

**Human Rights in the United States**  
**Sociology/Human Rights 3831**  
**Spring, 2009**  
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**Course Description:** WHILE THERE IS A GROWING RECOGNITION OF HUMAN RIGHTS CLAIMS AND VIOLATIONS AROUND THE WORLD, COMPARATIVELY LITTLE ATTENTION IS PAID TO HUMAN RIGHTS ISSUES IN THE UNITED STATES. THIS COURSE WILL FOCUS ON THE WAYS IN WHICH HUMAN RIGHTS HAVE BEEN INTERPRETED, IMPLEMENTED, CLAIMED, AND FRAMED IN THE US. WE WILL BEGIN WITH AN OVERVIEW OF THE HISTORICAL DEVELOPMENT OF HUMAN RIGHTS AND CONVENTIONS AGAINST A BACKGROUND OF GLOBAL POLITICAL-HISTORICAL PROCESSES. WE WILL USE THESE CHARTERS AND CONVENTIONS TO EXAMINE THE STATE OF POLITICAL, CIVIL, ECONOMIC, SOCIAL, AND CULTURAL HUMAN RIGHTS IN THE US THE EMPHASIS WILL BE ON GROUPS AND THEIR STRUGGLES: HOW THEY HAVE UNDERSTOOD AND CLAIMED HUMAN RIGHTS, AND HOW THEY HAVE CHALLENGED THE SOCIAL STRUCTURES THAT BAR THEIR ACCESS TO HUMAN RIGHTS.

**Readings:**

- FORD FOUNDATION, 2004. *Close to Home: Case Studies in Human Rights Work in the US*. (PUBLIC ACCESS AT: [HTTP://WWW.FORDFOUND.ORG/FIELDS/HUMANRIGHTS/OVERVIEW](http://www.fordfound.org/fields/humanrights/overview) (LINK POSTED UNDER READINGS))
- NEUBECK, KENNETH. 2006. *When Welfare Disappears: The Case of Economic Human Rights*. NEW YORK: ROUTLEDGE.
- MANZA, JEFF AND CHRISTOPHER UGGEN. 2008. *Locked Out: Felon Disenfranchisement and American Democracy*. NEW YORK: OXFORD UNIVERSITY PRESS.
- CORE HUMAN RIGHTS DOCUMENTS:  
UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR), COVENANTS ON CIVIL, POLITICAL, ECONOMIC, AND SOCIAL RIGHTS (ICCPR AND ICESR). COVENANT ON WOMEN'S RIGHTS (CEDAW), ON GENOCIDE. SEE [WWW.UNHCHR.CH/UDHR](http://www.unhchr.ch/udhr) OR [HTTP://OHCHR.ORG/ENGLISH/LAW/](http://ohchr.org/english/law/)  
[WWW.UNHCHR.CH/HTML/MENU3/B/A\\_CCPR.HTM](http://www.unhchr.ch/html/menu3/b/a_ccpr.htm)  
[WWW.UNHCHR.CH/HTML/MENU3/B/A\\_CESCR.HTM](http://www.unhchr.ch/html/menu3/b/a_icescr.htm)  
[WWW.UN.ORG/WOMENWATCH/DAW/CEDAW/](http://www.un.org/womenwatch/daw/cedaw/)  
[HTTP://WWW.OHCHR.ORG/ENGLISH/LAW/CAT.HTM](http://www.ohchr.org/english/law/cat.htm)
- BEEKMAN, KATRIEN. 2004. "MEASURING THE IMPLEMENTATION OF THE RIGHT TO EDUCATION: EDUCATIONAL VS. HUMAN RIGHTS EDUCATION." *The International Journal of Children's Rights*, 12:71-84 (READ PPL 71-77 ONLY). AVAILABLE THROUGH ACADEMIC SEARCH PREMIERE/UCONN E-LIBRARY.
- D'ANGELO, RAYMOND. 2001. "BROWN AND BEYOND: RISING EXPECTATIONS, 1953-1959." IN *The American Civil Rights Movement*, PP. 222-278. MCGRAW-HILL (ECR).

