

San Jose State University
Department of Justice Studies
Fall 2014

***JS 171: “Human Rights and Justice: An Interdisciplinary
Exploration” Section 01***

General Class Information:

Instructor:	Dr. Edith Kinney, J.D.
Office Location:	MacQuarrie Hall 525B
Email:	edith.kinney@sjsu.edu
Office Hours:	Tuesday / Thursday, 1:00 - 2:30 p.m., or by appointment Online sign up: http://bit.ly/1uhbH3e
Class Time:	Tuesday / Thursday 10:30 - 11:45
Classroom:	MacQuarrie Hall 520
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

“Where, after all, do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt, “The Great Question,” remarks delivered at the United Nations in New York on March 27, 1958.

Prerequisites:

Enrollment requires previous completion of Core GE, satisfaction of the Writing Skills Test, and upper division standing (for students who begin continuous enrollment Fall 2005 or later, 100W is prerequisite or co-requisite to enrollment in all other SJSU Studies courses).

Note: For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units. Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. 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." See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Course Description:

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

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 human rights shape culture, policy, and social activism in our local communities?
- How can we apply the long history of human rights struggles and scholarship to address social problems and human rights abuses in our local and global communities?

Course Goals and Student Learning Objectives:**General Goals and Learning Objectives for "Area V" Courses:**

Goals for SJSU Studies Area V Courses:

"In these courses, students should receive an appreciation for human expression

in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students should understand how traditions of cultures outside the U.S. have influenced American culture and society.”

GE/SJSU Studies Student Learning Objectives (GELOs)

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

- (GELO1) 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 discussion, in-class assignments, and the Final Exam.
- (GELO2) 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 met through assigned readings, films, and research materials. It will be assessed through the successful completion of writing assignments as a central topic of the Final Exam.
- (GELO3) Explain how a culture outside the U.S. has changed in response to internal and external pressures.
This learning objective will also be met through course materials, and assessed in the completion of written assignments and as a central topic of the Final Exam.

Course Learning Objectives (CLOs)

Upon successful completion of this course students should be able to:

- (CLO4) Recognize and access human rights instruments defining “human rights” according to international law (such as the Universal Declaration of Human Rights [UDHR]) via online and library resources.
- (CLO5) Recognize and access the reports of central oversight agencies, such as Amnesty International [AI] and Human Rights Watch [HRW], that report on human rights abuses to the United Nations and global populace via online and library resources.
- (CLO6) Compare and contrast “universal” and “relativist” approaches to human rights. This will require students to recognize the unique nuances of “Western,” “non-Western,” and indigenous concepts of fundamental right and dignity. This also requires students to identify the historical context of human rights and human rights concepts as they have developed.
- (CLO7) Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
- (CLO8) Apply a human rights discourse to analyze social problems, policies, and practices in the US—particularly in California and the San Francisco Bay Area.

Justice Studies Department 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.

Students in JS 171 will have the opportunity to improve their writing and critical literacy skills through completion of in-class and online writing assignments, a research paper, exams, and extra credit (optional).

Required Texts:

Armaline, W., D.S. Glasberg, and B. Purkayastha [Eds]. (2011). *Human Rights in Our Own Backyard: Injustice and Resistance in the United States*. Philadelphia, PA: University of Pennsylvania Press.
ISBN: 9780812243604 [abbreviated as *HRIIOBY* below]

Donnelly, Jack. (2013). *Universal Human Rights in Theory and Practice*. Third Edition, NY, NY: Cornell University Press.
ISBN: 9780801477706

Other Required Readings and Materials:

All assigned readings beyond the required texts above will be provided by the instructor as PDF files via email and our course website. Should you have any accessibility issues or problems obtaining reading materials throughout the course, please email the instructor for assistance.

Suggested, Related Readings and Resources for Further Reference and Research:

General Works On the Philosophy, Sociology, and History of HR:

- Forsythe, D. (2000). *Human Rights in International Relations*. Cambridge, MA: Cambridge U. Press.
- Lauren, P. (2003). *The Evolution of International Human Rights*. Philadelphia, PA: University of Pennsylvania Press.
- Ishay, M. (2008). *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkeley, CA: University of California Press.

