism-civil-rights-international?utm_medium=newsletters&amp;utm_source=summer_reads&amp;utm_campaign=summer_reads_2020_newsletter&amp;utm_content=20200816&amp;utm_term=fa-summer-newsletter-20200702</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Sports and Civil Rights Protests: The Olympic Project for Human Rights and SJSU’s Legacy (Canvas activity)</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Human Rights Current Event Report due by 11:59 p.m. on 10/4</li> </ul>
	10/4	<p><b>MIDTERM EXAM REVIEW</b></p> <ul style="list-style-type: none"> <li>- Live lecture with Q&amp;A, 12:00 – 1:00 p.m. Zoom session; recording will be posted to Canvas.</li> </ul>
	10/11	<p><b>MIDTERM EXAM on Canvas</b></p> <ul style="list-style-type: none"> <li>- Complete Midterm Exam by 11:59 p.m., 10/11</li> </ul>
7	Week of 10/11	<p><b>MODULE 7: Human Rights and Forced Migration</b></p> <ul style="list-style-type: none"> <li>- Goodhart, Ch. 18, “Human Rights and Forced Migration”</li> <li>- Council on Foreign Relations, “No Refuge” Infoguide and Slideshow <a href="https://www.cfr.org/refugee-crisis/?utm_medium=email&amp;utm_source=educators&amp;utm_content=022019&amp;sp_mid=58607404&amp;sp_rid=ZWRpdGgua2lubmV5QHNqc3UuZWR1S0#!a-system-under-strain">https://www.cfr.org/refugee-crisis/?utm_medium=email&amp;utm_source=educators&amp;utm_content=022019&amp;sp_mid=58607404&amp;sp_rid=ZWRpdGgua2lubmV5QHNqc3UuZWR1S0#!a-system-under-strain</a></li> <li>- Human Rights Issues in U.S. Asylum and Immigration Detention Policy (Canvas)</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Attend at least one ‘live’ event (in person or virtually) relating to a refugee crisis; post your reflections to the Module 7 Discussion by 11:59 p.m. on 10/18.</li> </ul>
8	Week of 10/18	<p><b>MODULE 8: Human Trafficking and Exploitation</b></p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- Slavery Footprint – Trafficking and Labor Exploitation activity on Canvas</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Council on Foreign Relations, “Modern Slavery,” Infoguide and Slideshow <a href="https://www.cfr.org/interactives/modern-slavery/#!/section1/item-1">https://www.cfr.org/interactives/modern-slavery/#!/section1/item-1</a></li> <li>- Goodhart, Ch. 16, “Trafficking for Sexual Exploitation”</li> <li>- CQ Researcher, 2016, “Decriminalizing Prostitution” (Canvas)</li> <li>- Coalition Against Trafficking in Women (CATW) Letter to Amnesty International, <a href="http://catwinternational.org/Content/Images/Article/621/attachment.pdf">http://catwinternational.org/Content/Images/Article/621/attachment.pdf</a></li> <li>- Amnesty International, Policy to Decriminalize Sex Work Q&amp;A: <a href="https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/">https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/</a></li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Homework for Module 8 due by 11:59 p.m., 11/1 – Complete Human Rights Policy Analysis: Evaluating Approaches to Human Trafficking and Exploitation in the Sex Trade</li> </ul>
9	Week of 10/25	<p><b>MODULE 9: Economic and Social Rights in Action</b></p> <ul style="list-style-type: none"> <li>- Know Your Rights Workshop Activity</li> </ul>
10	Weeks of 11/1 and 11/8	<p><b>MODULE 10: Sexual Orientation, Gender Identity, and Human Rights</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- LGBT People Throughout History Map, “Sexual Orientation and Gender Identity are Nothing New,” <a href="https://www.unfe.org/sexual-orientation-gender-identity-nothing-new/">https://www.unfe.org/sexual-orientation-gender-identity-nothing-new/</a></li> <li>- Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights”</li> <li>- HRIOOB, Ch 14, “Sexual Citizenship, Marriage, Adoption, and Immigration in the United States”</li> <li>- NPR, For LGBTQ People Of Color, Discrimination Compounds <a href="https://www.npr.org/2017/11/25/564887796/for-lgbtq-people-of-color-discrimination-compounds?utm_source=facebook.com&amp;utm_medium=social&amp;utm_campaign=npr&amp;utm_term=nprnews&amp;utm_content=2053">https://www.npr.org/2017/11/25/564887796/for-lgbtq-people-of-color-discrimination-compounds?utm_source=facebook.com&amp;utm_medium=social&amp;utm_campaign=npr&amp;utm_term=nprnews&amp;utm_content=2053</a></li> <li>- Human Rights Watch, “Supreme Court Considers Rights of LGBT Workers in the U.S.”, <a href="https://www.hrw.org/news/2019/10/08/supreme-court-considers-rights-lgbt-workers-us">https://www.hrw.org/news/2019/10/08/supreme-court-considers-rights-lgbt-workers-us</a></li> <li>- Human Rights Watch, “Lawmakers in the US Unleash Barrage of Anti-Transgender Bills,” <a href="https://www.hrw.org/news/2020/01/20/lawmakers-us-unleash-barrage-anti-transgender-bills">https://www.hrw.org/news/2020/01/20/lawmakers-us-unleash-barrage-anti-transgender-bills</a></li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>- UN “Free and Equal Campaign,” LGBT Rights, Frequently Asked Questions, <a href="https://www.unfe.org/wp-content/uploads/2018/10/FAQs-English.pdf">https://www.unfe.org/wp-content/uploads/2018/10/FAQs-English.pdf</a></li> <li>- UN “Free and Equal Campaign,” International Human Rights Law &amp; Sexual Orientation &amp; Gender Identity, <a href="https://www.unfe.org/wp-content/uploads/2018/10/International-Human-Rights-Law-English.pdf">https://www.unfe.org/wp-content/uploads/2018/10/International-Human-Rights-Law-English.pdf</a></li> <li>- UN “Free and Equal Campaign,” Refuge and Asylum, <a href="https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf">https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf</a></li> <li>- UN “Free and Equal Campaign,” Bullying and Violence in Schools, <a href="https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf">https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf</a></li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Human Rights Watch, “US: LGBT Parents Face Adoption Discrimination,” <a href="https://www.youtube.com/watch?v=d6Eb9LsSTS8">https://www.youtube.com/watch?v=d6Eb9LsSTS8</a></li> <li>- Human Rights Watch, “U.S.: Doctors Still Do Harmful Surgeries on Intersex Kids,” <a href="https://www.youtube.com/watch?v=AW871mJHXxk&amp;index=19&amp;list=PLF1E29F715F114C19&amp;t=0s">https://www.youtube.com/watch?v=AW871mJHXxk&amp;index=19&amp;list=PLF1E29F715F114C19&amp;t=0s</a></li> <li>- UN “Free and Equal Campaign,” It’s Time, Watch video <a href="https://www.unfe.org/itstime/">https://www.unfe.org/itstime/</a></li> <li>- Human Rights Watch, “India Strikes Down Sodomy Law,” <a href="https://www.youtube.com/watch?v=GmRTigjA6W8">https://www.youtube.com/watch?v=GmRTigjA6W8</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Homework for Module 10 – post by 11:59 p.m., 11/15</li> </ul>
11	Weeks of 11/15 and 11/22	<p><b>MODULE 11: Human Rights and the Criminal Justice System</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Silicon Valley De-Bug, Letter to Santa Clara County Sheriff and Board of Supervisors Re: Immediate Release of Those in Custody and Moratorium on Pretrial Detention, <a href="https://twitter.com/svdebug/status/1238563865710833665?s=20">https://twitter.com/svdebug/status/1238563865710833665?s=20</a></li> <li>- HROOIB, Ch. 17, “Caging Kids of Color: Juvenile Justice and Human Rights in the United States”</li> <li>- NPR, “Study: Blacks Routinely Excluded from Juries,” <a href="https://www.npr.org/templates/story/story.php?storyId=127969511">https://www.npr.org/templates/story/story.php?storyId=127969511</a></li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- Bryan Stevenson, TED2012 talk, “We need to talk about an injustice,” <a href="https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en">https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en</a></li> </ul> <p><u>Documentary and Discussion:</u></p> <p>Watch the following films with a friend or family member over Thanksgiving break.</p>



Module	Date	Topics, Readings, Assignments, Deadlines
		Identify human rights violations and discuss ideas for what should be done to address them. Report back on your conversation(s) Canvas Discussion by 11:59 p.m. on 11/29. <ul style="list-style-type: none"> <li>- Watch <i>13<sup>th</sup></i> (Netflix)</li> <li>- Watch <i>Just Mercy</i> (rent on Amazon or watch Zoom)</li> </ul>
12	11/29	<p><b>MODULE 12: Ending Solitary Confinement as Torture: Mobilizing and Protecting the Rights of Incarcerated and Detained People</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Reiter, “The Pelican Bay Hunger Strike: Resistance within the Structural Constraints of a US Supermax Prison” (2014) (Canvas)</li> <li>- Oprah Winfrey, “Reforming Solitary Confinement at an Infamous California Prison” (2018), <a href="https://www.cbsnews.com/news/60-minutes-reforming-solitary-confinement-at-an-infamous-california-prison/">https://www.cbsnews.com/news/60-minutes-reforming-solitary-confinement-at-an-infamous-california-prison/</a></li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- CCR, “After Decades in Solitary They Joined Forces,” <a href="https://ccrjustice.org/home/get-involved/tools-resources/videos/after-decades-solitary-they-joined-forces-here-s-what">https://ccrjustice.org/home/get-involved/tools-resources/videos/after-decades-solitary-they-joined-forces-here-s-what</a></li> <li>- “Solitary Nation,” <a href="https://www.pbs.org/wgbh/frontline/film/solitary-nation/">https://www.pbs.org/wgbh/frontline/film/solitary-nation/</a></li> <li>- “The Nelson Mandela Rules: An Animated Introduction,” <a href="https://vimeo.com/149636959">https://vimeo.com/149636959</a></li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Homework: Post to the Module 12 Discussion Board, due by 11:59 p.m., 12/6</li> </ul> <p><u>Quiz 4:</u></p> <ul style="list-style-type: none"> <li>- Quiz 4 on human rights and the rights of detained and incarcerated people, due by 11:59 p.m., 12/6</li> </ul>
	12/6	<p><b>Conclusions and Final Exam Review</b></p> <ul style="list-style-type: none"> <li>- Zoom Session (12-1 live Q&amp;A, recorded for later viewing / studying)</li> </ul>
	12/10	<p><b>Human Rights Day</b></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Sustainability and Human Rights Project due by 11:59 p.m., 12/10</li> </ul>
Final Exam	12/15	<p><b>FINAL EXAM</b></p> <ul style="list-style-type: none"> <li>- Final exam will be available on Canvas 12/15, complete by 11:59 p.m.</li> </ul>