

## DRAFT 2

### San José State University Department of Justice Studies

### Introduction to Human Rights and Justice, JS 25, Section 2, Fall Semester, 2015

#### Course and Contact Information

<b>Instructor:</b>	Louise Buckingham
<b>Office Location:</b>	MQH 508
<b>Email:</b>	Louise.Buckingham@sjsu.edu
<b>Office Hours:</b>	Mondays 10.15 am- 11.15 am
<b>Class Days/Time:</b>	Mondays & Wednesdays 9 am-10.15 am
<b>Classroom:</b>	MacQuarrie Hall room 322 (MQH 322)
<b>GE Category:</b>	Core Area D3

#### Course Format

This course is taught predominantly using Team-Based Learning (TBL), although students are expected to also read and review materials individually. This method facilitates most of the learning in class through active participation in teamwork and emphasizes collaboration, exchange and sharing. Students will often work with the teams to which they are assigned at the beginning of semester. However, the composition of each team will be changed so that students work with different groups of people for each relevant assessment task. Responsibility for learning basic concepts is on individual students in terms of work done *outside* class. Time *in* class is mostly spent in teams, utilizing and applying materials in practical exercises. All teamwork is done during class time. Grades are based on both individual assessment tasks and teamwork in class.

#### Course Communication

Course materials (syllabus, course announcements, readings, instructions for assignments and communications about grades and so on) are given in class and posted on Canvas. **To log into Canvas, go to:** <https://sjsu.instructure.com>.

#### Course Description

This course is a lower division introduction to the history of human rights as a concept and body of international law, and to the complicated role of human rights in contemporary social justice campaigns.

#### *Course instructor description:*

This course is designed for students to take a critical approach to international human rights and to consider:

- Origins of contemporary international human rights law;
- Forms and expressions of human rights in international legal instruments;
- What we understand by 'human rights';
- What we understand by 'justice';
- The relationships between international human rights and social justice, global and local, discourse and practice.

## **Learning Outcomes and Course Goals**

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

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

- 1) Place contemporary developments in cultural, historical, environmental, and spatial contexts
- 2) Identify the dynamics of ethnic, cultural gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them
- 3) Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues
- 4) Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels

### **Course Learning Outcomes (CLO)**

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

- (CLO1) Recall a general history of human rights, including the significant events, theories, actors and ideas that gave rise to the concept of human rights.
- (CLO2) Demonstrate a general familiarity with major human rights instruments and how these work with regard to international (treaty) law.
- (CLO3) Demonstrate a familiarity with several current human rights campaigns (domestic and international), reporting agencies (Human Rights Watch, Amnesty International, and so on), as well as policy debates, globally and locally.

### **Classroom protocol**

1. As this course encourages group work and utilizes TBL, mentioned above (facilitates most learning in class via team work), students are required to arrive to class on time and prepared to take part in their team's learning.
2. Classroom participants are each expected to contribute to fostering a safe and stimulating environment that encourages participation, and that is respectful at all times to others and their opinions.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence.
5. The use of electronic devices is not allowed unless during an emergency. Students may use e-readers rather than printing materials, however.

PLEASE NOTE: University policy F69-24 (at <http://www.sjsu.edu/senate/docs/F69-24.pdf>) states that, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## Required Texts/Readings

### Textbook

Henry J. Steiner and Philip Alston, Ryan Goodman, *International Human Rights in Context: Law, Politics, Morals* (3<sup>rd</sup> edition) Clarendon Press, Oxford, 2007. Please note that this text will be referred to in the section of this guide that deals with your weekly topics and reading schedule, as IHR, with the relevant chapter indicated. For instance: IHR, chapter 3.