- GLENN, EVELYN NAKANO. 2002. *Unequal Freedom*. CAMBRIDGE, MA: HARVARD UNIVERSITY PRESS. PP. 18-59 (ECR).
- HUMAN RIGHTS ORGANIZATIONS: HUMAN RIGHTS WATCH ([WWW.HRW.ORG](http://www.hrw.org))  
AMNESTY INTERNATIONAL ([WWW.AMNESTY.ORG](http://www.amnesty.org))  
(LINKS POSTED ON HUSKYCT UNDER READINGS)
- LADUKE, WINONA. 2002. SELECTION FROM THE LADUKE READER. STILLWATER, MN: VOYAGEUR PRESS (POSTED ON HUSKYCT AS READINGS).
- LAUREN, PAUL. 2000. *Proclaiming a Vision: In the Evolution of International Human Rights*. PHILADELPHIA: UNIVERSITY OF PENNSYLVANIA PRESS. CHAP. 7, PP. 205-240 (ECR).
- PURI, JYOTI. 2004. "CHECKING (HOMO) SEXUALITIES AT THE NATION'S DOOR: NATIONALISMS AND SEXUALITIES." IN *Encountering Nationalism*. PP. 142-269. MALDEN, MA: BLACKWELL PUBLISHERS (ECR).
- LUBAN, DAVID. 2005. "EIGHT FALLACIES ABOUT LIBERTY AND SECURITY." IN *Human Rights in the War on Terror*, EDITED BY RICHARD WILSON. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS. PP. 242-256 (ECR).
- ROBINSON, MARY. 2005. "CONNECTING HUMAN RIGHTS, HUMAN DEVELOPMENT, AND HUMAN SECURITY." IN *Human Rights in the War on Terror*, EDITED BY RICHARD WILSON. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS. PP. 308-316 (ECR).
- ROSS, LORETTA; BROWNLEE, SARAH; DIALLO, DAZON; AND RODERIGUEZ, LUIS. 2001. "THE 'SISTERSONG COLLECTIVE': WOMEN OF COLOR REPRODUCTIVE HEALTH AND HUMAN RIGHTS." *American Journal of Health Studies*, SPECIAL ISSUE ON WOMEN OF COLOR, 17:79-89 (AVAILABLE THROUGH ACADEMIC SEARCH PREMIER/UCONN E-LIBRARY).
- SEN GUPTA, ARJUN. 2006. "EXTREME POVERTY AND HUMAN RIGHTS: A REPORT ON THE US." (POSTED ON HUSKYCT AS READINGS).
- SEN, AMARTYA. 1999. *Development as Freedom*. NEW YORK: KNOPF. PP. 18-24 (POSTED ON HUSKYCT AS READINGS).
- YANG-MURRAY, ALICE. 2000. *What Did the Internment of the Japanese Americans Mean?* NEW YORK: BEDFORD PRESS. PP. 2-26 (ECR).

### **Additional Sources:**

#### **On Work and Poverty**

- CENTER FOR ECONOMIC AND SOCIAL HUMAN RIGHTS [HTTP://WWW.CESAR.ORG/](http://www.cesar.org/)
- ACORN [WWW.ACORN.ORG](http://www.acorn.org) (FOR POST-KATRINA WORK LOOK AT [WWW.ACORN.ORG/KATRINA](http://www.acorn.org/katrina) )
- FOO, LAURA. 2000. ASIAN AMERICAN WOMEN: ISSUES, CONCERNS, AND RESPONSIVE HUMAN AND CIVIL RIGHTS ADVOCACY. NEW YORK: FORD FOUNDATION. PP. 25-97 (AVAILABLE ON THE FORD FOUNDATION WEBSITE)

### **On Internment**

- GERMAN AND ITALIAN INTERNEES: [WWW.TRACES.ORG](http://WWW.TRACES.ORG) (LOOK UNDER INTERNEES); [WWW.GAIC.INFO](http://WWW.GAIC.INFO)
- JAPANESE LATIN AMERICANS: [HTTP://WWW.CAMPAIGNFORJUSTICEJLA.ORG/](http://WWW.CAMPAIGNFORJUSTICEJLA.ORG/)
- JAPANESE AMERICANS: [HTTP://WWW.ASIANAMERICANMEDIA.ORG/JINTERNMENT/](http://WWW.ASIANAMERICANMEDIA.ORG/JINTERNMENT/) RESOURCES AT THE ASIAN AMERICAN STUDIES INSTITUTE, UCONN

### **Immigrant Rights**

- AALDEF: [HTTPS://WWW.AALDEF.ORG/](https://WWW.AALDEF.ORG/)
- MALDEF: [WWW.MALDEF.ORG](http://WWW.MALDEF.ORG)
- ACLU: [HTTP://WWW.ACLU.ORG/IMMIGRANTS/INDEX.HTML](http://WWW.ACLU.ORG/IMMIGRANTS/INDEX.HTML)

