

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

**JS 171(v), Human Rights and Justice
Section 81 [ONLINE], Spring 2019**

Course and Contact Information

Instructor:	Dr. Edith Kinney, J.D.
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Email:	edith.kinney@sjsu.edu
Office Hours:	Tuesday, 11:00 a.m. – 1:00 p.m. in MQH 525A. Sign up for an appointment at https://goo.gl/qNJ38i or email for alternative in-person, phone, or video-conference appointments.
Class Days/Time:	Online – no class meeting schedule.
Classroom:	Online class.
Prerequisites:	WST; upper-division standing. Completion of or co-registration in 100W is strongly recommended.
JS Competency Area:	D
General Education:	V

Course Format

Technology Intensive, Hybrid, and Online Courses

JS 171-81 is an online-only course. There are no class meetings. 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>.

All work is completed online on the Canvas website. Students must be able to connect regularly to the internet to complete the course requirements. Your computer must have video and audio playback features to access assigned videos and audiofiles from outside websites (e.g., YouTube, NPR). You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.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 human rights current events reports, 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 reflections on assigned readings, analyzing documentary films, and successful completion of written assignments and exams.

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 human rights current events reports, 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; check your Canvas messages regularly for any updates.

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

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

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, and participating in online discussions.

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Readings

Read the as daily Human Rights Watch news report. Students are expected to complete readings as indicated on the course schedule; please check Canvas regularly for updates.

Assignments

- 1) **Human Rights Current Event Reports (2 reports, worth 5% each for 10% of final grade)**
- 2) **Human Rights Documentary Film Reviews (2 reports, worth 10% each for 20% of final grade)**
- 3) **Homework Assignments and Quizzes (20%)**
- 4) **Midterm Exam (20%)**
- 5) **Final Exam (30%)**

- 1) **Human Rights Current Event Reports** (2 reports, worth 5% each for 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. Sign up for the Daily Brief here: <https://action.hrw.org/page/36941/subscribe/1>

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 current event. Post a link to the news article and your analysis to the “Human Rights in the News – Current Events” Discussion on Canvas. Reply to at least 2 other students' posts with substantive comments and analysis.

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

Grading and Due Date:

Students must post one Human Rights Current Event Report by 11:59 p.m. on **March 1**; the second report is due by 11:59 p.m. on **April 30**. Submit as early as possible before each deadline, as points are rewarded for replying to responses and other students' posts.

- 2) **Human Rights Documentary Film Reviews** (2 reports, worth 10% each for 20% of final grade)

Students will view human rights documentaries and write a 2-page (single-spaced, 12 point font) 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. Each Film Review is worth 10% of the grade; together they are worth **20%** of the final course grade.

Post Film Review 1 to Canvas **by 11:59 on March 3.**

Post Film Review 2 to Canvas **by 11:59 p.m. on April 14.**

3) Homework Assignments and Quizzes

(20% of final grade)

Students will provide written responses to prompts for each Module and complete 3 quizzes on assigned readings and current events from the HRW Daily Report.

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

Grading:

Homework Assignments will be graded on a 10-point scale, rubrics included in each prompt.

Quizzes will be graded on a 100-point scale. Together, Homework Assignments and Quizzes are worth 15% of the final grade.

Due dates on Canvas.

4) Midterm Examination

(20% of final grade)

Students will complete a midterm 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 will be available on Canvas on starting at **noon on March 14, and must be completed by 11:59 p.m. on March 16.** The midterm exam will require Respondus Lockdown; be sure to have the program installed, and take the pre-midterm 'quiz' to make sure your computer is set up correctly before you plan to take the midterm.

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 (Canvas). The Midterm is worth **25%** of the final course grade.

Complete the exam on Canvas by **11:59 p.m. on March 16.**

5) 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 and lectures.

The final is on **Friday, May 17, 2019 from 7:45 p.m. – 10:00 p.m.** Check to be sure this final exam period does not conflict with the final exam period any other online classes you may be taking.

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 (see Canvas). The Final Exam is worth **30%** of the final course grade.

Extra Credit

There are no extra credit opportunities for this course. Be sure to complete all assignments on time. If you foresee difficulties completing an assignment or exam, contact the professor as soon as possible in advance of the due date.

