

**San José State University**  
**CASA/Justice Studies Department**  
**JS-171, Human Rights and Justice, Section 02, Spring Semester, 2018**

**Course and Contact Information**

<b>Instructor:</b>	Elizabeth Pacheco
<b>Class Location:</b>	Clark Building 310
<b>Email:</b>	<a href="mailto:elizabeth.pacheco@sjsu.edu">elizabeth.pacheco@sjsu.edu</a> (all contacts for this course should occur via Canvas)
<b>Office Hours:</b>	Tuesdays and Thursdays, 10:30-11:00am
<b>Class Days/Time:</b>	Tuesday and Thursday 12:00 – 1:15pm
<b>Prerequisites:</b>	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.
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization, and Global Understanding

**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 humans and non-humans will also be explored.

This course surveys the cultural, political, and legal stature of indigenous peoples of the Americas. The course examines the indigenous experience both within the U.S. borders and as it relates to the international context.

**Course Goals**

“The United States of America is the greatest nation on earth, or so it is said. This expression reflects homage to the visionary founders and the democratic innovation they implanted, a fundamental faith in the country’s political and economic system, and celebration of a common ethos of liberty and equality that is understood to mark American identity.” [Walter R. Echo-Hawk, *In the Light of Justice*, vii]

Yet, “it is simply a matter of fact, with which Americans must contend, that the claim to exceptional greatness is wed to historical processes that defy it.” [Id.] The pattern of injustices inflicted upon Native Americans is well documented and little controverted in any serious way. [Id.] The legacy of conquest and colonialism is implanted “into the American mindset, institutions, and legal regime so deeply that we are blinded to its presence.” [Id. at 105]

“While most acutely felt by the indigenous peoples of the country, these wounds are also afflictions on the country as a whole.” [Id.] This course helps us understand why the achievement of human rights requires that we, as a nation, confront the combined injustices of the past and present.

This course explores:

- What are “human rights”?
- Can human rights be considered “inalienable” when history reveals the denial of the rights?
- What are the barriers to achieving universal human rights?
- What do human rights campaigns tell us about the solutions to achieve human rights?

We explore these issues through the indigenous context. We survey the cultural, political, and legal stature of indigenous peoples both in the U.S. and internationally. As Echo-Hawk does, we explore what is needed to achieve rights and reconciliation with focusing on the United Nations Declaration on the Rights of Indigenous Peoples. Finally, we look critically at the bias and cultural injustices that can underlie policies to stifle progress. And we discover the successes of those that persevere to achieve human rights and justice.

## **Required Texts/Readings**

### **Required Textbooks**

*In the Light of Justice: The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*, July 1, 2013, by Walter R. Echo-Hawk, ISBN 978-1555916633

*The Other Slavery: The Uncovered Story of Indian Enslavement in America*, April 18, 2017, by Andrés Reséndez, ISBN 9780544947108

*An Indigenous Peoples' History of the United States*, August 11, 2015, by Roxanne Dunbar-Ortiz. ISBN 9780807000403.

## **Course Format**

This course covers a complex historical issue that is largely unfamiliar to most students. It challenges you to think critically about the issues; thus, it is heavily-based on reading and analysis. You are presented with varying views and theories on the topic. You are not expected to memorize or retain the reading in detail. All your assignments and exams are released days in advance and are open-book, open note to your course materials. The reading, instead, gives the history and theories you use to support your analyses in the discussion, assignments, and essays.

To help you budget your time, the schedule lists a page count for each session. The reading schedule accounts for the complexity of the corresponding reading and subject. Not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed as designated by [S]. Also notice that some reading is labeled as “optional.”

Students know their study needs. But one possible way to manage your reading and not get overwhelmed by the detail is to:

- (1) skim the textbooks to get a general overview of the new topic exploring the course topic;
- (2) listen actively to class lecture which focuses you on the key lessons of your materials;
- (3) develop and test your opinions and analysis by actively participating in class discussion;
- (4) return to the key concepts identified in the lessons for a more detailed reading;
- (5) tag your textbook for key quotes, examples, and historical accounts for reference in the open book exams and assignments; and
- (6) on the exams and assignments, cite examples from your textbook to support your stated opinion on the topic.

