

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

Course and Contact Information

Instructor:	Elizabeth Tejada
Office Location:	This course occurs entirely via Canvas. Check module link.
Email:	elizabeth.pacheco@sjsu.edu (all contacts for this course should occur via Canvas)
Office Hours:	<p>This is an online course. Virtual office hours will be held one hour per week. By appointment, I can be available by telephone, Zoom meetings, and live-chat.</p> <p>Additionally, for questions regarding general course policies, schedule, and assignments, post your question for the class on the “Discussion” link in Canvas. For contacts specifically regarding you (not the course generally) including your grade, etc. contact me via Canvas “mail.” Allow 24-hours for my response.</p>
Class Days/Time:	July 9 – August 10, 2018
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C-not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
GE/SJSU Studies Category:	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.] Yet few discuss it, and fewer work to resolve it. Instead, 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 will explore:

- 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.

At the end of this course, you must be able to apply your understanding of what it means to have human rights by applying it across cultures and settings.

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.

There might be free electronic copies of at least *The Other Slavery* and *People's History* via the library. You can also download them to Kindle etc. For those that prefer paper copies, there should be plenty of used copies at the bookstore and online. Since these are not traditional "textbooks," highlights and student notations in a used book should not affect the material.

Course Format

Reading

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. The reading, instead, gives the history and theories you use to support your analyses in the discussion, assignments, and final project.

To help 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 suggested approaches are provided and discussed in Canvas. You also will find links to student supports and resources.

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 course lectures and discussion. So try to get ahead and read as much as possible during the first weeks.

Online Courses - All Communications, Assignments/Quizzes, and Exams Through Canvas

This course is administered entirely online.

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.

Course lessons and videos require that you have access to media player, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone 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 regularly check 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 me 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. Submissions must be completely uploaded to Canvas by the due date and time; "late" submissions (meaning one minute or more) are subject to the "Late Policy" reduction below.

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.

Student Technology Resources

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.

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 class interactions and discussion, reflections, assignments, and final project.*
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 class interactions and discussion, reflections, assignments, and final project.*
3. GELO 3: Explain how a culture outside the U.S. has changed in response to internal and external pressures. *To be assessed through class interactions and discussion, reflections, assignments, and final project.*

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Requirements and Assignments

• Grading Opportunities

Your course grade consists of a possible total of 100 points. So, to determine your grade, you simply keep track of the points you earned and its corresponding course letter grade.

You decide the assignments you will do to accumulate your targeted score. The options vary in due date and score values. But to show you, the categories are:

Required

- Submission: due uploaded to Canvas by 7/10 11:59PM
- Final Project or Paper due uploaded to Canvas by 11:59PM Thursday, August 9th

The options are:

- **Case Study:** you will be presented with a case study that poses a problem you must prepare an explanatory advice by using your course materials as your support.
- **Advocate's Argument:** You will be presented with a dilemma you must write a responding argument with supporting evidence from your course materials.
- **Analysis Essay:** you will be presented with a question you must write an expositive analytical essay with your course materials.

Assignment Option Choices:

- Watch and Learn
- Discussion
- Reflections
- Research and Report
- Real-World Application
- Short Essay
- Essay/Report:
- Before and After Journal Reflection
- Book Review
- Research Plan

Detailed instructions and deadlines are posted on the course Canvas page.

• Grading Scale

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

B+ 88– 86	A 100 – 92	A- 91– 89
C+ 78– 76	B 85– 82	B- 81– 79
D+ 68– 66	C 75– 72	C- 71– 69
	D 65– 62	D- 61– 59

F 58or below

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

- This is a critical analysis course. You are assessed on your ability to:
 - comply with the assignment instructions
 - explore and comprehend the course subject
 - understand the connection between concepts
 - develop an opinion or thesis on the issues
 - utilize course materials to support your analysis
 - apply the course concepts across settings
 - approach the subject thoughtfully and professionally

- **Late Assignment**

Since the course is only about five weeks and is cumulative, late submissions strictly follow this policy. Varying reasons come up for students (work, family, illness, etc.), so I will not decide “worthy” vs. “unworthy” causes. For your privacy, I do not need to know the reason it is late. Do not email me any medical or other private records.

No requests for an extension need to be made. Instead, **late submissions are treated the same regardless of reason**. “Late submission” means the due date and time that applies to you; this means it is respectful of any applicable AEC approved accommodations.

For “**credit/no-credit assignments**,” late (even by a minute) will not be accepted for points.

