

San José State University College of Applied Sciences and Arts
Department of Justice Studies
JS 171-03 [28901]: Human Rights & Justice,
Section 3, Spring 2017

Course and Contact Information

Instructor:	Roni Abusaad
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Office Location:	Rm. MH 508 (MacQuarrie Hall)
Office Hours:	Immediately following class or by appointment on Fridays at 4:30pm
Class Days/Time:	Fridays, 10 am - 12:45 pm
Classroom:	Sweeney Hall 100
Prerequisites:	Core GE, WST test, 100W
GE/SJSU Studies Category:	Area V: Culture, Civilization, and Global Understanding
JS Competency Area:	Area D: Local, Transnational, Historical

Course Format

This course is taught using Team-Based Learning (TBL), a “flipped” teaching method that facilitates most of the learning in class through teamwork. Students will be assigned to permanent teams in the beginning of the semester. Students are required to learn basic concepts on their own and come to class prepared. Time in class is mostly spent in team work, applying those concepts in team exercises. All required team work is done during class time. The final grade is based on both individual and team work.

This course is designed for students to explore questions such as:

- How has the concept of “human rights” evolved? How are human rights defined through international law?
- Who gets to decide what these rights are and how they are realized?
- 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 struggles and dialogs over the lessons of human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?

Faculty Web Page and MYSJSU Messaging

Course materials such as this syllabus, readings, handouts, assignment rubrics, etc. can be found on Canvas at <http://sjsu.instructure.com>. You are responsible for regularly checking the email address associated with your [MySJSU](#) account to learn of any updates.

With any question or problem, send me a message via Canvas. If you use regular email instead, make sure to include the course number and section/day in the subject line. Otherwise my reply to you may be delayed.

Also use Canvas to submit your papers. Hard copy, email, or Turnitin submissions will not be accepted.

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.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

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 in-class exercises and discussion, the readiness assurance tests, as well as the final paper.
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 in-class exercises and discussion, the readiness assurance tests, as well as the final paper.
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 in-class exercises and discussion, the readiness assurance tests, as well as the final paper.

Course Learning Outcomes (CLO)

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

1. CLO 1 - Read, write, and contribute to discussion at a skilled and capable 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 via online and library resources.
4. CLO 5 - Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
5. CLO 6 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.
6. CLO 7 - Work in a team to apply knowledge and solve problems.

Required Texts/Readings

Textbook

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.

This book is available in the campus bookstore, at the King Library reserves, and electronically through the library's website, at: <http://catalog.sjlibrary.org/record=b4783900>. If you have a laptop, e-reader, or tablet, you may bring them to class with the electronic book loaded, instead of buying a hard copy.

Other Readings

Other required readings include articles, book chapters, and handouts. They are all posted on Canvas, under Files/Readings. If you choose to print them out, please print on both sides (duplex) to save paper.

Other technology requirements / equipment / material

Students will need five Scantron (Form No. 882e) forms for the duration of the semester.

Course Requirements and Assignments

This course includes both individual and team assignments. All team assignments will be completed in class.

Readiness Assessment Process (RAP) - Individual & Team assignment

To facilitate Team-Based Learning (TBL), this course is divided into themed learning units, each beginning with one session called **Readiness Assurance Process (RAP)**. This session is designed to assure that students comprehend the basic concepts in that learning unit and can meaningfully engage in team exercises. Students are therefore expected to cover a lot of material in preparation for these RAPs. An additional review of material before each class is recommended.

Readiness Assurance Process (RAP) sessions are **comprised of three stages**:

1. Individual Readiness Assurance Test (iRAT) - closed books. Each student answers ten multiple-choice questions about the reading material assigned for the learning unit.
2. Team Readiness Assurance Test (tRAT) - closed books. Students take the same test in teams.
3. Writing appeals - open books. At this point teams can improve their score by appealing questions their team answered incorrectly, if they think they were actually correct. This can happen if there was a mistake in the question/answer, a mistake in the readings, or if the question was worded ambiguously. If an appeal is accepted, points will be added to the team grade as well as to the individual grades of students within that team. The grades of students in other teams will not be affected. Appeals can never lower anyone's grade. Individual students cannot appeal; only teams can.

