

San José State University
College of Health and Human Sciences / Department of Justice Studies
JS 171(v), Human Rights and Justice, Section 01, Spring, 2020

Course and Contact Information

Instructor(s):	Edith Kinney, J.D., Ph.D.
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Office Hours:	Tuesdays, 2:00 – 4:00 p.m. Sign up for an appointment here: http://bit.ly/kinneyofficehours Email for alternative phone or Zoom appointment times.
Class Days/Time:	Tuesday / Thursday, 12:00 – 1:15 p.m.
Classroom:	Sweeney Hall 346
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.

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

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.

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](#) on [Spartan App Portal](#) <http://one.sjsu.edu> to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

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.” 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?
- What can SJSU students do to ensure that “human rights begin close to home”?

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.
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 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 - Apply an interdisciplinary human rights framework to analyze social problems, policies, and practices in the U.S.

Required Texts/Readings

Textbook

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

Other Readings

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.

Students are expected to read the daily headlines of a major international newspaper and subscribe to the 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>.

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.

[University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) 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 5% each for 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% of final grade)**
- 5) **Human Rights Shadow Report (5% of final grade)**
- 6) **Final Exam (25% of final grade)**

- 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. This assignment has two components: the written report and a brief oral presentation of the current event to the class.

The written component of the Human Rights Current Event Report will provide a concise explanation of the event/issue, a description of the relevance of specific human rights to the issue, tactics of advocacy organizations, and the student's thoughts/observations/critiques regarding the current event and what should be done about the issue. 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 (e.g., 2 – 3 minutes) description of the human rights issue to the class, explaining how it illustrates the day's assigned reading topic and/or course themes, and posing at least one question for class discussion. Students will sign up to present their report in class.

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

Grading and Due Dates:

Each report is worth 5% of the final grade. Students will sign up to provide their brief in-class summary to the class throughout the term. Post one Human Rights Current Event Report by 11:59 p.m. on **March 12, 2020**; the second report is due by 11:59 p.m. on **April 30, 2020**.

2) Homework Assignments and Quizzes

(30% of final grade)

Students will provide written responses to prompts for each Module and complete 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 10-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 p.m. on the last day of instruction, **May 11, 2020.**

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, March 19, 2020.**

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 at the end of the term. Further instructions and guidelines will be provided in class.

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

Grading:

The human rights shadow report is worth 5% of the final grade and will be graded on a 100-point scale based on a standard rubric by the instructor (Canvas). Students will be evaluated for their individual contributions to the shadow report project and for the group presentation.

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 Exam is on **Wednesday, May 13 from 9:45 a.m. – 12:00 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, 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 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.

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 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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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.”

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, Spring 2020, 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
1	1/23	<p>MODULE 1: Introduction to Human Rights</p> <p><u>Introductions and Course Overview:</u></p> <ul style="list-style-type: none"> - What are Human Rights? Historical and Contemporary Contexts - The Universal Declaration of Human Rights (UDHR), Read: https://www.un.org/en/universal-declaration-human-rights/ Watch video: https://www.youtube.com/watch?v=5RR4VXNX3jA - Top Human Rights News of the Decade, Human Rights Watch, https://www.hrw.org/news/2019/12/20/top-human-rights-news-decade <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Read syllabus - Review orientation materials on Canvas - Sign up for Human Rights Watch daily email: https://action.hrw.org/page/36941/subscribe/1
1	1/28	<p>MODULE 1: Introduction to Human Rights</p> <p><u>Video and Readings:</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>Lecture:</u></p> <ul style="list-style-type: none"> - Introduction to Human Rights Prezi: https://drive.google.com/file/d/1O_6ZJvfun1QWIPoHUPrtwRNKoGaB8nRS/view?usp=sharing

