

San José State University
College of Applied Sciences and Arts
Department of Justice Studies
JS 171 Human Rights & Justice, Winter 2016

Course and Contact Information

Instructor: Louise Buckingham

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Office Hours: Mondays and Fridays 12:00-1:00 pm

Class Days/Time:

Monday, Tuesday, Wednesday, Thursday, Friday, 9:00-12:00

Classroom: MH233

Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

GE/SJSU Studies Category: V

Justice Studies Competency Area: D

Course Description

Interdisciplinary exploration of 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.

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

- What are the origins of contemporary “human rights”?
- How has the concept of “human rights” evolved?
- What are the forms and expressions of human rights in international legal instruments?
- What is “universalism”?
- 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 “rights” and/or “dignity” affect the way we understand, articulate, and respond to various social problems?
- What are some critical perspectives of human rights and are they valid?

- What are some of the relationships between international human rights and social justice, global and local, discourse and practice?
- Are “human rights” right today?

Course Format

This course is taught in class predominantly using a group or team based approach to learning. However, students are expected to also read and review materials, and ultimately to perform, individually.

This group or team based method facilitates most of the learning in class through students’ engagement and their active participation in team or group work. The approach generally 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 (class participation).

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>.**

Students are responsible for regularly checking with the Canvas messaging system to learn of any updates. Student papers are also to be submitted through Canvas. If you are new to Canvas please review this tutorial: http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf.

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.

Learning Outcomes and Course Goals GE Learning Outcomes

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 team or group exercises and class discussion, presentations, exams, and written assignments.
2. GELO 2 - Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. This learning objective will be assessed through in-class exercises and discussion, reflections on assigned readings, and successful completion of written assignments.
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, presentations and the final exam.

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 4 - Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
5. CLO 5 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.
6. CLO 6 - Work in a small team to apply knowledge and solve problems.

Recommended Texts

NOTE: You will be supplied with the texts of international legal instruments, articles and other readings in class and online from time to time. The texts listed here appear where relevant in the course schedule, and are *recommendations only*.

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 at the King Library and electronically through the library's website: <http://catalog.sjlibrary.org/record=b4783900>. 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 HRIOOBY, with the relevant chapter indicated. For instance: HRIOOBY, chapter 3.

Henry J. Steiner and Philip Alston, Ryan Goodman, *International Human Rights in Context: Law, Politics, Morals* (3rd 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.

Alston P., Goodman R., *International Human Rights (the successor to International Human Rights in Context)*, Oxford University Press, Oxford, 2013. 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 IHR2, with the relevant chapter indicated. For instance: IHR2, chapter 3.

Other useful books

Armaline, Glasberg, and Purkayastha, *The Human Rights Enterprise and a Critical Sociology of Human Rights*, Wiley 2015

Lauren, P. *The Evolution of International Human Rights: Visions Seen* (3rd 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

Soohoo, 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

Other readings

Students should aim to read (at least) the headlines a national and/or international newspaper daily.

Students may wish to sign up for the Human Rights Watch Daily Brief to stay updated on current human rights and justice news and events.

All other required readings will be available on Canvas, under Files\Readings. If you choose to print them out please print on both sides (duplex) to save paper.

Other useful resources (may assist with students' research and preparation for assignments, as well as being of general relevance and interest)

- <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 - State Department Country Reports on Human Rights Practices, which cover most countries in the world (not the USA)
- www.huriresearch.org (for searching human rights documents)
- <http://academic3.american.edu/~mertus/hr%glossary.htm> - Glossary
- [Human Rights Review](#) and [Human Rights Quarterly](#)
Available electronically through the library's website.
- www.un.org/en/rights - The United Nations Human Rights Portal
- www.ohchr.org - The United Nations High Commissioner for Human Rights
- www1.umn.edu/humanrts - The University of Minnesota Human Rights Library – contains thousands of human rights documents

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118,
<http://libguides.sjsu.edu/justicestudies> Students are strongly encouraged to contact their library liaison for individual help with their research.

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>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

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 any assigned readings (including those allocated during class). Ideally, all students will actively engage and participate in class through the team or group based approach to learning. 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

* *Participation* is **15%** of final grade (CLO 1, CLO 5, CLO 6)

Student participation will be evaluated based on contribution to in-class and online discussions (including in teams or groups, as described above), as well as performance on quizzes and in-class activities. Regular attendance is essential to effective learning, participation and success in class.

From time to time, teams or groups will work together in class in application exercises. Teams will also prepare presentations. Presentations contribute to students’ ultimate grades as part of the participation grade.

Details of each application exercise will be discussed in advance in class (and posted on Canvas). Team or group application exercises will begin after day 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 the course, 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. Students' feedback to each other following presentations is a major component of this (see grading policy, below).

An important goal of the approach to learning 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 may assist with preparation for the 'midterm' and final.

* *'Midterm' Exam* is **25%** of final grade (CLO 2, CLO 3)

The 'midterm' will be an in-class exam comprising a mix of questions requiring short and long answers, likely relating to a relevant recent newspaper article and/or an academic piece we have already considered during a previous class. We will discuss the expectations and parameters for the 'midterm' exam in class.

