

GRAND VALLEY STATE UNIVERSITY  
CRIMINAL JUSTICE AND HUMAN RIGHTS – CJ 325 02, 3 credits  
WINTER 2016

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Days Class Meets: Tuesday & Thursday  
Time Class Meets: 10:00-11:15 am  
Location of Class: 164 LOH  
Office Hours: T/ TH 11:30 am -12:30 pm LOH lounge  
W 4:00 – 6:00 pm 243C DeVos or  
by appointment

**COURSE DESCRIPTION:** A comparative study of criminal justice in relation to past, current, and emerging human rights claims, violations, protections and enforcement locally, regionally, nationally, and internationally.

**INTRODUCTORY PROSE:** Criminal Justice and Human Rights is part of the General Education Human Rights Issues curriculum. (See attached General Education Program Cover Sheet.) The purpose of the Human Rights Issues focus is to encourage students to develop their ability to draw on previous knowledge and experience (integration), collaborate with others (collaboration), and address problems that connect to important human rights issues (problem-solving). As a General Education course, this section may be assessed and evaluated according to the approved General Education Course Assessment Plan.

**OBJECTIVES:** Upon completion of this course, the student will:

1. *Identify and describe* the framework of human rights protections nationally and internationally, including the history of human rights development, human rights theories, sources, processes, and systems. (*knowledge*).
2. *Understand* the vulnerable nature of human freedom, its dependence on the recognition and protection of specific rights, and the importance of effective protection against and/or relief from human rights violations (*comprehension*).
3. *Examine* how criminal justice systems within diverse legal traditions promote and/or restrict human freedom, social control, and democratic processes nationally and internationally (*application*).
4. *Examine and explain* governmental actions, policies, laws, and criminal justice institutions at national and international levels in relation to selected human rights issue(s) (*analysis*).
5. *Construct* legal and policy arguments using human rights norms and discourse in relation to selected human rights issue(s) (*application*).
6. *Identify* rights violations in their everyday lives and be able to appreciate and share this information with others (*knowledge*).
7. *Evidence* an understanding of course materials through written assignments, oral communication, group work and technological applications as outlined in course requirements. (*application*).

**For General Education sections:** This course teaches the General Education learning objectives that correspond to the Human Rights Issue, as well as collaboration, problem-solving, and integration (see syllabus attachment).

**BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS":** While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "Knowledge", "Comprehension", and "Application." In addition, dominant curriculum "threads" to be assessed throughout this course will be students' writing, oral communication, and group work skills.

**REQUIRED READINGS:** See *Reading and Assignment Schedule* for detailed reading assignments.

Bales, K. & Soodalter, R. (2009). *The slave next door*. University of California Press (2nd rev. ed.) Selected Excerpts - e-book available through GVSU library

Denbeaux, M. & Hafetz, J. (editors). (2011). *The Guantánamo lawyers: Inside a prison outside the law*. New York, NY: NYU Press. Selected excerpts - e-book available through GVSU library

Goodhart, M. (2013). *Human rights: Politics and practice, 2<sup>nd</sup> Ed.*, Oxford, UK: Oxford University Press. – Please purchase a hard copy

Natarajan, M. (editor) (2011). *International crime and justice*. New York, NY: Cambridge University Press. – Selected excerpts - e-book available through GVSU library

Tutu, D. M. (1999). *No future without forgiveness*, New York, NY: Image Doubleday – Selected excerpts – PDF copy on Blackboard

Selected articles available on Blackboard. The instructor may assign additional readings during the course of the semester. These readings may be available on-line, distributed in class, or put on e-reserve. See Readings and Assignments for specific readings and due dates.

## METHODS OF EVALUATION

This class requires, among other things, reading, writing, research, and group activities. My goal is to give you multiple chances to succeed in the course. Instruction will occur both in class and on your own (independent work on assignments). Much of the learning in this class will take place during discussion and experiential exercises. Please keep up with reading and class attendance as you will need this information to complete the course assignments. It is critical that you stay on top of the schedule, familiarize yourself with the course Blackboard site, and check Blackboard regularly.

**Personal Reflection Papers – Human Rights Journal (#1) and Extra Curricular Event (#2):** You will be exploring your own understanding of human rights as well as local human rights events and opportunities to make a difference. You will receive a separate handout for each of these written assignments.