Module	Date	Topics, Readings, Assignments, Deadlines
		<u>Assignments:</u> <ul style="list-style-type: none"> - Practice Assignment: What human rights issue interests you the most? Post to Canvas by 11:59 a.m., 1/30
1	1/30	MODULE 1: Introduction to Human Rights <u>Readings:</u> <ul style="list-style-type: none"> - Human Rights in Our Own Backyard [HRIOOB], “Forward” and “Introduction” - Goodhart, Ch. 1 “Normative and Theoretical Foundations of Human Rights” - The Universal Declaration of Human Rights (UDHR), http://www.un.org/en/universal-declaration-human-rights/
2	2/4	MODULE 2: Human Rights as a Critique of Power <u>Readings:</u> <ul style="list-style-type: none"> - Goodhart, Ch. 2, “Human Rights as a Critique of Power: Feminist and Non-Western Approaches” - Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) – read “CEDAW in Brief” https://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent_Web_Version.pdf - Human Rights Watch, “US Congress Should Pass Law to Protect Women’s and Girls’ Rights Around the World,” October 21, 2019, https://www.hrw.org/news/2019/10/21/us-congress-should-pass-law-protect-womens-and-girls-rights-around-world <u>Videos:</u> <ul style="list-style-type: none"> - UN Human Rights, “CEDAW Recommendation 35, Tackling Violence Against Women,” https://www.youtube.com/watch?v=nCWGxlVPX_A - UN Human Rights, “Fighting FGM: Girls’ right to education versus traditional practices” https://www.youtube.com/watch?v=qJ7sfmJjN-M&list=PLYUVFvBU-loe7cmQKOUj900ac4bDC57o4
2	2/6	MODULE 2: Women’s Rights in Action <u>Readings:</u> <ul style="list-style-type: none"> - <i>Human Rights In Our Own Backyard</i> [HRIOOB], Introduction to Part VI - 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”

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> - Cities for CEDAW Handout, http://citiesforcedaw.org/wp-content/uploads/2018/01/CEDAW-USFact-Sheet-01-2018-1.pdf <p><u>Video:</u></p> <ul style="list-style-type: none"> - Rape on the Night Shift, https://www.pbs.org/wgbh/frontline/film/rape-on-the-night-shift/ <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Canvas Discussion: Women’s Rights in Action – post by 11:59 p.m. on 2/6
3	2/11	<p>MODULE 3: Human Rights in International Law and Politics</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 3, “Human Rights in International Relations” <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=vJX7qhvxxQY
3	2/13	<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” <p><u>Quiz 1:</u></p> <ul style="list-style-type: none"> - Complete Quiz 1 on human rights foundations, law, and institutions
4	2/18	<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)
4	2/20	<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"> - Goodhart Ch. 15, Torture - HRIOOB, Introduction to Part IV, Political and Civil Rights International Covenant on Civil and Political Rights - Read the ICCPR at https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> - HRIOOB, Ch. 11, “Erosion of Political and Civil Rights: Looking Back to Changes Since 9/11/01: The Patriot Act” <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Frontline, “Are We Safer?” https://www.pbs.org/wgbh/pages/frontline/are-we-safer/ - <i>The Report</i> (Amazon Prime) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 4 – post due 2/22 by 11:59 a.m.
4	2/25	<p>MODULE 4: Civil Rights and Voting Rights</p> <ul style="list-style-type: none"> - Human Rights in Action Workshop (readings on Canvas)
5	2/27	<p>MODULE 5: Forced Migration: Refugees and Asylum</p> <ul style="list-style-type: none"> - Goodhart, Ch. 18, “Human Rights and Forced Migration” - Readings on asylum, family separation, and immigration detention (Canvas)
5	3/3	<p>MODULE 5: Human Trafficking and Exploitation</p> <ul style="list-style-type: none"> - Council on Foreign Relations, <i>Modern Slavery</i>, https://www.cfr.org/interactives/modern-slavery/#!/section3/item-25 - Goodhart, Ch. 16, “Trafficking for Sexual Exploitation” <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 5 due by 11:59 a.m, 3/5 – Complete Human Rights Policy Analysis: Evaluating Approaches to Human Trafficking and the Sex Trade
5	3/5	<p>MODULE 5: Human Trafficking and the Sex Trade</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - CQ Researcher, 2016, “Decriminalizing Prostitution” (Canvas) - Coalition Against Trafficking in Women (CATW) Letter to Amnesty International, http://catwinternational.org/Content/Images/Article/621/attachment.pdf - Amnesty International, Policy to Decriminalize Sex Work Q&A: https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/

Module	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Videos:</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 - Frontline, “Trafficked in America,” https://www.pbs.org/wgbh/frontline/film/trafficked-in-america/ <p><u>Class Activity:</u></p> <ul style="list-style-type: none"> - Policy Debate: Human Rights and the Sex Trade
6	3/10	<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/ - 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>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 <p><u>Quiz 2:</u></p> <ul style="list-style-type: none"> - Quiz 2 on human rights, discrimination, and civil and political rights

