

**San José State University**  
**College of Social Sciences / Department of Justice Studies**  
**JS 25, Introduction to Human Rights and Justice, Section 80, Fall, 2022**

**Course and Contact Information**

Instructor(s):	Edith Kinney, J.D., Ph.D.
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Class Days/Time:	Online, Canvas Course Website <a href="https://sjsu.instructure.com/courses/1487170">https://sjsu.instructure.com/courses/1487170</a>
GE Area:	D

**Course Description**

This course is a lower division introduction to the history of human rights as a concept and body of international law, and to the complicated role of human rights in contemporary social justice campaigns.

GE Area: D (formerly GE Area D3).

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course will be completely online, with asynchronous instruction. Students will need to have Internet connectivity and access to a smartphone and/or a computer with a microphone. The instructor may host a few synchronous meetings during the term which students are encouraged, but not required, to attend “live” as they are able (for example, “live” Zoom meetings may include a discussion with a guest speaker, Q&A Discussions, review sessions before the midterm and final exams). Zoom meetings will be recorded for later viewing for students who cannot join the live meeting. Students will need to download the online video conferencing program Zoom to their device(s), available here <https://www.sjsu.edu/ecampus/teaching-tools/zoom/>. Please review the tutorials to learn how to participate in online lectures and class discussions via Zoom.

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>. Quizzes, exams, and assignments will be turned in through Canvas. 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.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

## GE Learning Outcomes (GELO)

JS 25 fulfills Lower Division General Education requirements for Area D. Social Sciences.

“Students learn from Area D courses that human behavior is inextricably interwoven with social, political, and economic institutions. By exploring the principles, methodologies, values systems, and ethics employed in social scientific inquiry, students come to appreciate processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.”

Students who complete Area D courses shall be able to:

- 1. GELO 1 - Demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;**  
This learning objective will be assessed through homework assignments in multiple modules, documentary film analysis, and successful completion of written assignments and exams.
- 2. GELO 2 - Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;**  
This learning objective will be assessed through homework assignments in multiple modules, documentary film analysis, current event reports, and exams.
- 3. GELO 3 - Place contemporary social developments in cultural, environmental, geographical, or historical contexts;**  
This learning objective will be assessed through international and domestic current event reports; homework assignments and Canvas discussions; and documentary film analysis.
- 4. GELO 4 - Draw on social/behavioral science information from various perspectives to formulate applications appropriate to contemporary social issues.**  
This learning objective will be assessed through current events reports, exams, and the Human Rights Day project assignment.

## Course Learning Outcomes (CLO)

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

- 1. CLO 1 - Describe how social institutions, culture, and environment shaped the historical development of human rights.**
- 2. CLO 2 - Identify core instruments defining “human rights” according to international law via online resources.**
- 3. CLO 3 - Apply a human rights framework to analyze a social problem impacting the local community.**
- 4. CLO 4 - Practice social science skills relevant to human rights research and reporting.**

## Required Texts/Readings

Students in JS 25 will examine a variety of texts including government reports, scholarly articles, and advocacy materials. Students are expected to subscribe to the Human Rights Watch Daily Brief email; sign up for the daily email here: <https://action.hrw.org/page/36941/subscribe/1>. Readings for each module will be posted on the course Canvas website.

### Textbook

Advocates for Human Rights. (2017). *Discover Human Rights Training Manual*, available at [https://www.theadvocatesforhumanrights.org/Res/dhr\\_training\\_manual\\_2017%203.pdf](https://www.theadvocatesforhumanrights.org/Res/dhr_training_manual_2017%203.pdf) (excerpts)

### Other Readings

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

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.

Supplemental readings will be posted on the Canvas website. The course reading schedule is subject to change; check Canvas and your email 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: Nyle Monday, [nyle.monday@sjsu.edu](mailto:nyle.monday@sjsu.edu)

### 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 and activities. Students are encouraged to review the following policies and resources:

- [University Syllabus Policy S16-9](#)
- [University's Syllabus Information web page](#)

[University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

“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.”

## Assignments

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

- 1) **Human Rights Current Event Reports (2 reports, worth 10% each for 20% of final grade)**

Students will subscribe to and read Human Rights Watch's Daily Brief. Sign up for the Daily Brief here: <https://action.hrw.org/page/36941/subscribe/1>

Students will complete **two** human rights current event reports related to course topics. Report 1 is due on 9/26, and should focus on a human rights issue in international context; Report 2 will be due by 11/28, and should examine a human rights issue in the U.S./domestic context.

