Application for Registration of a New Program

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at: http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a single PDF document that includes the following completed forms:
   - Application for Registration of a New Program
   - Master Plan Amendment Supplement and Abstract (if applicable)
   - External Review of Certain Degree Programs and Response (if applicable)
   - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
   - CEO (or Designee) Approval Form

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)

3. Attach the PDF documents to an e-mail.

4. Send e-mail to OCUERevAdmin@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

--- CUNY and SUNY institutions: contact System Administration for proposal submission process.
<table>
<thead>
<tr>
<th>Task 1: Institution and Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Information</strong></td>
</tr>
<tr>
<td>Institution Name:</td>
</tr>
<tr>
<td>Institution Code (6 digits):</td>
</tr>
<tr>
<td><em>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</em></td>
</tr>
<tr>
<td>Institution Address:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>State/Country:</td>
</tr>
<tr>
<td>Zip:</td>
</tr>
<tr>
<td>Regents Regions:</td>
</tr>
<tr>
<td>Specify campus(s) of the institution where program is offered, if other than the main campus:</td>
</tr>
<tr>
<td><em>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</em></td>
</tr>
<tr>
<td>Specify any other additional campus(s) where the program is offered besides the ones selected above:</td>
</tr>
<tr>
<td>If any courses will be offered off campus, indicate the location and number of courses and credits:</td>
</tr>
<tr>
<td>If the program will be registered jointly with another institution, please provide the partner institution's name:</td>
</tr>
<tr>
<td>Program Information for New Programs</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>Program Title:</strong></td>
</tr>
<tr>
<td><strong>Degree Award:</strong></td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
</tr>
</tbody>
</table>

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th>Option/Concentration Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Award</th>
<th>HEGIS code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section III. Contact Information**

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Susan Kang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Associate Professor, Political Science</td>
</tr>
<tr>
<td>Telephone</td>
<td>646-557-4664</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>
## Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

### a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>All requirements for the award must be offered during evening study.</td>
</tr>
<tr>
<td>Weekend</td>
<td>All requirements for the award must be offered during weekend study.</td>
</tr>
<tr>
<td>Evening/Weekend</td>
<td>All requirements for the award must be offered during a combination of evening and weekend study.</td>
</tr>
<tr>
<td>Day Addition</td>
<td>For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.</td>
</tr>
<tr>
<td>Not Full-Time</td>
<td>The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.</td>
</tr>
<tr>
<td>5-Year baccalaureate</td>
<td>Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.</td>
</tr>
<tr>
<td>4.5 Year baccalaureate</td>
<td>Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.</td>
</tr>
<tr>
<td>Upper-Division</td>
<td>A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.</td>
</tr>
<tr>
<td>Cooperative</td>
<td>The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.</td>
</tr>
<tr>
<td>Distance Education</td>
<td>50% or more of the course requirements for the award can be completed through study delivered by distance education.</td>
</tr>
<tr>
<td>External</td>
<td>All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.</td>
</tr>
<tr>
<td>Accelerated</td>
<td>The program is offered in an accelerated curricular pattern which provides for early completion. <a href="#">Semester hour requirements</a> in Commissioner’s Regulations for instruction and supplementary assignments apply.</td>
</tr>
<tr>
<td>Standard Addition</td>
<td>For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>The program is taught in a language other than English.</td>
</tr>
<tr>
<td>Other Non-Standard Feature(s)</td>
<td>Please provide a detailed explanation.</td>
</tr>
</tbody>
</table>

### b. Diploma Programs

...
If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply:

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution’s catalog.
   Answer:

   The Master of Arts degree in Human Rights at John Jay College of Criminal Justice is a professionally oriented graduate program that provides students with a thorough understanding of human rights theory and the practical skills necessary to translate understanding into practice. Students completing the program will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines and will be able to conduct methodological research and to engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy. Program graduates will be highly competitive for a variety of positions including public and media relations, fundraising, social science research, and legal support services.

2) List the educational and (if appropriate) career objectives of the program.
   Answer:

   The proposed MA in Human Rights has the following major objectives:

   1) To create a competitive, rigorous and professionally useful master of arts program that both builds on the human rights scholarly expertise from a variety of disciplines, as well as draws on the clearly identified needs of Communities of Practice;
   2) To provide students with broad expertise in historically driven, conceptually rich, and empirically based human rights research and practice;
   3) To provide graduates with a nuanced and critical understanding of human rights law and practice at the international, domestic, and regional levels;
   4) To build on John Jay College’s already established expertise and strengths in the field of international human rights in order to develop the capacity for collaborative, interdisciplinary research, to contribute expertise to communities of practice, and to make John Jay College an important human rights actor within New York City and beyond.

3) How does the program relate to the institution’s mission and/or master plan?
   Answer:

   John Jay College of Criminal Justice is renowned for its excellence in the field of criminal justice broadly defined, which has over the years included interest and expertise in the fields of human rights, economic and social justice, humanitarianism, and international law and institutions. Students at the college have expressed an interest in human rights, leading to the creation of a Human Rights minor in 2012. In addition, there exist few graduate programs both locally and nationally solely dedicated to human rights, and currently no such program exists within the CUNY system. Thus, John Jay College is uniquely positioned to capitalize on its existing strengths, faculty expertise, and reputation to become a key player in providing a professional human rights graduate program. Furthermore, the college’s existing criminal justice course offerings, particularly in the area of investigations and evidence, provide unique elective opportunities for human rights professionals.

   As new fields of human rights continue to develop at the overlap between human rights and criminal justice, including fields such as public security, juvenile justice, prison reform, investigative journalism, and human rights litigation, there will be a need for substantial expertise in documenting and analyzing human rights within criminal justice contexts and advocating for effective investigations, accountability, remedies, and reforms. John Jay
College is in a unique position to strengthen and enrich justice programming and, with the establishment of a new MA Program in Human Rights, build a robust professional pathway for students who wish to advance their studies of underrepresented groups and pursue justice-related fields.

4) What is the documented need for this program?

Answer:
Increasingly in the United States, both graduate and undergraduate student populations are seeking opportunities to pursue their interests in human rights issues in a coherent set of courses that links academic knowledge and practice-oriented work. Human Rights is one of the fastest growing undergraduate majors. However, there are a limited number of academic outlets providing this strategic skill set and providing professional development pathways for students with this interest.

Our review of employment opportunities for graduates of this program also suggests robust growth.

The program is grounded in a strong interdisciplinary core complimented by a required course in Human Rights advocacy and activism. In the culminating seminar, HR 750, students will work with external partners to research and to produce policy responses that serve the needs of those partners. This combination of field expertise and advocacy skills will prepare graduates well for positions in NGOs and other non-profits dedicated to human rights and related causes, including those organizations engaged in justice-related issues such as immigration.

Examples of possible organizations include the following: larger NGOs such as Human Rights Watch, Oxfam, and Amnesty International; smaller NGOs with specializations or a regional focus, such as Asylum Access, Women’s Refugee Commission, and Women for Women International; local organizations such as the American Civil Liberties Unions; intergovernmental organizations such as the United Nations sub-organizations and the Inter-American Commission on Human Rights; charitable organizations such as the Social Accountability International, Ford Foundation, and Open Societies Foundation; and for-profit organizations such as Toyota or Target Corporation.

The larger marketplace values these skills as well. John Jay graduates would be competitive for positions in public and media relations, fundraising, social science research, and legal support services. Broadly speaking, these employment categories have favorable to very favorable employment prospects over the next 10 years, both in New York state and nationally, according to the Bureau of Labor Statistics.

5) Describe the role of faculty in the program’s design.

Answer:
The program, including its objectives, outcomes, and courses, was conceived and developed by full-time faculty members in John Jay’s Department of Political Science and Department of Africana Studies.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer:
The John Jay College faculty members developing the program sought input from communities of practice to acquire a better understanding of the demand for program graduates and the qualifications and qualities prized by potential employers. Discussions with these potential partners indicated a need for well-trained graduates with expertise in human rights law and practice and with strong advocacy skills. Several non-profits also expressed interest in taking on Human Rights program students as interns and/or working with students on projects as part of the culminating advanced seminar.
7) What are the anticipated Year 1 through Year 5 enrollments?

**Answer:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Cohort Size</td>
<td>20</td>
<td>35</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Existing Full Time In State</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Existing Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Existing Part Time In State</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Existing Part Time Out State</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>New Full Time In State</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>New Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Part Time In State</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>New Part Time Out State</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>20</strong></td>
<td><strong>51</strong></td>
<td><strong>89</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

d. Admissions

1) **List all program admission requirements** (or note if identical to the institution’s admission requirements).

**Answer:**

This program will seek students from diverse social science (and even STEM) backgrounds with an interest in human rights professional development. Admission to the program will be competitive based on the following criteria:

- Baccalaureate degree from an accredited institution (or its international equivalent)
- Undergraduate GPA of at least a 3.0
- Experience in human rights (research, internship, work, volunteerism)
- Two letters of recommendation. Letters may be from academic and professional references, but they should assess whether an applicant would be successful in the program and as a human rights professional.
- Interview upon request
- Applicants whose first language is not English and who were educated in a country where English is not the official language, must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 600 for the paper-based test, 213 for the computer-based test, and 79-80 for the Internet-based test.
- The Graduate Record Examination (GRE), or other standardized test, is required for all applicants except when the Graduate Admissions Committee elects to waive the requirement based on special circumstances, such as:
  - The applicant is a graduate of a related major at John Jay College of Criminal Justice and has a GPA of 3.5 or more;
  - The applicant has seven or more years of related professional experience in the international criminal justice field (e.g., works for UN, INTERPOL, World Bank, etc.) and has demonstrated significant professional accomplishments;
  - The applicant is a foreign student. Foreign students are defined as students who are enrolled in institution of higher education who are not citizens of United States of America, immigrants, or refugees. These may include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange - visitor) visas, and M (vocational training) visas. Foreign students do not have long-term or permanent residence.
2) Describe the process for evaluating exceptions to these requirements.

Answer:

Applications are initially screened by the Office of Graduate Admissions, and acceptance, rejection, and exceptions are determined by program faculty members who evaluate graduate applications, including the program director.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer:

John Jay has long been committed to attracting students from traditionally underrepresented minorities and is a Hispanic-serving institution. In addition, our Office of Graduate Admissions engages in outreach to colleges with concentrations of traditionally underrepresented students. Indeed, an express goal of the program is to add further diversity to human rights organizations.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer:

Faculty teaching graduate courses hold regular office hours to confer with students. John Jay offers writing support to graduate students via its Writing Center, and the Office of Graduate Studies offers a series of co-curricular workshops on statistics, writing, presentations, and other crucial academic skills.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer:

Substantial credit for experiential learning will not be given at this time.
g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer:

All graduate programs at John Jay undergo academic program review on a five-year cycle. As part of the APR process, programs must draft a self-study that collects and analyzes data on program learning outcomes, retention and graduation rates, and student satisfaction. Student course evaluations will also be reviewed by the program's core faculty to identify areas of improvement in instruction.

h. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.

Not Applicable: ☒
### Task 3 - Sample Program Schedule

**NOTE:** The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: [Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

<table>
<thead>
<tr>
<th>a)</th>
<th>Complete <strong>Table 1a</strong> (for undergraduate programs) or <strong>Table 1b</strong> (for graduate programs).</th>
</tr>
</thead>
</table>

See Table 1b below.

