

**San José State University
CASA / Justice Studies**

**JS 171(v), Human Rights and Justice
Section 03, Spring 2018**

Course and Contact Information

Instructor:	Dr. Edith Kinney, J.D.
Office Location:	MacQuarrie Hall 525A
Telephone:	(408) 924-2946
Email:	edith.kinney@sjsu.edu
Office Hours:	Tuesday, 12:00 – 2:00 p.m. in MQH 525A. Sign up for an appointment at https://goo.gl/UEHsUy or email for alternative in-person, phone, or videoconference appointments.
Class Days/Time:	Tuesday/Thursday, 3:00 – 4:15 p.m.
Classroom:	161 Dudley Moore
Prerequisites:	WST; upper-division standing. Completion of or co-registration in 100W is strongly recommended.
JS Competency Area:	D
General Education:	V

Course Format

JS 171 will meet in person in our classroom, with occasional online activities (e.g., video conference discussions and guest lectures). Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas and [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

Course Description

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

Instructor Course Description

“Human Rights Begin Close to Home”

JS 171 is designed to introduce students to human rights in law, politics, and action. The class will adopt an interdisciplinary approach to human rights in historic and contemporary contexts to evaluate the following:

- What are the historical events and social movements that led to the development of human rights?
- How are human rights defined through international law?
- Who gets to decide what these rights are and how they are realized?
- How has the concept of “human rights” evolved over time, in different domestic and international contexts?
- How have people struggled to define and realize fundamental rights and/or dignity, and to what effects?
- Where human rights have been defined, why/where/how/by whom have they been violated? How can human rights concepts shape remedies to such violations?
- How does a discourse of fundamental “right” and/or “dignity” affect the way we understand, articulate, and respond to various social problems?
- How do human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?

Course Learning Outcomes

GE Learning Outcomes

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.”

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 current events reports, in-class exercises, debates and discussion, 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, debates and discussion, reflections on assigned readings, analyzing documentary film, 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, exams, documentary film reviews, and writing exercises.

Course Learning Outcomes (CLO)

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

1. CLO 1 - Read, write, and contribute to discussion about domestic and international human rights issues at a 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.
4. CLO 4 - Compare and contrast how “rights” and “dignity” have been defined by various cultures throughout the world.
5. CLO 5 - Apply an interdisciplinary human rights framework to analyze social problems, policies, and practices in the U.S.

Required Texts

Armaline, W., D.S. Glasberg, and B. Purkayastha [Eds.]. (2011). *Human rights in our own backyard: Injustice and resistance in the United States*. Philadelphia, PA: University of Pennsylvania Press.

NOTE: This book is available at the SJSU King Library and [electronically](#) through the library’s website.

Goodhart, Michael. (2017). *Human Rights: Politics and Practice*, Third Edition, New York: Oxford University Press. ISBN 9780198708766

Other Readings

Supplemental readings will be posted on the Canvas website. Students are expected to read the daily headlines of a major international newspaper and subscribe to the Human Rights Watch Daily News email. The course reading schedule is subject to change to facilitate class discussion, to address current events, to accommodate guest speakers, etc.

Suggested Resources for Reference and Research on Human Rights Instruments, Monitoring and Reporting

- U.S. Human Rights Network (USHRN): <http://www.ushrnetwork.org/>
- Amnesty International: <http://www.amnesty.org>
- Human Rights Watch: <http://www.hrw.org>.
- United Nations: <http://www.un.org/rights>

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118.

Course Requirements and Assignments

A student's final grade is based on points earned for completing several assignments and activities, including demonstrating knowledge of course readings, completing written assignments, in-class discussion and presentations, and participating in in-class and online activities.

Readings

Students are expected to complete readings by the class session indicated on the course schedule; please check Canvas regularly for updates. Students should come to class prepared to discuss the assigned readings, as well as the daily Human Rights Watch news report.

Assignments

- 1) **Human Rights Current Event Report (Pass/Fail)**
- 2) **Human Rights Documentary Film Review (5%)**
- 3) **Quizzes (5%)**
- 4) **Midterm (25%)**
- 5) **Human Rights in Action Report (25%)**
- 6) **Final (30%)**
- 7) **Participation and Discussion in Class and Online (10%)**

- 1) **Human Rights Current Event Report** **(Pass/Fail)**

Students will subscribe to and read Human Rights Watch's Daily Brief and read and read the headlines of a national newspaper each day. At least once during the semester, each student must provide a brief (2-3 minute, maximum) oral summary of a current event relating to human rights or human rights violations in the U.S. and/or global contexts. Provide a concise explanation of the event, a description of the relevance of human rights to the issue, tactics of advocacy organizations, how media source(s) framed the issue, and your thoughts/observations/critiques regarding the issue. Post a link to the news article and your analysis to the "Human Rights in the News – Current Events" Discussion on Canvas.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1 and CLO 3.**