This assignment has two components: a written summary and two 2-3 questions to pose for class discussion. The written component of the Human Rights Current Event Report will provide a concise explanation of the event/issue, a description of the relevance of specific human rights to the issue (e.g., ICCPR, CAT, etc.), tactics of advocacy organizations, and the student's thoughts/observations/critiques regarding the current event and what should be done about the issue.

To complete the assignment, post a link to the news article, your written report, and at least 2 questions for discussion to the "Human Rights in the News – Current Events" Discussion on Canvas. Respond to replies, and encourage substantive discussion (not just, "I agree," but rather an explanation of your rationale for agreeing, or points where you disagree / diverge from the author / respondent).

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

### Grading and Due Dates:

Each report is worth 10% of the final grade. Post one Human Rights Current Event Report by 11:59 p.m. on **September 26**; the second report is due by 11:59 p.m. on **November 28**.

- 2) **Homework Assignments, Discussions, and Quizzes (30% of final grade)**

Students will provide written and video-recorded responses to prompts for each Module and complete quizzes on assigned readings and activities. Homework assignments and quizzes help prepare students for course assignments, activities, and exams. Canvas Discussions create opportunities for students to explore different dimensions of human rights and demonstrate their mastery of key course concepts. Homework activities will also include real-world exercises to practice social science research skills relevant to human rights reporting. Students are expected to attend virtual or in-person lectures and events that explore course themes; opportunities are announced throughout the semester.

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

### Grading:

Homework Assignments, Discussions, and Quizzes will be graded on a 100-point scale; refer to Canvas for specific grading guidelines and rubrics included in each prompt. Together, Homework Assignments and Quizzes are worth **30%** of the final grade. Most assignments will be due weekly by 11:59 p.m. on Monday night. See Canvas for due dates.

### 3) 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 **October 12 and should be completed on canvas by 11:59 p.m. on October 17.**

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

#### 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 **20%** of the final course grade.

### 4) Human Rights Day Project

(10% of final grade)

Students will apply the human rights framework to create a project raising awareness about a local human rights issue of their choice. Projects will be displayed as part of Human Rights Day on 12/10, celebrating the day in 1948 when the UN General Assembly adopted the Universal Declaration of Human Rights. Students will practice social science research and data analysis skills to develop a short presentation on a human rights issue or campaign of their choice. This project builds on course activities and assignments throughout the semesters that build skills necessary to evaluate the “human rights temperature” of local communities to identify areas of need, and to propose solutions to address existing social problems and promote the realization of human rights in everyday practice. This assignment offers students a chance to demonstrate mastery over introductory human rights concepts, and encourages students to present information in creative ways in a format of their choice (e.g., creating a short film, podcast, graphic novel, or developing infographics or a mutli-media website instead of a traditional research paper).

The Human Rights Day Project offers students an opportunity to demonstrate mastery of course concepts creatively; if you have The report should examine a domestic human rights concern in our community, and evaluate how pertinent international human rights standards apply to the organization(s), government agencies, corporations, etc. involved in the issue. Students will develop a one page flyer summarizing key points about the human rights issue/campaign to educate their peers and the public about the selected human rights issue, then create a short pitch for your proposed solutions in a format of their choosing (Google Slides, video, or podcast). Further instructions and guidelines will be provided on Canvas.

The Human Rights Day Project assignment is due on **Friday, December 9, 2022 by 11:59 p.m.** Please plan to attend a Human Rights Day event, tentatively scheduled for **noon on 12/10.**

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

#### Grading:

The Human Rights Day Project is worth 10% of the final grade and will be graded on a 100-point scale based on a standard rubric by the instructor (Canvas).

### 5) Final Exam

(20% 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 Exam will be available on Canvas on **Friday, December 10, from 5:15 - 7:30 p.m.**

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

Grading:

The final is graded on a 100-point scale; essay answers are graded based on a standard rubric by the instructor (see Canvas). The Final Exam is worth **20%** of the final course grade.

**Grading Information**

Course assignments and exams are weighted as described above. Descriptions of assignment requirements and rubrics are posted for each assignment on Canvas. ‘

More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](#)
- [University Attendance and Participation Policy F15-12](#)
- [University Grading System Policy F18-5](#)

This course will be graded 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.

**No Extra Credit**

No extra credit will be given; complete all assignments in a timely fashion to maximize your scores on course assignments, discussions, and activities.

**Penalty for Late or Missed Work**

Be sure to submit assignments before the due date. Late work will not be accepted without a documented excuse, and will result in a “0” (zero) grade for the assignment. If you know you will be unable to meet a deadline, email the professor in advance of the due date.