<table>
<thead>
<tr>
<th>b)</th>
<th>If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.</th>
</tr>
</thead>
</table>

**Answer:**

N/A

<table>
<thead>
<tr>
<th>c)</th>
<th>As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.</th>
</tr>
</thead>
</table>

**Answer:**

The Master of Arts Program in Human Rights will culminate for all students in HR 750, Advanced Seminar in Human Rights. This course is designed to synthesize the knowledge and perfect the skills gained throughout core Human Rights master's coursework and to assess students’ ability to apply multidisciplinary perspectives on human rights to real life human rights issues. As their special project, students will participate in collaborative research and advocacy with an external human rights organization serving as a client, and produce a value-added original policy paper to serve the organization's needs.

<table>
<thead>
<tr>
<th>d)</th>
<th>For existing courses that are a part of the major, enter the catalog description of the courses:</th>
</tr>
</thead>
</table>

**Answer:**

**Existing Core Courses:**

**ICJ 703 International Law and World Order (3 credits):** The course is an introduction to the study of international law and policy. It will address the evolution of the international legal process, and explore—through the use of a series of hypothetical and actual problems—the principal challenges to the present world order. In particular, the course will analyze and assess contending theories on the law/power dichotomy, the origins of international law, the structure of the international legal argument, and evaluate the relevance of the international legal lenses in addressing problems in key issue areas, such as peace and human security, intervention, human rights and humanitarian action, and justice/accountability

**ICJ 715 Research Methods in International Crime and Justice (3 credits):** The purpose of this course is to provide an understanding of the basic use of different methods used to obtain data in criminology and CRJ research in comparative, international and global contexts. The focus will be equally on thinking statistically and qualitatively. Statistical thinking involves drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on
asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.

**Existing Elective Courses:**

**ICJ 705 Human Rights and Counterterrorism (3 credits):** The purpose of this course is to explore the spectrum of state responses to the threat of terrorism and understand the impact of counter-terrorism laws, policies, and practices on human rights. While the course will primarily address the rule of law and human rights implications of counter-terrorism measures, it will also explore issues of efficacy and legitimacy surrounding states’ counterterrorism policies. The course will cover relevant international human rights and international humanitarian law frameworks which already give states flexibility to protect national security, but within strictly defined limits. The course will address the ways in which anti-terrorism policies can threaten specific human rights, including but not limited to: the right to life; freedom from torture and arbitrary detention; the right to a fair trial; freedoms of association and expression; right to privacy, and the right to non-discrimination. At the conclusion of the course, students will have a deeper understanding of international law obligations that States must fully comply with while countering terrorism.

**CRJ 754 Investigative Techniques (3 credits)**
Focuses on the discovery and documentation of corrupt practices in politics and administration. Provides an overview of the public employee’s obligations and rights and of the laws and regulations governing criminal investigations. Illustrates themes with case studies of white-collar crimes and scandals involving public officials.

**CRJ 765 Social Movements, Revolution, and Terrorism (3 credits)**
This course will examine the overlap between crime and criminal justice and the activities of members of social movements, revolutionary groups, and terrorist organizations within the United States. Theories explaining the causes of terrorism will be examined. Special attention will be paid to incidents that have taken place since the 1950s, and acts carried out in the vicinity of New York City.

**CRJ 778 Victimology (3 credits)**
Examines patterns and trends in victimization. Identifies the categories of people facing the greatest risks and assesses victim-blaming arguments that invoke facilitation, precipitation and provocation. Analyzes the handling of street crime victims by the criminal justice system and explores new rights pledging fair treatment, empowerment in decision making, restitution and compensation.

**FOS 761 Forensic Anthropology: Osteological & Genetic Identification (3 credits)**
This course will introduce students to methods in forensics, with applications ranging from the study of ancient civilizations to modern criminal cases. As part of the course, students will become familiar with crime scene investigation techniques and excavations of human remains in archaeological contexts. Students will be introduced to sample collection and identification methods for human and non-human remains, including DNA analyses, osteology, and facial reconstruction. The students will also develop skills in basic human skeletal anatomy, pathology and trauma investigation, sample/evidence collection, genotyping, and the study of changes occurring in bodies post-mortem, or taphonomy. Finally, the broader social and legal context of forensic analyses in different communities will be presented in the course by discussing well-known archaeological and criminal investigation cases.

**PSY 705 Organization Theory and Management (3 credits)**
Examines organizational structure using formal, informal and systems models. Applies the models to the analysis of organizational processes and operations, including decision making, communication, leadership, control and change. Considers how size, technology, task and other structural characteristics affect overall organizational performance.

**PAD 718 International Public Policy and Administration (3 credits)**
Reviews the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Examines the development of functional and regional international organizations in the context of international legal, political and economic
structures, and the administrative processes and structures that are associated with such organizations. Compares structures and styles of public management in other nations and cultures.

**PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy**
This course provides an introduction to the role of non-profit organizations and charitable foundations in the so-called independent sector" - i.e. organizations that are neither government nor business. The course examines the history and theory of non-profits in the United States their relationship to government and their role in social change. The course also instructs students on the fundamentals of non-profit governance strategic planning and fundraising.

**e). Syllabi:**

For undergraduate programs, provide syllabi for all new courses in the major.
For graduate programs, provide syllabi for all new courses.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

**Note:** Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for the proposed program should be available upon request.

**Instructions for submitting syllabi:**

All required syllabi must be included in a single, separate PDF document.

See attached.
Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type: ☒ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 700 Introduction to Human Rights</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>HR 701 International Human Rights Organizations</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ICJ 703 International Law and World Order</td>
<td>3</td>
<td>☐</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 702 Human Rights: International and Domestic Legal Frameworks</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>HR 705 Philosophy of Human Rights</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>HR 706 Human Rights Advocacy and Activism</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICJ 715 Research Methods in International Crime and Justice</td>
<td>3</td>
<td>☐</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>HR 711 HR and Humanitarianism (Elective 1)</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>HR 712 Civil and Political Rights (Elective 2)</td>
<td>3</td>
<td>☒</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 750 Advanced Seminar in Human Rights</td>
<td>3</td>
<td>☒</td>
<td>HR 700, ICJ 715, HR 701, HR 702, HR 705, ICJ 703, HR 706</td>
<td></td>
</tr>
<tr>
<td>HR 780 Human Rights Internship Course</td>
<td>6</td>
<td>☒</td>
<td>Permission of program director</td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>3</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 4</td>
<td>3</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Program Totals:** Credits: 36

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:
The program culminates for all students in HR 750 Advanced Seminar Human Rights

**New:** indicate if new course  **Prerequisite(s):** list prerequisite(s) for the noted course
**Task 4. Faculty**

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong></td>
<td>Complete the faculty tables that describe faculty (Table 2 and Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.</td>
</tr>
</tbody>
</table>
| **b)** | What is the institution's definition of “full-time” faculty? Include the number of credits expected to be taught by full-time faculty per academic term.  
*Answer:*  
Full-time faculty carry 21 credits per academic year with a maximum of 12 credits in one semester. |
Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.*

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Susan Kang (Program Director)</td>
<td>HR 700: Introduction to Human Rights  ICJ 715: Research Methods in International Crime and Justice HR 750: Capstone Course in Human Rights HR 706: Human Rights Advocacy</td>
<td>60%</td>
<td>PhD, Political Science, University of Minnesota</td>
<td>Scholarship: Human Rights and Labor Solidarity (UPenn Press); published articles extensively in the journals: <em>New Political Science, Human Rights Quarterly</em> and <em>Journal of Workplace Rights</em></td>
</tr>
<tr>
<td>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</td>
<td>Expected Program Course Assignments</td>
<td>Percent of Teaching Time to Program</td>
<td>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Dr. Jean Carmalt | HR 720: Culture, Anthropology and Human Rights  
HR 718: Health as a Human Rights (3 credits)  
HR 713: Economic and Social Rights  
| Dr. Teresa Booker | ICJ 806 Transnational Justice | 15% | Ph.D. Political Science, CUNY Grad Center | Scholarship: *Race and Urban Communities* (University of Akron Press) |
Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
</table>
| James Mulvaney | HR 706: Human Rights Advocacy  
HR 710: Human Rights Documentation and Investigation | M.S. Administration of Justice and Security, University of Phoenix | Served under Gov. David Paterson as deputy commissioner of the Division of Human Rights. Also worked with FBI anti-gang task force and with the NYPD Hate Crimes Task Force; multiple non-peer reviewed articles on human rights and human rights investigations |
Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 5, New Resources

### Full-time Faculty

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th># of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable. No new faculty will be hired.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part-time Faculty

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th># of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Lecturer</td>
<td>5</td>
<td>PhD, Political Science, JD, or MPA depending upon courses taught</td>
<td>HR Electives</td>
<td>08/01/2017</td>
</tr>
</tbody>
</table>
Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: Department Expectations: Financial Resources and Instructional Facilities

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 5

a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

Answer: No new facilities or equipment will be required for this program; current resources, including student-support services and technology, will be sufficient to support the program as proposed.

b) Complete the new resources table (Table 5).

Not Applicable: □

Table 5: New Resources

List the costs of the new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Part-time faculty)</td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$8,226</strong></td>
<td><strong>$20,565</strong></td>
<td><strong>$37,018</strong></td>
</tr>
</tbody>
</table>
Task 6. Library Resources

| Guidance for this task can be found by clicking here:  | Department Expectations: Library Resources |
| Relevant regulations for this task can be found by clicking here: | Relevant Regulations for Task 6 |

| a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students. |  |
| **Answer:** |  |
| The Lloyd Sealy Library at John Jay currently houses resources in its collection and via electronic databases sufficient to support the proposed program’s faculty and students. As part of the CUNY system, faculty and students at John Jay can also take advantage of collections at other CUNY colleges directly or through interlibrary loan. |  |

| b) Describe the institution’s response to identified needs and its plan for library development. |  |
| **Answer:** |  |
| Not applicable. |  |
Application to Add the Distance Education Format  
To a New or Registered Program

This application should NOT be used to add the Distance Education Format to the following  
types of programs or proposals:
  • Programs Preparing Teachers, Educational Leaders, and Other School Personnel

The application materials for those types of proposals can be found at:
http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation.

Directions for submission of application:

1. For an application to add the distance education format to an existing general academic 
   (non-licensure) program:

   Create a single PDF document that includes the following completed forms:
   • Application to Add the Distance Education Format
   • CEO (or Designee) Approval Form

   Attach the PDF document to an e-mail and send to:
   OCUERevAdmin@nysed.gov

   When submitting to the mailbox, include the following elements in the subject line of the e-
   mail:
   Institution Name, Distance Education Format, Degree Award, and Program Title

   E.g., Subject: AAA College, Distance Education Format, Master of Science, English Literature

2. For an application to add the distance education format to a proposed general academic 
   (non-licensure) program:

   Complete the form and include it in the application PDF document.

3. For proposals to add distance education to a proposed or existing program in a licensed 
   profession or a related field, complete this distance education form but submit it to the 
   Office of the Professions.

1 CUNY and SUNY institutions: contact System Administration for application submission process.
Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.