Grading Information

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

A plus = 100 to 97 percent
A = 96.9 to 94 percent
A minus = 93.9 to 90 percent
B plus = 89.9 to 87 percent
B = 86.9 to 84 percent
B minus = 83.9 to 80 percent
C plus = 79.9 to 77 percent
C = 76.9 to 74 percent
C minus = 73.9 to 70 percent
D plus = 66 to 69.9 percent
D = 63 to 65.9 percent
D minus = 60 to 62.9 percent
F = 59.9 percent or lower

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

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), available at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

“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.

Reminder: Provide attribution / citations for all quotes. Do not copy or re-use the work of others. Copying other people's answers or discussion responses is plagiarism. Do not submit assignments that you are submitting for credit in other classes – this is self-plagiarism. If you have questions about correct citations or plagiarism, review the modules on the Canvas site and/or contact the professor.

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.”

Class Protocol

1. This course depends on student participation, discussion, and interaction. Prepare for class to ensure you can contribute to discussion and debate.
2. All class participants are expected to foster an environment that encourages rigorous academic 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).
3. 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.
4. 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; contact the professor if you are struggling with a particular topic or reading. 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) Section 81 Human Rights and Justice Spring 2019

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>Introduction</p> <p><u>Topic:</u> What Are Human Rights?</p> <ul style="list-style-type: none"> - Watch Video, “The Story of Human Rights,” https://www.humanrights.com/what-are-human-rights/ - On the same website, read through the following sections: “Human Rights Defined,” “A Brief History of Human Rights,” “A Brief History of Human Rights” <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Sign up for Human Rights Watch daily email: https://action.hrw.org/page/36941/subscribe/1
2	1/28	<p>MODULE 1: Introduction to Human Rights</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Human Rights in Our Own Backyard [HRIIOB], “Forward” and “Introduction” - The Universal Declaration of Human Rights (UDHR), http://www.un.org/en/universal-declaration-human-rights/ - Goodhart, Ch. 1 “Normative and Theoretical Foundations of Human Rights” <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Introduction to Human Rights: History, Law, Institutions <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Complete Orientation Quiz on Canvas by 1/30. - Practice Assignment: What human rights issue interests you the most? Post by 2/3 at 11:59 p.m.
3	2/4	<p>MODULE 2: Human Rights as a Critique of Power</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 2, “Human Rights as a Critique of Power: Feminist and Non-Western Approaches” <p><u>Lecture:</u></p>

		<ul style="list-style-type: none"> - Human Rights as a Critique of Power: Feminist and Non-Western Approaches <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “Fingers to the Bone: Child Farmworkers in the United States,” https://www.youtube.com/watch?v=NfEtO00DSvI&index=73&list=PLF1E29F715F114C19&t=0s - UN Human Rights, “CEDAW Recommendation 35, Tackling Violence Against Women,” https://www.youtube.com/watch?v=nCWGxlVPX_A - Human Rights Watch, “She Escaped Brutal Domestic Violence – Now the US Government Wants to Send Her Back” https://www.youtube.com/watch?time_continue=43&v=QRQpXRWlQL0 - Excerpt from documentary <i>Mrs. Goundo’s Daughter</i>, https://www.youtube.com/watch?v=gGowr4ZvFkA - UN Human Rights, “Fighting FGM: Girls’ right to education versus traditional practices” https://www.youtube.com/watch?v=qJ7sfmJN-M&list=PLYUVFvBU-loe7cmQKOUj900ac4bDC57o4 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Discussion of Human Rights Activism to Challenge Female Genital Mutilation – post by 11:59 p.m. on 2/10
3	2/7	<p><u>Optional Event:</u></p> <ul style="list-style-type: none"> - Campus Lecture, Lunch and Learn on Thursday, Feb. 7 at 12:00 p.m., Student Union Room 2B (Free lunch is provided). This program will focus on women in prison, detention centers, and formerly incarcerated women, featuring guest speaker Cecelia Carrillo, who was formerly incarcerated and now works with the Santa Clara County Office of Women’s Policy and Reentry.
4	2/11	<p>MODULE 2 (continued): CEDAW, Violence Against Women, and the Women’s Rights Movement</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) - <i>Human Rights In Our Own Backyard</i> [HRIOOB], Introduction to Part VI - HRIOOB, Ch. 18, “‘What Lies Beneath’: Foundations of the Human Rights Perspective and the Significance for Women” - HRIOOB, Ch. 20, “The U.S. Culture of Violence” - HRIOOB, Ch. 21, “Building U.S. Human Rights Culture from the