Human Rights Documents and Reporting (International Law):

- Center for the Study of Human Rights. (2001). *25+ Human Rights Documents*. NY:CSHR.
- Amnesty International: [More information on Amnesty International can be found at: http://www.amnesty.org](http://www.amnesty.org).
- Human Rights Watch: [More information on Human Rights Watch can be found at: http://www.hrw.org](http://www.hrw.org).
- United Nations: [More information on United Nations can be found at: http://www.un.org/rights](http://www.un.org/rights).

General Works on Environmental and “Non-Human Animal” Rights:

- Arluke, A. and Sanders, C. (1996). *Regarding Animals*. Philadelphia, PA: Temple U. Press.
- Best, S. and Nocella, A. (2006). *Igniting a Revolution: Voices in Defense of the Earth*. NY: AK Press.
- Nibert, D. (2002). *Animal Rights/Human Rights*. NY: Rowman and Littlefield.
- Nocella, A. (2004). *Terrorists or Freedom Fighters?: Reflections on the Liberation of Animals*. NY: Lantern Books.
- Rosebraugh, C. (2004). *Burning Rage of a Dying Planet: Speaking for the Earth Liberation Front*. NY: Lantern Books.
- Shiva, V. (2008). *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. Cambridge, MA: South End Press.
- Torres, B. (2007). *Making a Killing: The Political Economy of Animal Rights*. NY: AK Press.

Online Resources for Reference and Research

- www.un.org/en/rights - The United Nations Human Rights Portal.
- www.ohchr.org - The Office of the United Nations High Commissioner for Human Rights (OHCHR)
- 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 - Human Rights Watch reports.
- www.state.gov/g/drl/rls/hrrpt - The State Department Country Reports on Human Rights Practices, which cover most countries in the world (but not the U.S. itself).
- www.hurisearch.org - A search engine dedicated to human rights.
- www1.umn.edu/humanrts - The University of Minnesota Human Rights Library – contains thousands of human rights documents.

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: Silke Higgins, MLIS, Academic Liaison Librarian
4th Floor, King Library / Phone: 408-808-2118 / Email: silke.higgins@sjsu.edu

Classroom Protocol:

1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
4. Students are responsible for any and all notes and materials missed in their absence.
5. Cell phone, PDA, and Laptop/Internet use will not be tolerated during class time unless they are part of class activities or necessary to field an emergency.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at

http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <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 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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

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

SJSU Writing Center

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



code.)

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>.

Our examination of human rights in JS 171 will address topics including violence, torture, and sexual assault, issues that may be difficult, challenging, and potentially triggering for survivors of trauma. Students should feel free to contact the instructor if you are concerned about a particular reading or topic.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading Policy:

Readings

Students are expected to complete readings *before* the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that class time is not wasted, and we can engage the material together. Though readings are not a graded assignment per se, the final and midterm exams will certainly focus on students' ability to recall, understand, and integrate readings in their responses. Substantively, the readings in this course are designed to expose students to international and domestic tensions and perspectives on how fundamental rights and dignity for human and non-human animals might be defined and realized. Readings are intentionally designed to represent the culturally and politically diverse field from which discussions of fundamental rights and dignity emerge.

Assignments & Grading

Grading: Writing assignments will be graded on a 100-point scale and evaluated on content, clarity, and thoroughness. See Canvas for a detailed rubric and writing resources.

Human Rights Film Analysis (Due 9/19)

5% of final grade

Students will watch and write a 2-page summary of a human rights documentary (list to be distributed in class). Analyze the specific human rights at issue, identify key actors and UN institutions, and assess the strategies of human rights advocates related to the topic. Upload your analysis to Canvas by 11:59 p.m., 9/19.