**Class Exercises:** The class exercises are set up to help you prepare for classes and/or the tests. Please note that some are due on Blackboard and some are due in class. **Unless completed in class, ALL exercises should be typed.** If the exercises require you to complete a form or worksheet, they will be available on Blackboard. **No late exercises will be accepted.**

**Case Study:** This course will use a case study approach to explore current human rights issues in the US and worldwide. This approach involves a series of steps including group formation, group construction of timeline, research (prospectus), problem definition, analysis (summary), presentation, and evaluation. I will hand out detailed assignment and evaluation criteria, including group participation evaluation. **Each student will receive an individual grade based on the combined group score and individual participation score. Not fully participating in the group process may result in score deductions on the assignment. Remember, collaboration is part of the Gen Ed focus of this course. I will grade you accordingly.**

**Tests:** There will be three tests developed from the readings, lectures, assignments, discussions, exercises, films, guest speakers, and other class work. The tests will not be cumulative. If you read the material, attend class, and take good notes, you should be able to address the questions on the test without much difficulty. If you do not do the reading, do not attend class, and/or do not participate in the discussions, you will be in very poor shape when test time rolls around. **Keep up with the reading. You will not have time to cram before the test!**

**Assignments and Final Grading Scale:** If you dispute a grade given to you, please notify me of your concerns within one week of receiving the grade. I may ask you to submit a written request for grade review in order to facilitate my consideration of your concerns. In your request for review, please address the evaluation of your work and why you think you should receive a grade adjustment. I will respond to your concerns as soon as possible.

<i>Activity</i>	<i>Points</i>	<i>% Course Grade (rounded)</i>
Personal Reflection Papers (2 x 25)	50	10%
Class Exercises	50	10%
Case study – Research	50	10%
Case Study – Problem Statement (Group)	50	10%
Case Study – Summary (Group)	50	10%
Case Study – Presentation (Group)	50	10%
Case Study – Collaboration (Individual)	50	10%
Tests (3 x 50)	150	30%
<b>TOTAL POINTS</b>	<b>500</b>	<b>100</b>

<b>A</b>	<b>95-100%</b>
<b>A-</b>	<b>90-94%</b>
<b>B+</b>	<b>88-89%</b>
<b>B</b>	<b>83-87%</b>
<b>B-</b>	<b>80-82%</b>
<b>C+</b>	<b>78-79%</b>
<b>C</b>	<b>73-77%</b>
<b>C-</b>	<b>70-72%</b>
<b>D+</b>	<b>65-69%</b>
<b>D</b>	<b>60-64%</b>
<b>F</b>	<b>Less than 60%</b>

## COURSE POLICIES

**Attendance and Participation:** It is expected that student will attend class regularly and will be ON TIME to class. Although I will not take attendance, you are responsible for the material presented in class. Thus, *you must come to class prepared every day (i.e., having read the day's assigned reading, having completed any assigned work outside of class)*. Please expect to participate in discussions, lead and actively contribute in small group discussions, and demonstrate your understanding and active use of course materials (via discussions, in-depth answers in quiz and exam materials, attending class regularly, application of "course vocabulary" in peer exercises, theoretically grounded observations via course materials, etc.) Please do not draw away from the classroom learning environment by arriving late, leaving early, disrupting the class, deviating from small group tasks and focus, etc. *I reserve the right to give quizzes if I feel that students are not arriving to class prepared. Bottom line, I trust you to be responsible adults who respect yourself, me, your classmates, and our time together.*

**Make-Up Exams:** Make-up exams will be given **only** in extreme circumstances (family or medical emergency, legal obligation, etc.). In general, plan to take the examinations during the scheduled time period; this is why I have provided you with the dates for the exams on this syllabus. If you must miss a scheduled exam, you must contact me within 48 hours (2 days) of missing the exam and provide me with a legitimate and documented excuse before you will be allowed to re-take the exam. Make-up exams must be taken within 72 hours (3 days) of the original exam date, unless extenuating circumstances prevent this. In this event, each case will be handled on an individual basis. Please be advised that make-up exams may be in a different format than the original exam.

**Late Assignments & Assignment Policy:** **Absolutely no late assignments will be accepted. No exceptions.** Please **do not ask**. All are due either in class or on Blackboard on their due date. There is a handout detailing how to submit assignments posted on Blackboard. Please refer to this if you are unsure. Be sure to allow enough time to get the assignment submitted to allow for computer or Internet issues, user errors, etc. Blackboard will not allow late submissions of the assignments, so be sure to complete them and submit them on time.

**Writing Requirements:** Please retain copies of all of your work. **All written assignments must be typed or word-processed and double-spaced in 12-point font with standard margins.** You may print on both sides of the paper. Please proofread for grammar, spelling, and general organization. As outlined in grading criteria for each assignment, I will deduct points for bad grammar, incorrect spelling, and poor organization.