### **Gay and Lesbian Rights**

- HUMAN RIGHTS CAMPAIGN: [WWW.HRC.ORG/](http://WWW.HRC.ORG/)
- ACLU: [WWW.ACLU.ORG/LGBT/](http://WWW.ACLU.ORG/LGBT/)

### **Women's Rights**

- NOW [WWW.NOW.ORG](http://WWW.NOW.ORG)
- EUROPEAN UNION:  
[HTTP://EUROPA.EU.INT/COMM/EMPLOYMENT\\_SOCIAL/EMPLWEB/NEWS/NEWS\\_EN/CFM?OD=136](http://EUROPA.EU.INT/COMM/EMPLOYMENT_SOCIAL/EMPLWEB/NEWS/NEWS_EN/CFM?OD=136)

### **Indigenous Rights**

- CHAMPAGNE, DUANE. 2008. "FROM FIRST NATIONALS TO SELF-GOVERNMENT: A POLITICAL LEGACY OF INDIGENOUS NATIVES IN THE UNITED STATES." *American Behavioral Scientist* 51:1671-1693. (AVAILABLE THROUGH SAGE FULL TEXTS VIA UCONN E-LIBRARY).
- DAVIS-DELANO, LAUREL. 2007. "ELIMINATING NATIVE AMERICAN MASCOTS." *JOURNAL OF SPORTS AND SOCIAL ISSUES* 31:340-373. (AVAILABLE THROUGH SAGE FULL TEXTS VIA UCONN E-LIBRARY).
- [HTTP://WWW.DMOZ.ORG/SOCIETY/ETHNICITY/THE\\_AMERICAS/INDIGENOUS/NATIVE\\_AMERICANS/ISSUES\\_AND\\_ACTIVISM/](http://WWW.DMOZ.ORG/SOCIETY/ETHNICITY/THE_AMERICAS/INDIGENOUS/NATIVE_AMERICANS/ISSUES_AND_ACTIVISM/)
- [HTTP://WWW1.UMN.EDU/HUMANRTS/LINKS/INDIGENOUS.HTML](http://WWW1.UMN.EDU/HUMANRTS/LINKS/INDIGENOUS.HTML)

### **Videos**

- AMERICA NEEDS HUMAN RIGHTS
- CIVIL RIGHTS MOVEMENT: A TRIBUTE
- RACIAL JUSTICE AND EDUCATION
- RIAZ KHAN: NATIVE AMERICAN RIGHTS
- THE UNINSURED
- UNCONSTITUTIONAL
- MIRA NAIR'S PORTION OF SEPTEMBER 11

### **Course Requirements**

THIS COURSE IS AN ACTIVE LEARNING COURSE. I WILL COMBINE A VARIETY OF METHODS--LECTURES, RESEARCH OF ACADEMIC AND POPULAR MATERIAL, ATTENDANCE AT HUMAN RIGHTS EVENTS, CLASS DISCUSSIONS, VIDEOS, AND PRESENTATIONS--TO HELP YOU LEARN ABOUT HUMAN RIGHTS IN THE UNITED STATES. I WILL LECTURE ON THE INTRODUCTORY OR BACKGROUND MATERIAL, AND I EXPECT YOU TO BE READY TO PRESENT THE READINGS, ASK QUESTIONS, AND PRESENT CASES (AS I ASSIGN THEM) EACH DAY. WE

WILL DISCUSS A VARIETY OF CONTROVERSIAL SUBJECTS; I EXPECT EACH STUDENT TO BE RESPONSIBLE FOR MAINTAINING A RESPECTFUL LEARNING ATMOSPHERE IN CLASS WHERE DIVERSE VIEWS CAN BE EXPRESSED. ALL PRESENTATIONS AND WRITTEN WORK ARE SUBJECT TO ACADEMIC INTEGRITY CODES SET BY THE UNIVERSITY. THESE INCLUDE, BUT ARE NOT LIMITED TO, ACKNOWLEDGEMENT OF RESEARCH, IDEAS, AND EFFORTS OF OTHERS. CONSULT YOUR STUDENT HANDBOOK TO FIND OUT MORE ABOUT THESE STANDARDS.