RATs may include "decoy questions," which are questions that have no good answer. For these questions, individual students will receive full credit for the question regardless of their answer. However, teams who answered incorrectly will not receive points unless they appeal the question as described above.

Based on each such RAT, each student will receive an individual grade and a team grade. The final individual grade will consist of the sum of the best four individual scores (iRATs), dropping the lowest score. The final team grade is simply the sum of all team (tRAT) scores.

Team Exercises - Team assignment

Regular class sessions, i.e. those that are not RAPs, will comprise of team application exercises, in which teams will apply the material they have learned in the reading materials. Five of these application exercises will be submitted and graded.

Team Work -peer assessment

At the end of the semester, students will evaluate and grade the contribution of their teammates to the work of their team. The final peer evaluation is a part of the final grade.

Final Activism-Research Project

The culminating assignment in this course is an individual research project comprised of three components:

- 1) taking an action that has the potential to promote human rights in a certain area
- 2) writing a research paper about the issue, and
- 3) Presenting about the topic and your action in class.

A 600-800 word proposal for an appropriate topic and action is due in the middle of the semester, in lieu of a midterm paper. A draft of the final paper is due before the presentations, and will be peer reviewed in class.

Proposal - Individual assignment

Choose a human rights issue that you care about in your community, broadly defined. It can be something that is affecting one specific individual (e.g. a person unjustly imprisoned), a group of individuals (e.g. workers in a company), or an entire nation. Examples of past topics include: hunger on SJSU campus, police brutality in Oakland, homelessness in Santa Clara County, the need for rent control in Redwood City, private drones as a violation of privacy, and the North Carolina bathroom bill.

Conduct preliminary research using the sources listed on the syllabus and in academic research engines to make sure you have enough material to write about. Read extensively about your topic.

The proposal should be 600-800 words and consist of your plan for an action and research paper. At a minimum, your proposal must include:

1. A brief description of the topic. Specifically – which internationally recognized human rights are being violated, and what legal instruments may be relevant?
2. A brief description of the action you are planning to take, including goal, timing, and location. The more details the better. In addition, suggest something you would submit with your final paper that documents your action (photo, video, document...).
3. Your reason for choosing this specific action for your specific topic.
4. A list of references/sources used in the proposal. The proposal needs to be based, at a minimum, on four sources, including:
 - One peer-reviewed journal article NOT from the course readings.
 - One human rights report¹ by a non-governmental organization (NGO), a government agency, or an international governmental organization (IGO, e.g. a UN agency).
 - One legal source: convention, treaty, declaration, law, court case, etc.
 - One article or chapter from the course readings, excluding legal sources.
5. On a separate page (but same document): A full list of the ten sources (at least) that you plan to use in the final paper. This list should follow the final paper requirements and be separate from the list of sources used in the proposal. However, the two lists may overlap (i.e. the same source can appear in both reference lists). In the actual final paper, you may use different sources, as long as they still fulfil the requirements.

Once I grade your proposal, unless my comments say otherwise, it is approved and you may implement your action and start writing your paper. If you want to change your plan, seek my approval in advance.

Action - Individual assignment

You are free to design, plan, and execute an action that makes sense in the context of the human rights issue you are writing about. It can be small or big, instrumental (tangible) or expressive (symbolic). You may do something on your own, team up with other students, or join an existing campaign, as long as you have a specific role to play. If I approved your action as described in the proposal, its quality or impact will not affect your grades.

There are numerous action ideas in the resource section below. You can also find an organization that is working on your issue and look at what they are asking people to do. Some of these things may fulfil the requirements of this assignment. If you have an idea but you are not sure about it, ask me. (None of the things described in this video satisfy the requirements: www.youtube.com/watch?v=EMv8o7cz1Sc.)

Your action needs to take at least an hour to execute, and it must go beyond your existing commitments for this or other classes. However, it can be an extension of a project or activity that you are already involved in for other reasons. You need to execute your action after receiving back your graded proposal and before the final paper draft due date. If you want to execute your action before the proposal is graded, ask me in advance.