**Revision Policy:** You should complete all assignments to the best of your abilities. The assignment must be completed in order for me to grade it, i.e., don't turn in an assignment that is only half-done and expect to get half credit. **If you submit an assignment that does not meet the basic assignment requirements, you will receive no credit.** The assignments are written so that you can easily check off that you have completed each required part. In some cases, students clearly are working on mastering the course materials but run into problems that require additional mentoring and work. At my discretion, I will allow optional revision of assignments with a determined point deduction (between 25-50% depending on assignment).

**Grading Policy:** All materials are due on the due date listed in the Readings and Assignments Schedule or as determined by your group schedule. **All completed work must meet assignment requirements. Work that does not meet these requirements will be returned to the student without a grade.** For all assignments, grades will be based on correct answers as well as the presentation of the assignment. That is, grades for papers will reflect not only the substance of the paper but also how well the paper is organized and written. Assignments that contain spelling mistakes, obvious grammatical errors, incomplete sentences, and deviation from requested formats will be penalized. For exams, these requirements are somewhat relaxed; however, complete sentences and well-developed answers will still be expected.

**Classroom Civility:** Please be respectful of others and their viewpoints, as they will be expected to do the same for you. In addition, I will not, under any circumstances, tolerate side conversations during class (i.e., you talking to your friends or those around you while I am speaking or while your classmates are speaking).

## OTHER IMPORTANT INFORMATION

Our Criminal Justice library liaison, Pat Bravender, is here to help you. Her contact information, as well as many useful criminal justice links, can be found on the following library guide page <http://libguides.gvsu.edu/cj>

Please try to be on time for class; if you must be late, please be as quiet as possible when entering the classroom, and try to avoid disrupting the class. I don't mind if you have a drink or small snack in the classroom (unless I am told that eating/drinking in the classroom are not permitted); however, please be respectful of those around you, and try to avoid distracting other students.

I know that students increasingly use electronic devices to read course materials and take notes during class. I generally trust that you will use your electronic devices appropriately. Please do NOT text, send emails, or otherwise use your electronic devices inappropriately. Laptops are not permitted during videos or guest speakers. If I catch you text messaging during class, I will first give you a warning. If the problem continues, I reserve the right to ask you to leave the classroom. If I see your cell phone **at all** during an exam, it is grounds for no credit on that exam.

I will use the Blackboard site set up for this class. It is **very important** that you familiarize yourself with the course Blackboard site and check it often. You can use Blackboard to check your grades, find course documents (syllabus, assignment guidelines, study guides, etc.), and e-mail me or your classmates. You will also submit all of your assignments electronically through Blackboard. Please check the Blackboard site regularly for announcements as well.

I will also post lecture outlines containing learning objectives for each topic or set of readings on Blackboard in the "course documents" tab. These will list the most important topics that you should know after reading the assigned readings and attending class. The learning objectives will double as your study guides for the exams as well. I might not cover each of the learning objectives during class, but if they are on the list they are fair game for the exams, so it is your responsibility to find and read the information. In addition to the learning objectives, I will post the Powerpoint slides for each topic. It is your responsibility to download them and print them. **I strongly suggest that you bring the PowerPoint lecture materials to class on the day that the topic is to be discussed.**

## BAD WEATHER POLICY

If you have not already signed up for GVSU school-closing notices, please do so at <http://www.gvsu.edu/emergencycontact/>. If the school cancels classes, please continue with your readings and assignments as scheduled and we will catch up or make modifications to the course as necessary. If the school cancels class on a test day because of bad weather that test will be given during the next scheduled class period.

## ACADEMIC INTEGRITY

Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

## **SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES**

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.**
- e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

### **Section 223.01: PLAGIARISM**

**Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged.** Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. **Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. Make sure to cite your sources appropriately. Please use the APA handout posted on Blackboard as guidance for this course.**

**DISABILITY-RELATED ACCOMMODATIONS:** If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines.

***THE LAST DAY STUDENTS MAY WITHDRAW FROM THIS COURSE WITH A GRADE OF "W" IS March 11 by 5:00 PM. YOU MUST TAKE ACTION TO WITHDRAW FROM A CLASS. THE SCHOOL WILL NOT DROP YOU IF YOU STOP COMING TO CLASS.***

**Bloom's Taxonomy of the Cognitive Domain\***  
**(In other words, a level-by-level approach to understanding how you think!)**

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

**Bloom's Taxonomy**

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas, Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

\* Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education.

I reserve the right to change the schedule as needed to meet course objectives. Please use this schedule to plan your readings and assignment due dates.