### Useful resources

- <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html> - United Nations (UN) and Human Rights
- <http://www.ohchr.org/EN/Pages/WelcomePage.aspx> - UN Human Rights, Office of the High Commissioner for Human Rights
- <https://www.amnesty.org/en/what-we-do> - Amnesty International
- <http://www.hrw.org/en/publications> - Human Rights Watch
- <http://sf-hrc.org> - City and County of San Francisco Human Rights Commission
- [www.state.gov/g/drl/rls/hrrpt](http://www.state.gov/g/drl/rls/hrrpt) - State Department Country Reports on Human Rights Practices, which cover most countries in the world excluding the USA
- [www.huriresearch.org](http://www.huriresearch.org) (for searching human rights documents)
- <http://academic3.american.edu/~mertus/hr%glossary.htm> - Glossary

### Other relevant books:

Alston P., Goodman R., *International Human Rights (the successor to International Human Rights in Context)*, Oxford University Press, Oxford, 2013

Lauren, P. *The Evolution of International Human Rights: Visions Seen* (3<sup>rd</sup> edition), University of Pennsylvania Press, Philadelphia, PA, 2011

Ishay, M. *The History of Human Rights: from Ancient Times to the Globalization Era*, University of California Press, Berkeley, CA, 2008

Soo-hoo, C., Albisa, C. & Davis, M.F. [eds], *Bringing Human Rights Home*, Praeger, Westport, CT, 2008

Weissbrodt, D. & de la Vega, C., *International Human Rights Law: An Introduction*, University of Pennsylvania Press, Philadelphia, PA, 2007

Wright, S. *International Human Rights, Decolonisation and Globalisation: Becoming human*, Routledge, NY, 2001

## 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>.

## Team exercises

Teams will work together in class in application exercises. Teams will also prepare presentations. Presentations contribute to students' ultimate grades, as below.

Details of each application exercise will be discussed in advance in class (and posted on Canvas). Team application exercises will begin after week 4 (all 'work' for these takes place in class, however, as mentioned, individual reading, reviewing and engaging with relevant materials that might spark ideas and so on to be applied in class, is encouraged outside of class for the duration of the course, and beyond!).

At the end of semester, students will **positively constructively evaluate** and grade the contribution of their teammates to the work of their group/team. Students will receive the feedback that relates to their presentations, but it will not contribute to their ultimate grade. Class participation is graded and students' feedback to each other following presentations is a major component of this (see grading policy, below).

An important goal of TBL in this course is to create a classroom environment that is productive, supportive, intellectually challenging and ultimately, inspiring. It is hoped that team exercises will help to foster respectful, thoughtful discussion and debate. Ideally, students will learn from each other and perhaps have some preconceived ideas expanded, challenged and/or possibly overturned as a result of an engaging and exciting classroom. It is recognized that group dynamics will differ across the board and students will circulate between teams as a remedy to problematic dynamics that emerge.

Team presentations are a component of the final grade, as below.

## Contemporary human rights issues

Via the team application exercises described above, students will have the opportunity to research and discuss *in class* at least one contemporary human rights issue. Following presentations and feedback, students will be tasked with writing short (500 word) assignments that ask them to:

- Describe a current human rights campaign (GEL01; CLO1)
- Provide historical context (GEL01; CLO1; GEL02)
- The explicit application of human rights and/or discourse, considering a variety of sources (CLO2; GEL03)
- Provide a brief analysis of the campaign's aims, strategies and progress (CLO3; GEL04)

These issues may then appear in the final exam, as below. Students will need to demonstrate that they have understood the relevant materials, and begun to think critically about both the issues themselves and some of the main theoretical approaches to human rights and justice.

## Graded team presentations

At the end of each topic area, students will work in groups to formulate and present their findings in creative and effective ways to the class. Detailed instructions will be discussed in advance in class and posted on Canvas where necessary. The likely dates of group (team) presentations are listed below. These dates are subject to change, depending on students' readiness and comfort levels. Presentations are designed to build confidence in presentation-making (and possibly public-speaking or communicating effectively in another way), and

negotiating amongst a group their preparation. Teams will not be restricted to a set form and rather will have the capacity to make their presentations in ways that they feel best suit their material and learning.

### **Final exam**

The final exam will be comprised of a short test designed to evaluate students' grasp of the course material. This is an individual assessment, based on set readings and contemporary human rights issues. The groups students have been placed in have absolutely no bearing on this assessment task.