### **Grading**

TWO HUMAN RIGHTS EVENTS: 20%

CASE: PRESENTATION IN CLASS AND PROJECT ON HUSKYCT: 15 + 20 = 35%

MIDTERM: 20%

FINAL: 25%

### **Human Rights Events**

I EXPECT YOU TO ATTEND TWO HUMAN RIGHTS EVENTS ON CAMPUS DURING THE SEMESTER THAT ARE DIRECTLY RELATED TO HUMAN RIGHTS--BUT CLEAR THEM WITH ME FIRST. YOU ARE EXPECTED TO WRITE A SUMMARY OF THE EVENT, AND ENGAGE IN A DISCUSSION OF THE HUMAN RIGHTS IT RAISES. THESE SHOULD BE SUBMITTED TO ME IN THE FIRST CLASS FOLLOWING THE EVENT.

### **Readings**

EXCEPT FOR THE FIRST WEEK, YOU SHOULD READ THE ASSIGNED MATERIAL BEFORE CLASS. LOOK THROUGH THE LIST OF ADDITIONAL MATERIAL IF YOU ARE INTERESTED IN A PARTICULAR SUBJECT.

### **Case Presentations**

LOOK ON HUSKYCT FOR DETAILS ON THE CASES AND THE PRESENTATIONS.

YOU WILL BE ASKED TO PRESENT ON ONE CASE DURING THE SEMESTER. YOU NEED TO IDENTIFY TWO OTHER PEOPLE TO WORK WITH ON THE CASE.

**For the class presentation:** YOU SHOULD PREPARE (1)A CLEAR STATEMENT OF THE HUMAN RIGHTS ISSUE, (2)THE DIMENSIONS OF THE PROBLEM, (3)ACTIVISM RELATING TO THE PROBLEM (INCLUDING CONTROVERSIES, RELATIVE SUCCESSES AND FAILURES), AND (4)A LIST OF BIBLIOGRAPHIC AND ADDITIONAL SOURCES. THIS IS A GROUP PRESENTATION AND SHOULD NOT EXCEED 25 MINUTES INCLUDING SET-UP TIME. FEEL FREE TO BE VERY CREATIVE: YOU MAY USE POWERPOINT, MULTIMEDIA, AND OTHER CREATIVE WAYS TO PRESENT YOUR MATERIAL.

**For the HuskyCT posting:** THE HUSKYCT POSTING SHOULD BE COMPLETED WITHIN TWO WEEKS OF YOUR PRESENTATION, EXCEPT THE FIRST TWO GROUPS WHO HAVE A LONGER PERIOD OF TIME. (CHECK THE PROJECT PRESENTATION AND POSTING SCHEDULE). YOU MAY POST IT AS A GROUP—CLEARLY IDENTIFY ALL THE AUTHORS—OR POST IT ON YOUR OWN. EACH POSTING SHOULD CONTAIN MORE IN-DEPTH INFORMATION ABOUT YOUR TOPIC. I WILL LOOK FOR (1)A CLEAR STATEMENT OF THE HUMAN RIGHTS ISSUE, (2)THE DIMENSIONS OF THE PROBLEM, (3)BACKGROUND/SOCIAL CONTEXT FOR UNDERSTANDING THE PROBLEM, (4)ACTIVISM RELATING TO THE PROBLEM (INCLUDING CONTROVERSIES, RELATIVE SUCCESSES AND FAILURES), AND (5) A LIST OF BIBLIOGRAPHIC AND ADDITIONAL SOURCES. YOUR SOURCES MUST BE *reliable and valid*—CHECK THE ARTICLE ON RELIABLE WEBSITES IF YOU ARE NOT SURE—AND YOU MUST PLAN TO USE (A)*some academic sources*, (B)*some government data*, AND (C)*some popular media sources* SUCH AS NEWSPAPERS, WEBSITES, YOUTUBE, ETC. THE WRITTEN PRESENTATION SHOULD BE ROUGHLY EQUIVALENT TO 8-12 PAGES (ON A STANDARD WORD PROCESSING DOCUMENT), EXCLUDING CITATIONS, AND APPENDICES/SUPPORTIVE MATERIAL.