- ✚ I have selected readings and videos with two purposes in mind: first, to provide you with foundational information about human rights theoretically, historically, and in practice; and second, to give voice to those who have suffered human rights abuses and/or fought to enforce human rights. These personal narratives should help make the concepts and ideals of human rights more real.
- ✚ We will use the Goodhart textbook in hard copy (No electronic version is available). All other required and optional readings are posted or available through a link on Blackboard. The optional readings provide additional information contained in the lectures and/or expands on ideas in the assigned readings. Please note: The Goodhart chapters average 12-15 pages each. The Natarajan chapters are even shorter. Do not be concerned if you see 4-5 chapters assigned for one day! However, please notice the longer readings as well and plan ahead to complete them before the assigned date.
- ✚ Please check Blackboard regularly. I will be posting current events and other new materials that may be relevant to the class. I will post an announcement when additional readings are posted.
- ✚ I will post vocabulary, reading guides, and/or lecture outlines on Blackboard that you should review *before* class. They are no substitute for reading the assignments and attending class. Some information is available only through the lecture notes. These materials will be available at the beginning of each week.
- ✚ You will receive a separate handout detailing each assignment. This schedule and all handouts will be posted on Blackboard. Remember that all exercises must be typed unless completed in class.
- ✚ Papers and tests become the property of the instructor upon submission and may be retained by the instructor at the instructor's discretion, although your intellectual property rights in your work remain your own. Student work will be destroyed after one calendar year.

Date	Topic	Reading/Viewing Assignments	Assignments Due/Points
1/12	Introduction to the Course: UDHR	Goodhart, Introduction Watch 30 UDHR at <a href="http://youthforhumanrights.org/watchads/index.html">http://youthforhumanrights.org/watchads/index.html</a>	
1/14		Universal Declaration of Human Rights - posted online or Goodhart, Appendix 1 - <b>Please bring textbook or copy of UDHR to each class</b> Review Glossary of terms in Goodhart Optional - Intro to Criminal Justice – a brief summary of the CJ system for non-CJ majors	UDHR Exercise in class 1/14 (5)
1/19	The Nature and History of Rights/ Dehumanization	What are human rights? <a href="http://www.humanrights.com/what-are-human-rights.html">http://www.humanrights.com/what-are-human-rights.html</a> Goodhart, Chapter 1 & 7 <i>Less than Human</i> , Chapter 3 Optional - Merino, Ch 1 Introduction; Clapham, Ch. 2	
<b>EXTRA CURRICULAR OPPORTUNITIES: MLK Events: 1/18-1/23, see schedule at <a href="http://www.gvsu.edu/mlk/events-2.htm">http://www.gvsu.edu/mlk/events-2.htm</a></b>			
1/21-1/26	Civil Rights as Human Rights Seeking Justice  Case Study: Civil Rights in the US	Martin Luther King, Jr. – Letter From Birmingham Jail Statement of Clergy Goodhart, Chapter 6 & 8 Watch King – Democracy Now program (link on Bb) at <a href="http://www.democracynow.org/2013/2/25/exclusive_rarely_seen_film_king_a_eji_lynching_in_america">http://www.democracynow.org/2013/2/25/exclusive_rarely_seen_film_king_a_eji_lynching_in_america</a>	MLK Questions due in class (5) 1/21
		Optional - Dec. on Elimination of All Forms of Racial Discrimination Optional - Literacy Test Optional - NYT, Voting Rights Act at 50; Lee, Voter ID Optional – Intern'l Con. on the Elimination of All Forms of Racial Discrimination	Paper 1 - due in class (25) 1/26
1/28	Group Project: Case Studies and Collaboration	Lencioni – Section 1- Overcoming the Five Dysfunctions of a Team NYT, Why Some Teams are Smarter Than Others Kunselman & Johnson: Case Method Hart: Researching International HR Law Review Natarajan, Chapters 60-66	