For **graded assignments**, late-submissions, regardless of reason, are subject to a grade reduction from what could have been earned. The following reduction applies to the submission:

1– 60 minutes: points equal to 10% reduction (e.g., illustration: A to A-)

61 – 120 minutes: points equal to 20% reduction (e.g., illustration: A to B-)

121 – 720 minutes: points equal to 30% reduction (e.g., illustration: A to C-)

721 minutes – 24 hours : points equal to 40% reduction (e.g., illustration: A to D-)

over 24 hours (even by a minute) – are not accepted for points; submission will receive “0” points

- **Grading Criteria:** The goals and objectives vary depending on the submission. So, each has its own grading criteria that is provided in the instructions. The assignments range in difficulty level and due dates/times. So consider your options carefully. You must contact me immediately with questions or if you would like to discuss.

General questions or clarifications must be posted on the course Question & Answer discussion board on Canvas. (note- the board is not confidential, so do not post any discussion specific to your submission, grade, etc.)

- **Grading Policy:**

All grades are final; no re-grading will occur. The above Late Policy applies to all deadlines that occur before I receive notification from AEC about accommodations. So if you have a disability that might require accommodations, speak to the AEC immediately to arrange.

This course is a critical analysis course heavily based on written submissions. This course is not rendering writing exams; your score will be based on the substance of your paper. Although you are not penalized for minor spelling, grammar, punctuation, etc., your grade does depend on your ability to articulate your research and opinions. Excessive errors will affect the clarity of your writing and my ability to understand your analysis. So, if needed, seek University support for writing assistance and tutoring.

- **Ethical Conduct –**

Faculty members must report infractions to the office of Student Conduct and Ethical Development. Academic misconduct could cause failure for an assignment or course, and even in expulsion from the university.

Academic misconduct occurs according to University policy. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Violations can be unintentional or inadvertent.

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
- 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.

Even those ideas and information from other authors that are not a direct quote must be acknowledged with a citation.

Submissions are processed through Turnitin. This course requires: any information in your paper from a source that is not you must have a corresponding citation. I require no specific citing style (APA, MLA, etc.). But I do require that all citations be contained within the text (immediately following the sentence it belongs to); a "work cited" list at the end of the paper does not suffice.

Failure to follow these citing requirements will: at minimum, reduce your grade for failing to follow instructions, and could be considered plagiarism.

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/>.

Student Resources

Summer Tutoring at the Writing Center

The SJSU Writing Center will be open for tutoring this summer. You can visit them in their library location (on the second floor) starting on June 6th and ending on August 10th. They are open M-F, 10:00-3:00. Students can schedule appointments on our website. See Canvas for its flier.

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; (408) 808-2118; <http://libguides.sjsu.edu/justicestudies>

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/. 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/>.

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. See Presidential Directive 97-03 (at 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5th 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: <http://www.sjsu.edu/casa/ssc/>. **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 you must check Canvas frequently for announcements, updates, and changes.

Date	Course Topic	Readings and Deadlines
Before the first class	<ul style="list-style-type: none"> - Introductions and Course Expectations 	<p>Readings and Deadlines</p> <p>** Readings designated with [S] = means skim. See Canvas for guidance on approaching the readings.</p> <p>Assignment instructions and deadlines are posted on Canvas.</p> <ul style="list-style-type: none"> - Watch: “Lesson 1” <i>on Canvas</i> - Review and submit questions regarding course syllabus policies. - Set Canvas settings and notifications - Submit survey regarding Course Policies & Expectations - Submit citation exercise.
T 7/10 – W 7/11	<ul style="list-style-type: none"> - A Human Rights Campaign: The United Nations and International Bill of Human Rights - What are “Human Rights”? - The “Universability” of human rights - The UN Declarations on the Rights of Indigenous Peoples (UNDRIP) 	<ul style="list-style-type: none"> - Read: Echo-Hawk – Foreword (pp. xii – xi) - Read: Echo-Hawk – Chapter 1 – The Seeds of Change (pp. 3 – 26) - Review UNDRIP – Appendix A – Echo-Hawk - - Review UDHR – posted on Canvas - Read: Echo-Hawk - Chap. 2 – The Making of the Declaration (pp.27 –34) [S] - Read: Echo-Hawk - Chapter 3 – Mounting the Big Horse: Examining the Purpose, Nature, and Contents of the Declaration (pp. 39-62)
TH 7/12	<ul style="list-style-type: none"> - Legal status of the declaration - Effect and Authority of the UNDRIP - International law and customary norms of human rights 	<ul style="list-style-type: none"> - [Optional] Read: Echo-Hawk - Chap. 4 – Legal Status of the Declaration (pp. 63-94) [S]