Midterm Exam (Due 10/9)

30% of final grade

Human Rights in Action Essay (Due 12/9)

25% of final grade

Students will write a 5 page paper (typed, double-spaced, 12-point font APA citation format) assessing a current human rights issue and what could be done about it. Essays should compare and contrast the strategies of human rights advocates, and evaluate the pros/cons of different policies proposed to address the issue. Essays must discuss relevant human rights instruments in detail. Essays will be graded on a 100 point scale for content, clarity, correct grammar and spelling, and persuasive analysis. Detailed instructions and the grading rubrics for the assignment will be posted on Canvas. Upload your final paper to Canvas by 12/9/14.

Final Exam (12/16)

40% of final grade

The final will be a *take home exam*. We will discuss the expectations and parameters for the final exam in class. Students are encouraged to complete and take notes on class readings and classroom activities for use on the final. In general, the final exam will require students to recall and apply human rights discourse and instruments to analyze contemporary social problems (domestic and international). Students should expect the final to cover all significant class readings and activities, including films, lectures, class activities and so forth.

Optional Extra Credit

Students will periodically have the opportunity to complete extra credit by attending lectures or presentations related to human rights. Opportunities will be announced in class and via email; students must write a 1-page reflection paper to receive credit for attending, viewing or participating in such events. Students can receive up to five percentage points extra credit on their final grade (e.g., to offset lower grades on the midterm). Assignments can be turned in to the instructor any time before the last day of instruction (Wednesday, December 10, 2014).

Grading Scale

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Exams and final grades will be calculated as a percentage on a typical “10 point scale”:

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

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

Course Schedule

JS 171 “Human Rights and Justice: An Interdisciplinary Exploration” Fall 2014

Note: The following course schedule is subject to change with fair notice. Check your email and Canvas for updates to course topics and readings.

Week	Date	Topics, Readings, Assignments, Deadlines
1.	8/26 8/28	Course introduction, discuss syllabus, discuss Minor in HR Introduction to Human Rights Read about the <i>Universal Declaration of Human Rights</i> (UDHR) in “The Story of Human Rights” http://bit.ly/1pZCa5u
2.	9/2 9/4	<i>Conceptualizing “Rights” and “Human Nature”</i> Read Donnelly Ch. 1: “The Concept of Human Rights” Donnelly Ch. 2: “The Universal Declaration Model”
3.	9/9 9/11	<i>Human Rights and the “War on Terror”</i> Read in <i>HRIOOB</i> : Intro to Part IV and Ch. 11, Zozula, “Erosion of Political and Civil Rights: Looking Back to Changes Since 9/11/01: The Patriot Act” <i>The Guantánamo Effect – Human Rights Implications of U.S. Interrogation and Detention Policies</i> Tentative Guest Speaker: Alexa Koenig, J.D., Ph.D., Executive Director, UC Berkeley Human Rights Center Readings TBA Watch: Frontline: “The Torture Question”: http://www.pbs.org/wgbh/pages/frontline/torture/view/
4.	9/16 9/18	<i>State as Violator / State as Protector: Human Rights, Human Dignity - Prisoners’ Rights and Resistance</i> Guest Speaker: Dr. Keramet Reiter (UC Irvine) Read: “The Pelican Bay Hunger Strike: Resistance within the Structural Constraints of a US Supermax Prison,” <i>The South Atlantic Quarterly</i> 113:3 (2014). <i>The International HR Regime and formal HR Instruments</i> ; Read Donnelly, Ch. 11 (160-196) Assignment: Human Rights Film Analysis Due on Canvas by Midnight 9/19