## Classroom Protocol

1. Our online course depends on student participation, discussion, and interaction. Please try to complete course activities far enough in advance of the deadline to ensure you can contribute substantive comments 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](http://www.sjsu.edu/counseling) service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. CAPS is offering services remotely during COVID-19.

## University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Academic Integrity and Plagiarism

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

[www.sjsu.edu/studentconduct/docs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://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>, 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/mailed 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.”

### **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.

## JS 25 Human Rights and Justice, Fall 2022, Course Schedule

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.

### Course Schedule

Module	Date	Topics, Readings, Assignments, and Due Dates
1	8/19	<p><b>MODULE 1: Introduction to Human Rights</b></p> <p><u>Video and Readings:</u> What Are Human Rights?</p> <ul style="list-style-type: none"> <li>- Watch Video, “The Story of Human Rights,” <a href="https://www.humanrights.com/what-are-human-rights/">https://www.humanrights.com/what-are-human-rights/</a></li> <li>- On the same website, read through the following sections: “Human Rights Defined,” “A Brief History of Human Rights,” “Universal Declaration of Human Rights,” “Universal Declaration of Human Rights Official Document,” “International Human Rights Law,” and “Human Rights Violations”</li> </ul> <p><u>Reading &amp; Virtual Activity:</u></p> <ul style="list-style-type: none"> <li>- Top Human Rights News of the Decade, Human Rights Watch, <a href="https://www.hrw.org/news/2019/12/20/top-human-rights-news-decade">https://www.hrw.org/news/2019/12/20/top-human-rights-news-decade</a></li> <li>- Complete the Amnesty International online module, “<a href="#">Introduction to Human Rights</a>”</li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Review syllabus and orientation materials on Canvas</li> <li>- Sign up for Human Rights Watch daily email: <a href="https://action.hrw.org/page/36941/subscribe/1">https://action.hrw.org/page/36941/subscribe/1</a></li> <li>- Complete Module 1 Homework Assignment: Investigating Contemporary Human Rights Issues - Online Exploration of Human Rights Watch videos by 11:59 p.m. on Monday, 8/29.</li> </ul>

2	8/30	<p><b>MODULE 2: WWII, the Holocaust, and the Emergence of the International Human Rights System</b></p> <p><u>Videos and Readings:</u></p> <ul style="list-style-type: none"> <li>- Review the Module 2 documentary films on the rise of fascism and the Nazi Party in Germany, the Holocaust, and international relations shaping the human rights in the post-WWII era</li> <li>- Read the <a href="#">Universal Declaration of Human Rights (UDHR) and plain text explanations</a></li> <li>- United Nations, “UDHR: Foundation of International Human Rights Law” <a href="https://www.un.org/en/about-us/udhr/foundation-of-international-human-rights-law">https://www.un.org/en/about-us/udhr/foundation-of-international-human-rights-law</a></li> <li>- United Nations, Read “Women Who Shaped the UDHR,” <a href="https://www.un.org/sites/un2.un.org/files/2019/11/women_who_shaped_the_udhr.pdf">https://www.un.org/sites/un2.un.org/files/2019/11/women_who_shaped_the_udhr.pdf</a> and review videos at <a href="https://www.un.org/en/observances/human-rights-day/women-who-shaped-the-universal-declaration">https://www.un.org/en/observances/human-rights-day/women-who-shaped-the-universal-declaration</a></li> <li>- <i>Fundamental Freedoms: Eleanor Roosevelt and the Universal Declaration of Human Rights</i> (excerpts)</li> <li>- UN Human Rights, UDHR, <a href="https://www.youtube.com/watch?v=5RR4VXNX3jA">https://www.youtube.com/watch?v=5RR4VXNX3jA</a></li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- Human Rights Watch, “World Report 2019: Reversing Autocrats’ Attacks on Rights,” <a href="https://www.youtube.com/watch?v=vJX7qhvvyQY">https://www.youtube.com/watch?v=vJX7qhvvyQY</a></li> <li>- <a href="#">Introduction to Human Rights Prezi</a></li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Module 2 Homework due by 11:59 p.m. on 9/6</li> </ul>
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3	9/6	<p><b>MODULE 3: Exploring the International Human Rights System</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Read Introduction and Module 1 (p.1 - 66) in Advocates for Human Rights. (2017). <i>Discover Human Rights Training Manual</i>, available at <a href="https://www.theadvocatesforhumanrights.org/Res/dhr_training_manual_2017%203.pdf">https://www.theadvocatesforhumanrights.org/Res/dhr_training_manual_2017%203.pdf</a> ‘</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Watch Human Rights Watch’s <i>Human Rights 101</i> - <a href="https://youtu.be/agZmV149r6o">https://youtu.be/agZmV149r6o</a></li> <li>Episode 1 - “What Are Human Rights?”</li> <li>Episode 2 - “How Are Human Rights Enforced?”</li> <li>Episode 3 - “What is a Human Rights Violation?”</li> <li>Episode 4 - “What is International Women’s Day?”</li> <li>Episode 6 - “What Are the Laws of War?”</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Module 3 Homework Assignment due by 11:59 p.m. on 9/12</li> </ul> <p><u>Quiz:</u></p> <ul style="list-style-type: none"> <li>- Complete Quiz 1 on human rights foundations, law, and institutions by 11:59 p.m. on 9/12</li> </ul>
4	9/12	<p><b>MODULE 4: “American Exceptionalism” After 9/11: the U.S. “War on Terror” and Human Rights Violations Abroad and at Home</b></p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- Complete the Amnesty Human Rights Academy training module on “The Right to Freedom from Torture” <a href="https://academy.amnesty.org/learn/course/internal/view/elearning/99/TheRighttoFreedomfromTorture">https://academy.amnesty.org/learn/course/internal/view/elearning/99/TheRighttoFreedomfromTorture</a></li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Ignatieff, “American Exceptionalism and Human Rights” (Canvas)</li> <li>- Read ACLU, “FAQ: The Covenant on Civil and Political Rights,” <a href="https://www.aclu.org/other/faq-covenant-civil-political-rights-iccpr">https://www.aclu.org/other/faq-covenant-civil-political-rights-iccpr</a></li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Frontline, “Are We Safer?” <a href="https://www.pbs.org/wgbh/pages/frontline/are-we-safer/">https://www.pbs.org/wgbh/pages/frontline/are-we-safer/</a></li> <li>- Watch <i>The Report</i> on Amazon Prime Video</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Module 4 Homework: Human Rights and the War on Terror - Film Review &amp; Discussion</li> </ul>

