

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

**JS 179, Human Rights Practicum and Seminar
Section 01, Fall 2018**

Course and Contact Information

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|----------------------------|---|
| Instructor: | Dr. Edith Kinney, J.D. |
| Office Location: | MacQuarrie Hall 525A |
| Telephone: | (408) 924-2946 |
| Email: | edith.kinney@sjsu.edu |
| Office Hours: | Tuesday, 12:30 - 2:30 in MQH 525A – online signup: http://bit.ly/1UrD8Um Or email for an appointment. |
| Class Days/Time: | Tuesday/Thursday, 10:30 - 11:45 a.m. |
| Classroom: | 225 Dwight Bentel Hall |
| Prerequisites: | JS 25, 100W, JS 171 or SOCI 118, Human Rights Minor enrollment. Completion of the Z requirement, 100W from any department, is also a prerequisite for this course. |
| JS Competency Area: | E |

Course Format

JS 179 will meet in our classroom or online via virtual meetings on seminar days. Students will also work in the community with small groups and/or campus or organizational partners as part of the service learning and community engagement component of the course. 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

“Complete field experience in human rights advocacy/reporting/organizing while surveying recent human rights scholarship in seminar format.”

Instructor Course Description:

“Human Rights Begin Close to Home”

This course has two main components: a seminar to discuss contemporary controversies and human rights struggles, and a student-led service learning project. First, JS 179 involves a weekly graduate-style scholarly seminar critically engage relevant, recent scholarship in the field of human rights. Second, students will develop and complete 24+ hours of service learning and Community Engagement (CE) through a “Human Rights Action Project” involving a local human rights issue and community organizations in the San Francisco Bay Area. JS 179 will provide students qualitative methodological training and experience in data collection and

analysis for human rights investigations, studies, and reporting. Guest speakers and human rights advocates and scholars from partnered organizations provide opportunities to explore post-graduate careers relating to human rights. The class will also provide students experience with technology valuable to those seeking to enter the fields of human rights research, advocacy, or reporting.

Course Learning Outcomes

The goals of this course are to (1) give students an opportunity to explore applied careers in human rights advocacy, law, research, reporting, and/or organizing; (2) provide training in ethnographic and qualitative research methods; (3) expose students to contemporary scholarship and advocacy campaigns addressing contemporary human rights issues in local and global contexts; (4) prepare students for graduate level coursework, where students reflect on their experiences in relation to course readings and recent, relevant research.

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

- **(CLO1)** Collect and analyze data to create an analysis of contemporary human rights advocacy/reporting/organizing.
- **(CLO2)** Work with other students and an organizational supervisor to complete and assess a community engagement project and presentation.
- **(CLO3)** Review, apply, and critique the most recent interdisciplinary scholarly literature on human rights.
- **(CLO4)** Exhibit familiarity with local and national human rights organizations, advocacy networks, and policy campaigns.

Required Texts

Stevenson, Bryan. (2014). *Just Mercy: A Story of Justice and Redemption*, New York: Spiegel & Grau. ISBN97890812994520. Available at <http://bryanstevenson.com/the-book/>

Supplemental readings assigned by topic will be posted on the Canvas website. Reading schedule is subject to change to facilitate class discussion, to address current events, to accommodate guest speakers, etc.

Suggested, Related Readings and Resources for Further Reference and Research on Human Rights Documents and Reporting

- Center for the Study of Human Rights. (2001). *25+ Human Rights Documents*. NY:CSHR.
- U.S. Human Rights Network (USHRN): <http://www.ushrnetwork.org/>
- Amnesty International: <http://www.amnesty.org> Explore the International and U.S. Amnesty International websites for information on human rights issues throughout the world.
- Human Rights Watch: <http://www.hrw.org>
- United Nations: [More information on United Nations can be found at: http://www.un.org/rights.](http://www.un.org/rights)

Suggested Online Resources on Activism

The following sources provide examples of activism and advocacy campaigns; be sure to communicate with the instructor regarding proposed activities and actions/events related to community engagement / service-learning activities JS 179.

