IS 3301
Gender, Race, and Human Rights

Spring 2018

Thursday 2:30pm – 3.45pm

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Welcome to class!

Are women human? Are indigenous people human? Are ethnic minorities human? Are LGBTQ people human? The obvious answer to these questions is yes. Regardless of gender, ethnicity, race, or sexual orientation – what unites people is their common humanity. However, a common humanity does not necessarily mean that each person's human rights are respected and protected equally. The international women's rights movement fought for decades to have the United Nations declare that women rights are human rights. Yet even today, 1,000 indigenous women have gone missing (most likely murdered) in Canada, 80% of human trafficking victims are female, 10 countries still punish homosexuality by death, and ethnic cleansing is happening in Myanmar, South Sudan, and India. This class will explore how the concept of human rights intersects with gender, race, ethnicity, and sexual orientation both through traditional lectures and a service-learning experience (or writing a policy brief if you prefer).

What are the learning objectives for this class?

Upon completion of this course you acquired the following (life) skills and knowledge:

1. Demonstrate basic knowledge about human rights actors, processes, and institutions (Module 1)
2. Apply and analyze key concepts about human rights to everyday situations both abroad and at home (Module 2)
3. Know how to apply for a professional opportunity and conduct yourself in a professional manner; **or** how to develop a policy proposal from the perspective of a policy analyst (Module 3)

What do I need to complete this course?

All readings are available on Moodle or online. For reference throughout the semester, please consult these two sources (also on Moodle):

1. The United Nations Human Rights Treaty System
2. Human Rights. A Basic Handbook for UN Staff

How do I earn my grade?

Rather than a traditional course that grades each student on a scale from 0 to 100%, you will actively be involved in your learning. Instead of a midterm and a final, there will be a variety of assignments and each student can choose how much to do in order to get the grade she or he wishes. This will allow students to direct their learning in this course in the manner that best suits their learning objectives. Essentially, the grade you earn is completely up to you!

For each graded assignment in this course, you must satisfactorily complete the assignment to receive credit. The threshold for satisfactory completion depends on the type of assignment. Each graded assignment includes a detailed description of the minimum specifications (or tasks) for satisfactory completion.

How do I know how well I did on an assignment?

For each assignment in this course, you will have explicit specifications, or tasks, related to that assignment. In order to receive credit for completing the assignment, you must satisfy all the specifications for that assignment. *Grades are awarded as pass or fail – there is no partial credit.*

If you ever find yourself doing an activity in this class and you're not sure what it is supposed to accomplish, don't' hesitate to let me know. I read each word of your work and appreciate a good effort and independent thinking. You can reach out to me (email, phone, in person) to make sure you understand what I'm asking for in each assignment. Asking for clarification or help is a good solid effort and documentation of your learning. Don't be afraid to ask!

What if I my work did not meet the requirements for a pass?

For Module 1 – grades are determined by your quiz score. There are no do-overs. However, you can take each quiz as often as you like while it is open.

For Module 2: You can submit a revision of your work after receiving feedback. You will only be allowed to resubmit if you met specification 1 and specifications 2 (a) and (b). Specifications for Module 2 are below. Resubmission must be turned in one week after receiving feedback.

For Module 3: not applicable

Attendance: If you miss more than 2 classes but otherwise fulfill all requirements for an A or B, you can have the attendance requirement waved IF you have a serious health or family emergency. Please contact me immediately and provide documentation of the emergency.

Presentation: not applicable

What if I do not submit my assignment in time?

You will have a chance to submit missing assignments during finals week. However, submitting assignments late in any of the Modules will reduce your grade from the full letter grade to a 'minus' – this means that if you fulfill all requirements for a B but you hand in *at least one* assignment late, you will receive a B-. No revision possible on late assignments.

Please note that for some assignments, late submissions are not accepted or simply not possible. These are marked with a * in the beginning of the specification.

If you submit all your assignments on time, you will receive a bonus of half a letter grade, i.e. if you met all requirements for a B *and* you submitted everything on time, you will receive a B+ as your final grade.