	9/14	<p>FYI: Spartan Speaker, Xiuhtezcatl Martinez, Indigenous Environmental Activist &amp; Hip Hop Artist “Youth Climate Advocacy: Creating Change”</p> <p>Wednesday Sept. 14 at 7 p.m. online (<a href="#">click to register</a>)</p>
	9/15	<p>FYI: Activism in Action Series - RSVP: <a href="https://bit.ly/F22InAction">bit.ly/F22InAction</a></p> <p>MINDING OUR WELLBEING Thursday, 9/15 @2PM - 3PM Student Union Meeting Room 2A (Level 2)</p> <p>“As leaders, it's so important to remember to care for our mental health and well being! Join us to explore how we can build our wellbeing toolkit.”</p>
5	9/19	<p><b>MODULE 5: Human Rights in Context: Women’s Rights, Children’s Rights, and LGBTQ Rights in The Ongoing Humanitarian Disaster in Afghanistan</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Excerpts from Reichert (2006), Ch. 5 Human Rights and Vulnerable Groups</li> <li>- Human Rights Watch, “From Taliban to Taliban, Cycle of Hope, Despair on Women’s Rights”: Nov. 2021, <a href="https://www.hrw.org/news/2021/11/01/taliban-taliban-cycle-hope-despair-womens-rights">https://www.hrw.org/news/2021/11/01/taliban-taliban-cycle-hope-despair-womens-rights</a></li> <li>- Human Rights Watch and SJSU Human Rights Institute, “Afghanistan: Taliban Deprive Women of Livelihoods, Identity,” Jan. 2022, <a href="https://www.hrw.org/news/2022/01/18/afghanistan-taliban-deprive-women-livelihoods-identity">https://www.hrw.org/news/2022/01/18/afghanistan-taliban-deprive-women-livelihoods-identity</a></li> <li>- Frontline, “‘Say to the Whole World, They Don’t Let Us Talk’: Women Held for ‘Immoral Behavior’ at a Taliban Prison Speak Out,” <a href="https://www.pbs.org/wgbh/frontline/article/women-in-afghanistan-taliban-prison-video/">https://www.pbs.org/wgbh/frontline/article/women-in-afghanistan-taliban-prison-video/</a></li> <li>- Read Human Rights Watch, “Interview: Helping LGBT People Flee Afghanistan,” Jan. 2022, <a href="https://www.hrw.org/news/2022/01/26/interview-helping-lgbt-people-flee-afghanistan">https://www.hrw.org/news/2022/01/26/interview-helping-lgbt-people-flee-afghanistan</a></li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- Watch Human Rights Watch - Human Rights 101 Episode 7 Freedom of Speech, <a href="https://www.youtube.com/watch?v=HYnPKLlr3ws&amp;list=PL5m1_CAEBBs2gfpkIY2N8NDIFZsDDhiJp&amp;index=8">https://www.youtube.com/watch?v=HYnPKLlr3ws&amp;list=PL5m1_CAEBBs2gfpkIY2N8NDIFZsDDhiJp&amp;index=8</a></li> <li>- Frontline, <i>Afghanistan Undercover</i>, Aug. 9, 2022, <a href="https://www.pbs.org/wgbh/frontline/documentary/afghanistan-undercover/">https://www.pbs.org/wgbh/frontline/documentary/afghanistan-undercover/</a></li> </ul> <p><u>Activity:</u></p>