Getting more informed on an issue, even if that includes spending much time and effort, does not constitute an “action” for the purpose of this assignment.² However, actively participating in an event, as opposed to merely attending it, satisfies the requirements of this assignment. Examples include participating in rallies, speaking up in a public hearing of your university/city/state to express your opinion on the issue discussed, etc.

Research Paper - Individual assignment

Your grade will be based on the degree to which you fulfill the assignments, your ability to incorporate and synthesize concepts from the course readings and discussions, and the general rules of grammar, persuasive writing, etc. Your paper must contain, at a minimum, the following elements:

1. A description of the human rights issue: Its extent, who it affects, its causes, its history, and any other information that is relevant for your analysis.
2. A human rights framework: Which rights are being violated? Which international human rights treaties/mechanisms are applicable, and how (give specific examples)?
3. A critical analysis of the strategy that you chose for your action. This is not an analysis of your particular action, but rather of the tactic itself. For example, if your action involved writing/calling your elected officials, discuss the pros and cons of communicating with elected officials, the potential for change, etc. Do not describe your action.
4. A list of references. Use as many sources as needed for the development of your argument. At a minimum, use ten sources, including:
 - Three peer-reviewed journal articles NOT from the course readings.
 - Three human rights reports¹ by non-governmental organizations (NGOs), government agencies, or international governmental organization (IGOs).
 - Three legal sources: convention, treaty, declaration, law, court case, etc.
 - One article or chapter from the course readings, excluding legal sources.
5. On a separate page (but same document): documentation of your action.

¹ A human rights report is a non-academic research document that presents findings on human rights violations. All relevant UN agencies, major human rights organization, and some government agencies, publish such reports. They can generally be found online, typically as PDFs, and frequently with the word “Report” in their title. Examples of reports are above, in the section titled Online Resources for Reference and Research. Newspaper articles, blog posts, and websites, however detailed, are not considered “human rights reports” for the purpose of this assignment. If in doubt – ask me.

Technical Requirements for Paper and Proposal

1. Final paper length: 2,000-2,500 words of your original writing. Proposal length: 600-800 words of

your original writing. Word count excludes references, headings, etc.

2. Always include: paper title, your name, course name/number, date, and page numbers.
3. You may format the paper as you see fit. However, references must adhere to APA citation style.
4. Late submissions will not be graded, but will be reviewed and commented on. If you cannot meet a deadline, discuss this with me ASAP.
5. Plagiarism, including self-plagiarism, would result in a grade of zero.

Final Draft of Research Paper - Individual assignment

A draft of the research paper is due before presentations begin. This is a full draft of the final paper, not a “rough” draft. It needs to read and “feel” like an actual final paper. Submit it to Canvas and also bring a printed hard copy to class for peer review. Later, revise according to the feedback and resubmit as the final paper.

Oral Presentation - Individual assignment

The last week of the semester will be dedicated to student presentations of your project. The presentation needs to include minimal background on the topic and focus on the action that you took, including what you did, what challenges you encountered, what results you had, etc. Unlike in the research paper, you can assume the audience knows certain things, particularly the things we've been discussing in class.

Presentations need to be five (5) minutes long, without the use of any audio-visual aids, such as videos or slides. You may use notes. It is strongly recommended that you practice your talk at home.

Be prepared to answer questions from the audience about your topic and/or action. All students are expected to attend all presentations, take notes, and come up with at least one question about each presentation.

Extra Credit Opportunities - Events

Throughout the semester, I will let students know about interesting events locally related to human rights. In order to receive extra credit for attending an event, you must receive my approval in advance that the event is eligible for extra credit and you will need to share about the event through a two-minute presentation in class. You can receive up to 5% credit for attending. Here are some links where you can find upcoming events:

- San Jose Peace & Justice Center: sanjosepeace.org/calendar.php
- Peninsula Peace & Justice Center: <http://www.peaceandjustice.org/ppjc-calendar/>
- Indybay: <https://www.indybay.org/calendar>
- San Jose Mercury News: http://events.mercurynews.com/search?cat=politics_activism
- Stanford Center for Human Rights and International Justice: handacenter.stanford.edu/upcoming-events
- UC Berkeley Human Rights Program: <http://hrp.berkeley.edu/events>
- KPFA: <https://kpfa.org/events/category/community-calendar>

Grading Information

Rubrics for all written assignments are posted on Canvas, at the appropriate assignment submission page. Missing, late, or plagiarized work will receive a grade of zero.