	<ul style="list-style-type: none"> - Acceptance: International vs. U.S. - “‘Human Rights’ is as American as Apple Pie” - U.S.’s Efforts in Reparation of Social Ills - Reparations and U.S. Approach to Indigenous Rights - Paralyzing Barriers to Reconciliation 	
F 7/13	<ul style="list-style-type: none"> - Looking to the Past to Discover the Future - Comparison of Cultures 	<ul style="list-style-type: none"> - [Optional] Read: Ortiz - Chap. 1 Follow the Corn (pp. 15-31) [S]
M 7/16	<ul style="list-style-type: none"> - Theories of Decimation - Annihilation 	<ul style="list-style-type: none"> - Read: Ortiz - Chap. 2 – Culture of Conquest (pp.32-44) [S] - Read – Resendez – Chap. 1 - Caribbean Debacle (p13-45) [S] - Read – Resendez – Chap. 2 – Good Intentions (pp. 46-75) [S]
T 7/17 – W 7/18	<ul style="list-style-type: none"> - Conquest and Colonialism 	<ul style="list-style-type: none"> - Read – Resendez – Chap. 3 – The Trafficker and His Network (pp. 76 -99) [S] - Read – Resendez – Chap. 4 – The Pull of Silver (pp. 100-124) [S]
TH 7/19 – F 7/20	<ul style="list-style-type: none"> - Conquest and Colonialism - 	<ul style="list-style-type: none"> - Read – Resendez – Chap. 5 – The Spanish Campaign (pp. 125-148) [S] - Read – Resendez – Chap. 6 – The Greatest Insurrection Against the Other Slavery - (pp. 149-171) [S] - [Optional] Read – Resendez – Chap. 7 – Powerful Nomads (pp. 172 -195) [S]
M 7/23 - T 7/24	<ul style="list-style-type: none"> - Conquest and Colonialism 	<ul style="list-style-type: none"> - Read: Ortiz - Chap. 3- Cult of the Covenant (pp.45-55) [S] - Read: Ortiz - Chap. 4- Bloody Footprints (pp. 56-77) [S] - Read: Ortiz - Chap. 5- Birth of a Nation (pp. 78-94) [S]

W 7/25 – TH 7/26	<ul style="list-style-type: none"> - Conquest and Colonialism 	<ul style="list-style-type: none"> - Read: Ortiz - Chap. 6 - The Last of the Mohicans and Andrew Jackson’s White Republic (pp. 95-116) [S] - Read: Ortiz - Chap. 7 -Sea to Shining Sea (pp. 117-132) [S] - Review: Map of Reservations posted on Canvas - Read – Resendez – Chap.9 – Contractions and Expansions (p218-240) [S]
F 7/27 – M 7/30	<ul style="list-style-type: none"> - Conquest and Colonialism 	<ul style="list-style-type: none"> - Read – Resendez – Chap. 10 – Americans and the Other Slavery- (p241-265) [S] - Read – Resendez – Chap.12 – The Other Slavery and The Other Emancipation (p295-314) [S] - Read: Ortiz - Chap. 8- “Indian Country” (pp. 133-166) [S] - [Optional] Read - An Indigenous Peoples’ History of the US – Chapter 9- “US Triumphalism and Peacetime Colonialism (pp. 162-177)
T 7/31 – W 8/1	<ul style="list-style-type: none"> - Can the United States ever achieve human rights of indigenous peoples? - Institutional Perpetuation of Oppression 	<ul style="list-style-type: none"> - [Optional] Read: Ortiz - Chap. 11- Doctrine of Discovery (pp. 197-217) - Read: Echo-Hawk – Chap. Chapter 5 – The Legacy of Conquest Impels Scrutiny of Federal Indian Law (pp. 105-125) [S]
TH 8/2 - 8/4	<ul style="list-style-type: none"> - Institutions: Federal Indian Law 	<ul style="list-style-type: none"> - Read - Echo-Hawk – Chap. 10 – In the Light of Justice - (pp. 249-258)
M 8/5 – T 8/7	<ul style="list-style-type: none"> - Reforming the Dark Side of Federal Indian Law 	<ul style="list-style-type: none"> - Read - Echo-Hawk - Chap. 8 – Does the United States Law and Policy Meet UN Standards (pp. 183-217) [S] - Read: Echo-Hawk –Chap. 5 – The Legacy of Conquest (pp. 99-125)
W 8/8 – TH 8/9	<ul style="list-style-type: none"> - What We Need to Do - The necessity for Reparations - Why we must bear the burden of reconciliation 	<ul style="list-style-type: none"> - Read: Echo-Hawk – Chap. 9- March Towards Justice (pp. 221-248) - Read: Echo-Hawk– Chap. 10 - The Wisdom Traditions Teach Us How to Heal Historical Injuries (pp. 258-279)

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TH 8/9	Final Project is due uploaded on Canvas by 11:59PM	
F 8/10	- Call to Justice	- Submit final Reflection paper