## COURSE SCHEDULE

Date	Theme	Assignment
JAN. 21-23	<p>BACKGROUND TO HUMAN RIGHTS</p> <p>WHAT ARE THE CORE PRINCIPLES OF THESE DOCUMENTS, AND HOW DO THEY DIFFER FROM RIGHTS GUARANTEED TO CITIZENS OF DEMOCRACIES?</p>	<p><b>POST YOUR INTRODUCTION BY MIDDAY, JAN 22</b> (INTRODUCE YOURSELF, YOUR INTERESTS, AND EXPERIENCES IN THE AREA OF HUMAN RIGHTS, AND, IF YOU ARE COMFORTABLE, YOUR PICTURE).</p> <p><b>Read:</b> CLOSE TO HOME, PP1-18  <b>Read:</b> THE CORE DOCUMENTS: UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR), COVENANTS ON CIVIL AND POLITICAL RIGHTS AND ECONOMIC AND SOCIAL RIGHTS (ICCPR AND ICESR). CONVENTIONS ON WOMEN (CEDAW), CONVENTIONS AGAINST GENOCIDE.  <b>NOTE:</b> COMPLETE THIS READING BY THE END OF THE WEEK. BEGINNING NEXT WEEK I EXPECT YOU TO HAVE READ OVER THE ASSIGNED MATERIAL BEFORE CLASS.</p> <p><b>Video:</b> DOES AMERICA NEED HUMAN RIGHTS:  <b>Video:</b> THE MAKING OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS.</p>
JAN. 26-30	<p>HISTORY OF HUMAN RIGHTS CONTINUED.</p> <p>EVALUATING DATA. PROJECTS AND PRESENTATIONS.</p>	<p><b>Read:</b> LAUREN  <b>Read:</b> YANG MURRAY            FOR DISCUSSION ON DATA, OPTIONAL READING BEEKMAN.</p> <p><b>To be completed before Feb. 9:</b> READ THE HUMAN RIGHTS REPORTS OF AMNESTY INTERNATIONAL AND HUMAN RIGHTS WATCH FOR THE LAST 10 YEARS ON THE US.  <b>Prepare notes</b> ON THEIR VIEWS OF HUMAN RIGHTS VIOLATIONS IN THE US.</p> <p><b>Reread:</b> COVENANT ON POLITICAL AND CIVIL RIGHTS (ICCPR).</p>
FEB. 2-6	SECURITY AND HUMAN RIGHTS	<p><b>Prepare:</b> A LIST OF POINTS, BASED YANG MURRAY, ON THE TYPE OF HUMAN RIGHTS VIOLATIONS THE JAPANESE AMERICANS FACED. BASED ON WHAT HAPPENED THEN, WHAT WOULD YOU NOT EXPECT THE COUNTRY TO REPEAT?</p> <p><b>Organize</b> YOUR GROUPS.</p> <p><b>Create</b> A LIST OF QUESTIONS TO CLARIFY WHAT YOU NEED TO DO ON YOUR PROJECTS/PRESENTATIONS.</p> <p><b>Read:</b> CLOSE TO HOME, PP. 38-43</p> <p><b>Video:</b> MIRA NAIR</p>
FEB. 9-13	HUMAN RIGHTS IN THE US: VIEWS OF THE HR GROUPS.	<p><b>Read:</b> LUBAN, ROBINSON, AND USE YOUR NOTES ON THE HUMAN RIGHTS GROUPS REPORTS.</p>