		<p>Ground Up: International Human Rights Implementation at the Local Level”</p> <ul style="list-style-type: none"> - Cities for CEDAW Handout, http://citiesforcedaw.org/wp-content/uploads/2018/01/CEDAW-USFact-Sheet-01-2018-1.pdf <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Women’s Rights are Human Rights”: The Women’s Rights Movement in International and Local Contexts <p><u>Video:</u></p> <ul style="list-style-type: none"> - Rape on the Night Shift (2018), https://www.pbs.org/wgbh/frontline/film/rape-on-the-night-shift/ <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 2 – post due 2/17 by 11:59 p.m.
5	2/19	<p>MODULE 3: Human Rights in International Law and Politics</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 4, “Human Rights in International Law” (pg. 60-69) - Goodhart, Ch. 3, “Human Rights in International Relations” <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Human Rights in International Law and Politics <p><u>Video:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “World Report 2019: Reversing Autocrats’ Attacks on Rights,” https://www.youtube.com/watch?v=vJX7qhvxxQY - Frontline, “Are We Safer?” https://www.pbs.org/wgbh/pages/frontline/are-we-safer/ <p><u>Quiz 1:</u></p> <ul style="list-style-type: none"> - Human rights foundations, law, and institutions – complete by 11:59 on 2/24 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 3 – post due 2/24 by 11:59
6	2/25	<p>MODULE 4: “American Exceptionalism”? Human Rights and Discrimination: Civil and Political Rights in Context</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Read the U.S. Constitution and Bill of Rights. Explore the Interactive Constitution here: https://constitutioncenter.org/interactive-constitution. Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments - Ignatieff, “American Exceptionalism and Human Rights” (Canvas)

- 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.”
- ACLU, “ICCPR FAQ”: <https://www.aclu.org/faq-covenant-civil-political-rights-iccpr>
- HRIOOB, Introduction to Part V, Convention on the Elimination of All Forms of Racial Discrimination
- HRIOOB, Introduction to Part IV, Political and Civil Rights International Covenant on Civil and Political Rights
- HRIOOB, Ch. 11, “Erosion of Political and Civil Rights: Looking Back to Changes Since 9/11/01: The Patriot Act”
- HRIOOB, Ch. 23, “Human Rights in the United States: The ‘Gold Standard’ and the Human Rights Enterprise”

Lecture

- “American Exceptionalism”? Human Rights and Discrimination: Civil and Political Rights in Context

Videos:

- Equal Justice Institute, “From Slavery to Mass Incarceration,” <https://eji.org/videos/slavery-to-mass-incarceration>
- Human Rights Watch, “U.S.: Ex-Detainee Describes Unreported CIA Torture,” <https://www.youtube.com/watch?v=gPCER8xSxKc&index=32&list=PLF1E29F715F114C19&t=0s>
- Human Rights Watch, “U.S.: Still Time to Investigate Bush Era Torture,” <https://www.youtube.com/watch?v=BObYKGGAp2Y&index=39&list=PLF1E29F715F114C19&t=0s>
- Human Rights Watch, “FBI Entraps Americans in Terrorism Sting Operations,” <https://www.youtube.com/watch?v=z1dvjsBf7XM&index=53&list=PLF1E29F715F114C19&t=0s>

Assignments:

- Human Rights Current Event Report due on Canvas by 11:59 p.m., 3/1
- Human Rights Documentary Film Review 1:
Students will view a human rights documentary and write a 2-page (single-spaced, 12 point font) 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. Watch the documentary *13th* (Netflix). Post your film review identifying and analyzing the human rights issues examined in the documentary. Discuss some of the implications of slavery, segregation, and racial discrimination for human rights in the U.S. What does it reveal about the U.S. human rights record at home? How have these factors shaped U.S. influence and human rights campaigns abroad? Review due on Canvas

		by 11:59 p.m., 3/3.
7	3/4	<p>MODULE 5: Human Trafficking: Human Rights, Migration, and Exploitation</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart, Ch. 18, “Human Rights and Forced Migration” - Goodhart, Ch. 16, “Trafficking for Sexual Exploitation” - Empower Chiang Mai, “Human Rights Abuses Women are Subjected to when ‘Rescued’ by Anti-Trafficking Raids,” 2003 (Canvas) <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - “Human Trafficking: Human Rights, Migration, and Exploitation” <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Excerpt from, “Trading Women,” https://www.youtube.com/watch?v=2s5pouEcffs - Empower, “Last Rescue in Siam,” https://www.youtube.com/watch?v=70rPAxLFFKU - Frontline, “Trafficked in America,” https://www.pbs.org/wgbh/frontline/film/trafficked-in-america/ <p><u>Quiz 2:</u></p> <ul style="list-style-type: none"> - Civil and Political Rights, and Discrimination, complete quiz by 11:59 p.m. on 3/10
8	3/11	<p>MODULE 5 (continued)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - 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 - CQ Researcher, 2016, “Decriminalizing Prostitution” (Canvas) <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - “Policy Approaches to the Sex Trade and Human Trafficking: Human Rights and Debates about the Decriminalization of Prostitution” <p><u>Video:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “Cops Arrest Sex Workers for Carrying Condoms,” https://www.youtube.com/watch?v=ajxFEnenxN8&index=63&list=PLF1E29F715F114C19&t=0s

		<p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 5 due by 11:59 p.m., 3/13 – Complete Human Rights Policy Analysis: Evaluating Approaches to Human Trafficking and the Sex Trade
8	3/14 – 3/16	<p>MIDTERM EXAM:</p> <ul style="list-style-type: none"> - The midterm covers Modules 1 – 5. The midterm exam will be available on Canvas on starting at noon on March 14, and must be completed by 11:59 p.m. on March 16.
9	3/18	<p>MODULE 6: Sexual Orientation, Gender Identity, and Human Rights</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - LGBT People Throughout History Map, “Sexual Orientation and Gender Identity are Nothing New,” https://www.unfe.org/sexual-orientation-gender-identity-nothing-new/ - HRIOOB, Ch 14, “Sexual Citizenship, Marriage, Adoption, and Immigration in the United States” - Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights” - UN “Free and Equal Campaign,” LGBT Rights, Frequently Asked Questions, https://www.unfe.org/wp-content/uploads/2018/10/FAQs-English.pdf - UN “Free and Equal Campaign,” International Human Rights Law & Sexual Orientation & Gender Identity, https://www.unfe.org/wp-content/uploads/2018/10/International-Human-Rights-Law-English.pdf - UN “Free and Equal Campaign,” Refuge and Asylum, https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf - UN “Free and Equal Campaign,” Bullying and Violence in Schools, https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Sexual Orientation, Gender Identity, and Human Rights <p><u>Videos:</u></p> <ul style="list-style-type: none"> - UN “Free and Equal Campaign,” It’s Time, Watch video https://www.unfe.org/itstime/ - Human Rights Watch, “India Strikes Down Sodomy Law,” https://www.youtube.com/watch?v=GmRTigjA6W8 - Human Rights Watch, US: LGBT Parents Face Adoption Discrimination,” https://www.youtube.com/watch?v=d6Eb9LsSTS8 - Human Rights Watch, U.S.: Doctors Still Do Harmful Surgeries on Intersex Kids,”