How do I determine my final grade?

Satisfactory completion of assignments helps you earn your preferred final grade in the course. Below are the exact requirements you need to meet for each letter grade.

Note: *You must fulfill the minimum requirements in each cell of a column in order to earn that final grade.*
If you do not meet the minimum requirements for a D in this course, you will receive an F.

	Minimum Grade Requirements			
Assignments must be submitted by deadline	D	C	B	A
Quiz must score min. of 70% average across all quizzes	pass 6 out of 7	pass 4 out of 7	pass 5 out of 7	pass 6 out of 7
Critical News Analysis	pass 6 out of 7	pass 4 out of 7	pass 5 out of 7	pass 6 out of 7
Service-Learning Project or **Policy Research**		Complete service-learning project or submit policy brief	Complete service-learning project or submit policy brief	Complete service-learning project or submit policy brief
Attendance			Attend 6 out of 9 classes	Attend 7 out of 9 classes
Presentation				Score min. of 80%

Module 1: Demonstrate basic knowledge about human rights actors, processes, and institutions

In the first part of the semester, you will need to complete a weekly quiz to demonstrate your knowledge of the basic concepts we discussed in class that week. The quiz is multiple choice and short answers and is available on Moodle. The quiz will open after class and close the following Sunday as specified below. You can take the quiz as often as you like while it is open.

1. Human Rights due on Sunday, 1/21 at noon
2. Gender and Human Rights due Sunday, 1/28 at noon
3. Sexual Orientation and Human Rights due Sunday 2/4 at noon
4. Minorities and Human rights due Sunday, 2/11 at noon
5. Indigenous Peoples and Human Rights due Sunday, 2/18 at noon
6. Intersectionality and Human Rights due Sunday, 2/25 at noon
7. Human Rights at Home due Sunday, 3/4 at noon

Module 2: Apply and analyze key concepts about human rights to everyday situations both abroad and at home

In the first 7 weeks, you will need to submit a critical news analysis each week on the topic of the week. Please submit the news analysis on Moodle by the dates specified below. To receive a passing grade on this assignment, you will need to do the following:

1. Find a news article that discusses a human rights violation in a specific country that fits with the topic of the week. Watch this video on how to google like a pro.
2. Summarize the article. A summary must include:
   a. Source of the news article including the publication date and link to the article (1 sentence)
   b. Country where the human rights violation occurred (1 sentence)
   c. Description of the human rights violation (2 sentences)
   d. Explanation how the article fits with the week's topic (2-3 sentences)
   e. A suggestion how you think this type of human rights violation can be fixed (3 sentences)

Due date and topic for each news analysis:
1. Human Rights due on Sunday, 1/21 at noon
2. Gender and Human Rights due Sunday, 1/28 at noon
3. Sexual Orientation and Human Rights due Sunday 2/4 at noon
4. Minorities and Human rights due Sunday, 2/11 at noon
5. Indigenous Peoples and Human Rights due Sunday, 2/18 at noon
6. Intersectionality and Human Rights due Sunday, 2/25 at noon
7. Human Rights at Home due Sunday, 3/4 at noon

Module 3: Know how to apply for a professional opportunity and conduct yourself in a professional manner (**Option A**) or know how to develop a policy proposal from the perspective of a policy analyst (**Option B**)

Option A – Service-Learning Requirements

Where can I complete my service-learning experience?

1. Work for women's rights:
   a. United Nations Association – Denver for CEDAW Campaign (virtual); learn more here: https://denverforcedaw.co/
   b. Vote Run Lead (virtual); learn more here: https://voterunlead.org/
2. Work with refugees: Bridges Idaho; learn more here: https://www.facebook.com/bridgesidaho/
3. Work with minorities: ISU Diversity Resource Center; learn more here: https://www.isu.edu/drc/
4. General focus: United Nations Association Denver – Communications Team (virtual); learn more here: http://unadenver.org/
5. Identity an organization based on your own research and approach the organization on whether they would be willing to host you.

