

**San José State University**  
**College of Applied Sciences and Arts**  
**Department of Justice Studies**  
**JS 171: Human Rights & Justice, Section 1, Fall 2016**

**Course and Contact Information**

<b>Instructor:</b>	Noam Perry
<b>Office Location:</b>	MacQuarrie Hall (MH) 513
<b>Email:</b>	<a href="mailto:noam.perry@sjsu.edu">noam.perry@sjsu.edu</a>
<b>Office Hours:</b>	Wed 12:30PM-1:30PM, Thu 1:30PM-2:30PM, or by appointment.
<b>Class Days/Time:</b>	M/W 1:30PM - 2:45PM
<b>Classroom:</b>	MacQuarrie Hall (MH) 523
<b>Prerequisites:</b>	Core GE, WST test, 100W
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization, and Global Understanding
<b>JS Competency Area:</b>	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 team work. 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.

**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 Canvas as well as the email address associated with your [MySJSU](#) account to learn of any updates.

With any question of 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 forms for the duration of the semester. The Scantron Form No. 882e is preferred, but other forms may be accepted too.

### **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 (3<sup>rd</sup> 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 (3<sup>rd</sup> 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](http://www.un.org/en/rights) - The United Nations Human Rights Portal
- [www.ohchr.org](http://www.ohchr.org) - The United Nations High Commissioner for Human Rights
- [www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx](http://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](http://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](http://www.hrw.org/en/publications) - Reports by Human Rights Watch
- [www.state.gov/g/drl/rls/hrrpt](http://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.hurisearch.org](http://www.hurisearch.org) - A search engine dedicated to human rights documents
- [www1.umn.edu/humanrts](http://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](http://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](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](http://www.commoncause.org/take-action/find-elected-officials) - a tool to find your representatives

- [http://reclaimdemocracy.org/effective\\_letters\\_editor/](http://reclaimdemocracy.org/effective_letters_editor/) - how to write an effective “letter to the editor”

### **Library Liaison**

Silke Higgins, [silke.higgins@sjsu.edu](mailto: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.

### **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 - Individual assignment**

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.

Formative evaluations are scheduled at the completion of each learning unit, several times during the semester. These evaluations will not count toward the final grade. They are intended to help students improve their teamwork performance. After each formative evaluation, you will receive anonymous peer feedback. Completing these evaluations is also a part of your final grade.

## Final Activism-Research Project

The culminating assignment in this course is comprised of several 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 the results in class. A 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 consists 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 report<sup>1</sup> 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 something

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<sup>1</sup> 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.

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 above. 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.

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.<sup>2</sup> 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 assignment, 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 reports<sup>1</sup> 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.

### **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.

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<sup>2</sup> None of the things described in this video satisfy the requirements: [www.youtube.com/watch?v=EMv8o7cz1Sc](http://www.youtube.com/watch?v=EMv8o7cz1Sc).

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 Paper Draft - 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.

#### **Final Exam (for extra credit) - Individual assignment**

At the end of the semester students will have the option to complete an online exam during the time designated for the final exam, for extra credit. This assignment is available only to students who have submitted on time their proposal, final paper draft, revised final paper, and presentation, or with instructor approval.

To submit the final exam, you must attend an event related to course topics. Appropriate events include lectures, workshops, rallies, etc. I will provide options for appropriate events, but you may propose others for my approval by emailing me the details (title, time, location, and link to website if available). If the relevance of the event to the course is not obvious, explain the connection in your email. The event must be beyond your existing coursework assignments. It does not have to be related to your final paper topic.

Here are some links where you can find appropriate events (email me to approve a specific event):

- San Jose Peace & Justice Center: [sanjosepeace.org/calendar.php](http://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](http://events.mercurynews.com/search?cat=politics_activism)
- Stanford Center for Human Rights and International Justice: [handacenter.stanford.edu/upcoming-events](http://handacenter.stanford.edu/upcoming-events)
- UC Berkeley Human Rights Program: <http://hrp.berkeley.edu/events>
- KPFA: <https://kpfa.org/events/category/community-calendar>

The final exam will require you to apply course concepts to the event. For example, you may be asked:

- What internationally recognized human rights are relevant for the topics discussed in this event?
- What instruments of international human rights law are relevant to the topic of this event?
- What is the difference between the ways in which this human rights violation is seen by U.S. law vs. international human rights standards?

## 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)	20% (best 4 out of 5 tests, 5 points each)
Team Readiness Assurance Tests (tRAT)	20% (5 tests, 4 points each)
Team application exercises	5% (5 exercises, 1 point each)
Final paper proposal	10%
Final paper draft	5%
Final paper	20%
Presentation	5%
Peer evaluation surveys	5% (4 surveys, 1 point each + extra point for final one)
Team work (graded by peers)	10%
Total	100%

Extra credit: The final exam can add up to 5 points.