		<p>https://www.youtube.com/watch?v=AW871mJHXxk&index=19&list=PLF1E29F715F114C19&t=0s</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 6 – post by 11:59 p.m., 3/24
10	3/25	<p>MODULE 7: Indigenous Peoples’ Human Rights</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Goodhart Ch. 19, Indigenous Peoples’ Human Rights - HRIOOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights” - FAQ on the Declaration on the Rights of Indigenous Peoples, https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Indigenous Peoples’ Human Rights <p><u>Video:</u></p> <ul style="list-style-type: none"> - BBC News, ““America is a stolen country,”” https://www.youtube.com/watch?v=SM8WZ0ztMuc - “Awake, a Dream from Standing Rock” (available on Netflix) - UN, Declaration on the Rights of Indigenous Peoples: A Conversation with Experts, https://www.youtube.com/watch?time_continue=6&v=YY4kBDMoHgw <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 7 due by 11:59 p.m., 3/30
11	4/1	SPRING BREAK – No Assigned Work
12	4/8	<p>MODULE 8: Human Rights and the Criminal Justice System</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - American Bar Association, “Using International Human Rights Standards to Effect Criminal Justice Reform in the United States,” https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/2015--vol--41-/vol--41--no--2---human-rights-at-home/using-international-human-rights-standards-to-effect-criminal-ju/ <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Retro Report, “The Superpredator Scare,” https://www.retroreport.org/playlist/panics/?id=video%2Fthe-superpredator-scare - Human Rights Watch, “California Kids are Getting Adult Sentences,”

		<p>https://www.youtube.com/watch?time_continue=1&v=7SYRxrBksJQ</p> <ul style="list-style-type: none"> - Human Rights Watch, “U.S.: California Bail System Penalizes the Poor,” https://www.youtube.com/watch?v=XmdZBdrFNrE&index=25&list=PLF1E29F715F114C19&t=0s - Adam Foss, “A Prosecutor’s Vision for a Better Justice System,” https://www.ted.com/talks/adam_foss_a_prosecutor_s_vision_for_a_better_justice_system?language=en <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Human Rights Film Review 2 – “They Call Us Monsters” (available on Netflix), due on Canvas by 11:59 p.m. on 4/14
13	4/15	<p>MODULE 8 (continued)</p> <p>Racial Discrimination in the Criminal Justice System</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - HROOIB, Ch. 17, “Caging Kids of Color: Juvenile Justice and Human Rights in the United States” - “Surest Way to Face Marijuana Charges in New York: Be Black or Hispanic,” https://www.nytimes.com/2018/05/13/nyregion/marijuana-arrests-nyc-race.html - NPR, “Study: Blacks Routinely Excluded from Juries,” https://www.npr.org/templates/story/story.php?storyId=127969511 - Bazelon, “Where the Death Penalty Still Lives,” N.Y. Times Magazine (2016), https://www.nytimes.com/2016/08/28/magazine/where-the-death-penalty-still-lives.html - NPR, “Washington State Strikes Down Death Penalty, Citing Racial Bias,” https://www.npr.org/2018/10/11/656570464/washington-state-strikes-down-death-penalty-citing-racial-bias <p><u>Lecture:</u></p> <ul style="list-style-type: none"> - Equal Justice Initiative, Peace and Justice Summit – Mass Incarceration, “How Racial Inequality Shapes Criminal Justice” https://www.youtube.com/watch?time_continue=8&v=g3hffw34Lw <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Bryan Stevenson, TED2012 talk, “We need to talk about an injustice,” https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en - Molly Crabapple, “How ‘Broken Windows’ Policing Harms People of Color,” https://www.youtube.com/watch?v=iXI1QJRqPD8 - Retro Report, “How Heroin Addiction’s Rural Spread Changed an Inner City War on Drugs,” https://www.retroreport.org/playlist/crime-and-punishment/?id=video%2Fheroin-and-the-war-on-drugs - Jay-Z, “The War on Drugs: From Prohibition to Gold Rush,”