### **Final paper**

Towards the end of semester, students will produce a short paper (1,500 words) designed to test critical thinking. A set question will be published (in class and on Canvas) in **week 8**. However, should students wish to follow through researching and writing about a particular topic, they may discuss this with the instructor. In the case that students wish to follow their chosen topic area, permission must be obtained from the instructor, and a question agreed, by week 9. A hard (printed) copy of the paper will be due in class on **Wednesday 18<sup>th</sup> November**. Extensions to this due date will only be granted for very serious reasons and except in cases of emergency, permission from the instructor must be obtained by Monday 9<sup>th</sup> November.

#### *Students' preparedness for the final paper*

It is hoped that engagement in class exercises, as well as completing required readings (at a minimum), and receiving feedback from peers and the instructor will have prepared students for the task of writing their final paper in such a way that they are interested and excited about doing it. To bolster this goal, nearing the time of the due date, time in class will be devoted to considering what makes a persuasive article; a sound argument; engaging writing. The set text and some other relevant books and useful resources, listed above under the heading so named, will be drawn upon as the basis for thinking about what makes a good paper. In the case that close analysis of such materials is to be undertaken, students will be provided with the relevant article in class or directed to an appropriate website well in advance of the class in which it will be discussed.

### **Justice Studies Reading And Writing Philosophy**

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

### **Grading Policy**

Four team presentations (weeks 4,12,14&15) (**5% each**) = **20%**

Class participation (including engagement in team work; and, quality, evidence of thoughtfulness and constructive criticism, and usefulness of feedback to peers) (written feedback produced in class following classmates' presentations; oral feedback will be encouraged and expected throughout the course) = **10%**

Final exam (16<sup>th</sup> December) = **30%**

Final 1,500 word paper (due in class 18<sup>th</sup> November) = **40%**

Total= **100%**

## Grading scale

Students' final course grade will be calculated based on the following standard 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

A "C" or higher is required to receive credit for this course toward a Justice Studies Major.

Please note: "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.

## Classroom Protocol

1. As this course relies on TBL, mentioned above (facilitates most learning in class via team work), students are required to arrive to class on time and be prepared to take part in their team's learning.
2. Classroom participants are each expected to contribute to fostering a safe and stimulating environment that encourages participation, and that is respectful at all times of others and their opinions.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence.
5. The use of electronic devices is not allowed unless during an emergency. However, students may use e-readers rather than printing materials.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

Students should ensure that they understand SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. Please contact the instructor in the first instance with any concerns.

### 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- 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.
- Generally, unless a compelling reason applies (student welfare being the primary consideration that might come into play), the instructor will not grant such permission for reproduction of their work. This is in part because of the TBL approach adopted for this course.
- 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 José 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](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 Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **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 7<sup>th</sup> 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>.

## JS 25 Section 2, Introduction to Human Rights and Justice, Fall Semester, Course Schedule

Please note that this schedule is subject to change with fair notice in class and via Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24	Introductions, Course Schedule, Expectations (including approach to assessments, text books/readings)
1	August 26	First team allocations, explanations and contemporary human rights issues discussion (please bring text to class if you have one)
2	August 31	Background to Human Rights: origins, histories, influences, legal foundations (required reading: IHR chapters 1&2)
2	September 2	Focus on ‘universality’ and legal instruments, especially the Universal Declaration of Human Rights (UDHR) (required reading: IHR chapter 2; UDHR: <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a> )
3	September 7	Labor Day, CAMPUS CLOSED
3	September 9	Thinking globally – what does ‘international’ mean? (and whom does it exclude?) Focus on cultural relativism [LAST DAY TO ADD COURSES AND REGISTER LATE] (required reading: IHR chapters 1&2)
4	September 14	Focus on cultural relativism (required reading: IHR chapter 7 (A))
4	September 16	Focus on cultural relativism (required reading: IHR chapter 7 (B)) Team presentation (please have your set text on hand in class, at least one per group)
5	September 21	Focus on Civil and Political Rights (required reading: IHR chapter 3 (A))
5	September 23	Focus on Economic and Social Rights (required reading: IHR chapter 4 (A))
6	September 28	Human Rights and ‘Special’ interests and issues: slavery, race, women, Indigenous peoples, children, LGBT persons (also consider topical issues and their relationships to human rights and justice, such as climate change, national security, terrorism and detention, for example). (This focus will be maintained for 4 classes, with students’ presentations taking place in 4 <sup>th</sup> class (Oct 7 <sup>th</sup> ). Students will be expected to listen closely to their peers’ presentations, and to provide positive and constructive feedback. Please note that the illustrative list of issues is not exhaustive and students may wish to discuss with the instructor a focus that does not appear here – this is encouraged. (Required reading: relevant sections of IHR including but not limited to chapters 4&5; we will discuss in class how to employ the useful resources listed in the section of this guide so named, above, and build on this as appropriate for each topic area).