<table>
<thead>
<tr>
<th>Institution Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Name:</strong></td>
<td>John Jay College CUNY</td>
</tr>
<tr>
<td>Institution Code (6 digits):</td>
<td>333000</td>
</tr>
</tbody>
</table>

*The name and code of the institution should reflect the information found on the Inventory of Registered Programs*

<table>
<thead>
<tr>
<th>Institution Address:</th>
<th>524 West 59th Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
<td>New York</td>
</tr>
<tr>
<td>State/Country:</td>
<td>NY</td>
</tr>
<tr>
<td>Zip:</td>
<td>10019</td>
</tr>
</tbody>
</table>

**Regents Regions:** New York City

Specify campus(s) of the institution where program is offered, if other than the main campus:

*The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs*

Specify any other additional campus(s) where the program is offered besides the ones selected above:

If any courses will be offered off campus, indicate the location and number of courses and credits:

If the program will be registered jointly with another institution, please provide the partner institution’s name:
## Program Information for Existing Programs: Program information should reflect the information found on the Inventory of Registered Programs

<table>
<thead>
<tr>
<th>Program Code: (for registered programs only)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Master of Arts in Human Rights</td>
</tr>
<tr>
<td>Degree Award:</td>
<td>MA</td>
</tr>
<tr>
<td>HEGIS code:</td>
<td>2299</td>
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</table>

### Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Judith Cahn, EdD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Director, John Jay Online</td>
</tr>
<tr>
<td>Telephone</td>
<td>212-484-1193</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jcahn@jjay.cuny.edu">jcahn@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>
Instructions

Guidance for this task can be found by clicking here: Review Process for Approval of Programs in the Distance Education Format

1. Anticipated enrollment in distance program

Initial Enrollment: 10  |  Maximum by year 3: 35

2. Program Information

   a). Term length (in weeks) for the distance program: 8

   b). Is this the same as term length for the classroom program?  
       □ Yes  ☒ No

   c). How much “instructional time” is required per week per credit for a distance course in this program (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms)

       Answer: 100 minutes per week per credit (300 minutes or 5 hours per week per 3-credit course)

   d). What proportion of the program will be offered in Distance Education format?

       Answer: 100%

   e). What is the maximum number of students who will be enrolled in an online course section?

       Answer: 20

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

NOTE: Part A has been submitted and approved, and we have no changes to report.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

III. Learning Design

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

   Answer: College policy requires that the standards and requirements of all academic programs, regardless of modality, be subject to the same governance and review processes. The proposed Master of Arts in Human Rights will deliver the same curriculum online as on campus, and any modifications to this program will have to be approved via campus and CUNY governance and the NYSED when appropriate.
2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Answer: The curriculum for the online MA in Human Rights will share the sequencing of core courses. Students must complete all core courses before they can register for the program’s culminating experience, HR 750 Advanced seminar in Human Rights, and as the program grows, core courses will be scheduled in at least one eight-week session per term. The on-campus program will be scheduled so that full-time students can complete all requirements within four terms. Online delivery will progress in eight-week sessions, which will allow students to accumulate credits as quickly as those in the on-campus program. We will also allow on-campus students to take online classes, which means that online sections should have sufficient enrollments to run regularly.

3. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

Answer: Faculty partner with John Jay Online Instructional Designers to capitalize on their expertise in best practices for online teaching and learning to design course activities and assignments that maximize student engagement and success.

John Jay also recently launched the Discover, Design, and Develop (D3) fellowship program. This program supports faculty development in online teaching and learning, educating participants in the latest developments in online pedagogy, best practices, and tools for crafting online courses that promote student learning. Forty-eight faculty have completed the program in its first iteration, and response has been extremely positive.

Students evaluate online classes with the same instrument used for campus-delivered content. In addition, student evaluations for online sections ask for specific feedback about students’ experiences with distance delivery as such. Both faculty from the Human Rights MA program and John Jay Online staff will use the results to assess student satisfaction with online teaching tools.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: We have implemented a suite of interactive course tools in Blackboard, our learning management platform, for use by instructors and students in our online programs. In translating courses for online delivery, faculty receive instruction and support from John Jay Online’s staff of Instructional Designers in how to develop online discussions, collaborative reading and writing projects, and multimedia educational technology tools, such as short-video scenarios that students respond to together. Faculty are trained to use such tools to foster an online community of learners.

5. How do faculty teaching online courses verify that students are doing their own work?

Answer: Academic integrity will be encouraged through various methods: (a) Students are required to use their institutional email address for all course and college correspondence to ensure that the student who is registered is the online student in the course; (b) Blackboard rosters are restricted to students who have matriculated at the college and who have officially registered for courses; and (c) an online service, such as ProctorU, will be employed to validate student identities and proctor exams.

### IV. Outcomes and Assessment
### 1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Answer: Learning outcomes for each course, whether delivered online or on campus, are listed on the syllabus distributed to students at the beginning of the term. Program-level learning outcomes will be prominently listed on the program website. Any changes to course or program structure or outcomes must be approved by college governance and, once approved, will be reflected on program materials and websites. Requirements for degree completion are listed in both the Graduate Bulletin available online and on the program’s website.

### 2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: Assessment of student learning will, like campus delivery, be in terms of expected learning outcomes and methods of evaluation as stated on course syllabi, including assignments for the term, grading rubrics, and weight given to those assignments in calculating final grades. Class assignments and activities will include quizzes, exams, manipulation of data sets, and written work, but also group projects and scenario analyses that provide opportunities to assess student problem-solving, research and writing, and collaboration skills.

We will regularly evaluate our program offerings in order to ensure that our methods of assessing student learning are appropriate to the evolving online learning environment. John Jay Online’s instructional designers and program administrators will engage in ongoing professional development on learning assessment and evaluation and will work closely with program faculty to implement the latest assessment approaches in distance education where applicable.

### V. Program Evaluation

#### 1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The online MA program in Human Rights will share curricular design, learning outcomes, and academic standards with the program delivered on campus and will therefore be subject to the regular governance structures and review processes at the program, college, and CUNY levels. The program assesses its effectiveness with regard to student learning through a systematic approach required by the institution. All courses must have stated learning outcomes that introduce, reinforce, or bring to mastery program-level outcomes. The program collects direct and indirect data to measure student progress with regard to these outcomes, and this data is used to revise course content, activities, and assignments. John Jay Online also captures student feedback specifically about their online experience and uses that feedback to help guide faculty in improving delivery of current offerings and to help shape the development of new courses and programs. These processes are already in place from our implementation of other online graduate programs.

#### 2. How will the evaluation results will be used for continuous program improvement?

Answer: The online MA program in Human Rights will be included of the recurring academic program review cycle for the graduate program in Human Rights. In addition, faculty teaching online sections work closely with John Jay Online instructional designers during the course-development process and maintain regular contact during the term. Both the program and John Jay Online review student performance and course evaluations at the end of the term and collaborate to improve course content.
and delivery in future iterations. The online offerings at John Jay continue to grow, as does the number of faculty experienced in online pedagogy. John Jay Online draws upon this emerging faculty pedagogical expertise to help with the development of novice instructors.

Just as they do with our current online graduate programs, instructors for online courses will collaborate with the instructional design team to review data analysis results, latest developments in content areas, and evolving best practices in distance education. Based on the review, instructors will revise their courses with support from the instructional design team before offering them to future students. This systematic evaluation and revision process ensures continuous improvement to all our online programs.

<table>
<thead>
<tr>
<th>3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer: As mentioned above, the Human Rights MA program will undergo regular academic program review to assess student-learning outcomes, student satisfaction, and retention and graduation rates, and the online version will be included in that review. In between APR review cycles, the program director and faculty teaching in the program will regularly to review student success in meeting course and program outcomes.</td>
</tr>
</tbody>
</table>
Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.\(^3\)

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

<table>
<thead>
<tr>
<th>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>![Signature Image]</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>![Date Image]</td>
</tr>
</tbody>
</table>

Type or print the name and title of signatory

Dr. Jane Bowers, Provost

Phone Number
212-237-8801

\(^3\) The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
PROPOSAL TO ESTABLISH A PROGRAM IN HUMAN RIGHTS
LEADING TO THE MASTER OF ARTS DEGREE

EFFECTIVE FALL 2017

SPONSORED BY THE DEPARTMENTS OF POLITICAL SCIENCE
AND AFRICANA STUDIES

APPROVED BY

JOHN JAY COLLEGE GOVERNANCE
Department Approval: December 9, 2015
Committee on Graduate Studies: January 5, 2016
College Council: February 11, 2016

College Representative: Associate Professor Susan Kang, Political Science
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Provost’s Signature: ________________
Provost’s Name: Dr. Jane Bowers
EXECUTIVE SUMMARY

The proposed Master of Arts degree in Human Rights at John Jay College of Criminal Justice is a professionally oriented graduate program designed to provide students with a thorough understanding of human rights theory and the practical skills necessary to translate understanding into practice. Though human rights is one of the fastest growing undergraduate majors, few graduate programs exist either locally or nationally solely dedicated to human rights, and currently no graduate program exists within the CUNY system. As a leading institution dedicated to the study and promotion of justice, John Jay College is well positioned to capitalize on its existing strengths, faculty expertise, and reputation to become an important contributor to human rights scholarship and practice.

The marketplace recognizes the value of graduates who are agile thinkers with strong communication, research, and advocacy skills. The allure and power of a human rights program—especially at the master’s level—is that it provides an interdisciplinary avenue to address complex issues of human concern as they relate to the interactions of environmental, political, ethical, economic, and social systems. To prepare graduates to participate in human rights research and practice, the MA in Human Rights will comprise a course of study with the following general outcomes: 1) students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines. 2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy. Local and national market research strongly suggests that graduates from the proposed MA program will be highly competitive for a variety of positions, including public and media relations, fundraising, social science research, and legal support services—all of which have strong growth projections.

The 36-credit curriculum designed to meet these outcomes consists of theoretical and practical core courses such as International Human Rights Organizations and Institutions, Human Rights International and Domestic Legal Frameworks, International Law and World Order, Philosophy of Human Rights, Human Rights Advocacy and Activism, and Research Methods in International Crime and Justice. The college’s existing criminal justice course offerings, particularly in the area of investigations and evidence, provide unique elective opportunities for human rights professionals. Along with a rich and diverse set of electives and internship possibilities, the program culminates in an advanced seminar in which students will work with external partners to research and to produce policy responses that serve the real-world needs of those partners. Students will also be required to demonstrate proficiency in at least one foreign language.