		<ul style="list-style-type: none"> <li>- Guest Lecture with SJSU Human Rights Institute Visiting Scholars from Afghanistan (Time &amp; Location TBA)</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Complete Current Event Report 1 on a human rights issue in a country other than the U.S. Post your report and human rights analysis with two discussion questions. Reply to at least two peers' current event report posts. Post your assignment before the 9/26 due date to facilitate discussion. Reminder: student-generated questions and current events topics may appear on quizzes or exams. Post Current Event Report 1 - International Context to the Canvas Discussion by 11:59 p.m. on 9/26.</li> </ul>
6	9/26	<p><b>MODULE 6: Human Rights and Forced Migration</b></p> <ul style="list-style-type: none"> <li>- Goodhart, Ch. 18, "Human Rights and Forced Migration" (excerpts).</li> <li>- Council on Foreign Relations, "No Refuge" Infoguide and Slideshow <a href="https://www.cfr.org/refugee-crisis/?utm_medium=email&amp;utm_source=educators&amp;utm_content=022019&amp;sp_mid=58607404&amp;sp_rid=ZWRpdGgua2lubmV5QHNqc3UuZWR1S0#!/a-system-under-strain">https://www.cfr.org/refugee-crisis/?utm_medium=email&amp;utm_source=educators&amp;utm_content=022019&amp;sp_mid=58607404&amp;sp_rid=ZWRpdGgua2lubmV5QHNqc3UuZWR1S0#!/a-system-under-strain</a></li> <li>- Human Rights Issues in U.S. Asylum and Immigration Detention Policy (Canvas)</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Attend at least one 'live' event (in person or virtually) relating to a refugee crisis; post your reflections to the Module 6 Discussion by 11:59 p.m. on 10/3.</li> </ul> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> <li>- Post Current Event Report 1 - International Context to the Canvas Discussion by 11:59 p.m. on 9/26.</li> </ul>
	9/29	<p>FYI: Activism in Action Series RSVP: <a href="http://bit.ly/F22InAction">bit.ly/F22InAction</a></p> <p>A GUIDE FOR COMMUNITY ORGANIZING  Thursday, 9/29, 1-2pm, @2PM - 3PM  Student Union Meeting Room 2A (Level 2) Hybrid option</p> <p>Interested in getting involved with your community, but don't know where to start? Start here! We'll be exploring what it can look like to start organizing as a student.</p>

7	10/3	<p><b>MODULE 7: Human Trafficking and Exploitation</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Council on Foreign Relations, “Modern Slavery,” Infoguide and Slideshow <a href="https://www.cfr.org/interactives/modern-slavery/#!/section1/item-1">https://www.cfr.org/interactives/modern-slavery/#!/section1/item-1</a></li> <li>- Goodhart, Ch. 16, “Trafficking for Sexual Exploitation”</li> <li>- CQ Researcher, 2016, “Decriminalizing Prostitution” (Canvas)</li> <li>- Coalition Against Trafficking in Women (CATW) Letter to Amnesty International, <a href="http://catwinternational.org/Content/Images/Article/621/attachment.pdf">http://catwinternational.org/Content/Images/Article/621/attachment.pdf</a></li> <li>- Amnesty International, Policy to Decriminalize Sex Work Q&amp;A: <a href="https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/">https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/</a></li> </ul> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- Slavery Footprint – Trafficking and Labor Exploitation activity on Canvas</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Homework for Module 7 due by 11:59 p.m., 10/10</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>- Complete Quiz 2 before 11:59 p.m. on 10/3</li> </ul>
8	10/10	<p><b>MODULE 8: Human Rights History at SJSU</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Read Meyers-Lipton, “Social Action – It’s in our DNA,” <a href="https://www.sjsu.edu/socialsciences/docs/about/Social-Action-Is-in-Our-DNA.pdf">https://www.sjsu.edu/socialsciences/docs/about/Social-Action-Is-in-Our-DNA.pdf</a></li> <li>- Olympic Project on Human Rights (Canvas)</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Watch RetroReport, “Athletes and Injustice: Protests in Sports,” <a href="https://www.retroreport.org/video/all-in-the-game-the-black-athlete-in-america/">https://www.retroreport.org/video/all-in-the-game-the-black-athlete-in-america/</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Complete the “Human Rights History at SJSU” campus exploration activity and post your response by 11:59 p.m. on 10/17</li> </ul> <p><u>Midterm Review Activity:</u></p> <ul style="list-style-type: none"> <li>- Monday 10/10, 12 - 1 p.m. on Zoom Contact the instructor if you cannot attend live to submit questions for the review session, which will be recorded and posted on Canvas for student reference.</li> </ul>