Week	Date	Topics, Readings, Assignments, Deadlines
5.	9/23	<i>Non-State Actors and Human Rights Campaigns</i> Keck and Sikkink, <i>Activists Beyond Borders</i> (excerpts)
	9/25	<i>Civil and Political Rights - Women's Rights and CEDAW</i> Selected testimonials from Bunch & Reilly, <i>Demanding Accountability: The Global Campaign and Vienna Tribunal for Women's Human Rights</i> , Center for Women's Global Leadership and UNIFEM (1994) <i>Sexuality, Health & Human Rights</i> Alice Miller, "Sexuality, Violence Against Women, and Human Rights: Women Make Demands and Ladies Get Protection," <i>Health and Human Rights Journal</i> , Vol. 7:2 (2004)
6.	9/30	<i>Interdependence of Human Rights – Lessons from Human Trafficking Campaigns in Southeast Asia</i> Read: Feingold, "Think Again: Human Trafficking," <i>Foreign Policy</i> , Aug. 30, 2005 Thrupkaew, "The Crusade Against Sex Trafficking," <i>The Nation</i> , Sept. 16, 2009 GAATW, <i>Collateral Damage: The Impact of Anti-Trafficking Measures on Human Rights Around the World</i> (excerpts) UNIAP
	10/2	<i>Economic Rights and Human Rights in Context: Migration and Human Trafficking</i> Read: Connelly, Chapter 3, Economic Rights (pgs. 40-45). The Guardian, June 10, 2014 "Trafficked into slavery on Thai trawlers to catch food for prawns," http://bit.ly/TEfJWC Watch: "Supermarket Slave Trail": http://bit.ly/1o9qhe3 US Department of State, <i>Trafficking in Persons Report: Thailand</i> (2014): http://1.usa.gov/VMLfme
7.	10/7	Review and Discussion: <i>Human Rights at Home: National Security, Asylum, and Border Militarization</i> Read in <i>HRIOOB</i> : "Introduction: Human Rights in the U.S."

Week	Date	Topics, Readings, Assignments, Deadlines
	10/9	Midterm Exam
8.	10/14	<i>Economic Rights in the US</i> FILM: <i>The Corporation</i>
	10/16	Discuss <i>The Corporation</i> and legal expansion corporate personhood in the <i>Citizens United</i> and <i>Hobby Lobby</i> cases
9.	10/21	<i>Economic and Social Rights</i> Read Donnelly, Ch. 14, "The West and Economic and Social Rights"
	10/23	<i>Economic Rights</i> Read in <i>HRIOOB</i> : Econ section intro; Ch. 1, Elkins & Hertel "Sweatshirts & Sweatshops" and Ch. 3, Glasberg, Beeman & Casey "Preying on the American Dream" Case Study: Redlining and Public Health in the East Bay
10.	10/28	<i>Social Rights in the US</i> Read in <i>HRIOOB</i> : Ch. 4, Shannon, "Food Not Bombs," and Ch. 6, Katuna, "Hurricane Katrina and the Right to Food and Shelter" Case Study: Bay Area Housing Rights & Food Justice Activism
	10/30	<i>Human Rights Issues in the Israel/Palestinian Conflict</i> Guest Discussant: Noam Perry Read Hajjar, "Human Rights in Israel/Palestine: The History and Politics of a Movement" Additional readings TBA
11.	11/4	<i>ICERD and the US</i> Read in <i>HRIOOB</i> : Ch. 17, Armaline "Caging Kids of Color" Handouts: "Books Not Bars" Movement
	11/6	<i>Policing, Mass Incarceration and Criminal Justice Discussion Group</i> Readings TBA
12.	11/11	VETERAN'S DAY—CAMPUS CLOSED
	11/13	<i>Humanitarian Interventions and Transitional Justice</i> Read Donnelly Ch. 15, "Humanitarian Intervention against

Week	Date	Topics, Readings, Assignments, Deadlines
		Genocide”
13.	11/18	<i>Transitional Justice, International Criminal Justice & Truth Commissions</i> Guest Speaker, Jamie Rowen
	11/20	<i>Film: TBA</i>
14.	11/25	<i>LGBTQ Rights</i> Read Donnelly, Ch. 16, “Nondiscrimination for All: The Case of Sexual Minorities”
	11/27	Thanksgiving Holiday
15.	12/2	<i>Human Rights and Resistance in the US</i> Read in <i>HRIOOB</i> : Ch. 21, Sok & Neubeck, “Building U.S. Human Rights Culture from the Ground Up”
	12/4	Read in <i>HRIOOB</i> : Ch. 23, Armaline, Glasberg, & Purkayastha, “Human Rights in the United States”
16.	12/9	Human Rights in Action: Discussion and Final Review Assignment: Human Rights in Action Paper Due
Final Exam	12/16	9:45 – 12:00 - Final Exam Period