John Jay College currently has ample faculty expertise for this program to thrive. Human rights programs are typically based in political science departments, and the College proposes a similar grounding. The College’s Department of Political Science has six full-time faculty members and one part-time faculty member with human rights expertise. The proposed program also embodies the interdisciplinary nature of the discipline, drawing on existing College strengths in History, Philosophy, Africana Studies, Criminal Justice, and Public Administration. The College anticipates enrolling 165 students combined in online and on-campus formats by year five. No new faculty, staff, or resources will be required to offer the program as proposed within the first five years.
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Abstract

The Master of Arts degree in Human Rights at John Jay College of Criminal Justice will be a professionally oriented graduate program that provides students with a thorough understanding of human rights theory and the practical skills necessary to translate understanding into practice. The MA in Human Rights will comprise a course of study with the following general outcomes: 1) students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines. 2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy. Local and national market research strongly suggests that graduates from the proposed MA program will be highly competitive for a variety of positions with strong growth projections, including public and media relations, fundraising, social science research, and legal support services. Within five years of launch, we anticipate an enrollment of 165 students in online and on-campus delivery combined.
Purpose and Goals

This document proposes the creation of a Master of Arts in Human Rights at John Jay College, drawing on the high concentration of faculty with human rights expertise at the college, in the creation of a professionally oriented graduate degree. There is a high level of interest in human rights among employers in the New York City metropolitan area, including those in both the public and private sector. Strong training in human rights provides an integral skill set for those who pursue careers in justice-related fields. The MA in Human Rights will comprise a course of study that will expose students to both 1) substantive concepts in the scholarly and practical field of human rights from key related disciplines and 2) key methodological research, practice-oriented work, and other skills necessary for a variety of post-graduate applications. Graduates from the proposed program will be well positioned for a wide variety of positions, including those in the research/academic, non-profit, government, and private sectors. This combination of rigorous study and commitment to practical work also serves as a national and international model. This integration of theory and practice will be a unique feature of the John Jay College Human Rights MA Program. The proposed Human Rights program is rooted in John Jay College’s mission of educating for and promoting justice.

John Jay College of Criminal Justice is renowned for its excellence in the field of criminal justice broadly defined, which has over the years included interest and expertise in the fields of human rights, economic and social justice, humanitarianism, and international law and institutions. Students at the college have expressed an interest in human rights, leading to the creation of a Human Rights minor in 2012. In addition, there exist few graduate programs both locally and nationally solely dedicated to human rights, and currently no such program exists within the CUNY system. Thus, John Jay College is uniquely positioned to capitalize on its existing strengths, faculty expertise, and reputation to become a key player in providing a professional human rights graduate program. Furthermore, the college’s existing criminal justice course offerings, particularly in the area of investigations and evidence, provide unique elective opportunities for human rights professionals.

As new fields of human rights continue to develop at the overlap between human rights and criminal justice, including fields such as public security, juvenile justice, prison reform, investigative journalism, and human rights litigation, there will be a need for substantial expertise in documenting and analyzing human rights within criminal justice contexts and advocating for effective investigations, accountability, remedies, and reforms.

This new Human Rights MA program will develop opportunities for students to engage in human-rights-centered careers. John Jay College is in a unique position to strengthen and enrich justice programming and, with the establishment of a new MA Program in Human Rights, build a robust professional pathway for students who wish to advance their studies of underrepresented groups and pursue justice-related fields. Coursework in the Human Rights MA will highlight cultural, ethnic, and racial diversity of thought on human rights philosophies and praxis. In addition, labs, internships, and professional development opportunities will ensure that students interface with a culturally, racially, economically ethnically rich cohort of fellow students, mentors, and professional colleagues. Furthermore, this program will be heavily experiential and collaborative, as our program will move away from standard pedagogical methods to place students as “co-creators” and collaborators in creating knowledge and expertise on contemporary human rights theory and practice. This program’s leaders also have
extensive professional partners in the community of practice, with whom we intend to connect our students and graduates.

Another major purpose of this program is to promote diversification of the human rights profession. As our student body, including our graduate student body, is significantly diverse, in terms of class and racial/ethnic backgrounds, this program will lead to human rights professionals that better reflect our diverse city’s population. This proposed MA Program in Human Rights will help further minority achievement as it will be highly committed to recruiting, training, and professionally empowering students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment where these students can develop human rights knowledge and skills through experiences inside and outside of the classroom. In addition, it will also foster learning activities in which studies of and research projects on underrepresented groups, including Africana societies, Hispanic and Latina/o societies, and Middle Eastern, South Asian, and East Asian societies are integrated throughout curricula. These parts of the world are sites of many armed conflicts, ongoing humanitarian crises, wars, and deprivation that the MA courses will analyze.

By addressing human rights in broad domestic, international, and criminal justice contexts, our diverse MA students will be empowered to enrich organizations through their experiences as well as the skills developed as part of this MA program, including fact-finding, report writing, advocacy, media outreach, and litigation related to public security and human rights.

This proposal for an MA in Human Rights has the following major objectives:

1) To create a competitive, rigorous and professionally useful master of arts program that both builds on the human rights scholarly expertise from a variety of disciplines, as well as draws on the clearly identified needs of Communities of Practice (CoP)
2) To provide a substantive and challenging curriculum that provides students with broad, historically driven, conceptually rich, and empirically based human rights research and practice
3) To provide graduates with a nuanced and critical understanding of human rights law and practice at the international, domestic, and regional levels
4) To build on John Jay College’s already established expertise and strengths in the field of international human rights in order to develop the capacity for collaborative, interdisciplinary research, to contribute expertise to communities of practice, and to make John Jay College an important human rights actor within New York City and beyond.

These four objectives will contribute both to strategically positioning John Jay College as an increasingly important institution within the broader criminal justice and academic community and to our growing graduate offerings.

This new Human Rights MA program seeks to develop opportunities for students to engage in human rights-centered careers. John Jay College is in a unique position to strengthen and enrich justice programming and, with the establishment of a new MA Program in Human Rights, build a robust professional pathway for students who wish to advance their studies of underrepresented groups and pursue justice-related fields. Coursework in the Human Rights MA will highlight cultural, ethnic, and racial diversity of thought on human rights philosophies and praxis. In addition, labs, internships, and professional development opportunities will ensure that students interface with a culturally and ethnically rich cohort of fellow students, mentors, and professional colleagues.
This new degree offering will have an impact upon John Jay College in a number of ways. The college currently has comprehensive academic programming in justice-related fields. However, there are no professionally oriented advanced degree programs in human rights and the justice fields of international law, development, and humanitarian assistance. An MA program in Human Rights will fill this gap and will help train technically advanced professionals who are also creative and agile thinkers. The Human Rights MA curriculum will aim toward developing professional skills to address conflict, underdevelopment, crisis, law, and humanitarian necessity. It will also allow foster learning activities in which studies and research projects on underrepresented groups, including Africana societies, Latin American and Caribbean societies, and Middle Eastern, South Asian, and East Asian societies are integrated throughout curricula. These parts of the world are sites of many armed conflicts, ongoing humanitarian crises, wars, and deprivation that the MA courses will analyze.

Developing the MA Program in Human Rights will help further minority achievement as it will be highly committed to recruiting, training, and professionally empowering students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment where these students can develop human rights capabilities through experiences inside and outside of the classroom. Critically, it will strengthen the professional skills as well as deepen the professional network of minority students, who are underrepresented in fields where human rights are debated and practiced, including nongovernmental organizations like Human Rights Watch and Amnesty International, multilateral institutions such as the United Nations and the World Bank, and humanitarian organizations such as CARE International, Oxfam, and the International Rescue Committee.

**Relevant faculty and expertise:**

John Jay College already has a concentration of human rights and human rights-related expertise among its faculty, with a strong record of publication. With the growth of programs such as the International Criminal Justice BA and International Crime and Justice MA program, such expertise has grown in recent years. In addition, the Center for International Human Rights (CIHR) with its track record in research, curriculum development and outreach activities has likewise contributed to the College’s rising profile in this area. There are 20 faculty members, full time and part-time, at John Jay College with human rights and human rights related expertise who are available to teach courses within this program. Many of these professors have already taught human rights courses at the undergraduate level and contribute to human rights scholarship and peer-reviewed publications. A list of faculty and relevant publications can be found in Appendix D.

Human rights programs are typically based in political science departments, and we propose a similar grounding: John Jay College’s political science department has six full-time faculty members and one part-time faculty member with human rights research expertise and teaching experience. As a result of this critical mass, the program will have no difficulty covering the important concepts of human rights typically found in an international relations/international affairs program. However, as our expertise is also multi-disciplinary, the program will benefit from different disciplinary perspectives, such as History, Philosophy, Africana Studies, Criminal Justice, and Public Administration, granting students a unique perspective on human rights issues.
Need and Justification

**Students and the Broader Human Rights Community**

Increasingly in the United States, both graduate and undergraduate student populations are seeking opportunities to pursue their interests in human rights issues in a coherent set of courses that links academic knowledge and practice-oriented work. However, there are a limited number of academic outlets providing this strategic skill set and providing professional development pathways for students with this interest. Human Rights is one of the fastest growing undergraduate majors at Columbia University, the University of Connecticut (which also has a Human Rights Institute), Barnard College, the University of Dayton, and Trinity College, among other universities.¹ A much higher number of universities and colleges offer Human Rights as a minor or certificate program, and at the University of California-Davis, the University of Chicago, Yale University, and University of California-Berkeley, University of Washington, Hunter College, and John Jay College, the minor in Human Rights is rapidly gaining traction as an excellent parallel course of study to law, criminal justice, economics, and other major fields of study.² Broad interest in human rights is also reflected in other fast-growing fields of study such as Sustainable Development, which for the past two years has been the fastest-growing and most popular major at Columbia University.³

The allure and power of a Human Rights program—especially at the master’s level—is that it provides an experience that cuts across disciplines to address complex issues of human concern as they relate to the interactions of environmental, political, ethical, economic, and social systems. Furthermore, the course of study within an interdisciplinary field like Human Rights equips students with a combination of a strong theoretical foundation and ample practical skills, such as statistical tools, social science survey methods, effective communication, and cross-cultural training, which professional organizations across public, private and non-profit sectors demand.⁴ Courses of study in Human Rights aim to prepare students to work in such fields as

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development, public health, international affairs, environmental sciences, humanitarian aid, and diplomacy and governance, which are rapidly growing professional sectors.5

Additionally, a master’s degree program in Human Rights can act in the future as a foundation or a vehicle for a number of other additional certificate programs that are growing in need and usefulness in the private sector, including a Corporate Social Responsibility certification, a Sustainability Professional certification, a Corporate Citizenship certification, and a Corporate Philanthropy certification.6 Non-degree professional certificate programs are expanding throughout the country within major universities as well as institutes and think tanks.7 Many advanced academic programs that have degrees in human rights or sustainable development also provide certifications for Corporate Responsibility and Philanthropy professionals. Thus, this Human Rights MA not only has the potential to develop as a strong and important academic degree program, it can also anchor further programs and certifications that John Jay can develop. In light of this, and as a point of departure for further certificate and program development, the MA program will include a new elective in “Human Rights and Corporate Social Responsibility.” This foundational course will provide the rudiments of the philosophies and practices of CSR, which can act as a core course should further certificate programs emerge.

In light of our determination that this MA degree needs to serve not only the interests and professional goals of students, but also must fulfill the labor demands of human rights organizations, nonprofits, non-governmental organizations, and other organizations focused on human rights and humanitarianism, Susan Kang and Charlotte Walker-Said hosted a Community of Practice Breakfast on April 23, 2015. At this event, we invited organizational leaders from the United Nations, the Bronx Defenders, Idealist.org, the Clinton Foundation, Sustainable Health Enterprises-Rwanda, Be Social Change, and a number of other organizations in health, human rights, and social enterprise in order to crowdsource information regarding what skills, perspectives, capabilities, and proficiencies were required to thrive in their organizations. In addition, Susan Kang, James Mulvaney, and Graduate leadership met with the Soros Foundation/Open Societies Foundation on April 29, 2015, to discuss curriculum design and community needs. We have designed a curriculum with these insights in mind, and we have also designed an internship component to this MA program that will allow students to engage with these practitioners and these organizations who have demonstrated an interest in aligning with John Jay College to create professional career opportunities for our graduates. We intend to focus on this community of practice and broaden our network of participating and engaged


organizations to constantly improve our curriculum through collective learning and collaborative knowledge creation.