* *Human Rights Presentation* is **25%** of final grade (CLO 1, CLO 2, CLO 4, CLO 6)

Students will make a 5-10 minute presentation in class assessing a current human rights issue or 'special interest' (accompanied by a single page summary - typed, double-spaced, 12-point font, APA citation format). Students will be asked to analyze the specific human rights and human rights instruments involved, identify key actors and UN institutions, and assess the strategies of human rights advocates related to the topic. Students must discuss relevant human rights instruments in detail. Presentations will be graded on a 100 point scale for content, clarity, correct grammar (for speaking), and persuasive analysis and expression. Detailed instructions and the grading rubrics for the assignment will be provided in class.

* *Final Exam* is **35%** of final grade (CLO 1, CLO 2, CLO 4, CLO 5)

The final will be a take home exam comprising a mix of questions requiring short and long answers. 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, and be ready to demonstrate their original and critical thinking.

-- Students' preparedness for the final exam

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 exam in such a way that they are interested and excited about doing it. Throughout the course we will be drawing on and considering perspectives on different human rights and justice issues from a range of academic disciplines. It is hoped that this will serve to broaden students' own perspectives and provide them with a depth of interest and more profound engagement with the subject matter.

To bolster the goal of preparedness for the final exam, 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. Utilizing the different perspectives covered in the course will be strongly encouraged. This will be useful in the contexts of both short and longer written answers. The recommended texts 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.

Generally

Please note that all assignments will be graded for grammar, clarity, conciseness and coherence. Where assignments are not graded, feedback about each of these aspects will be provided to students with the aim of improving these skills.

Grading Scale

Exams and final grades will be calculated as a percentage on a typical "100 point scale." Missing, late, or plagiarized work will be given a grade of zero. Contact the professor early if you are having difficulty completing assignments or need accommodations for disabilities or absences for religious holidays.

The 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

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

See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

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. Students are expected to arrive to class on time, prepared to take part in their own and collective learning.
2. All classroom participants are expected to foster an environment that encourages participation, and that is respectful 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 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 in lieu of printing readings.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with 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 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>.

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/.

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 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.

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 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 10th 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 Counseling Services

The SJSU Counseling Services is located in the Student Wellness Center Room 300B, near the corner of 7th Street and San Carlos Street. 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>.

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.)

Schedule

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

Students should be prepared to identify and discuss at least one current event in the U.S. or international news that is related to human rights. Which human right(s) in the UDHR are implicated in the issue?

NOTE: Campus is closed on 18th January, Martin Luther King Day (NO CLASS)

01/04	<p>Introductions and overview: Course Schedule; Expectations; First group or team allocations; Overview of content</p>	<p>Course Schedule</p> <p>HRIIOOBY Introduction, "Human Rights in the United States" (p. 1-6)</p> <p>HRIIOOBY - 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"</p>
01/05	<p>Background to Human Rights: origins, histories, influences, legal foundations; Focus on legal instruments, including the 'international bill of rights'</p>	<p>IHR Ch.1 & 2; IHR2 Ch. 2, 3 & 4.</p>
01/06	<p>Group or team analyses of the UDHR, the ICCPR and the ICESCR</p> <p>Special focus issues: Rights v. Security and/or American Exceptionalism</p>	<p>UDHR: http://www.un.org/en/universal-declaration-human-rights/</p> <p>ICCPR: http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx</p> <p>ICESCR: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx</p> <p>Case Study: Human Rights and California's Prisons</p>

	and/or Civil Rights and Human Rights of Incarcerated and Detained Persons and/or the Rights to Food and Shelter	Case Study: Homelessness in the Bay Area/Silicon Valley <i>Additional reading:</i> U.S. Constitution; ACLU, "ICCPR FAQ": https://www.aclu.org/faq-covenant-civil-political-rights-iccpr
01/07	Special focus issues; Social and Economic Rights	As above. HRIOOBY, Introduction to Part I (p. 7-8) and Introduction to Part II (p. 47-48); ICESCR text, as above.
01/08	The Right to Food and Shelter	HRIOOBY Ch. 4, Shannon, "Food Not Bombs" and Ch. 6, Katuna, "Hurricane Katrina"
01/11	Focus on Racial Discrimination and Corporations and Human Rights	HRIOOBY Ch. 2
01/12	Discussion on requirements for 'midterm' (in class, 14/01); Institutions; Economic Rights	IHR2 Ch. 4, 8 & 9.
01/13	Institutions continued; Universality; Interdependence of Social and Economic Rights	IHR2 Ch. 8 & 9.
01/14	MIDTERM (in class – usual room and time)	'MIDTERM'
01/15	Focus on Cultural Relativism (and cultural specificity); Discrimination against Women	HRIOOBY Intro to Part V (p. 173- 74), Ch. 16, Ch. 17, CERD HRIOOBY Ch. 18, 19, 21 CEDAW Miller, Alice. "Sexuality, Violence against Women, and Human Rights: Women Make Demands and Ladies Get Protection" (https://cdn2.sph.harvard.edu/wp-content/uploads/sites/13/2013/07/4-Miller.pdf)

01/18	MARTIN LUTHER KING DAY - no class	NO CLASS
01/19	Special interests and issues	Team or group work - 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 immigration, refugees, climate change, national security, terrorism and detention, for example). (This focus will be maintained for 4 classes, with students' presentations taking place following them. 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. (Recommended reading: relevant sections of IHR including but not limited to chapters 4&5; all covered in HRIOOBY thus far. We will discuss in class how to employ the additional useful resources listed in the section of this guide so named, above, and build on this as appropriate for each topic area).
01/20	Special interests and issues class presentations	As above.
01/21	Special interests and issues class presentations	As above. Final exam issued (take-home exam issued, due in class 01/22).
01/22	Final exam due in class.	