Determination of Grades

Individual Readiness Assurance Tests (iRAT) each	20% (best 4 out of 5 tests, 5 points each)
Team Readiness Assurance Tests (tRAT)	20% (5 tests, 4 points each)
Team exercises (in-class)	5% (5 exercises, 1 point each)
Final paper proposal	10%
Final paper draft	5%
Final paper	20%
Presentation	10%
<u>Peer evaluation</u>	<u>10%</u>
Total	100%

Extra credit: Attending an approved event and presenting on it for 2 minutes in class is eligible for up to 5% of extra credit.

Grading Scale

The final course grade will be calculated based on the following standard scale:

98-100	A+	80-83	B-	64-67	D
94-97	A	78-79	C+	60-63	D-
90-93	A-	74-77	C	<60	F
88-89	B+	70-73	C-		
84-87	B	68-69	D+		

Students must achieve a grade of C or better (C- not accepted) to fulfill Justice Studies major requirements.

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 is taught using a teaching method called Team-Based Learning, which includes extensive team work in class. Students are expected to arrive to class on time, prepared to contribute to their team's learning.
2. Students are expected to foster an environment that encourages participation, and that is respectful to others and their opinions. Obviously you may disagree with other students or me, but you must do so respectfully.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded, but you are still expected to submit them to receive comments.
4. Students are responsible for making up material missed in their absence on their own.
5. The use of electronic devices will not be tolerated unless as a part of class activities or during an emergency. Students may use e-readers/tablets in lieu of printing the readings.

JS 171: Human Rights & Justice (Friday 10 am-12:45 pm)

Spring Semester 2017 Course Schedule

NOTE: This schedule is subject to change with fair notice. Any changes will be announced in class - Always refer to Canvas for the most up-to-date syllabus.

Course Schedule

Date	Topic	Readings ³	Assignments / Reminders
Unit I: Introductions			
1/27	Introduction to the Course and Foundations of Human Rights	This syllabus; UDHR (handout) Foundations of Human Rights (handout)	Sign up for the Human Rights Watch Daily Briefing and Amnesty International emails
Unit II: Human Rights Law			
2/3	1 st RAP Human Rights Law	Covering the syllabus and UDHR handout Readings: Weissbrodt&Vega; ICCPR (handout)	Bring Scantron form and pencil
2/10	2 nd RAP Applying Human Rights Law	Covering Active Reading (handout); Advocates (PDF); Weissbrodt&Vega (PDF) In-class Handout: Applying Human Rights Law (handout)	Bring handouts to class Bring Scantron form and pencil
Unit III: Civil and Political Rights			
2/17	3 rd RAP American Exceptionalism	Covering MacKinnon (PDF); Ignatieff (PDF); U.S. Constitution (handout); ICCPR (handout); Textbook Fwd, Intro, Ch. 11, Ch. 23	Bring handouts to class Bring Scantron form and pencil
2/24	Rights vs. National Security	Textbook Ch. 11	
Unit IV: Social and Economic Rights			
3/3	4 th RAP Corporations and Human Rights	Textbook pp. 7-101 Watch the documentary <i>The Corporation</i> (available online: youtube.com/watch?v=oOafbpaVw90 and in the library: catalog.sjlibrary.org/record=b2596736) Textbook Ch. 2+5	Bring Scantron form and pencil
3/10	The Right to Food and Shelter The Rights to Health and to Education	Textbook Ch. 4 + 6 Textbook Ch. 7 + 8	Submit proposal of course paper