Since the course is cumulative, your success depends on your ability to keep up with the reading. If you do not keep current with the reading, you will not have the framework for the class lecture and discussion.

## All Communications, Assignments/Quizzes, and Exams Through Canvas

### *Programs*

You need a computer and reliable internet connectivity to run Canvas and its programs. Assignments, quizzes, and/or exams require that the submission be in word-processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs. You must also have the related software and hardware requirements to access and download readings from the SJSU, library, and related websites, including but not limited to Adobe Acrobat Reader or equivalent. Some course lessons and videos might require that you have access to media player, Youtube, and speakers.

### *Course Materials-*

Updates and supplementary course materials - such as syllabus, handouts, notes, assignment instructions, readings, etc. - will frequently be posted for the course. It will be posted on either: (a) posted on Canvas and/or (b) a hyperlink link will be given on Canvas to where it can be accessed.

Canvas website is <http://sjsu.instructure.com>. You must be regularly checking Canvas and the email address associated with your MySJSU account at <http://my.sjsu.edu> to learn of any updates. Any difficulty accessing the materials must be reported to be before the deadline.

### *Course Communication –*

All communication with me must be sent through Canvas. My announcements will be sent to you in Canvas. Make sure Canvas has your current contact information and that you set Canvas to send you immediate notifications of updates.

If you have general questions regarding the course, policies, and schedule, post it on the course's Q&A Discussion board.

### *Course Assignment, Quiz, and Exam Submissions*

Class assignments, quizzes, and exams are submitted in Canvas; no email submissions accepted. No late submissions are accepted; so your submissions must be completely uploaded by the due date and time.

**Technical difficulties are your responsibility** (e.g. personal computer glitches, poor internet connection, software compatibility, etc). So you must have a computer and reliable internet connectivity to run Canvas and its programs.

If a Canvas outage occurs, students must do each of: 1) take a screen shot to document the difficulty 2) submit a request to Canvas for help (keep written request of the request), and 3) immediately send me an email of the issue. I must receive notice of the Canvas outage before the due date and time. This course's Canvas page has information and links to Canvas guides and tutorials.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

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

Upon successful completion of this course, students can:

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. *To be assessed through discussion posts, assignments, and exams.*
2. GELO 2: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. *To be assessed through discussion posts, assignments, and exams.*
3. GELO 3: Explain how a culture outside the U.S. has changed in response to internal and external pressures. *To be assessed through discussion posts, assignments, and exams.*

## Course Learning Outcomes (CLO)

Upon successful completion of this course, students can:

1. CLO 1 - Read, write, and contribute to assignment and class 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 and the Declaration on the Rights of Indigenous People) via online and library resources.
3. CLO 4 - Compare and contrast how “rights” and “dignity” have been defined by and for various cultures throughout the world.
4. CLO 5 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.
5. CLO6- Compare and contrast human right approaches. This requires students to recognize the unique nuances of “Western,” “non-Western,” and indigenous concepts of fundamental right and dignity. This also requires students to identify the historical context of human rights and human rights concepts as they have developed.
6. CLO8- Apply a human rights discourse to analyze social problems, policies, and practices in the US—particularly in California.

## Grading Information for GE/100W

- For upper division GE courses (V):

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.

## 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 a specific course, semester, or academic program but also over a lifetime.

## Credit Hour Requirement

SJSU classes are designed so to succeed students must spend **at least forty-five hours for each unit of credit**. This includes 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Learning in this course is accomplished primarily through (1) class exercises, (2) reading textbook, (3) reviewing supplemental videos and materials *posted on Canvas*, and (4) assignments, quizzes and exams.