Call for application and a description of the projects for each organization will be posted on Moodle by January 19, 2018.

The process is competitive, and the organization will make a decision based on your application on whether to offer you the opportunity to work with them. If you do not receive any offers, you will complete Option B.

Before the service-learning experience	*Apply to the organization of your choice by February 7, 2018. The application must include: • One-page cover letter tailored to the position you are interested in • One-page resume Meet with Career Center to receive feedback on your cover letter and resume (proof required) by February 1. **IMPORTANT**: If you do not complete steps 1 by the deadline, you can no longer be considered for the service-learning experience. You will need to complete the policy brief (Option B, see below) if you want to receive a C or higher.
During the service-learning experience	Complete weekly journal entries describing what you learned that week (3 sentences) and a personal reflection how the work of the organization relates to human rights (3 sentences). The reflection piece is due on Moodle every week during the service-learning experience (except for during Spring Break) on Sunday. *Work a minimum of 3 hours every week (your supervisor must verify your hours) *Complete your deliverable as agreed upon with your organization at the beginning of the service-learning experience. *Schedule and have an exit interview with your supervisor where s/he completes your evaluation form.
After the service-learning experience	Write a reflection piece on what new skills you gained during the service-learning experience and how you might use these skills going forward (10 sentences). Due April 13th. *In order to qualify for either an A, you must give Presentation about your service-learning experience (10 minutes) either April 19 or 26. Guidelines for the presentation will be posted on Moodle. The presentation will be graded on content, layout, and presentation style. You need to achieve 80% to pass this assignment.

Option B – Policy Brief

If you choose not to complete the service-learning experience, if you do not apply to the organizations by the deadline, or if you are not offered a position, you will be assigned the policy brief. Please note that in order to receive a passing grade, you need to fulfill all the tasks below.

The policy brief needs to meet the following formal parameters:

1. Includes a title page with your name, semester, and title of the paper
2. Length: 15 pages long (double spaced, 12 font size, Times New Roman, 1-inch margins)
3. Includes page numbers in a consistent manner
4. Citation format: Chicago Style (Author-Date). See the Writing Center for guidelines: http://www2.isu.edu/success/writing/handouts/chicago.pdf
5. Includes bibliography of all items cited (Chicago Style)

Due Date	Tasks
February 15th	1. Read this guide on how to write a policy brief 2. Decide upon a human rights violation that you will explore. The question that you need to answer in your policy brief is the following: How common is the problem and how can the problem be solved? 3. *Email me the topic of your paper with 2 sentences on why you chose the topic.
February 22nd	*Write 500 words on the "context and scope of the problem". This must include full citations of sources. Submit on Moodle

March	*You will need to meet with the writing center twice (proof required):
	    a. No later than March 16: with your outline
	    b. No later than March 30: with your first draft

March 8th	*Submit an annotated bibliography on Moodle.
	
	The bibliography must include at least 5 sources from class readings and 10 outside sources. The annotated bibliography must meet the following criteria:
	
	1. Organization:
	    a. Citations must be in alphabetical order
	    b. Citation of source (Chicago style)
	2. Summary of the source: Write 5 sentences summarizing the source. Answer these two questions:
	    a. What was it about?
	    b. What was the main point of it?
	3. Evaluation of source: Write 5 sentences answering at least two of these questions:
	    a. Was the source helpful for your particular assignment?
	    b. How did it help answer your research question(s)?
	    c. How was this source different than the other sources used?
	    d. Did the source change your thinking on the research topic?

March 15th	*Submit (on Moodle) your issue framing. Full citations must be included. This must include at least 5 sentences answering each question below: 1. What is the problem? 2. What is the scope of the problem? 3. Who are the stakeholders?