- Actipedia, <https://actipedia.org/> - a community-generated wiki to document, share, and inspire Creative Activism
- Beautiful Trouble, <http://beautifultrouble.org/case/> - a web toolbox of creative and effective actions
- New Tactics, <https://www.newtactics.org/> - a thorough guide to help you design, plan, and implement effective actions
- Global Nonviolent Action Database, http://nvdatabase.swarthmore.edu/browse_methods
- Amnesty International, <http://www.amnestyusa.org/get-involved/take-action-now> - action ideas

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 the completion of several assignments and activities, including in-class and out-of-class writing assignments, quizzes, discussion, and presentations, and online activities. The assessments and the corresponding percentage that each assessment accounts for in the final grade are as follows:

- 1) **Two human rights current events reports: one international (5%), one domestic (5%) (10% total)**
- 2) **Reading Reflections and Book Review (15%)**
- 3) **Human rights film review (5%)**
- 4) **Shadow Report on a U.S. human rights issue of your choice (30%)**
- 5) **Human Rights Action Project Presentation (30%), and**
- 6) **Participation in class discussion and online activities (10%)**

Final / Culminating Experience

There is no final exam for JS 179. Students will host a Human Rights Showcase to present their final Human Rights Action Projects during the scheduled final exam period, **Thursday, May 17, 2:45 – 5:00 p.m.**

Readings

Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to discuss the assigned readings such that class time is not wasted, and we can engage the material together. Be sure to keep up with current events and human rights news to discuss in class.

Course Assignments

1) Two Human Rights Current Event Reports (international (5%) domestic (5%)) (10% of final grade)

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 twice 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 the media source(s) framed the issue, and your thoughts/observations/critiques regarding the issue. Post the news article and your analysis to the "Human Rights in the News – Current Events" Discussion on Canvas.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

Grading and Due Date:

These assignments will be graded on a 100-point scale based on the in-class oral presentation and the Canvas post. Students must complete their two Human Rights Current Events Reports in class before the end of class on **April 24, 2018**.

2) Reading Reflections and Book Review

(15% of final grade)

Description and Purpose:

The course readings cover provocative and locally relevant scholarship in the multidisciplinary field of human rights. Students will read a variety of materials, and will write **two 2-page reflection papers and one 1-page book review (5% each)**. Writing assignments should be 2-pages (typed, 12-point font, 1-inch margins, double spaced, citations in APA format (though no outside research, title page, or running headers necessary) based on the assigned reading(s) for that week. Each reflection paper should consist of three parts: 1) Summary, 2) Critique, 3) Discussion Questions. We will use these papers to generate discussion as peers in our seminar meetings. This format mimics the basic design of graduate seminar courses in the social sciences, and will help develop students' ability to analyze and discuss challenging material in written and oral presentations. We will also have periodic Reading Quizzes to ensure we are all on the same page and keeping up with the readings.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

Grading:

These assignments will be graded on a 100-point scale, based on a standard rubric by the instructor (see Canvas). Reading reflection papers and the book review will be worth **5% each**, totaling **15%** of the final course grade. See the Course Reading Schedule and Canvas for due dates.

3) Human Rights 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: **CLO 1 and CLO 3**

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 on **February 15, 2018**.

4) Shadow Report (CLO3, CLO4)

(30% of final grade)

Description and Purpose:

Students will write a 5 page "shadow report" that examines a human rights issue of their choosing. The report should examine a domestic human rights concern in the U.S., and evaluate how pertinent international human rights standards apply to the organization(s), government agencies, corporations, etc. involved in the issue. Further instructions and guidelines will be provided in class.

Learning Outcomes: **CLO 3 and CLO 4**

Grading:

This assignment will be graded on a 100-point scale, based on a standard rubric by the instructor (will be distributed in class). The Shadow Report is worth **30%** of the final course grade, and is due on Canvas by the beginning of class on **April 26**.

5) Human Rights Action Project Presentations

(25% of final grade)

Description and Purpose:

These presentations are designed to summarize and reflect upon your HRAP and share this information/experience with other students in the course. In a multimedia presentation of your/your team's design, critically describe and assess the HRAP issue your group has been working on throughout the semester. Presentations should explain the issue and describe human rights organizing and efforts efforts to address it. HRAPs involving community and/or campus organizations should include the history, mission, programs, funding, staffing, operations, and outcomes/community impact as they have to do with defining and/or realizing human rights practice in the U.S. Your presentations should be approximately 30 minutes in length, with 10 minutes allotted for class discussion facilitated by those presenting.