Grading and Due Date:

This is a Pass/Fail assignment. Students must complete their Human Rights Current Events Report in class and submit their analysis on Canvas before the end of class on **April 24, 2018.**

- 2) **Human Rights Documentary Film Review** **(5% of final grade)**

Students will view a human rights documentary and write a 2 page assessment of the film, describing the human rights issue(s) it addresses, advocacy strategies, and the actions of government(s) in response to the human rights issue.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 4, and CLO 5.**

Grading and Due Date:

This assignment will be graded on a 100-point scale based on a standard rubric. The Film Review is worth **5%** of the final course grade. Post your review to Canvas **before class begins on February 15.**

3) Quizzes

(5% of final grade)

Students will answer brief quizzes on assigned readings and current events from the HRW Daily Report. Quizzes may be previously announced or administered as “pop-quizzes.” Come to class prepared with 5 Scantron 882-e forms.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, and CLO 4.**

Grading:

Quizzes will be graded on a 100-point scale, and are worth **5%** of the final grade.

4) Midterm Examination

(25% of final grade)

Students will complete a midterm exam and a final exam. The midterm format will include multiple choice and True/False questions, fill-in-the-blank, and short essays applying the human rights framework to different social and policy issues. The midterm is on **March 15 during class**. Be sure to bring a Scantron 882-e form for the Midterm Exam.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.**

Grading:

This assignment will be graded on a 100-point scale; essay answers based on a standard rubric by the instructor (distributed in class). The Midterm is worth **25%** of the final course grade and will be an in-class exam on **March 15**.

5) Human Rights in Action Report and Poster Presentation

(25% of final grade)

Students will complete a Human Rights in Action Report and Poster Presentation. This assignment allows students to explore a human rights issue of their choosing and present their findings to the class. First, students will write a 4-5 page report (typed, double-spaced, 12-point font, APA citation format) assessing a current human rights issue. 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. Second, students will develop a Poster Presentation on their topic and provide a single page summary to educate the class about your topic.

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.**

Grading:

Reports will be graded on a 100 point scale for content, clarity, correct grammar and spelling, and persuasive analysis. Detailed instructions and the grading rubric for the Report and Poster Presentation will be provided in class. The Human Rights in Action Report and Poster Presentation is **due on April 26, 2018** and is worth **25%** of the final course grade.

6) Final Exam

(30% of final grade)

The final exam will require students to recall and apply human rights discourse and instruments to analyze contemporary social problems (domestic and international). The final is comprehensive, and will include a variety of multiple choice and essay questions. Students should expect the final to cover all significant class readings and activities, including films, lectures, and class activities.

The final is on **Friday, May 18, 2018 from 2:45 – 5:00 p.m.**

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.**

Grading:

The final be graded on a 100-point scale; essay answers based on a standard rubric by the instructor (distributed in class). The Final is worth **30%** of the final course grade.

7) Classroom Activities, Discussion, and Participation (10% of final grade)

JS 171 requires a great deal of classroom discussion and activities designed to help students successfully achieve all learning objectives. Though not graded per se, classroom activities, discussion and participation account for 10% of the final course grade. Posting news stories to the “Human Rights in the News” discussion on Canvas and providing substantive comments on others’ posts is another way to participate in class discussion, as is attending campus or community events related to the course. Submissions to Canvas discussions and activities will be accepted until 11:59 on the last day of instruction, **May 14, 2018.**

Learning Outcomes: **GELO 1, GELO 2, and GELO 3; CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.**

Grading: The instructor will note contributions to class discussions and online activities; students may complete extra credit to enhance their grade for participation, worth **10%** of the final course grade.

CLOS 1, 2, 3, 4, and 5

Extra Credit

Extra credit opportunities, including lectures, films, workshops, and on- and off-campus opportunities will be announced throughout the semester in class and via email. Check our course Canvas website for updates. To receive extra participation credit, students must write a 1-2 page reflection paper relating the event to relevant course themes, topics, or discussions. Post a separate “Comment” and upload a separate reflection paper for each extra credit activity. Post extra credit reflections within a week of the event. Submit extra credit on Canvas before 11:59p.m. on the last day of instruction, **May 14, 2018.**

Grading Information

This course will be using the +/- system on final grades based on the following percentages:

98-100:	A+	77-79:	C+
94-97:	A	74-76:	C
90-93:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-
		0-59:	F

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

Grading Information for General Education Upper Division Courses:

“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.”