March 29th	*Submit on Moodle first draft which must include (see [policy brief guide](#)): ✓ **Title:** A good title quickly communicates the contents of the brief in a memorable way. ✓ **Executive Summary:** This section is two paragraphs long; it includes an overview of the problem and the proposed policy action. ✓ **Context or Scope of Problem:** This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action. ✓ **Policy Alternatives:** This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable. ✓ **Policy Recommendations:** This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue. ✓ **Appendices:** If some readers might need further support in order to accept your argument but doing so in the brief itself might derail the conversation for other readers, you might include the extra information in an appendix (does not count towards page requirement) ✓ **Consulted or Recommended Sources:** These should be reliable sources that you have used throughout your brief to guide your policy discussion and recommendations.
April 5th	*Submit second draft of policy brief (on Moodle) with a 500 words statement on how you addressed my comments and/or fixed the problems I pointed out in my feedback to you.
April 13th	Submit final policy brief on Moodle
April 16	*To receive an A in this course, you must give a presentation on your policy brief. You must submit the presentation via Moodle by April 16th.
April 19 or 26	*The presentation must include the following content: ✓ Title slide: title and subject of your policy brief ✓ At least one slide: context of problem ✓ At least one slide: Scope of the problem ✓ At least one slide: Policy alternatives ✓ At least one slide: Policy Recommendations In addition, there are a series of professional requirements about presentation style and presentation layout, I will judge the presentation on (grading rubric is available on Moodle). You will need to score at least 80% to pass this assignment.

What are the guidelines for this course?

In order to make sure our course runs smoothly, we need to have some policies and ground rules in place for how we will interact with each other.

How do I communicate with the instructor? How will he communicate with me?

You can email me at any time (ochmall@isu.edu) or visit during my office hours. I am happy to help you with any of the assignments or just discuss your thoughts on human rights! If you cannot make it to office hours, please email me to set up an appointment.

I will respond to any email inquiries within 24 hours during regular business hours]

What if Moodle is acting up?

Moodle is of central importance in this class. It is on Moodle where you submit your assignments, where I post readings and where I announce important information. Please make sure to receive Moodle notifications for the course and check into Moodle at least twice a week.

If Moodle is acting up (and it sure will), please contact the IT help desk at 282-HELP. Make sure to always save a copy of your assignment in case Moodle 'eats it' – it has happened before. If this is the case, first call Moodle for troubleshooting. If they cannot fix the problem, please email me your assignment by the deadline. If you notice a problem after the deadline has passed, email me immediately to alert me to the problem. I strongly suggest taking a screenshot of Moodle when you submit your assignment to prove that you did submit it on time.

What if I need an accommodation?

All students with a disability and requiring special accommodations to participate in and to complete this course must contact the Disability Resource Center (Rendezvous Building) for verification of eligibility and for determination of specific accommodations. More information here: http://www2.isu.edu/disabilityservices/

What if I need help with assignments and writing?

If you would like assistance with your writing, from brainstorming to a second set of eyes to check spelling and grammar, please make an appointment with the Writing Center. Trained writing consultants can help you with all stages of your writing process.

What are the expectations for academic integrity?

For purposes of this course, plagiarism is understood to refer to: A) Direct quotes without adequate source citation. B) Paraphrase or précis without adequate source citation. All material: fact, theory, or hypothesis, derived from the works of others must be properly cited. Source citations must include: author, title of the work being cited, pages being referred to, and date of publication. For journal articles, proper citation includes the above **plus**: journal title, volume number, and pages in the journal occupied by the article. Models for proper citation format may be found in: Turabian, Kate L., *A Manual for Writers of Term Papers, Theses and Dissertations*, University of Chicago Press, 1973. Plagiarism is considered a serious academic offense which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree.

What is the course schedule?