Learning Outcomes: **CLO 1, CLO 2, CLO 3, CLO 4**

Grading:

Presentations will be graded on a 100-point scale, based on individual as well as team performance, using a standard rubric by the instructor (available on Canvas). HRAP presentations will be worth **30%** of the final course grade. Group presentation materials and the HRAP 1 page handout should be posted on Canvas before **9 a.m. on May 17**.

6) Classroom Activities, Discussion, and Participation

(15% of final grade)

JS 179 requires a great deal of classroom discussion and interaction between students, and attendance is fundamental to course objectives. Discussions and classroom activities are designed to help students successfully achieve all learning objectives, and reflect upon their experiences in the field. 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.

Learning Outcomes: **CLO 1, CLO 2, CLO 3, CLO 4**

Grading:

Participation in class activities and discussions accounts for 10% of the final course grade. The instructor will regularly evaluate attendance and participation, both in class and online.

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 extra credit reflections within a week of the event. Extra credit reflection papers must be completed and uploaded to Canvas by **11:59 p.m. on May 14**.

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.

SJSU Policies:

University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

SJSU’s 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.

Classroom Protocol

1. This course depends on 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 respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind). We will discuss ground rules and 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.

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.

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/>

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.”

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.

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.

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.

Course Schedule

JS 179 “Human Rights Practicum and Seminar” 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 | Introduction to course and explanation of syllabus, collect student interests to assign appropriate readings. |
| 2 | 1/30 | <p>Historical Roots of 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>Online Research Assignment:</u> Bringing Human Rights Home</p> <ul style="list-style-type: none"> - Explore some of the human rights activism and advocacy organization websites and resources identified in the syllabus. Brainstorm ideas to identify potential topics for your individual Shadow Report and a team Human Rights Action Project. - Identify a community organization addressing human rights issues locally (broadly understood). Prepare to discuss in class on 2/6 <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> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|--|
| | | <ul style="list-style-type: none"> - Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, Fifteenth, 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 domestic or international human rights struggle or movement addressing one of the rights listed in the Bill of Rights and the UDHR. - 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>Civil and Political Rights and “American Exceptionalism”</p> <p><u>Readings:</u> ACLU, “ICCPR FAQ”: https://www.aclu.org/faq-covenant-civil-political-rights-iccpr</p> <p>Begin reading Stevenson’s <i>Just Mercy</i></p> <p><u>Case Study:</u> Voices of the Civil Rights Movement</p> <p>Read and listen to speeches from different civil rights advocates in the U.S., including Ida B. Wells, W.E.B. DuBois, Dr. Martin Luther King, Jr. What strategies did advocates and organizers use to document and raise awareness about human rights and civil rights violations in the U.S., even as the U.S. championed human rights around the world? Identify key issues and different organizing tactics (e.g., reporting and documenting rights violations, community organizing, lawsuits, direct actions, protests, boycotts, voter registration, etc.) in the U.S. civil rights movement.</p> <ul style="list-style-type: none"> - Ida B. Wells. (1900). “Lynch Law in America,” http://www.blackpast.org/1900-ida-b-wells-lynch-law-america - W.E.B. DuBois. (1947). “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” - Dr. Martin Luther King, Jr., “Letter from Birmingham Jail,” https://www.theatlantic.com/politics/archive/2013/04/martin-luther-king-letter-from-birmingham-jail/274668/ (Listen to audio here: http://okra.stanford.edu/transcription/audio/630416001.mp3 (racial discrimination, civil disobedience, nonviolence, social movement tactics) - Fannie Lou Hamer, “Testimony Before the Credentials Committee, Democratic National Convention,” read/listen here: |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|--|