		<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>- <b>MIDTERM EXAM</b> Multiple-choice, T/F, and short essay exam will be available on Canvas starting Wednesday 10/12; complete before 11:59 p.m. on 10/17</li> </ul>
	10/11	<p>FYI: Spartan Speaker Series</p> <p>“Legacy Month Keynotes: An Evening with Delores Huerta” Delores Huerta, Activist, Co-Founder of the United Farm Workers Tuesday, October 11 at 6 p.m. (online and in person at Student Union)</p> <p><a href="#">(click to register)</a></p>
	10/15	<p>FYI: Activism in Action Series RSVP: <a href="http://bit.ly/F22InAction">bit.ly/F22InAction</a></p> <p>PARTNERS IN SOLIDARITY Thursday, 10/15, 1-2pm, @2PM - 3PM Virtual: Instagram Live @sjsuccac</p>
9	10/17	<p><b>MODULE 9: Applying the Human Rights Framework</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Read Advocates for Human Rights <a href="#">Discover Human Rights Training Manual</a>, Module 2 “Strategies of a Human Rights Approach.”</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Select one of the case studies starting on p. 99 and complete the analysis activity at the end of the Module. Post to Canvas by 11:59 p.m. on 10/24.</li> </ul> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- Know Your Rights? Activity</li> </ul> <p><b>* Due Date Reminder: Complete MIDTERM EXAM before 11:59 p.m. on 10/17</b></p>
10	10/24	<p><b>MODULE 10: Sexual Orientation, Gender Identity, and Human Rights</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights”</li> <li>- HRIOOB, Ch 14, “Sexual Citizenship, Marriage, Adoption, and Immigration in the United States”</li> <li>- LGBT People Throughout History Map, “Sexual Orientation and Gender Identity are Nothing New,” <a href="https://www.unfe.org/sexual-orientation-gender-identity-nothing-new/">https://www.unfe.org/sexual-orientation-gender-identity-nothing-new/</a></li> <li>- UN “Free and Equal Campaign,” LGBT Rights, Frequently Asked Questions, <a href="https://www.unfe.org/wp-content/uploads/2018/10/FAQs-English.pdf">https://www.unfe.org/wp-content/uploads/2018/10/FAQs-English.pdf</a></li> </ul>

		<ul style="list-style-type: none"> <li>- UN “Free and Equal Campaign,” International Human Rights Law &amp; Sexual Orientation &amp; Gender Identity, <a href="https://www.unfe.org/wp-content/uploads/2018/10/International-Human-Rights-Law-English.pdf">https://www.unfe.org/wp-content/uploads/2018/10/International-Human-Rights-Law-English.pdf</a></li> <li>- UN “Free and Equal Campaign,” Refuge and Asylum, <a href="https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf">https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf</a></li> <li>- UN “Free and Equal Campaign,” Bullying and Violence in Schools, <a href="https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf">https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf</a></li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- UN “Free and Equal Campaign,” It’s Time, Watch video <a href="https://www.unfe.org/itstime/">https://www.unfe.org/itstime/</a></li> <li>- Human Rights Watch, “India Strikes Down Sodomy Law,” <a href="https://www.youtube.com/watch?v=GmRTigjA6W8">https://www.youtube.com/watch?v=GmRTigjA6W8</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>- Homework for Module 10 – post by 11:59 p.m., 10/31</li> </ul>
11	10/31	<p><b>MODULE 11: Indigenous Peoples’ Human Rights</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- Goodhart Ch. 19, Indigenous Peoples’ Human Rights</li> <li>- HRIOOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights”</li> <li>- FAQ on the Declaration on the Rights of Indigenous Peoples, <a href="https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf">https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf</a></li> <li>- TeenVogue, “<i>Dawnland</i> Documentary Shows How the U.S. Government Took Indigenous Children From Their Homes — and Placed Them With White Families” <a href="https://www.teenvogue.com/story/dawnland-documentary-us-government-took-indigenous-children-from-homes-placed-with-white-families">https://www.teenvogue.com/story/dawnland-documentary-us-government-took-indigenous-children-from-homes-placed-with-white-families</a></li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- UN, Declaration on the Rights of Indigenous Peoples: A Conversation with Experts, <a href="https://www.youtube.com/watch?time_continue=6&amp;v=YY4kBDMoHgw">https://www.youtube.com/watch?time_continue=6&amp;v=YY4kBDMoHgw</a></li> <li>- BBC News, “‘America is a stolen country,’” <a href="https://www.youtube.com/watch?v=SM8WZ0ztMuc">https://www.youtube.com/watch?v=SM8WZ0ztMuc</a></li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>- Watch <i>Dawnland</i></li> <li>- Complete the Amnesty Human Rights Academy training on Indigenous Peoples’ Land Rights,</li> </ul>