Date	Topic & Readings
Jan 11	**Introduction to Gender, Race and Human Rights** ☐ **Read**: SUNY Levin Institute. "Human Rights"
Jan 18	**Human Rights** ☐ **Read**: D. Evans (2008). "Four Generations of Human Rights," in *Educating for Human Rights and Global Citizenship,* ed. A. Abdi and L. Shultz, New-York: SUNY Press ☐ **Read**: H. Bielefeldt (2000). "Western" versus "Islamic" Human Rights Conceptions?: A Critique of Cultural Essentialism in the Discussion on Human Rights," *Political Theory* 28 (1): 90-121 ☐ **Browse**: UN OHCHR. Civil and Political Human Rights ☐ **Browse**: UN OHCHR. Social, Economic, and Cultural Human Rights
Jan 25	**Intersectionality & Human Rights** ☐ **Watch**: Kimberlé Crenshaw. 2016. The urgency of intersectionality ☐ **Read**: S.L. Weldon (2008). "Intersectionality," in *Politics, Gender, and Concepts. Theory and Methodology*, ed. G. Goertz and A. Mazur, Cambridge UK: Cambridge University Press ☐ **Read**: AWID. 2004.Intersectionality: A Tool for Gender and Economic Justice
Feb 1	**Gender & Human Rights** ☐ **Read**: C. Bunch (1994). "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights," *Human Rights Quarterly* 12 (4): 486-498 ☐ **Watch**: First Lady Hillary Rodham Clinton's Remarks to the Fourth Women's Conference in Beijing, China ☐ **Read**: UN OCHR. CEDAW Commemorative Publication, sections: the committee, basic documents (browse rest) ☐ **Watch**: CEDAW Quick and Concise: Explaining the Principle of Substantive Equality ☐ **Watch**: CEDAW Quick and Concise: Explaining the Principle of Non-Discrimination ☐ **Watch**: CEDAW Quick and Concise: Explaining the Principle of State Obligation ☐ **Browse**: UN (2014). *Women's Rights are Human Rights* ☐ **Browse**: UN Women
Feb 8	**Sexual Orientation & Human Rights** ☐ **Read**: UN (2012). *Born Free and Equal* ☐ **Read**: UN (2016). *Living Free and Equal* ☐ **Browse:** Human Rights Watch – LGBT Rights ☐ **Browse**: UN OHCHR. Sexual orientation and gender identity

Feb 15	**Minorities & Human Rights** ☐ **Read**: UN OHCHR (2010). *Minority Rights: International Standards and Guidance for Implementation*. Part 1-3 ☐ **Read**: UN OHCHR (2012). *Minority Rights Guide for Advocates*. Part I (browse rest) ☐ **Review**: UN OHCHR. Declaration Minority Rights ☐ **Browse**: UN OHCHR. Minorities ☐ **Browse**: Minority Rights Group International and People Under Threat Map
Feb 22	**Indigenous Peoples & Human Rights** ☐ **Read**: UN OHCHR. Indigenous Peoples and the UN Human Rights System ☐ **Read**: L. Kingston (2015). "The Destruction of Identity: Cultural Genocide and Indigenous Peoples," *Journal of Human Rights* 14: 63–83 ☐ **Listen**: NPR. Hidden Brain Podcast (2017). An American Secret: The Untold Story Of Native American Enslavement ☐ **Review**: UN OHCHR. The UN Declaration of Indigenous Peoples Rights ☐ **Browse**: UN OHCHR. Indigenous Peoples ☐ **Browse**: UN Permanent Forum on Indigenous Issues.
March 1	**Human Rights at Home** ☐ **Read**: ACLU (2015). UN Issues Scathing Assessment of US Human Rights Record ☐ **Read**: UN Human Rights Council (2015). Draft report of the Working Group on the Universal Periodic Review. United States of America ☐ **Read**: Chinese Government's 2018 report on Human Rights Record of the U.S. ☐ **Browse**: Amnesty International – The United States ☐ **Browse**: Human Rights Watch (2017). *World Report United States*
March 8	No class – Service Learning / Policy Brief
March 15	No class – Service Learning / Policy Brief
March 22	Spring Break
March 29	No class – Service Learning / Policy Brief
April 5	No class – Service Learning / Policy Brief
April 12	No class – Service Learning / Policy Brief
April 19	Presentations
April 26	Presentations
April 30 – May 4	Final Weeks – No finals but chance to submit late assignments