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
6	September 30	Human Rights and ‘Special’ interests and issues (as above)
7	October 5	Human Rights and ‘Special’ interests and issues (as above)
7	October 7	Human Rights and ‘Special’ interests and issues (as above)
8	October 12	International Human Rights Law and Institutions (required reading: IHR chapter 8) [Final paper question published]
8	October 14	International Human Rights Law and Institutions (required reading: IHR chapter 9)
9	October 19	‘Problematizing’ Human Rights: cultural specificity (origins); in the post-9/11 world; structure and statehood; in practice? (This focus will be maintained for 4 classes, with students’ presentations taking place in 4 <sup>th</sup> class (Oct 28 <sup>th</sup> ). Students will be expected to listen closely to their peers’ presentations, and to provide positive and constructive feedback. Please note that the illustrative list of issues is not exhaustive and students may wish to discuss with the instructor a focus that does not appear here – this is encouraged. (Required reading: relevant sections of IHR including but not limited to chapters 14&15; we will discuss in class how to employ the useful resources listed in the section so named in this guide, above, and build on this as appropriate for each topic area).
9	October 21	‘Problematizing’ Human Rights: cultural specificity (origins); in the post-9/11 world; structure and statehood; in practice? (as above) [Note that this is the final opportunity for students to agree a different question and/or topic area for their final paper, with the instructor. Reminder that paper is due on 18 <sup>th</sup> November].
10	October 26	‘Problematizing’ Human Rights: cultural specificity (origins); in the post-9/11 world; structure and statehood; in practice? (as above)
10	October 28	‘Problematizing’ Human Rights: cultural specificity (origins); in the post-9/11 world; structure and statehood; in practice? (as above)
11	November 2	Paper preparation group discussion (an extract from the set text and/or another relevant book and/or useful resource listed above may be utilized – if this is the case, the extract will be provided in class and/or students will be directed to a particular website in advance)
11	November 4	Paper preparation discussion with instructor (as above) (required reading: IHR chapters 14,15&16)
12	November 9	Team presentation (please have your set text on hand in class, at least one per group) [Reminder: hard/printed copy of 1,500 word paper due in class on 18 <sup>th</sup> November] (required reading: IHR chapters 14,15&16)
12	November 11	Veteran’s Day, CAMPUS CLOSED
13	November 16	Current issues (reflect back to contemporary human rights issues discussion, week 1) (required reading: IHR chapters 14,15&16; ‘News’ section, Amnesty International website: <a href="https://www.amnesty.org/en/">https://www.amnesty.org/en/</a> )

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	November 18	Current issues (required reading: IHR chapters 14,15 &16; 'Featured' section, San Francisco Human Rights Commission website: <a href="http://sf-hrc.org">http://sf-hrc.org</a> ) [Final paper due: 1,500 word hard/printed copy to be given to instructor in class]
14	November 23	Human rights institutions, states and current issues (required reading: IHR chapters 12&13)
14	November 25	Team presentation and preparation class (please have your set text on hand in class, at least one per group)
15	November 30	Team presentation and preparation class (please have your set text on hand in class, at least one per group)
15	December 2	Wrap-up and test preparation
16	December 7	Wrap-up and test preparation. Final 'introduction to human rights and justice' class!
16	December 9	Study/Conference Day (NO CLASSES OR EXAMS)
Final Exam	December 16	EXAM in usual classroom at 7.15 am (until 9.30am)