Similar programs at other CUNY Colleges
There is currently no dedicated MA program in Human Rights within the CUNY system. There are other programs at the graduate level that allow for students to concentrate in Human Rights. For example, a student at the CUNY School of Professional and Continuing Studies may enroll in the M.A. in Labor Studies, with a focus in Human Rights. Similarly, the International Crime and Justice MA program at John Jay College includes human rights as a key content area. However, the study of human rights within their program still centralizes international criminal justice issue as its core.

Student Interest/Enrollment
This program will seek individuals who have a background and interest in beginning leaders in the human rights field. We expect to target these student markets:
- Graduates of John Jay College’s baccalaureate program political science, law and society, and human rights minor
- Graduates of baccalaureate programs in international affairs, political science, law and society, global studies, legal studies, human rights, global justice and social justice, as well as related specialized fields (health, development, human services)
- Mid-career professionals working the field of human rights
- Human rights personnel from international agencies and foreign countries

Interest and Demand
Employment Outlook
As discussed above, the growth of human rights study and practice and an increasing number of undergraduates pursuing baccalaureate degrees in human rights suggests strong demand for a master’s program in human rights. Our review of employment opportunities for graduates of this program also suggests robust growth.

The program is grounded in a strong interdisciplinary core complimented by a required course in Human Rights advocacy and activism. In the culminating seminar, HR 750, students will work with external partners to research and to produce policy responses that serve the needs of those partners. This combination of field expertise and advocacy skills will prepare graduates well for positions in NGOs and other non-profits dedicated to human rights and related causes, including those organizations engaged in justice-related issues such as immigration. Examples of possible organizations include the following: larger NGOs such as Human Rights Watch, Oxfam, and Amnesty International; smaller NGOs with specializations or a regional focus, such as Asylum Access, Women’s Refugee Commission, and Women for Women International; local organizations such as the American Civil Liberties Unions; intergovernmental organizations such as the United Nations sub-organizations and the Inter-American Commission on Human Rights; charitable organizations such as the Social Accountability International, Ford Foundation, and Open Societies Foundation; and for-profit organizations such as Toyota or Target Corporation.

The larger marketplace values these skills as well. John Jay graduates would be competitive for positions in public and media relations, fundraising, social science research, and legal support
services. Broadly speaking, these employment categories have favorable to very favorable employment prospects over the next 10 years, both in New York state and nationally (see Tables 1 and 2 below).
### Table 1. National Employment Trends Related to Human Rights Master of Arts Program

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td>2012</td>
<td>2022</td>
<td>Number</td>
</tr>
<tr>
<td>Public relations and fundraising managers</td>
<td>62.1</td>
<td>70.1</td>
<td>0.0</td>
<td>0.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>132.9</td>
<td>160.6</td>
<td>0.1</td>
<td>0.1</td>
<td>27.7</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>65.7</td>
<td>77.1</td>
<td>0.0</td>
<td>0.0</td>
<td>11.4</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>18.0</td>
<td>21.2</td>
<td>0.0</td>
<td>0.0</td>
<td>3.2</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>29.6</td>
<td>34.0</td>
<td>0.0</td>
<td>0.0</td>
<td>4.4</td>
</tr>
<tr>
<td>Social and human service assistants</td>
<td>372.7</td>
<td>453.9</td>
<td>0.3</td>
<td>0.3</td>
<td>81.2</td>
</tr>
<tr>
<td>Paralegals and legal assistants</td>
<td>277.0</td>
<td>323.3</td>
<td>0.2</td>
<td>0.2</td>
<td>46.2</td>
</tr>
<tr>
<td>Public relations specialists</td>
<td>229.1</td>
<td>256.5</td>
<td>0.2</td>
<td>0.2</td>
<td>27.4</td>
</tr>
</tbody>
</table>


### Table 2. New York State Employment Trends Related to Human Rights Master of Arts Program

<table>
<thead>
<tr>
<th>2012 National Employment Matrix title and code</th>
<th>Employment Number</th>
<th>Change 2012-2022</th>
<th>Annual Wages ($) - 2014¹</th>
<th>Employment Prospects²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td>Net</td>
<td>Percent</td>
</tr>
<tr>
<td>Public relations and fundraising managers</td>
<td>6,370</td>
<td>7,430</td>
<td>1,060</td>
<td>16.6%</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>12,560</td>
<td>14,380</td>
<td>1,820</td>
<td>14.5%</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>6,420</td>
<td>7,980</td>
<td>1,560</td>
<td>24.3%</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>900</td>
<td>990</td>
<td>90</td>
<td>10.0%</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>6,560</td>
<td>7,630</td>
<td>1,070</td>
<td>16.3%</td>
</tr>
<tr>
<td>Social and human service assistants</td>
<td>32,780</td>
<td>37,120</td>
<td>4,340</td>
<td>13.2%</td>
</tr>
<tr>
<td>Paralegals and legal assistants</td>
<td>25,120</td>
<td>29,100</td>
<td>3,980</td>
<td>15.8%</td>
</tr>
<tr>
<td>Public relations specialists</td>
<td>23,010</td>
<td>26,910</td>
<td>3,900</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

Source: New York State Department of Labor, Division of Research & Statistics

¹Employment and wage data by occupation are based on the Occupational Employment Statistics (OES) survey, which collects information from approximately 52,000 businesses. Data were collected in 2010, 2011, 2012 and 2013 and then updated to the first quarter of 2014 by making cost-of-living adjustments. These wage estimates reflect New York State’s minimum wage of $8.00, the minimum wage in effect at the time these estimates were prepared. Occupational employment and wages technical documentation is found at [http://labor.ny.gov/stats/lstechoes.shtm](http://labor.ny.gov/stats/lstechoes.shtm).

²Entry wage: The mean (average) of the bottom third of wages in an occupation.

³Experienced wage: The mean (average) of the top two-thirds of wages in an occupation.

⁴Employment Prospects technical documentation is found at [http://labor.ny.gov/stats/lstechnos.shtm](http://labor.ny.gov/stats/lstechnos.shtm).
Career Services

Students in graduate programs at John Jay are encouraged to take advantage of our Center for Career and Professional Development. The Career Center has personnel dedicated to assisting graduate programs and their students in securing and maintaining internships, which is an elective option for students in the Human Rights program. The Career Center also offers a variety of services to help students prepare for job-seeking, including workshops and one-on-one counseling. As with most graduate programs, faculty will advise students on potential career trajectories for those with an MA in Human Rights, and the program director will partner with the Career Center to develop and maintain relationships with key employers.

Enrollment Projections:

In light of our market analysis and assessment of undergraduate-student interest, we project the following enrollments for the first five years of the program. We intend to offer 100% of the program online, and enrollment projections include students completing the program through distance-education delivery as well as those matriculated on campus.

Projected Student Enrollments, Years 1-5

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Cohort Size</td>
<td>20</td>
<td>35</td>
<td>50</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>Existing Full Time In State</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Existing Full Time Out State</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Existing Part Time In State</td>
<td>11</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Existing Part Time Out State</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>New Full Time In State</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>New Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>New Part Time In State</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>42</td>
<td>53</td>
</tr>
<tr>
<td>New Part Time Out State</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>20</td>
<td>51</td>
<td>89</td>
<td>127</td>
<td>165</td>
</tr>
</tbody>
</table>

Assumptions:

- Semester Retention Rate: 90.00%
- Full-Time Percentage: 20.00%
- Part-Time Percentage: 80.00%
- In-State Percentage: 88.40%
- Out-of-State Percentage: 11.60%
- Full-Time Average Yearly Credit Load: 24
- Part-Time Average Yearly Credit Load: 15
- Full-Time Years to Complete: 2
- Part-Time Years to Complete: 4
Admission Requirements

This program will seek students from diverse social science (and even STEM) backgrounds with an interest in human rights professional development. Admission to the program will be competitive based on the following criteria:

- Baccalaureate degree from an accredited institution (or its international equivalent)
- Undergraduate GPA of at least a 3.0
- Experience in human rights (research, internship, work, volunteerism)
- Two letters of recommendation. Letters may be from academic and professional references, but they should assess whether an applicant would be successful in the program and as a human rights professional.
- Interview upon request
- Applicants whose first language is not English and who were educated in a country where English is not the official language, must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 600 for the paper-based test, 213 for the computer-based test, and 79-80 for the Internet-based test.
- The Graduate Record Examination (GRE), or other standardized test, is required for all applicants except when the Graduate Admissions Committee elects to waive the requirement based on special circumstances, such as:
  - The applicant is a graduate of a related major at John Jay College of Criminal Justice and has a GPA of 3.5 or more;
  - The applicant has seven or more years of related professional experience in the international criminal justice field (e.g., works for UN, INTERPOL, World Bank, etc.) and has demonstrated significant professional accomplishments;
  - The applicant is a foreign student. Foreign students are defined as students who are enrolled in institution of higher education who are not citizens of United States of America, immigrants, or refugees. These may include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange - visitor) visas, and M (vocational training) visas. Foreign students do not have long-term or permanent residence.

Curriculum

Degree Requirements:
The Master of Arts in Human Rights consists of 36 credits. Students should be able to complete the course of study in two years of full-time study or four years part time.

The program culminates for all students in HR 750, Advanced Seminar in Human Rights, in which students participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization’s needs.

Students also have the option of engaging in an internship or, those with overall GPAs of 3.5, an A- or better in ICJ 715, may write a thesis with the approval of the program director. Internships and theses can count toward elective credit.

Written and oral proficiency in a foreign language is strongly recommended, particularly for those interested in pursuing careers in international human rights.
MA in Human Rights: 36 credits

1. CORE COURSES (24 credits)
   - HR 700: Introduction to Human Rights (3 credits)
   - HR 701: International Human Rights Organizations and Institutions (3 credits)
   - HR 702: Human Rights: International and Domestic Legal Frameworks (3 credits)
   - ICJ 703: International Law and World Order (3 credits)
   - HR 705: Philosophy of Human Rights (3 credits)
   - HR 706: Human Rights Advocacy and Activism (3 credits)
   - ICJ 715 Research Methods in International Crime and Justice (3 credits)
   - HR 750 Advanced Seminar in Human Rights (3 credits)

2. ELECTIVES (12 credits)
   - HR 710: Human Rights Documentation and Investigation (3 credits)
   - HR 711: Human Rights and Humanitarianism (3 credits)
   - HR 712: Civil and Political Rights and Civil Liberties (3 credits)
   - HR 713: Economic, Social and Cultural Rights (3 credits)
   - HR 714: Human Rights and Corporate Social Responsibility (3 credits)
   - HR 715: Health as a Human Right (3 credits)
   - ICJ 806 Transitional Justice (3 credits)
   - ICJ 803 The UN Permanent Forum on Indigenous Issues: International Rights and Beyond (3 credits)
   - PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy (3 credits)
   - ICJ 805 Terrorism and Human Rights (3 credits)
   - ICJ 810 Human Trafficking (3 credits)
   - CRJ 765 Social Movements, Revolution, and Terrorism (3 credits)
   - CRJ 778 Victimology (3 credits)
   - PSY 705 Psychology of the Victim (3 credits)
   - CRJ/PAD 754: Investigative Techniques (3 credits)
   - FOS 761: Forensic Anthropology: Osteological & Genetic Identification (3 credits)
   - PAD 718 International Public Policy and Administration (3 credits)
   - HR 780: Human Rights Internship Course (6 credits)
   - HR 791: Thesis (6 credits)

See Appendix C for suggested course sequencing for two-year completion.