## Course Requirements and Assignments

### 1. Participation (4%)

Actions affect your participation score includes but is not limited to:

Arrive on time and remain for duration of the class; come prepared for the class lesson by having your textbook and corresponding notes; think critically regarding the course issues; listen actively and participate in the class discussion. All deadlines must be complied with.

And you must maintain professionalism and respect to the University, the instruction, and your fellow students. This means you cannot do:

- Show up late to class and/or leave early.
- Cell phone use of any kind (calls, texts, emails) is strictly prohibited.
- Recording and pictures of the class is strictly prohibited.

Laptops are distracting. Students can use laptops only if it is necessary for note-taking. **If you need to use your laptop for notetaking, you must sit in one of the first rows of the classroom.** Facebook and other social media is prohibited, and even suspected use affects your participation points.

## 2. Assignment (6%)

There are two (2) assignments – 3 points each. They measure your comprehension of the course concepts by applying them to real-world examples. The assignments ask you to think critically about the course topics. You conduct brief research and write a summary (approx. 2-4 pgs.) of what you discovered.

This type of writing prepares you for the exams, which follows a format of explaining an overarching conclusion as supported by a summary of specifically cited examples.

The instructions will be posted on Canvas. Your answer (doc. or docx.) must be uploaded to Canvas by the due date and time. **No late submissions are accepted; no exception** regardless of reason.

## 3. Mid-Term Exam (45%)

The mid-term exam tests your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts. **It consists of three (3) short answer (approx. 1- ½ page) essays.** You are asked to explain key course concepts and provide relevant supporting examples from your course materials. It measures you completed the course materials, thought critically about the concepts, and can apply it the other course topics. The exam is cumulative, but it emphasizes the most recent course material.

It is open book, open note to your assigned course material. No collaboration or reference to sources outside the assigned course material is allowed.

The mid-term exam question and instructions will be opened on Canvas on **Thursday 3/15**. Your answer (doc. or docx.) must be uploaded to Canvas **by Tuesday 2/20 at 10:00PM**. **No late submissions are accepted; no exception regardless of reason.**

You can earn up to 3 points to add to your Midterm Exam score. This optional extra credit involves watching a designated video and scoring at least 7 out of 10 on a related timed quiz. This must be completed no later than **Thursday 5/17 at 11:59PM**. This is optional and entirely discretionary. So do not do this at the expense of your other course responsibilities.

## 4. Final Exam (45%)

The exam tests your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts. **It consists of one five-part essay (approx. 3-7 page).** You are asked to explain key course concepts and provide relevant supporting examples from your course materials. It measures you completed the course materials, thought critically about the concepts, and can apply it the other course topics. The exam is cumulative, but it emphasizes the most recent course material.

It is open book, open note to your assigned course material. No collaboration or reference to sources outside the assigned course material is allowed.

The Final exam question and instructions will be opened on Canvas on **Thursday 5/10**. Your answer (doc. or docx.) must be uploaded to Canvas **by Thursday 5/17 at 10:00PM**. **No late submissions are accepted; no exception regardless of reason.**

You can earn up to 3 points to add to your Final Exam score. This optional extra credit involves watching a designated video and scoring at least 7 out of 10 on a related timed quiz. This must be completed no later than **Thursday 5/17 at 11:59PM**. This is optional and entirely discretionary. So do not do this at the expense of your other course responsibilities.

### Grading Information

- **Final Grade**

The final course grade is based on the final weighted score	Category Total
Participation	4%
Assignments (2; 3 points each)	6%
Mid-Term Exam ( <b>short answer</b> )	45%
Extra Credit for midterm exam 3%	
Final Exam ( <b>essay</b> )	45%
Extra Credit for final exam 3%	
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Total	100 %

- **Grading Scale**

The grading scale is based on **these percentages**:

A+ 100 – 97	A 96 – 91	A- 90 – 89
B+ 88 – 87	B 86 – 81	B- 80 – 79
C+ 78 – 77	C 76 – 71	C- 70 – 69
D+ 68 – 67	D 66 – 61	D- 60 – 59
F 58 or below		