| | | <p>http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html (Voting rights, state violence and voter suppression, civil rights organizing)</p> <ul style="list-style-type: none"> - Black Panthers' Ten Point Program (Self-defense, social movement tactics). <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 to Canvas by the beginning of class on 2/15.</p> |
| 4 | 2/13 | Human Rights Action Project Organizing Workshop |
| 4 | 2/15 | <p>Human Rights and Prisoner Organizing in California</p> <p><u>Readings:</u> Reiter. (2014). The Pelican Bay Hunger Strike: Resistance within the structural constraints of a US Supermax Prison. <i>South Atlantic Quarterly</i> 113(3), 578-611. Solitary Watch, "UN Committee on Torture Says U.S. Must Reform Its Use of Solitary Confinement," Dec. 5, 2014 (read article and skim two of the cited shadow reports from NGOs) available at http://solitarywatch.com/2014/12/05/un-committee-against-torture-says-u-s-must-reform-its-use-of-solitary-confinement/s</p> <p><u>Assignments Due:</u> Human Rights Film Review – post to Canvas before the beginning of class</p> |
| | 2/15 | <p><i>Optional Campus Event:</i> "The Vagina Monologues" 6:30 p.m. Tickets @ http://bit.ly/sjsuVDay18</p> |
| | 2/16 | <p>Campus Event: Solitary Confinement: Survival, Art, and Resistance Featuring Jack L. Morris and Sheila Pinkel Time: 12:00 – 1:15 p.m. Location: Hugh Gillis Hall 229</p> |
| 5 | 2/20 | <p>Social Movements and the Law: Lawyers in the Death Penalty Abolition and Sentencing Reform Movements</p> <p><u>Readings:</u> Stevenson, <i>Just Mercy</i> (read Introduction and Ch. 1-7)</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|---|
| | | <p>Death Penalty Abolition and Criminal Justice Reform: Historical Roots, Cases, and Contemporary Debates (Canvas)</p> <p><u>Assignment Due:</u> Post Reading Reflection on Reiter (2014), solitary confinement, and prisoners’ rights issues by 4:30 on 2/20</p> |
| 5 | 2/22 | <p>Human Rights Action Projects Working Groups (Continue reading <i>Just Mercy</i> – Book Review due on 2/27)</p> <p>Immigration and Human Rights</p> <p><u>Guest Speaker:</u> Richard Hobbs, Executive Director, <i>Human Agenda</i> Explore the Human Agenda website here: http://www.humanagenda.net/</p> <p><u>Readings:</u> Lopez, “Her work is back-breaking. A rule that splits her from her kids is heartbreaking,” http://www.sacbee.com/opinion/op-ed/article161277158.html</p> <p>Danesh, “California quietly fails migrant children,” http://www.sacbee.com/opinion/california-forum/article122278134.html</p> |
| 6 | 2/27 | <p>Seminar Discussion of <i>Just Mercy</i></p> <p><u>Reading:</u> Complete reading <i>Just Mercy</i></p> <p><u>Assignment Due:</u> Post reading reflection on <i>Just Mercy</i> and criminal justice reform and prisoners’ rights before class begins on 2/27</p> |
| 6 | 3/1 | <p>Human Rights Action Project Working Groups</p> <p>“Women’s Rights are Human Rights”: Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)</p> <p><u>Readings:</u> <i>Human Rights in Our Own Backyard</i>, Introduction to Part VI; Ch. 20, “The U.S. Culture of Violence”</p> <p>“Demanding Accountability” UN testimonials on women’s rights as human rights violations (Canvas)</p> <p><u>Film:</u> Watch <i>She’s Beautiful When She’s Angry</i> (Netflix)</p> |
| 7 | 3/6 | <p>Critical Approaches to Women’s Rights Organizing</p> <p><u>Case Study:</u> INCITE!</p> <p><u>Video:</u> Kimberlé Crenshaw, Ted Talk: “The Urgency of Intersectionality” https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------------------|---|
| | | <p>#t-1117391</p> <p><u>Readings:</u></p> <p>“Dangerous Intersections,” http://www.incite-national.org/page/dangerous-intersections</p> <p>Read and explore the “About INCITE!” webpage: http://incite-national.org/page/about-incite</p> <p>#SurvivedandPunished Toolkit, <i>Survivor Defense as Abolitionist Praxis</i> https://view.publitas.com/survived-and-punished/toolkit/page/1</p> |