Faculty

There are 16 full-time faculty and 3 part-time faculty who have expressed interest in the Human Rights MA and have human rights expertise. Many of these faculty members also teach in the Human Rights undergraduate minor program.

The program will have a program director who will be given two course releases annually, or comparable course release to that offered to other directors of graduate programs. The program director will be responsible for curriculum planning, scheduling, advising, quality control, and relevant budgeting. A part time college assistant will assist the program direct. The Program Director will be elected by faculty teaching in the MA in Human Rights for a three year term, and confirmed by the Provost. No program director may serve more than three consecutive full terms of office.
Cost Assessment

Administration:

It is expected that the program will be administered through an arrangement with the department of the program director. Though we are sensitive to the worry expressed by our external reviewer that additional support staff may be required, we believe that administering the program out of existing departments will address the costs of providing office services and supplies and the space for the part-time college assistant. If the program exceeds expectations, the College will support it accordingly.

Governance

The program will be governed by a governance committee made up of faculty who teach the core courses in the program listed in Appendix A. Governance in this program will be faculty based, not department based. The program director will be elected every three years by the core faculty, and any faculty member who is part of the governance committee may be nominated or nominate potential program directors.

Faculty

As stated earlier, the college has many qualified professors with wide ranging expertise on human rights. In recent years, hires in the International Crime and Justice MA, Department of Political Science, and other departments and programs have hired promising faculty members with human rights expertise. We believe that these faculty, with some adjunct support, will provide adequate staffing for the program. There will be minimal adjustments for additional adjunct costs.

Facilities and Equipment

Existing facilities and equipment are sufficient for the program.

Library and Instructional Materials

The library has sufficient resources to meet the needs of the master’s program. The library has many monographs and journals, as well as e-books and e-journals in the field of human rights. It even has a designated human rights area on the webpage with library-specific and open source human rights resources available to students. The existing collections in international criminal justice as well as new acquisitions relating to new programs, will provide the necessary baseline of resources for students.
APPENDIX A: COURSE DESCRIPTIONS FOR REQUIRED COURSES
The core courses in the Human Rights MA program are as follows:

**HR 700 Introduction to Human Rights (3 credits):** This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents—both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.

**HR 701 International Human Rights Organizations and Institutions (3 credits):** This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.

**HR 702 Human Rights: International and Domestic Legal Frameworks (3 credits):** This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.

**ICJ 703 International Law and World Order (3 credits):** The course is an introduction to the study of international law and policy. It will address the evolution of the international legal process, and explore—through the use of a series of hypothetical and actual problems—the principal challenges to the present world order. In particular, the course will analyze and assess contending theories on the law/power dichotomy, the origins of international law, the structure of the international legal argument, and evaluate the relevance of the international legal lenses in addressing problems in key issue areas, such as peace and human security, intervention, human rights and humanitarian action, and justice/accountability.

**HR 705 Philosophy of Human Rights (3 credits):** This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, as well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as
a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.

**HR 706: Human Rights Advocacy and Activism (3 credits):**
The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.

**ICJ 715 Research Methods in International Crime and Justice (3 credits):** The purpose of this course is to provide an understanding of the basic use of different methods used to obtain data in criminology and CRJ research in comparative, international and global contexts. The focus will be equally on thinking statistically and qualitatively. Statistical thinking involves drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.

**HR 750 Advanced Seminar in Human Rights (3 credits):** This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization’s needs.
APPENDIX B: SYLLABI FOR NEW COURSES
Instructor
Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

Course Description
This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.

Learning Objectives
In this course, students will
• Gain a general understanding of the legal, philosopher and theoretical origins of international human rights
• Understand key empirical debates over the causes of human rights violations
• Apply international human rights law and norms to contemporary policies and practices;
• Gain deep knowledge of a particular human rights concern of their choosing;
• Strengthen critical reading skills, analytical ability and written and oral communication skills

COURSE POLICIES
As indicated above, class participation is essential. Class participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.

Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.
While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to skang@jjay.cuny.edu

Course Assignments and grading:

Reaction Papers: Students will complete three reaction papers over the course of the semester. In these reaction papers, students are required to summarize, synthesize and critically analyze the assigned readings for the week. In addition, the best reaction papers will make linkages to other course topics and draw on broader themes discussed in the class. These papers will be 3-4 pages long (each worth 10% of the grade).

Discussion leadership: In addition to three reaction papers, students will lead discussion for three class sessions, which will allow for students to work in groups. Students will communicate with the professor before class to share the key questions and discussion frameworks. In addition to “what” questions, which discuss the content of assigned readings, discussion leaders should also draw on more conceptually driven questions (i.e., how might these readings agree or disagree with universalist ideas of human rights?). Each worth 5% of the grade.

Draft research paper: Students will write an independently initiated research paper on a topic relating to the course materials. The first draft of the paper, 10-12 pages long, is due in Week 8. This paper must consider some key institution, organization, treaty, law, case or other notable issue within human rights, as applied to a broader theoretical debates within the field of human rights. The first draft will be worth 15% of the total grade.

Research paper: The final paper is due during the finals period. The paper should be 15-20 pages (not including bibliographic materials) and follow either norms of a social science or a legal research paper, including proper citations. The final draft is worth 40% of the grade.

Required Texts:
Michelline Ishay: A History of Human Rights
Belden Fields: Rethinking Human Rights for the Twentieth Century
Various articles available on Blackboard
Key web-based human rights texts

**Course Schedule**

Week 1
Ishay: Introduction and Ch.1 (pp. 3-62)

Week 2: Universal Declaration:
Universal Declaration of Human Rights; [http://www1.umn.edu/humanrts/instree/b1udhr.htm](http://www1.umn.edu/humanrts/instree/b1udhr.htm)
Susan Waltz, “Reclaiming and rebuilding the history of the Universal Declaration of Human Rights” *Third World Quarterly* 23:3, 437-448.
Fields, Ch. 1 and 2 (pp. 7-72)

Week 3: “First Generation” Rights:
The International Covenant on Civil and Political Rights
[http://www2.ohchr.org/english/law/ccpr.htm](http://www2.ohchr.org/english/law/ccpr.htm)
Ishay, pp. 63-116

Week 4: “Second Generation” Rights:
The International Covenant on Economic, Social and Cultural Rights
[http://www2.ohchr.org/english/law/cescr.htm](http://www2.ohchr.org/english/law/cescr.htm)
Ishay, pp. 117-172
Fields, Ch. 5, pp. 133-152

Week 5: National liberation and human rights: Cultural rights and sovereignty
Ishay, pp. 173-244.
Burke, Roland,

Week 6: Questions of universality

Week 7: Critiques of Human Rights-Based

Week 8: Political Explanations for Human Rights violations:

Week 9 Psychological/Cultural Explanations for Human Rights Violations

Week 10 Ideological Explanations: mass ideologies; elite ideologies; and the interplay of decision-making and ideology

Week 11 Top-Down Approaches to Human Rights Change
DeLaet, Chapter 8, “Promoting Human Rights from the Top Down,” 135-158.
DeLaet, Ch. 11, “Promoting Human Rights from the Bottom Up,” 204-218.
Ackerman and Duvall, Ch 7 “Argentina and Chile: Resisting Repression,” in A Force More Powerful, 267-302.

Week 12: Humanitarism and interventions

Week 13 New issues: Migrants, Children, Disability

Week 14 Development and Human Rights

Resources:
University of Michigan Human Rights Advocacy and History of international Human Rights Standards
http://humanrightshistory.umich.edu/

University of Minnesota Human Rights Library:
http://humanrightshistory.umich.edu/

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
• Presenting another person’s ideas or theories in your own words without acknowledging the source
• Using information that is not common knowledge without acknowledging the source
• Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)
Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
Course description: This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.

Course Outcomes and Learning Objectives:

By the end of the course Students will be able to:

- Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Perform independent research on a human rights organization of their choice.
- Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.
- Use international relations theory to analyze the problems with contemporary human rights organizations.

Required Texts:


Additional Readings

In addition to these books, you are expected to read the assigned articles, available on Blackboard, before each class session. Please bring a copy of the readings (paper or electronic) to class that day.
Course requirements
15%: Seminar participation
20% Reflection papers (10% each)
10% Leading class discussion (5% each time)
20% 1st draft of research paper
30% 2nd draft of research paper
5% Peer Review

Reflection Papers:
Each student will write two reflection papers, based on the week’s readings. These papers should be 500-600 words long and must include a word count. These will be submitted as hard (paper) copies. In these papers, you will integrate the main points of the readings, and analyze the arguments presented in the readings. The best papers will not only provide a summary of the readings, but also place the readings within the broader class and provide criticism of the authors’ arguments and evidence.

Discussion leaders:
Each week, those students writing the reflection paper will be responsible for leading class discussion. Discussion leaders are expected to ask questions about the major ideas and concepts from the readings, and also to provide discussion questions to students. You are highly encouraged to email 3-4 questions to the class the night before, to give students a chance to consider the topics you wish to discuss. Students should NOT use Power Point, although handouts for your fellow students is encouraged. Use of videos is highly discouraged.

Paper:
Students will write an 18-20 page research paper, relating arguments from the theoretical readings in class with a specific human rights organization. A 15 page first draft (not including bibliography) is due on Week 9. The final draft is due during Finals Week. Failure to hand in a draft on time will lead to delayed feedback. We will perform a peer review session on the last week of class on the papers.

Expectations:
As this is a graduate seminar, you are expected to have engaged with the course readings before every seminar. You are expected to attend every seminar. Late response papers will not be accepted, as they are the basis of seminar discussions.

Course Outline

Introduction

Week 1: Introduction to International Human Rights Regimes

Forsythe. Chapters 1 and 2

Theories of IOs

Week 2: Ideas and Norms


Week 3: IOs as Bureaucracies

1. Bureaucratizing World Politics
2. International Organizations as Bureaucracies
4. Defining Refugees and Voluntary Repatriation at the United Nations High Commissioner for Refugees

Week 4: Principal-Agent Approaches/Domestic Approaches


International Organizations

Week 5: UN Charters and Treaties

Forsythe, Chapter 3

Barnett and Finnemore Ch 5 “Genocide and the Peace-keeping Culture at the UN”


Week 6: UN Monitoring Systems


Week 7: Special Rapporteurs


Special Rapporteur on the Right to Education. 2015 Report: Protecting the Right to Education Against Commercialization” available at: http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/AnnualReports.aspx

Week 8: WTO

Forsyth, Ch. 8


Regional and State Systems

Week 9: Regional Systems I

Draft of Paper DUE

Forsythe, Ch. 5


Week 10: Regional Systems II


Week 11: State and Local Human Rights Organizations

Forsyth, Ch. 6


Non-Governmental Organizations

Week 12: Overview

Forsyth, Ch 7

Hopgood, “Keepers of the Flame: Understanding Amnesty International” Chapters 2-4

Week 13: Conclusions

Forsythe, Ch. 9

Hopgood “The Endtimes of Human Rights” Chapters 1, 2 and 8
1. Moral Authority in a Godless World
2. The Church of Human Rights
8. The Neo-Westphalian World

Week 14: In Class Peer Review

Week 15: Final Paper Due
Course Policies:

**College Policy on Plagiarism**
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

If you plagiarize on an assignment you will fail that assignment.