**“This course must be passed with a C or better as a CSU graduation requirement.”**

- **Late Assignment** – Since this course is cumulative, students must be current on the lessons. So, no late submissions are accepted for points.
- **Grading Criteria:** The criteria includes: clarity of your writing (using proper grammar, punctuation, spelling, legibility and organization); relied upon authority and/or support (citations to the textbook and class lessons); the accuracy and comprehensiveness of your responses (defining all terms/concepts, illustrating the terms/concepts, and including all key points); and creativity of your responses (demonstrating in your own words or with your own examples you understand the terms, concepts and questions and reason critically).
- **Grading Policy:** All grades are final; no re-grading will occur. If you have a disability that might require accommodations, speak to the AEC immediately to make arrangements.
- **Ethical Conduct** –

Academic misconduct will occur according to University policy. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Violations can be unintentional or inadvertent. A violation can cause you to fail the assignment or even the course. Even a suspected violation will lead me to file an academic dishonesty report.

So ask if you are in doubt. Plagiarism includes but is not limited to:

- presentation of another's words or ideas as one's own without attributing the proper source.
- copying material from books and journals, and taking material from the internet.
- privately purchasing or obtaining papers from others, which one then presents as one's own.

Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited *within the text*. Even those ideas and information from other authors that are not a direct quote must be acknowledged with a citation. **Faculty members must report all infractions to the office of Student Conduct and Ethical Development.** Academic misconduct could result in failure for an assignment (typically a grade of zero), or for the course, or even in expulsion from the university.

For more information see, the University Academic Integrity Policy S07-2 (at <http://www.sjsu.edu/senate/docs/S07-2.pdf>)

requires you to be honest in all your academic course work. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

- **Add and Drop:**

Students are responsible for processing adding and dropping the class by the University deadline. Check the university calendar for the last day to drop the class without a "W" grade. Students must know of the deadlines and penalties for dropping classes.

More information can be found at: Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>.

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

## Student Resources

### Student Technology Resources

This course's Canvas page has information and links to Canvas guides and tutorials.

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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. For more information on student resources see the course's module on Canvas has links and information to assist you with this.

### Academic Liaison Librarian

Higgins, Silke, [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu); (408) 808-2118; <http://libguides.sjsu.edu/justicestudies>  
You are strongly encouraged to contact Ms. Higgins for individual help with your research.

### Disabilities

The winter session is on an accelerated schedule. So any student who has needs academic accommodations for a disability must contact without delay the Accessible Education Center (AEC) (at <http://www.sjsu.edu/aec>) to register and

get assistance. Telephone: 408-924-6000; email: [aec-info@sjsu.edu](mailto:aec-info@sjsu.edu). See Presidential Directive 97-03 (at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf))

### **University Policies**

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

### **CASA Student Success Center**

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5<sup>th</sup> floor of MacQuarrie Hall, provides advising for undergraduate students majoring in or wanting to major in programs offered in CASA. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education (GE) 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 (MH) 5331. Contact information: 408.924.2910. Website: [.](#) The CASA Student Success Center also provides study space and laptops for checkout.

## Course Schedule

*The schedule is subject to change. Due dates and times on Canvas governs. So check Canvas frequently for announcements, updates, and changes.*