	<p>SECURITY AND HUMAN RIGHTS: CONTEMPORARY ISSUES.</p> <p>FOCUS: CAN WE FIND A BALANCE BETWEEN CIVIL RIGHTS AND NATIONAL SECURITY?</p>	<p>1. <b>Case:</b> GUANTANAMO BAY, FEB. 13</p> <p>2. <b>Case:</b> NATIONAL SECURITY, FEB. 13</p>
FEB. 16-20	<p>HUMAN RIGHTS AND UNEQUAL CITIZENSHIP. RACE/CLASS/GENDER IN THE MAKING OF CIVIL AND POLITICAL RIGHTS.</p> <p>FOCUS: DO IMMIGRANTS HAVE RIGHTS?</p>	<p><b>Read:</b> NAKANO GLENN <b>Read:</b> CLOSE TO HOME, PP. 64-72</p> <p>3. <b>Case:</b> RIGHTS OF LEGAL IMMIGRANTS, FEB. 20</p> <p>4. <b>Case:</b> RIGHTS OF ILLEGAL IMMIGRANTS, FEB. 20</p>
FEB. 23-27	<p>HUMAN RIGHTS AND UNEQUAL CITIZENSHIP: RATIFICATION OF CEDAW</p> <p>FOCUS: ARE WOMEN'S RIGHTS HUMAN RIGHTS?</p>	<p><b>Read:</b> CEDAW. <b>Read:</b> CLOSE TO HOME, PP. 58-63; 72-77; 86-91</p> <p>DISCUSSION: ARE WOMEN'S RIGHTS HUMAN RIGHTS?</p> <p>5. <b>Case:</b> SEX TRAFFICKING, FEB. 27</p> <p>6. <b>Case:</b> FREEDOM FROM VIOLENCE, FEB. 27</p>
MAR. 2-6	<p>HUMAN RIGHTS AND PRISONERS' RIGHTS</p> <p>FOCUS: ARE CONVICTED FELONS ENTITLED TO RIGHTS?</p>	<p><b>Read:</b> MANZA, CHAPS. 2, 3, 4, 7</p> <p><b>Midterm due at beginning of class, Mar. 6</b></p>
MAR. 8-14	<b>SPRING BREAK!</b>	
MAR. 16-20	<p>CULTURAL HUMAN RIGHTS</p> <p>FOCUS: SHOULD MINORITY GROUPS BE ABLE TO CLAIM GROUP-RIGHTS TO PRACTICE THEIR CULTURES?</p>	<p><b>Read:</b> CLOSE TO HOME PP. 32-37</p> <p><b>Video:</b> RIAS KHAN: NATIVE AMERICAN RIGHTS</p> <p>7. <b>Case:</b> CULTURAL RIGHTS AND NATIVE AMERICAN GROUPS, MAR. 20</p>
MAR. 23-27	SEXUAL CITIZENSHIP	<p>COMPLETE DISCUSSION ON CULTURAL HUMAN RIGHTS.</p> <p><b>Read:</b> PURI</p> <p>8. <b>Case:</b> RIGHTS OF NON-HETERONORMATIVE GROUPS, MAR. 27</p>
MAR. 30- APR. 3	<p>ECONOMIC AND SOCIAL HUMAN RIGHTS: THE RIGHT TO EDUCATION</p> <p>FOCUS: WHY SHOULD WE CONSIDER EDUCATION TO BE A HUMAN RIGHT?</p>	<p><b>Read:</b> D'ANGELO <b>Read:</b> CLOSE TO HOME PP. 44-49 <b>Read:</b> BEEKMAN PP 71-77</p> <p><b>Reread:</b> ROBINSON</p> <p>VIDEO: SELECTION FROM EYES ON THE PRIZE</p>

		<p>9. <b>Case:</b> DE-SEGREGATED SCHOOLS, APR. 3</p> <p>10. <b>Case:</b> NO CHILD LEFT BEHIND, APR. 3</p>
APR. 6-10	<p>ECONOMIC AND SOCIAL HUMAN RIGHTS</p> <p>FOCUS: POVERTY, HUNGER, SHELTER</p>	<p><b>Read:</b> AMARTYA SEN ON POVERTY AND CAPABILITIES</p> <p><b>Read:</b> ARJUN SENGUPTA'S REPORT</p> <p><b>Read:</b> CLOSE TO HOME, PP26-31; 50-57</p> <p>11. <b>Case:</b> NEW ORLEANS AND HURRICANE KATRINA: LESSONS IN FOOD, HUNGER, SHELTER, APR. 10</p>
APR. 13-17	<p>SOCIAL AND ECONOMIC RIGHTS CONTINUED</p> <p>FOCUS: POLICIES AND CONSEQUENCES</p>	<p><b>Read:</b> NEUBECK</p>
APR. 20-24	<p>SOCIAL HUMAN RIGHTS: HEALTH</p> <p>FOCUS: WHAT CONSTITUTES HUMAN RIGHT TO HEALTH? WHAT ARE THE BARRIERS WE FACE TO ACCESSING HEALTH?</p>	<p><b>Video:</b> THE UNINSURED: FORTY FOUR MILLION FORGOTTEN AMERICANS.</p> <p><b>Read:</b> CLOSE TO HOME, PP 92-97</p> <p>READ: ROSS, 2001</p> <p>12. <b>Case:</b> UNIVERSAL HEALTH CARE AS A HUMAN RIGHT, APR. 24</p>
APR. 27-MAY 1	<p>FOCUS: CONTEMPORARY ISSUES: US AND THE WORLD</p>	<p>GENEVA CONVENTIONS.</p> <p>INTERNATIONAL COURT OF JUSTICE.</p> <p>TERRORISM AND SECURITY BLOCKS</p> <p>ENVIRONMENT</p> <p>RACISM/APARTHEID</p>

\*\*\*\*\*FINALS WEEK: MAY 4-9\*\*\*\*\*