		<p><a href="https://academy.amnesty.org/learn/course/internal/view/elearning/97/IndigenousPeoplesLandRights">https://academy.amnesty.org/learn/course/internal/view/elearning/97/IndigenousPeoplesLandRights</a></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Module 11 Homework: Identify and describe a current indigenous rights struggle. Analyze propositions on California’s 2022 ballot for potential impacts on indigenous communities. Post to Canvas before 11:59 p.m. on 11/7</li> </ul>
12	11/7	<p><b>MODULE 12: Sustainability and Environmental Human Rights</b></p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- Calculate your Ecological Footprint: <a href="https://www.footprintcalculator.org/home/en">https://www.footprintcalculator.org/home/en</a></li> <li>- Explore the Interactive Atlas to visualize observed and projected climate change around the world, <a href="https://interactive-atlas.ipcc.ch/">https://interactive-atlas.ipcc.ch/</a></li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Goodhart Ch. 23, The Environment</li> <li>- Climate Resistance Handbook</li> <li>- Review at least three Sustainable Development Goal (SDG) Areas on <a href="#">Transforming our World: The 2030 Agenda for Sustainable Development</a></li> <li>- Read about the UN Office of the High commissioner on Human Rights “Right to a Better World” campaign to address intimate partner violence, gender equality, and sexual and reproductive health through the SDGs at <a href="https://www.ohchr.org/en/women/right-better-world">https://www.ohchr.org/en/women/right-better-world</a></li> <li>- Right to a Healthy Environment: UN Environment Program, “New UN resolution reinforces link between human rights and the environment,” April 2021,</li> <li>- <a href="https://www.unep.org/news-and-stories/story/new-un-resolution-reinforces-link-between-human-rights-and-environment">https://www.unep.org/news-and-stories/story/new-un-resolution-reinforces-link-between-human-rights-and-environment</a></li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- John Knox, United Nations Special Rapporteur. 2018. The Human Right to a Healthy Environment, <a href="https://www.youtube.com/watch?v=tlBmg0I7NPE">https://www.youtube.com/watch?v=tlBmg0I7NPE</a> (Canvas) (21 minutes)</li> <li>- Post Module 12 Homework before 11:59 p.m. on 11/14</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>- Quiz 3 - Vulnerable Populations and Sustainability; complete on Canvas before 11:59 p.m. on 11/14</li> </ul>