**College Policy on Cheating**
Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students’ examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty.

If you cheat you will fail that exam.

Source: [http://www.jjay.cuny.edu/academicStandards/undergraduate.asp](http://www.jjay.cuny.edu/academicStandards/undergraduate.asp)

**Accessibility:**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Furthermore, if you have situations or circumstances that affect your ability as a student in this class or John Jay, please feel free to speak with me or send me an email as soon as possible. It is my goal for each of you to succeed and I will try to be as sensitive to the diversity of student needs.

**Diversity and Collegiality**
One of the most enriching aspects of a graduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

**Explanation of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A–</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B–</td>
<td>Good</td>
</tr>
</tbody>
</table>
C+, C | Satisfactory
---|---
C− | Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.
F | Failure -- An F is not erased when the course is taken again and passed.

This explanation of grades comes from the Registrar’s office. If you want to dispute a grade, you must have a clear argument as to why your work falls within a different category. (http://www.jjay.cuny.edu/academics/761.php)
HR 702: HUMAN RIGHTS:
INTERNATIONAL AND DOMESTIC LEGAL FRAMEWORKS

Professor  Dr. Verónica Michel  Phone  212 6213733
Office  Department of Political Science  E-mail  vmichel@jjay.cuny.edu
Office  Tuesdays  NB: 9.65.30
Hours  3-4 pm  Turnitin.com Class ID: XXXX
Or by appointment  information  Password: hr_law

COURSE DESCRIPTION
This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.

PREREQUISITES: None

COURSE GOALS AND OBJECTIVES
This course will allow students to understand the interaction and complementarity between the legal frameworks at the domestic and international level for the protection and promotion of human rights. The emphasis will be on the legal norms that constitute human rights law, as well as on the legal procedures and institutions that have developed to protect these norms.

The central goal of the course is to familiarize students with international human rights law and with a broad range of analytical tools to enable them to think critically about how to understand the practice of human rights. The course explores domestic and international criminal procedure law, as well as substantive areas of international law such as the law of armed conflict, humanitarian law, human rights law, and international criminal law.

In this course students will learn to:
• Identify and explain the basic structure of International Human Rights law
• Recognize and assess the different types of criminal human rights procedure at the domestic/international level
• Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena
• Apply international legal concepts to international political problems through the use of case studies; and
• Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection.

REQUIRED READINGS
The textbook will be available at the John Jay College Bookstore. I recommend that you buy a used copy or rent the text from the bookstore.

SUPPLEMENTARY TEXTS/ADDITIONAL RESOURCES
• Shirley V. Scott, International Law & Politics: Key Documents (Lynne Rienner).

COURSE POLICIES
Emails and contact
• Check your email and Blackboard (BB) regularly: I will be posting on BB the instructions for all assignments, and I will be sending important email messages throughout the semester. It will be your responsibility to read these communications.
• I will be available to students ONLY during my office hours, by email, or by appointment. Failure to show up for an appointment without proper notice will be penalized by one point of your final grade.
• If you send me an email please be aware that it will take me between 24-48 hrs. to reply. Also, I will not respond to an email with questions that can be found in this syllabus or through Blackboard.

Grade disputes: the “48 hour claim rule”
Students are always welcome to discuss the grades of their assignments with me. If you wish to dispute your grade, however, you must wait 48 hours after the assignment was returned to you. Then, to dispute your grade you must submit a 1 page (max.) written reflection attached to a copy of your assignment (you keep the original). In this reflection you must provide an explanation of your claim as clearly as possible, providing supporting arguments (taken from lecture notes and/or readings).

Incompletes
No incompletes will be given.

Academic dishonesty policy
While student collaboration is encouraged, students must author their own written work. Both cheating and plagiarism will not be tolerated in this class. Plagiarism and cheating will result in a failing grade in the assignment or expulsion from the course. No exceptions will be made.
Most assignments will be submitted to www.turnitin.com. You will need to create an account in the website and then add the course by entering the course ID and password (info is on the first page of the syllabus).

Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to “test” the assignment’s originality.

Assignments that have a low originality score will be reported and will result in failure in the assignment or the course.

COURSE REQUIREMENTS AND GRADING
This class is a graduate-level seminar/lecture hybrid course. It is essential for students to complete the reading prior to the class meeting. Students must come prepared for class and be ready to participate in class activities and exercises.

An A grade reflects excellent (outstanding) work, a B good (average) work, and a C only satisfactory work. There are NO extra credits in this class.

If at any point during the semester you feel you are having trouble with the assignments, the readings, or the course, please come talk to me as early as possible.

Final grades will be determined as follows:

- Attendance/participation 10%
- Case study papers 50%
- Moot court 40%

WHAT'S IN THE NAME: HUMAN RIGHTS LAW?

WEEK 1 Introduction to Human Rights Law International Law
- Weisbrodt, et.al. (2009) “Chapter 1 Introduction to International Human Rights,

WEEK 2 Basis of Obligation in International Law
  - Read the entire chapter but place careful emphasis on pages 41-77 and just read lightly/skim the remainder of the chapter.
- Selected HR Instruments: refer to BB.
- In-class Quiz: sources of law, types of human rights, differences between international criminal law and international human rights law (no book but open note)

WEEK 3: Ratification and Implementation of HR Treaties
• Weissbrodt et.al., (2009) Chapter 3 “Ratification and Implementation of Treaties”

WEEK 4: State Reporting of Human Rights Practices
• Weissbrodt, et.al. (2009) Chapter 4 “State Reporting Under International Human Rights Treaties; Cultural Relativism”

HUMAN RIGHTS: DOMESTIC AND INTERNATIONAL LEGAL FRAMEWORKS

WEEK 6: Human Rights Protections at the Domestic Level

WEEK 5: Human Rights Protections at the Regional Level
• Rhona K.M. Smith, “Regional Human Rights Mechanisms,” 86-95

WEEK 6: Human Rights Protection through the UN Charter
• Weissbrodt, et.al. (2009) “Chapter 6: What UN Charter-Based Procedures are Available for Violations of Human Rights?”
• UN Charter, http://www.un.org/en/documents/charter/ (Be sure to take careful notes)
  o Preamble
  o Ch I: Purposes (Articles 1-2)
  o Ch V: The Security Council (Articles 23-32)
  o Ch VI: The Pacific Settlement of Disputes (Articles 33-38)
  o Ch VII: Action with respect to threats to the peace, breaches of the peace and acts of aggression (Articles 39-51)
• In-class: Quiz on the UN Charter

WEEK 7: Security Council & International Humanitarian Law

HUMAN RIGHTS VIOLATIONS: SEEKING ACCOUNTABILITY

WEEK 8: Struggles for Human Rights Accountability in Domestic Jurisdictions
• Michel & Sikkink (2013) The Participation Rights of Victims and Human Rights Prosecutions Law and Society Review
• Weissbrodt, et.al. (2009) “Chapter 8: How can Human Rights Violators Be Held Accountable”

WEEK 9: International Tribunals: Nuremberg and Tokyo
• Mettraux, Guenael, “Trial at Nuremberg,” in Schabas and Bernaz, Routledge Handbook of International Criminal Law, 5-16. (CW)
• Convention on the Prevention and Punishment of Genocide

WEEK 10: Individual Criminal Accountability in ad hoc Tribunals
• Benjamin Schiff, “River of Justice,” 14-41 in Building the International Criminal Court.1
• Security Council Resolution 827 (1993)

WEEK 11: THE ICC
• In-class Film: International Criminal Court, Institutional Video, 25 minutes
http://www.youtube.com/watch?v=UYg0JzsmQ30

WEEK 12: “Foreign Trials” and Universal Jurisdiction

WEEK 13: “Foreign Trials: Tort Law and Domestic Remedies within the US
• Weissbrodt, et.al. (2009) “Chapter 13: Domestic Remedies for Human Rights Violations within the US” read sections A, B, C
• Weissbrodt, et.al. (2009) “Chapter 14: US Adjudicative Remedies for Violations Under the Alien Tort Statute” read section F

WEEK 14:
• Moot court
• Final paper due
ASSIGNMENTS GUIDELINES

Writing Case Papers:
A case is a story. Cases recount—as objectively and meticulously as possible—real (or realistic) events or problems so that students experience the complexities, ambiguities, and uncertainties confronted by the original participants in the case (be they foreign policy decision makers, medical doctors, or government officials). As they “inhabit” a case, students must tease out key components from the real messiness of contradictory and complicated information. Cases compel students to:

- distinguish pertinent from peripheral information,
- identify the problem(s) at hand and define its context and parameters,
- identify a set of possible solutions,
- formulate strategies and recommendations for action,
- make decisions, and
- confront obstacles to implementation.

In this course we will use both retrospective and decision-forcing cases.

A retrospective or narrative case presents a comprehensive history of a problem—complete with multiple actors, contending interests, and the real outcome; students identify alternative options and analyze why this outcome resulted, when other—possibly “better” solutions—existed.

A decision-forcing case stops short of revealing the outcome, thus forcing students to identify and assess the range of possible options for action. Typically, these cases have an “Epilogue,” which tells “the rest of the story”; again, students analyze why this was what happened.

Due Date: SEE BB.

Objective:
- To apply a theory or concept to a real situation.
- To generate animated class discussion.
- To allow you to explore a problem by sorting out relevant facts, developing logical conclusions and presenting them to your peers.
- To familiarize you the problems that real life policy makers face including coping with ambiguity and decision-making in complex situations.
- To help you develop your analytical and problem solving skills.

Requirements:
- Case papers are between 4-6 pages long – see directions below on specific cases (12 point font, double spaced with 1 inch margins).
- I am not asking you to write how you personally would respond to these cases. I am asking you to put yourself in the shoes of an international political-legal expert working within the tradition of international law, and to make judgments based on that role. You should first draw on widely shared legal norms, custom and treaties to inform your analysis. Only after that, may you provide personal and/or political commentary on the
case the relevant moral and legal standards under discussion. Given this class is about the intermingling of politics and law it may be useful to follow your legal analysis with a political analysis and see how they relate to one another and whether or not your recommendation varies any when political considerations are explicitly taken into account.

- Follow the directions for each specific case outlined below.

**Evaluation:**

- Evidence of a clear thesis statement that is well supported in a coherent and persuasive essay that is responsive to the assigned question or topic.
- Very good writing which includes proper spelling, good grammar and appropriate prose and uses citation correctly and where needed.
- Thoughtful engagement of legal concepts while paying attention to political practice.