University Credit Hour Requirement

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

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>.

Academic Integrity and Plagiarism

Students should review SJSU’s **Academic Integrity** policy:

www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have previously submitted for credit, or plan to submit for another class, please note that the SJSU Academic Policy F06-1 requires approval of instructors.

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 written/emailed 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.”

Classroom Protocol

1. This course depends on student participation, discussion, and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor. Prepare for class to ensure you can contribute to discussion and debate.
2. Please turn off/mute all cell phones and other devices unless necessary to field an emergency, caretaking responsibilities, etc. Computers and electronic devices may only be used for note taking and accessing electronic readings. Students using electronic devices will be “on call” to answer questions and look up pertinent research questions online.
3. All classroom participants are expected to foster an environment that encourages rigorous discussion and respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind, check and provide facts to support

analysis). We will discuss ground rules and collectively develop classroom standards of conduct at the beginning of the semester.

4. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.
5. Students are responsible for any notes and materials missed in their absence.
6. Readings about human rights abuses, injustice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course materials mindfully and engage in self-care. If you or a friend is in need of emotional or mental health support, please visit SJSU's Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300.

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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Justice Studies Reading and Writing Philosophy

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

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.

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/>

Course Schedule

JS 171(v) Human Rights and Justice Spring 2018

Note: The following course schedule is subject to change with fair notice.
 Visit the course website on Canvas for articles and reading reflection assignments.
 Check Canvas regularly for announcements and updates to the syllabus and course schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25	<p>Introductions</p> <p>Introduction to course and explanation of syllabus, collect student interests</p>
2	1/30	<p>Introduction to Human Rights</p> <p><u>Readings:</u> Human Rights in Our Own Backyard (HRIOOB), “Forward” and “Introduction”</p> <p>The Universal Declaration of Human Rights (UDHR), http://www.un.org/en/universal-declaration-human-rights/</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Sign up for Human Rights Watch daily email. - Watch Video, “The Story of Human Rights,” https://www.youtube.com/watch?v=oh3BbLk5UIQ
2	2/1	<p>Library Research Workshop: Media Literacy and Research Resources</p> <p>Meet in Room 213 in the MLK Library</p> <p><u>Reading:</u> Goodhart, Ch. 1 “Normative and Theoretical Foundations of Human Rights”</p>
3	2/6	<p>Foundations of Human Rights</p> <p>Review Goodhart, Ch. 1 and the UDHR</p> <p><u>Reading and Online Research Assignment:</u></p> <p>Read the U.S. Constitution and Bill of Rights. Explore the Interactive Constitution here: https://constitutioncenter.org/interactive-constitution</p> <ul style="list-style-type: none"> - Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, and Nineteenth Amendments - Explore “Rights Around the World” to identify and explain at least one of the rights in the U.S. Constitution and Bill of Rights that appear in the Universal Declaration of Human Rights: http://constitutionalrights.constitutioncenter.org/app/home/world - Identify an example of a human rights struggle or movement addressing