Module	Date	Topics, Readings, Assignments, Deadlines
6	3/12	<p>MODULE 6: Sexual Orientation, Gender Identity, and Human Rights</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - HRIOOB, Ch 14, “Sexual Citizenship, Marriage, Adoption, and Immigration in the United States” - NPR, For LGBTQ People Of Color, Discrimination Compounds https://www.npr.org/2017/11/25/564887796/for-lgbtq-people-of-color-discrimination-compounds?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=2053 - Human Rights Watch, “Supreme Court Considers Rights of LGBT Workers in the U.S.”, https://www.hrw.org/news/2019/10/08/supreme-court-considers-rights-lgbt-workers-us - Human Rights Watch, “Lawmakers in the US Unleash Barrage of Anti-Transgender Bills,” https://www.hrw.org/news/2020/01/20/lawmakers-us-unleash-barrage-anti-transgender-bills <p><u>Listen / Read:</u></p> <ul style="list-style-type: none"> - Listen to interviews with activists from NPR, All Things Considered, June 27, 2019 “The Activism that Came Before Stonewall and the Movement that Came Out of It,” https://www.npr.org/2019/06/27/736716188/a-look-at-the-activism-that-came-before-stonewall-and-the-movement-that-came-out <p><u>Videos:</u></p> <ul style="list-style-type: none"> - 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 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 6 – post by 11:59 a.m., 3/12 - Human Rights Current Event Report 1 due by 11:59 p.m., 3/12
	3/17	Review for Midterm Exam
	3/19	MIDTERM EXAM
7	3/24	<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

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> - FAQ on the Declaration on the Rights of Indigenous Peoples, https://www.un.org/esa/socdev/unpfii/documents/faq_driips_en.pdf <p><u>Video:</u></p> <ul style="list-style-type: none"> - UN, Declaration on the Rights of Indigenous Peoples: A Conversation with Experts, https://www.youtube.com/watch?time_continue=6&v=YY4kBDMoHgw
7	3/26	<p><u>Readings:</u></p> <ul style="list-style-type: none"> - HRIOOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights” <p><u>Videos:</u></p> <ul style="list-style-type: none"> - BBC News, ““America is a stolen country,”” https://www.youtube.com/watch?v=SM8WZ0ztMuc - “Awake, a Dream from Standing Rock” (available on Netflix) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 7 due by 11:59 p.m., 3/26
	3/31	NO CLASS – SPRING BREAK
	4/2	NO CLASS – SPRING BREAK
8	4/7	<p>MODULE 8: Economic, Social, and Environmental Human Rights in Global Contexts</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - Goodhart Ch. 23, The Environment
8	4/9	<p>MODULE 8: Economic, Social, and Environmental Human Rights in Global Contexts</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - Goodhart Ch. 9, Global Civil Society and Human Rights
8	4/14	<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/ - HROOIB, Ch. 17, “Caging Kids of Color: Juvenile Justice and Human Rights in the United States”

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> - NPR, "Study: Blacks Routinely Excluded from Juries," https://www.npr.org/templates/story/story.php?storyId=127969511 <p><u>Video:</u></p> <ul style="list-style-type: none"> - Bryan Stevenson, TED2012 talk, "We need to talk about an injustice," https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en
8	4/16	<p>MODULE 8: Human Rights and the Criminal Justice System</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 - "Solitary Nation" (54 mins), https://www.pbs.org/wgbh/frontline/film/solitary-nation/ - "The Nelson Mandela Rules: An Animated Introduction," https://vimeo.com/149636959 <p><u>Quiz 3:</u></p> <ul style="list-style-type: none"> - Quiz 3 on human rights and the rights of detained and incarcerated people
9	4/23	<p>MODULE 9: Human Rights in Our Own Backyard</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - See Canvas for readings on local human rights campaigns
9	4/30	<p>MODULE 9: Human Rights in Our Own Backyard</p> <p><u>Activity:</u></p> <p>Human Rights Shadow Report Workshop</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Human Rights Current Event Report 2 due by 11:59 p.m. on 4/30
9	5/5	Human Rights Shadow Report Presentations
	5/7	Conclusions and Final Exam Review

Module	Date	Topics, Readings, Assignments, Deadlines
Final Exam	5/13	Final Exam, Wednesday, 9:45 a.m. – 12:00 p.m.