Class No.	Date	Course Topic	Assignments, Readings, and Deadlines
<p style="text-align: center;">** Readings designated with [S] = means skim. See Canvas for guidance on approaching the readings.</p>			
A universal perspective on “Human Rights”			
1	Before the first class		<ul style="list-style-type: none"> <li>- Review and submit questions regarding course syllabus policies.</li> <li>- Set Canvas settings and notifications</li> <li>- Submit survey regarding Course Policies &amp; Expectations</li> <li>- Read: EH – Foreword (pp. xii – xi)</li> <li>- Read: EH – Chapter 1 – The Seeds of Change (pp. 3 – 26)</li> <li>- [Optional] Watch Video “United Shades of America”</li> </ul>
Week 2	T 1/30 – TH 2/1	<ul style="list-style-type: none"> <li>- Introductions and Course Expectations</li> <li>- A Human Rights Campaign: The United Nations and International Bill of Human Rights</li> <li>- What are “Human Rights”?</li> <li>- The “Universability” of human rights</li> <li>- The UN Declarations on the Rights of Indigenous Peoples (UNDRIP)</li> </ul>	<ul style="list-style-type: none"> <li>- Review UNDRIP – Appendix A – EH</li> <li>- -</li> <li>- Review UDHR – posted on Canvas</li> <li>- Read: EH - Chap. 2 – The Making of the Declaration (pp.27 –34) [S]</li> <li>- Read: EH - Chapter 3 – Mounting the Big Horse: Examining the Purpose, Nature, and Contents of the Declaration (pp. 39-62)</li> </ul>
United States’ Human Rights of Indigenous Peoples			
Week 3	T 2/6 – TH 2/8	<ul style="list-style-type: none"> <li>- Legal status of the declaration</li> <li>- Effect and Authority of the UNDRIP</li> <li>- International law and customary norms of human rights</li> </ul>	<ul style="list-style-type: none"> <li>- [Optional] Read: EH - Chap. 4 – Legal Status of the Declaration (pp. 63-94) [S]</li> </ul>

		<ul style="list-style-type: none"> <li>- Acceptance: International vs. U.S.</li> <li>- “‘Human Rights’ is as American as Apple Pie”</li> <li>- U.S.’s Efforts in Reparation of Social Ills</li> <li>- Reparations and U.S. Approach to Indigenous Rights</li> <li>- Paralyzing Barriers to Reconciliation</li> </ul>	
<b>Thursday 2/8 - Assignment No. 1 due uploaded by 10PM</b>			
<b>Exploration of Indigenous Peoples of the Americas</b>			
Week 4	T 2/13 – TH 2/15	<ul style="list-style-type: none"> <li>- Looking to the Past to Discover the Future</li> <li>- Comparison of Cultures</li> </ul>	<ul style="list-style-type: none"> <li>- [Optional] Watch: Video “America Before Columbus”</li> <li>- [Optional] Read: Ortiz - Chap. 1 Follow the Corn (pp. 15-31) [S]</li> </ul>
<b>History of “Human Rights” of indigenous people</b>			
Week 5	T 2/20 – TH 2/22 (continued)	<ul style="list-style-type: none"> <li>- Theories of Decimation</li> <li>- Annihilation</li> </ul>	<ul style="list-style-type: none"> <li>- [Optional] Watch Video: Indigenous History of Oppression posted on Canvas</li> <li>- Read: Ortiz - Chap. 2 – Culture of Conquest (pp.32-44) [S]</li> <li>- Read – Resendez – Chap. 1 - Caribbean Debacle (p13-45) [S]</li> <li>- Read – Resendez – Chap. 2 – Good Intentions (pp. 46-75) [S]</li> </ul>
Week 6	T 2/27 - TH 3/1	<ul style="list-style-type: none"> <li>- Conquest and Colonialism</li> </ul>	<ul style="list-style-type: none"> <li>- Read – Resendez – Chap. 3 – The Trafficker and His Network (pp. 76 -99) [S]</li> <li>- Read – Resendez – Chap. 4 – The Pull of Silver (pp. 100-124) [S]</li> </ul>
Week 7	T 3/6 - TH 3/8	<ul style="list-style-type: none"> <li>- Conquest and Colonialism</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Read – Resendez – Chap. 5 – The Spanish Campaign (pp. 125-148) [S]</li> </ul>