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>one of the rights listed in the Bill of Rights and the UDHR.</p> <ul style="list-style-type: none"> - Then, explore the websites and reporting on your selected issue from Human Rights Watch and/or Amnesty International to identify an example in the context of the U.S. or another country. Be prepared to discuss your example in class on 2/6.
3	2/8	<p>Human Rights in International Law and Politics</p> <p><u>Readings:</u> Goodhart, Ch. 4, “Human Rights in International Law” (pg. 60-69)</p> <p>Goodhart, Ch. 3, “Human Rights in International Relations”</p> <p><u>Weekend Assignment:</u> Watch the documentary <i>13th</i> (Netflix). Post your film review analyzing the human rights issues examined in the documentary. Due on Canvas by the beginning of class on 2/15.</p>
4	2/13	<p>Civil and Political Rights in Context</p> <p><u>Readings:</u> HRIOOB, Introduction to Part IV, Political and Civil Rights International Covenant on Civil and Political Rights ACLU, “ICCPR FAQ”: https://www.aclu.org/faq-covenant-civil-political-rights-iccpr</p> <p>Case Study: From the Civil Rights Movement to Human Rights (Canvas) - <i>Fundamental Freedoms: Eleanor Roosevelt and the UDHR</i></p> <p>- Excerpt from W.E.B. DuBois, “An Appeal to the World: A Statement of Denial of Human Rights to Minorities in the Case of citizens of Negro Descent in the United States of America and an Appeal to the United Nations for Redress.”</p>
4	2/15	<p>Human Rights and Racial Discrimination</p> <p><u>Readings:</u> Convention on the Elimination of All Forms of Racial Discrimination (ICERD)</p> <p>HRIOOB Intro to Part V (p. 173-74); Ch. 17 “Caging Kids of Color”; Ch. 22, “Critical Resistance and the Prison Abolitionist Movement”</p> <p><u>Assignment Due:</u> Post human rights film review to Canvas before class begins.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	2/15	<i>Optional Campus Event: “The Vagina Monologues” 6:30 p.m.</i> Tickets @ http://bit.ly/sjsuVDay18
5	2/20	SJSU’s Legacy of Human Rights Activism <u>Film, Campus Legacy Tour, and Class Discussion Activity:</u> SJSU, the Olympic Project for Human Rights, and Contemporary Debates about Sports and Public Protest (Canvas)
5	2/22	Monitoring and Enforcing Human Rights Law Goodhart, Ch. 3 (pg. 69 – 75); Review Ch. 3 and 4. <u>Quiz</u>
6	2/27	Expanding and Challenging Human Rights <u>Readings:</u> Goodhart, Ch. 2, “Feminist and Activist Approaches to Human Rights”
6	3/1	Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) <u>Readings:</u> HRIIOB, Introduction to Part VI; Ch. 20, “The U.S. Culture of Violence” HRIIOB, Ch. 2, “Building U.S. Human Rights Culture from the Ground Up: International Human Rights Implementation at the Local Level”
7	3/6	“American Exceptionalism” <u>Readings:</u> Ignatieff, “American Exceptionalism and Human Rights” (Canvas) HRIIOB, Ch. 23, “Human Rights in the United States: The ‘Gold Standard’ and the Human Rights Enterprise”
7	3/8	[Catch-up Day: Reading and Activity TBA]
8	3/13	Discussion and In-class Midterm Review Activity

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/15	MIDTERM EXAMINATION
9	3/20	Immigration and Refugee Policy [Readings TBD]
9	3/22	Immigration and Human Rights <u>Video and Readings:</u> “Rape in the Fields” Center for Investigative Reporting, Univision, and PBS <i>Frontline</i> . Watch the video and examine the reporting, fact sheets, and multimedia information about the investigation here: http://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/
10	3/27	SPRING BREAK
10	3/29	SPRING BREAK
11	4/3	Sexual Orientation, Gender Identity, and Human Rights <u>Reading:</u> Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights”
11	4/5	LGBTQI Rights in Comparative Context <u>Readings:</u> Marriage Equality, Trans rights, Intersex rights cases and current events (Canvas)
12	4/10	Human Trafficking: Human Rights, Migration, and Transnational Organized Crime <u>Reading:</u> Goodhart, Ch. 16, “Human Trafficking”
12	4/12	Class Debate: Debating Human Rights and Policy Approaches to Prostitution and Human Trafficking <u>Readings:</u> Empower Chiang Mai, “Human Rights Abuses Women are Subjected to when ‘Rescued’ by Anti-Trafficking Raids,” 2003 (Canvas). Amnesty International, Policy to Decriminalize Sex Work Q&A: https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/ Coalition Against Trafficking in Women (CATW) Letter to Amnesty International, http://catwinternational.org/Content/Images/Article/621/attachment.pdf

Week	Date	Topics, Readings, Assignments, Deadlines
		Bazeldon, “Why Amnesty International is Calling for a Policy to Decriminalize Sex Work,” <i>N.Y. Times Magazine</i> , May 25, 2016, https://www.nytimes.com/2016/05/25/magazine/why-amnesty-international-is-calling-for-decriminalizing-sex-work.html?mcubz=0
13	4/17	Class Activity: Pay Equity, Women’s Rights, and Human Rights <u>Readings</u> (Canvas)
13	4/19	Indigenous Peoples’ Human Rights <u>Readings:</u> Goodhart Ch. 19, Indigenous Peoples’ Human Rights HRIIOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights” <u>Case Study:</u> Indigenous Peoples’ Human Rights Struggles – From the American Indian Movement to Standing Rock (Canvas)
14	4/24	[Catch up Day / Continue discussion of indigenous rights] <u>Assignment:</u> Last class day to present Human Rights Current Events report
14	4/26	Student Presentations <u>Assignment Due:</u> Post your final Human Rights in Action Paper on Canvas by the beginning of class on 4/26
15	5/1	Student Presentations
15	5/3	Conclusions: Human Rights in Action
16	5/10	Final Exam Review
Final	5/18	Final Exam Friday, May 18, 2018 from 2:45 – 5:00 p.m.