	Economic Rights	Textbook Ch. 1	
Unit V: Discrimination			
3/17	5 th RAP Non-Human Animal Rights	Textbook Ch. 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22; Stone (PDF) Stone (PDF)	Bring Scantron form and pencil
3/24	Racial Discrimination	Ch. 16; Racial Discrimination in College (handout); CERD (handout) Chapter 17 and 22	Bring handouts to class
Spring Break - 3/27 - 3/31			
4/7	Discrimination against Women Sexual Orientation and Gender Identity	Ch. 18, 21; CEDAW (handout) Ch. 14	Bring handout to class
4/14	Immigration and Human Rights	Ch. 12, 15, 19	
4/21	Indigenous Rights	Ch. 9	
4/28	Final paper peer review	Peer review form (handout)	Draft due <u>4/27</u> . Bring to class a hard copy & 2 peer review forms.
5/5	Student presentations		
Conclusions			
5/12	Students presentations continued		Submit final paper <u>by midnight on May 12</u>

³“Textbook” refers to the course textbook by Armaline et al. PDFs are articles or book chapters, posted on Canvas.

Suggested Resources for Reference and Research

- Ishay, M. (2008). *The history of human rights: from ancient times to the Globalization Era*. Berkeley, CA: University of California Press.
- Lauren, P. (2011). *The evolution of international human rights: visions seen (3rd edition)*. Philadelphia, PA: University of Pennsylvania Press.
- Soohoo, C., Albisa, C. & Davis, M. F. [Eds.]. (2008). *Bringing human rights home*. Westport, CT: Praeger.
- Steiner, H. J., Alston, P. & Goodman, R. [Eds.]. (2007). *International human rights in context: law, politics, morals (3rd edition)*. New York, NY: Oxford University Press.
- Weissbrodt, D. & de la Vega, C. (2007). *International human rights law: an introduction*. Philadelphia, PA: University of Pennsylvania Press.

- [Human Rights Review](#) and [Human Rights Quarterly](#) - the two leading academic peer reviewed journals dedicated to human rights issues. Available electronically through the library's website.

Online Resources for Reference and Research

- www.un.org/en/rights - The United Nations Human Rights Portal
- www.ohchr.org - The United Nations High Commissioner for Human Rights
- www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx - A list of UN-level human rights instruments (treaties, conventions, declarations, protocols, etc.), arranged by topic.
- www.amnesty.org/en/human-rights - Browse Amnesty International's website by country or issue, or search their report library
- www.hrw.org/en/publications - Reports by Human Rights Watch
- www.state.gov/g/drl/rls/hrrpt - The U.S. State Department Country Reports on Human Rights Practices, which cover most countries in the world (but not the U.S. itself)
- www.huriresearch.org - A search engine dedicated to human rights documents
- www1.umn.edu/humanrts - The University of Minnesota Human Rights Library - contains thousands of human rights documents
- www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm - Glossary of terms

Suggested Resources on Activism

- Minieri, J., & Getsos, P. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community* (1st ed.). San Francisco: Jossey-Bass.
<http://catalog.sjlibrary.org/record=b4943244~S1>
- Shaw, R. (2013). *The Activist's Handbook: Winning Social Change in the 21st Century* (2nd ed.). Berkeley: University of California Press. <http://catalog.sjlibrary.org/record=b4833190~S1>

Online Resources on Activism

- <https://actipedia.org/> - a community-generated wiki to document, share, and inspire Creative Activism
- <http://beautifultrouble.org/case/> - a web toolbox of creative and effective actions
- http://nvdatabase.swarthmore.edu/browse_methods - the Global Nonviolent Action Database
- <http://www.amnestyusa.org/get-involved/take-action-now> - action ideas by Amnesty International
- www.commoncause.org/take-action/find-elected-officials - a tool to find your representatives
- http://reclaimdemocracy.org/effective_letters_editor/ - how to write an effective "letter to the editor"

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118, <http://libguides.sjsu.edu/justicestudies>

Students are strongly encouraged to contact their library liaison for individual help with their research.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910).

Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

Justice Studies Department 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>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Free Food

Students in need have access to several self-serve, no-registration food pantries around campus. Just stop by and take items as needed. For locations and more info visit: www.sjsu.edu/wellness/foodresources/oncampus.