2/2-2/4	Developing a Global Perspective: The Universality of Human Rights Legal Traditions  Case Study: Cultural Claims and Defenses	Goodhart, Chapter 2 Natarajan, Chapters 7, 8, 9 How Universal are Human Rights – Donnelly Universality Notes	Law and Order Exercise - in class (5) 2/2
		Optional - Russell, Five Powerful Stories Optional - Mather & Feldman-Jacobs, Risk in US	Final Task & Timeline due in class 2/4
2/9 Test 1 in-class objective test and take home short answers due			
2/11	Role of the UN	Goodhart, Chapter 3 & 4 Natarajan, Chapter 44 Explore the UN Website, Human Rights, at: <a href="http://www.un.org/Depts/dhl/resguide/spechr.htm">http://www.un.org/Depts/dhl/resguide/spechr.htm</a>	
		Optional - International Covenant on Civil and Political Rights at: <a href="http://www.hrweb.org/legal/cpr.html">http://www.hrweb.org/legal/cpr.html</a> or Goodhart, Appendix 2 Optional - International Covenant on Economic, Social and Cultural Rights at: <a href="http://www.hrweb.org/legal/escr.html">http://www.hrweb.org/legal/escr.html</a> or Goodhart, Appendix 3	
2/16-2/23	Transnational & International Crime – Human Trafficking, Immigration Policy, & Border Security - Online  Case Study: Human Trafficking	Goodhart, Chapter 15 Natarajan, Chapters 1, 3, 5, 15, 55 Bales and Soodalter, Chapter 1, 6, 9 (this is a longer reading assignment – please make sure to start early) Watch Lives for Sale – Stream through GVSU library How Many Slaves Work for You – complete online survey and bring information to class – Note: The report function may not work so pay attention to what you use	Research (50) and Participation Form (10) Due in class 2/16
		Optional- Trafficking Convention, etc. Optional - Conv. on the Elimination of All Forms of Disc. Against Women	Lives for Sale Exercise due in class (5) 2/18
2/25 No Class – Watch “Unconstitutional”, Torture Question, and Guantanamo Video Excerpts as listed & complete discussion board			
3/1-3/3	Rights in the Shadows: Detention and Torture  Case Study: Detention and Torture at GITMO	Goodhart, Chapter 5 & 18 Denbeaux & Hafetz, Chapters 2, 4 (pp. 149-200), 5, Timeline (this is a longer reading assignment – please make sure to start early) Slahi, Timeline of Detention, Chapter 5 (this is a longer reading assignment – make sure to start early)	GITMO Exercise due on Blackboard 3/1 (5)
		Optional – Feel free to read additional chapters in <i>Guantanamo Lawyers</i> and <i>Guantanamo Diary</i> Optional - Clapham, Ch 4, Torture Optional - Risen, Outside Psychologists; Wilhelm, APA – Soul Searching Optional - Shane, Held in Error Optional - Mazzetti, Panel Faults CIA	Problem Statement (50) and Participation Form (10) due in class 3/3
Spring Break – No classes – Take some time to have fun!			
3/15 Test 2 in-class objective test and take home short answers due			
3/17-3/24	South African Under Apartheid	Natarjan, Chapter 41	
3/29-3/31	No class – complete online assignment and work on group projects		
4/5-4/7	Restorative Justice Special Tribunals  Case Study: South Africa	Tutu, Chapter 2, 4, 6 Goodhart, Chapter 19 Natarajan, Chapter 52 Watch Long Night’s Journey Into Day – link available on Blackboard	Case Analysis (50) and Participation Form (10) due in class 4/5
		Optional - McEvoy, Victims Optional – Fee free to read additional chapters in Tutu. The book is on reserve	Paper 2 - Due by 4/7 in class (25)



4/12	Human Rights Summit- Groups 1 & 2 Case Study Presentation, Handout, Participation Form, and Team Form due
4/14	Human Rights Summit- Groups 3 & 4 Case Study Presentation, Handout, Participation Form, and Team Form due
4/19	Human Rights Summit- Group 5 & 6 Case Study Presentation, Handout, Participation Form, and Team Form due
4/21	Human Rights Summit- Group 7 & 8 Case Study Presentation, Handout, Participation Form, and Team Form due
<b>FINAL EXAM PERIOD</b> Wednesday April 27, 2016 8:00-9:50 am Test 3 in-class objective test and take home short answers due	

### Summary of Assignment Due Dates

- ☐ UDHR Exercise 1/14
- ☐ MLK Questions 1/21
- ☐ Paper 1 - Journal and Reflection 1/26
- ☐ Law and Order questions 2/2
- ☐ Final Group Task and Timeline 2/4
- ☐ Test 1 2/9
- ☐ Research and Participation Form 2/16
- ☐ Lives for Sale 2/18
- ☐ GITMO Exercise due in class 3/1
- ☐ Problem Statement and Participation Form 3/3
- ☐ Test 2 3/15
- ☐ Case Analysis/Summary and Participation Form 4/5
- ☐ Paper 2 Extra-Curricular Event Report 4/7
- ☐ Case Study Presentation, Handout, Participation Form, and Team Form as assigned
- ☐ Test 3 April 27, 2016 8:00-9:50 am