### 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.

### 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **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 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>.

## **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](http://www.sjsu.edu/wellness/foodresources/oncampus).

## JS 171: Human Rights & Justice, Section 1 (M/W), Fall 2016 Course Schedule

*NOTE: this schedule is subject to change with fair notice. Any changes will be announced in class.*

### Course Schedule

Date	Topic	Readings <sup>3</sup>	Assignments / Reminders
<b>Unit I: Introductions</b>			
8/24	Introduction to the Course	This syllabus	
8/29	1 <sup>st</sup> RAP	This syllabus; UDHR (handout)	Bring Scantron form and pencil
8/31	Introduction to Human Rights	UDHR (handout)	Bring handout to class
9/5	<u>No class</u> : Labor day		
<b>Unit II: Human Rights Law</b>			
9/7	2 <sup>nd</sup> RAP	Active Reading (handout); Advocates (PDF); Weissbrodt&Vega (PDF)	Bring Scantron form and pencil
9/12	The Foundations of Human Rights	UDHR (handout); Foundations of Human Rights (handout)	Bring handout to class
9/14	Human Rights Law	Weissbrodt&Vega; UDHR (handout); ICCPR (handout)	Bring handout to class; Complete teamwork evaluations <u>by Saturday at midnight</u>
<b>Unit III: Civil and Political Rights</b>			
9/19	3 <sup>rd</sup> RAP	MacKinnon (PDF); Ignatieff (PDF); U.S. Constitution (handout); Textbook Fwd, Intro, Ch. 11, Ch. 23	Bring Scantron form and pencil
9/21	Applying Human Rights Law	Applying Human Rights Law (handout)	Bring handout to class
9/26	American Exceptionalism	Ignatieff; U.S. Constitution (handout); ICCPR (handout)	Bring handouts to class
9/28	Rights vs. National Security I	Textbook Ch. 11	Register to vote: <a href="https://vote.usa.gov/">https://vote.usa.gov/</a>
10/3	<u>No class</u> : Rosh Hashana (Jewish New Year)		Submit proposal <u>by midnight</u>
10/5	Rights vs. National Security II	Textbook Ch. 11	Complete teamwork evaluations <u>by Saturday at midnight</u>

<sup>3</sup> “Textbook” refers to the course textbook by Armaline et al. PDFs are articles or book chapters, posted on Canvas under Files\Readings. Handouts are posted under Files\Handouts.

<b>Unit IV: Social and Economic Rights</b>			
10/10	4 <sup>th</sup> RAP	Textbook pp. 7-101	Bring Scantron form and pencil
10/12	No class: Yom Kippur (Jewish Day of Atonement)	Watch the documentary <i>The Corporation</i> (available online: youtube.com/watch?v=oOafbpaVw90 and in the library: catalog.sjlibrary.org/record=b2596736)	
10/17	Corporations and Human Rights	Textbook Ch. 2+5	
10/19	The Right to Food and Shelter	Textbook Ch. 4 + 6	
10/24	The Rights to Health and to Education	Textbook Ch. 7 + 8	
10/26	Economic Rights	Textbook Ch. 1	Complete teamwork evaluations <u>by Saturday at midnight</u>
<b>Unit V: Discrimination</b>			
10/31	5 <sup>th</sup> RAP	Textbook Ch. 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22; Stone (PDF)	Bring Scantron form and pencil
11/2	Racial Discrimination I	Ch. 16; Racial Discrimination in College (handout); CERD (handout)	Bring handouts to class
11/7	Racial Discrimination II	Ch. 17, 22	<u>Vote</u> tomorrow!
11/9	Discrimination against Women	Ch. 18, 21; CEDAW (handout)	Bring handout to class
11/14	Sexual Orientation and Gender Identity	Ch. 14	
11/16	Immigration and Human Rights	Ch. 12, 15, 19	
11/21	Indigenous Peoples Rights	Ch. 9	
11/23	No Class: Thanksgiving		
11/25	No Class: Thanksgiving		
11/28	Non-Human Animal Rights	Stone	Complete final teamwork evaluations <u>by Saturday at midnight</u>
<b>Conclusions</b>			
11/30	Final paper peer review	Peer review form (handout)	Draft due <u>11/29</u> . Bring to class a hard copy & 2 peer review form.
12/5	Student presentations		
12/7	Student presentations		
12/12	Student presentations		Submit final paper <u>by midnight</u>
12/15	Final exam (extra credit)	Thursday, 12:15-14:30	