			<ul style="list-style-type: none"> <li>- Read – Resendez – Chap. 6 – The Greatest Insurrection Against the Other Slavery - (pp. 149-171) [S]</li> <li>- [Optional] Read – Resendez – Chap. 7 – Powerful Nomads (pp. 172 -195) [S]</li> </ul>
Week 8	T 3/13 - TH 3/15	- Conquest and Colonialism	<ul style="list-style-type: none"> <li>- Read: Ortiz - Chap. 3- Cult of the Covenant (pp.45-55) [S]</li> <li>- Read: Ortiz - Chap. 4- Bloody Footprints (pp. 56-77) [S]</li> <li>- Read: Ortiz - Chap. 5- Birth of a Nation (pp. 78-94) [S]</li> </ul>
<b>Midterm - opened Thursday 3/15; answer due uploaded by Tuesday 3/20 10PM</b>			
Week 9	T 3/20- TH 3/22	- Conquest and Colonialism	<ul style="list-style-type: none"> <li>- Read: Ortiz - Chap. 6 - The Last of the Mohicans and Andrew Jackson’s White Republic (pp. 95-116) [S]</li> <li>- Read: Ortiz - Chap. 7 -Sea to Shining Sea (pp. 117-132) [S]</li> <li>- Review: Map of Reservations posted on Canvas</li> <li>- Read – Resendez – Chap.9 – Contractions and Expansions (p218-240) [S]</li> </ul>
<b>Spring Break – 3/26 – 3/30</b>			
Week 10	T 4/3 - TH 4/5	- Conquest and Colonialism	<ul style="list-style-type: none"> <li>- Read – Resendez – Chap. 10 – Americans and the Other Slavery- (p241-265) [S]</li> <li>- Read – Resendez – Chap.12 – The Other Slavery and The Other Emancipation (p295-314) [S]</li> <li>- Read: Ortiz - Chap. 8- “Indian Country” (pp. 133-166) [S]</li> </ul>
Week 11	T 4/10 - TH 4/12	- Conquest and Colonialism	<ul style="list-style-type: none"> <li>- [Optional] Read - Ortiz – Chapter 9- “US Triumphalism and Peacetime Colonialism (pp. 162-177)</li> </ul>

<b>Barriers to achieving human rights?</b>			
Week 12	T 4/17- TH 4/19 (continued)	- Can the United States ever achieve human rights of indigenous peoples? - Institutional Perpetuation of Oppression	- [Optional] Read: Ortiz - Chap. 11- Doctrine of Discovery (pp. 197-217) - Read: EH – Chap. Chapter 5 – The Legacy of Conquest Impels Scrutiny of Federal Indian Law (pp. 105-125) [S]
Week 13	T 4/24 - TH 4/26	- Institutions: Federal Indian Law	- Read - EH – Chap. 10 – In the Light of Justice - (pp. 249-258) - [Optional] Watch Video: Federal Indian Law posted on Canvas
<b>Reparations and Restorative Justice</b>			
Week 14	T 5/1 - TH 5/3	- Reforming the Dark Side of Federal Indian Law	- Read: EH – Chap. 9- March Towards Justice (pp. 221-248) - Read: EH – Chap. 10 – Echo-Hawk - - The Wisdom Traditions Teach Us How to Heal Historical Injuries (pp. 258-279)
<b>Assignment No. 2 due uploaded by Thursday 5/3 10PM</b>			
Week 15	T 5/8 - TH 5/10	- What We Need to Do - The necessity for Reparations - Why we must bear the burden of reconciliation - Call to Justice -	- Read - EH - Chap. 8 – Does the United States Law and Policy Meet UN Standards (pp. 183-217) [S] - Read: EH –Chap. 5 – The Legacy of Conquest (pp. 99-105) - -
<ul style="list-style-type: none"> <li>- <b>Final Exam opened 5/10; answer due uploaded by Thursday 5/17 at 10PM</b></li> <li>- <b>Extra Credit for <u>Midterm</u> Exam due completed by Thursday 5/17 at 11:59PM</b></li> <li>- <b>Extra Credit for <u>Final</u> Exam due completed by Thursday 5/17 at 11:59PM</b></li> </ul>			