| 7 | 3/8 | <p>Mobilizing and Implementing Human Rights in the U.S. and at the Local Level</p> <p><u>Reading:</u></p> <p>HRIIOB, Ch. 2, “Building U.S. Human Rights Culture from the Ground Up: International Human Rights Implementation at the Local Level”</p> <p>Read US Human Rights Network’s 2016 report Advancing Human Rights: A Targeted Tool for Human Rights Advocacy in the United States, available at https://www.ushrnetwork.org/sites/ushrnetwork.org/files/2016_ushrn_human_rights_report.pdf</p> <p>Class Activity: Shadow Report Workshop</p> <p><u>Assignment:</u> 1 page proposal of individual Shadow Reports due in class – bring three copies, including three sources</p> |
| 8 | 3/15 | <p>Reproductive Justice</p> <p><u>Reading:</u> Ross and Solinger. (2017). <i>Reproductive Justice: An Introduction</i>. Read “Introduction” and Ch. 1, “A Reproductive History”</p> |
| 9 | 3/20 | <p>Reproductive Justice (continued)</p> <p><u>Reading:</u> Ross and Solinger. (2017). <i>Reproductive Justice: An Introduction</i>. Read Ch. 2, “Reproductive Justice in the Twenty-First Century”</p> |
| | <i>Optional Event</i> | <p>UC Berkeley, <i>Invisible No More: A Symposium on Police Violence Against Black Women & Women of Color</i></p> <p>Wednesday, Mar 21, 2018 - Thursday, Mar 22, 2018</p> <p>Multicultural Community Center, Martin Luther King, Jr. Student Union Building, UC Berkeley</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|---|
| 9 | 3/22 | Human Rights Action Project Working Groups |
| 10 | 3/27 | SPRING BREAK |
| 10 | 3/29 | SPRING BREAK <u>Film Assignment:</u> Watch <i>Milk</i> (2008) for discussion in class on 4/3 |
| 11 | 4/3 | Sexual Orientation, Gender Identity, and Human Rights <u>Readings:</u> Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights” UN “Free and Equal” Campaign |
| 11 | 4/5 | LGBTQI Human Rights <u>Reading:</u> Bassichis, Lee, and Spade (2011). “Building an Abolitionist Trans & Queer Movement with Everything We’ve Got,” in <i>Captive Genders</i> <u>Canvas Discussion:</u> Marriage Equality and Beyond: LGBTQ organizing, trans* rights and intersex rights in cases, controversies and current events (Canvas) |
| 12 | 4/10 | Human Trafficking: Human Rights, Migration, and Transnational Organized Crime <u>Reading:</u> Goodhart, Ch. 16, “Human Trafficking” Critical evaluation of anti-trafficking campaigns in Thailand (Canvas) |
| 12 | 4/12 | Human Trafficking in the Bay Area Guest Speaker TBD <u>Readings:</u> Excerpts from Lutnick, <i>Domestic Minor Sex Trafficking</i> and Musto, <i>Control and Protect</i> |
| 13 | 4/17 | Class Activity: Pay Equity, Women’s Rights, and Human Rights |
| | 4/18 | Campus Event: Pay Equity and Wage Theft Workshops |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------|------|--|
| 13 | 4/19 | <p>Indigenous Peoples' Human Rights</p> <p><u>Readings:</u> Goodhart Ch. 19, Indigenous Peoples' Human Rights HRIOOB Ch. 9, "We Are a People in the World: Native Americans and Human Rights"</p> <p><u>Case Study:</u> Indigenous Peoples' Human Rights Struggles – From the American Indian Movement to Standing Rock (Canvas)</p> |
| 14 | 4/24 | <p>Continue and conclude discussion of Indigenous human rights and environmental justice</p> <p><u>Assignment Due:</u> Last day to present Human Rights Current Event report and post to Canvas discussion.</p> |
| 14 | 4/26 | <p>Shadow Report Presentations</p> <p><u>Assignment Due:</u> Post your final Shadow Report on Canvas by the beginning of class on 4/26</p> |
| 15 | 5/1 | <p>Shadow Report Presentations</p> |
| 15 | 5/3 | <p>Shadow Report Presentations</p> |
| 16 | 5/10 | <p>Conclusions and Lessons Learned Human Rights in Action in Local, National, and International Contexts</p> |
| | 5/14 | <p><u>Assignment(s) Due – Last Day of Instruction:</u> Complete posts to Canvas Discussion Boards and any extra credit reflection paper by 11:59 on 5/14.</p> |
| Final | 5/17 | <p>Final / Culminating Activity: Thursday, May 17, 2:45 – 5:00 p.m.</p> <p>Group Human Rights Action Project Presentations</p> <p><u>Assignments Due:</u> HRAP Field Notes/Journal of individual contributions to HRAP project due on Canvas by 5/17 at 2:45 p.m.</p> <p>Each group should post their presentation and 1 page handout/summary of their project to Canvas before the Final Activity on 5/17 by 2:45 p.m.</p> |