13	11/14	<p><b>MODULE 13: Human Rights Issues in the Criminal Justice System</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Review W.E.B. DuBois’s human rights research and reporting documenting police and private citizen violence and lynchings of African Americans in <i>An Appeal to the World</i> and “<a href="#">We Charge Genocide</a>”</li> <li>- Explore the website, Twitter story, and video testimonials of “We Charge Genocide” UN campaign organized by Chicago youth impacted by police violence, <a href="http://wechargegenocide.org/category/wcg-to-un/">http://wechargegenocide.org/category/wcg-to-un/</a></li> <li>- The Sentencing Project and ACLU. (2022) Shadow Report to the United Nations on Racial Disparities in Sentencing in the United States</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>- Oprah Winfrey, “Reforming Solitary Confinement at an Infamous California Prison” (2018), <a href="https://www.cbsnews.com/news/60-minutes-reforming-solitary-confinement-at-an-infamous-california-prison/">https://www.cbsnews.com/news/60-minutes-reforming-solitary-confinement-at-an-infamous-california-prison/</a></li> <li>- CCR, “After Decades in Solitary They Joined Forces,” <a href="https://ccrjustice.org/home/get-involved/tools-resources/videos/after-decades-solitary-they-joined-forces-here-s-what">https://ccrjustice.org/home/get-involved/tools-resources/videos/after-decades-solitary-they-joined-forces-here-s-what</a></li> <li>- “The Nelson Mandela Rules: An Animated Introduction,” <a href="https://vimeo.com/149636959">https://vimeo.com/149636959</a></li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Homework: Post to the Solitary Confinement Module Discussion Board, due by 11:59 p.m., 12/6</li> </ul> <p><u>Quiz 4:</u></p> <ul style="list-style-type: none"> <li>- Quiz 4 on human rights and the rights of detained and incarcerated people, due by 11:59 p.m., 12/5</li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- Watch <i>13th</i> documentary streaming free at <a href="https://www.youtube.com/watch?v=krfcq5pF8u8">https://www.youtube.com/watch?v=krfcq5pF8u8</a></li> <li>- Bryan Stevenson, TED2012 talk, “We need to talk about an injustice,” <a href="https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en">https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en</a></li> </ul> <p>(Optional) Bain, 2020, “Civil Rights International: The Fight Against Racism Has Always Been Global,” <a href="https://www.foreignaffairs.com/articles/united-states/2020-08-11/racism-civil-rights-international?utm_medium=newsletters&amp;utm_source=summer_reads&amp;utm_campaign">https://www.foreignaffairs.com/articles/united-states/2020-08-11/racism-civil-rights-international?utm_medium=newsletters&amp;utm_source=summer_reads&amp;utm_campaign</a></p>
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	11/16	<p>FYI: Spartan Speaker Series Tara Husk, Tribal Attorney and Indigenous Rights Activist, “Defending Tribal Land and Indigenous Rights” Wednesday, November 16, 6 p.m. (online and in person in the Student Union Theater)</p>
14	11/21	<p><b>MODULE 14: Human Rights in Action</b> <b>Researching, Reporting, and Disseminating Human Rights Stories</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Advocates for Human Rights. (2017). <i>Discover Human Rights Training Manual</i>, Module 3 available at <a href="https://www.theadvocatesforhumanrights.org/Res/dhr_training_manual_2017%203.pdf">https://www.theadvocatesforhumanrights.org/Res/dhr_training_manual_2017%203.pdf</a> (excerpts)</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>- Collect and analyze data for the Human Rights Day Project</li> </ul>
	11/28	<p><b>Human Rights Education and Human Rights Defenders</b></p> <p><u>Reading and Research:</u></p> <ul style="list-style-type: none"> <li>- Research at least two different cases of unjustly imprisoned human rights defenders featured in Amnesty International’s “Write for Rights” annual campaigns 2021: <a href="https://www.amnesty.org/en/latest/education/2021/10/write-for-rights-human-rights-education-toolkits/">https://www.amnesty.org/en/latest/education/2021/10/write-for-rights-human-rights-education-toolkits/</a></li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Complete the Amnesty Human Rights Academy Module Short Courts on ‘Write for Rights’ - A Short Guide” (20 min.) here <a href="https://academy.amnesty.org/learn/course/internal/view/elearning/145/write-for-rights-a-short-guide">https://academy.amnesty.org/learn/course/internal/view/elearning/145/write-for-rights-a-short-guide</a></li> <li>- Pick one case to write a letter to the human rights defender; in the other, target the responsible government authority. Draft your “Write for Rights” letter to identify and analyze the human rights issues involved in your selected human rights defender’s case.</li> <li>- Due by 11:59 p.m., 12/5</li> </ul>

	12/6	<p><b>Conclusions and Final Exam Review</b></p> <ul style="list-style-type: none"> <li>- Zoom Session (11:00 a.m. - 12:00 p.m., recorded)</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>- Quiz 4 on human rights and the rights of detained and incarcerated people, due by 11:59 p.m., 12/6</li> </ul>
	12/10	<p><b>Human Rights Day</b></p> <ul style="list-style-type: none"> <li>- Save the Date - Santa Clara County &amp; SJSU Human Rights Institute event recognizing Human Rights Day (TBA).</li> </ul>
Final Exam	12/10	<p><b>FINAL EXAM</b></p> <ul style="list-style-type: none"> <li>- Final exam will be available on Canvas Saturday, 12/10 from 5:15 - 7:30 p.m.</li> </ul>