		<p>https://www.youtube.com/watch?v=HSozqaVcOU8</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 8 due on 4/21 by 11:59 p.m.
14	4/22	<p>MODULE 9: Human Rights and Corrections: Jails, Prisons, and Detention Centers</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Armaline and Kinney, “Jail Practices and Conditions in the U.S.,” (2016), Submitted to the US Human Rights Network and the Committee on the Convention Against Torture on a List of Issues Prior to Reporting for the U.S. 6th Periodic Review, https://www.sccgov.org/sites/hrcon/Documents/ShadowReport_LOIPR_US_CATReview_JailConditions_06-25-16.pdf - HROOIB, Ch. 22, “Critical Resistance and the Prison Abolitionist Movement” - Davis, (2003) <i>Are Prisons Obsolete?</i> - Ryo and Peacock, “The Landscape of Immigration Detention in the United States,” http://americanimmigrationcouncil.org/research/landscape-immigration-detention-united-states - UN News, “UN Announces ‘Nelson Mandela Rules’ on improving treatment of prisoners,” https://news.un.org/en/story/2015/10/511912-un-launches-nelson-mandela-rules-improving-treatment-prisoners - UNODC Infographic, “The Mandela Rules,” http://www.un.org/en/events/mandeladay/assets/pdf/16-00403_Mandela_rules_infographic.pdf <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “Moms in Oklahoma Jails Separated from Kids,” https://www.youtube.com/watch?v=nt6exoDZkmQ - Human Rights Watch, “U.S.: Mentally Ill Prisoners Face Abuse,” https://www.youtube.com/watch?v=OCaKethFbEg&index=42&list=PLF1E29F715F114C19&t=0s&has_verified=1 - Human Rights Watch, “U.S., Poor Medical Care, Deaths in Immigrant Detention,” https://media.hrw.org/story/2122/us-poor-medical-care-deaths-in-immigrant-detention/eng - “The Stanford Prison Experiment” - “Solitary Nation” (54 mins), https://www.pbs.org/wgbh/frontline/film/solitary-nation/ - “The Nelson Mandela Rules: An Animated Introduction,” https://vimeo.com/149636959 <p><u>Quiz 3:</u></p> <ul style="list-style-type: none"> - Human rights and the rights of detained and incarcerated people;

		<p>complete quiz 3 by 11:59 p.m. on 4/28</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 9 due by 11:59 p.m. on 4/28
15	4/29	<p>MODULE 9 (continued)</p> <p>Human Rights in California Prisons: Mobilizing Against Solitary Confinement</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - Reiter, “The Pelican Bay Hunger Strike: Resistance within the Structural Constraints of a US Supermax Prison” (2014) (Canvas) - Oprah Winfrey, “Reforming Solitary Confinement at an Infamous California Prison” (2018), https://www.cbsnews.com/news/60-minutes-reforming-solitary-confinement-at-an-infamous-california-prison/ <p><u>Videos:</u></p> <ul style="list-style-type: none"> - CCR, “After Decades in Solitary They Joined Forces,” https://ccrjustice.org/home/get-involved/tools-resources/videos/after-decades-solitary-they-joined-forces-here-s-what <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 9 due on Canvas by 11:59 p.m. on 5/5 - <u>Human Rights Current Event Report 2</u> Second report due on Canvas by 11:59 p.m., 4/30
16	5/6	<p>MODULE 10: Challenges in Human Rights: Policies of Post-Incarceration Treatment of Sex Offenders</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Ward, Gannon, Birgden, “Human Rights in the Treatment of Sex Offenders” (2007) (Canvas) - Human Rights Watch, “More Harm than Good: Exempt Youth Sex Offenders from Registration Laws,” https://www.hrw.org/news/2013/05/01/us-more-harm-good - Matier and Ross, “New law puts most of S.F. off-limits to sex parolees” (2007), https://www.sfgate.com/bayarea/article/New-law-puts-most-of-S-F-off-limits-to-sex-2504136.php - Egelko, “Jessica’s Law sex offender buffer zone struck down” (2015), https://www.sfgate.com/news/article/Sex-offender-restrictions-unconstitutional-state-6110402.php <p><u>Videos:</u></p> <ul style="list-style-type: none"> - Human Rights Watch, “U.S.: Raised on the Sex Offender Registry,” https://www.youtube.com/watch?v=ltqTwXoYkWA&index=60&list=PLF1E29F715F114C19&t=0s

		<ul style="list-style-type: none"> - The Marshall Project, “Shawna: A Life on the Sex Offender Registry,” https://www.themarshallproject.org/2017/09/17/shawna-a-life-on-the-sex-offender-registry?utm_medium=email&utm_campaign=newsletter&utm_source=opening-statement&utm_term=newsletter-20170918-846 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Homework for Module 10 due by 11:59 p.m., 5/13
Final Exam	5/17	Final Exam Friday, May 17, 2019, online on Canvas from 7:45 p.m. – 10:00 p.m.