**Case Paper 1:**
**The Extraordinary Rendition of Abu Omar: Ethics and the War on Terror**

- Write a 4-6 page essay in which you answer the question of whether the struggle against violent Islamic extremism is best understood and addressed as a war (guided by the laws of war and international humanitarian law) or as a particularly virulent form of crime (guided by an international criminal law framework). Be sure to also address what tools are most appropriately used by states in the response. Your answer should draw on the bodies of international humanitarian law, international criminal law and international human rights law and be able to distinguish between them.

**Case Paper 2:** **US Military Personnel and the ICC**

- Write this essay from the perspective of your assigned role (as either Secretary of State, Secretary of Defense or the Attorney General) and advise the President of the right course of action, as you see it. This should be a persuasive essay in which there is a clear, succinct and easily discernible course of action being advocated for (clear thesis). You must provide convincing evidence and/or arguments to support your position. Be sure to consider both long- and short-term and domestic and international ramifications of the course of action that you are advocating.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  

MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS  
HUMAN RIGHTS ADVOCACY AND ACTIVISM SYLLABUS  

HR 706  
Section 01  
01.01 NB  

Instructor  
Dr. Susan Kang  
Political Science Department  
9.65.12NB  
646-557-4664  
skang@jjay.cuny.edu  
Office hours: Mon. 12:15-1:30 p.m. & by appt.  

Course Description:  
The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.  

Learning Objectives  
Students in this course will:  
- Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies  
- Understand and evaluate key domestic and international human rights NGOs and assess how their organizations, operations, strategies and contributions help shape human rights norms  
- Explain and assess the role of human rights advocates within key international organizations  
- Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy  
- Engage in independent written and oral presentation of human rights research  

Course Policies  
As indicated above, class participation is essential. Class participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.
Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to skang@jjay.cuny.edu

**Course Assignments and grading:**

The following assignments will be used to calculate your grade

- **Participation:** 10%
- Short papers and discussion leadership (3): 30%
- Paper draft: 10%
- Final paper: 50%

**Participation:** Students are required to attend every class, arrive on time, and contribute to the class discussion. You may miss 1-2 classes with no penalty, and the professor reserves the right to penalize your final grade by 1 letter grade if you miss 3 classes. Missing more than 4 classes will lead to an F grade.

**Short Papers:** Throughout the class, students will be required to write three short (2-3 page) papers over the assigned readings for the day. Reaction papers will summarize and analyze the key arguments and evidence found in the week's readings. The very best papers will explicitly link the readings to broader theoretical and conceptual debates in human rights, and earlier readings in the class. In addition to writing the reaction paper, you (with whoever else is writing the paper that week) will lead class discussion for that class period. Students are encouraged to discuss their classroom leadership plans with the professor one week prior. (10% each paper/presentation)

**Final paper:** The bulk of this seminar's grade will be determined by your independent research paper, 15-20 pages. In this paper, you will choose a human rights campaign and analyze it from
one of the major theoretical perspectives discussed in this class (boomerang/spiral, hegemony, socialization theory. If you want to use another theoretical framework, please meet with me before proceeding). You may choose an issue that has been heavily researched (Rome Statute, anti-Apartheid), a newer issue (convention on protecting rights of people with disabilities), or a less researched issue. You should use a standard convention of citation (typically APA or Chicago-style).

The first draft (7-10 pages) is due in Week 7 of the semester. At minimum, this draft should include your campaign and a discussion of the theoretical framework.

College policies:

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
• Presenting another person’s ideas or theories in your own words without acknowledging the source
• Using information that is not common knowledge without acknowledging the source
• Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Key Texts:

Course Schedule

Week 1: Brief background:
Chong, Introduction and chapter 1 (pp. 1-30)

Week 2 Advocacy around the Universal Declaration:

Week 3 Transnational Advocacy Networks: Boomerang and Spiral Models

**Week 4 Case studies: Transnational activism**
Chong Ch. 2 (pp. 31-70)

**Week 5 International NGOs**

**Week 6: Changing strategies of major NGOs/Social justice groups**
Chong, Ch. 3: pp. 71-103.

**Paper draft due**

**Week 8 Critiques of contemporary advocacy**

**Week 9 Human Rights “Brokers” from international to local**

**Week 10 Framing and non-Human Rights strategies:**

**Week 11: Human Rights advocacy and the media:**
James Ron, Howard Ramos, and Kathleen Rodgers, 2005, “Transnational Information Politics:

**Week 12 NGO Structure and HR advocacy:**

**Week 13 Case studies 1 Human Rights advocacy within the UN System and other supranational organizations**
Becker, Ch. 3-5 (pp. 59-112)

**Week 14 Case studies 2: Promoting accountability**
Becker: Ch. 6–8 (pp. 113-176)

*Final Paper Due*
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York

MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS  
PHILOSOPHY OF HUMAN RIGHTS

HR 705

INSTRUCTOR

Dr. Charlotte Walker-Said  
Department of Africana Studies  
9.12.45NB  
212-237-8758  
cwalker-said@jjay.cuny.edu  
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, as well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.

PREREQUISITES

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 705, has the following goals and objectives
  • Describe the major themes of at least two of the areas of human rights philosophy;
  • Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
  • Identify the significant ethical theories, including the rational justification of universal ethics and human rights;
• Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
• Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument.

COURSE REQUIREMENTS

In-Class Discussion: All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10% of the grade)

Two Short Writing Assignments: there will be 2 short writing assignments due over the course of the first half of the semester, each worth 10% of the course grade. I have indicated the due dates in the syllabus. Each must be handed in during class. Each will be between 500 and 750 words. Word counts must appear on the assignment. The topics for these assignments must come from the content of the reading for that week. The purpose of them is to push forward discussion on the main themes of the course. Students will be expected to be able to present their thoughts on these assignments in class. (30% of the grade)

In-Class Oral Presentations: students will have to present orally during two different weeks and be able to summarize their short papers in oral form in less than 3 minutes. These oral presentations will allow the students to gain skills in argumentation and rhetoric and will allow students to constructively critique and observe their peers’ presentation skills. Students will present the paper that they wrote and support their arguments with evidence from the chosen readings (30% of the grade)

Final Research Paper (Final Exam): there will be a term paper, on a subject to be approved by me in writing, at the end of the term. The point of the paper will be to explicate the central argument of some self-chosen journal article on human rights, written by a philosopher discussed in this course. Two weeks after the subject is approved, a detailed abstract of the term paper will be handed in. Finally, on the last day of class, the final draft of the term paper will be due. It will be between 1800 and 2000 words. I will be willing to look at rough drafts of the full term paper as long as I get them well before the due date. In calculating the grade for this portion of the class, the abstract will be worth 10% and the final draft will be worth 90%. (30% of the grade)

GRADING

Final grades will be calculated as follows:

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<th>Assignment Type</th>
<th>Percentage</th>
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<td>Two short writing assignments</td>
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<td>Two oral presentations on short writings</td>
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<td>Class participation</td>
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<td>Final paper (final exam)</td>
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For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

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<td>B+</td>
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<td>B</td>
<td>83-87</td>
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<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77.1-79.9</td>
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**COURSE POLICIES**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

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- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
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- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the
student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Plagiarism and Cheating**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)*

**Contact with Professor:**
All email communication should be directed to cwalker-said@jjay.cuny.edu

**Required Texts**


**COURSE CALENDAR AND ASSIGNMENTS**

**Week 1: Metaethics: Relativism and Constructivism**


**Week 2: Stoic Cosmopolitanism and Human Rights Constructivism**


**Week 3: Kant on International Justice**

Immanuel Kant, *Perpetual Peace: A Philosophical Sketch*, 92-125, *(available online at: http://www.constitution.org/kant/perpeace.htm).*


**Week 4: Capabilities and Human Rights**


**Week 5: The Contemporary Discourse of Human Rights**

The Universal Declaration on Human Rights


Jack Donnelly, *Universal Human Rights in Theory and Practice*, Chapters 3 and 4

**Short paper #1 due at the end of Week 5.**

**Topics:**

Briefly summarize the distinctions between moral relativism and ethical universalism. How can universalism be problematic?

What are cosmopolitan obligations? Can they interfere with obligations of smaller political communities (such as the nation?) Should they interfere with these obligations?

How does Kant’s theory of international justice influence your opinion of global institutions like the United Nations or the International Criminal Court?

Outline the basic principles in Nussbaum’s theory of capabilities and discuss whether this is a satisfying model for human rights.

**Week 6: Student presentations of Paper 1**

Oral presentations, with or without PowerPoint, to be completed during this week

**Week 7: Women’s Rights as Human Rights**


Week 8: The Right not to be Tortured (Part 1)


Week 9: The Right not to be Tortured (Part 2)


Paper #2 due at the end of week 9

Paper Topics

Name two human rights arguments against torture and name two counter-arguments, using the rhetorics of security, that resist human rights claims against torture.

What does the clitoridectomy debate reveal about the human rights vs. cultural rights debate? And further, what is the role of individual rights in preserving tradition?

Week 10: Student presentations of Paper #2

Week 11: Terrorism, the War on Terror, and Human Rights


Week 12: State Respect and Disrespect for Human Rights

Thomas Pogge, *World Poverty and Human Rights*, Chapter 3 *(on Blackboard)*

Cicero, *On Obligations*, Book III *(on Blackboard)*

**Week 13: Global Economic Justice (1)**


Thomas Pogge, *World Poverty and Human Rights*, Introduction and Chapters 4 & 7 *(on Blackboard)*

**Week 14: Global Economic Justice (Part 2)**


**Week 15: Review and Analysis for Final Research Paper**

Peer review

Drafting outlines
HR 750

INSTRUCTOR

Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization’s needs.

PREREQUISITES

All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

As the culminating seminar in the HR program, HR 750 has the following goals and objectives

- Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem
- Prepare a collaborative research product, including a paper and oral presentation, for a human rights organization in support of a human rights campaign
- Apply multidisciplinary expertise and problem solving skills towards a relevant human rights issue
- Gain expertise and competence in professional and policy-oriented writing

Course project

This semester’s culminating project will be a collaborative research project with the Global Action to Prevent War (GATPW). GATPW has commissioned this class to do a study on the international migration crisis. In addition to introductory research on human rights and the migration, students will participate in team research on domestic, international and regional efforts to mitigate human rights vulnerability of migrants. Teams will focus on major state and regional actors: North Africa, United States, Australia, SE Asia, and the Mediterranean states (Italy, Spain and Greece). The end product will be a policy paper outlining the migrant human rights crisis in the area, resulting state and regional policies,
best practices, and recommendations for states (government entities), NGOs, activists, and funding agencies. In addition to a desk review, you will be required to interview at least one (preferably two) experts on your geographic area. Your interviews can be of legal professional, human rights campaigners, academic area specialists, journalists or anyone else with unique knowledge of migrants’ rights in your geographic area. We will have submitted an IRB application by Week two of the course, and you will be required to submit the necessary CITI certification in Week 1 to support this application.

**COURSE REQUIREMENTS**

**Writing Assignments:** Students will hand in collaborative 1-2 page written responses to a prompt every week, engaging with the course reading materials and assignments. These will be listed on the course Blackboard site.

**Draft presentation:** Students will present the desk review of their findings in Week 8 of the semester. You are expected to wear professional dress. Presentations will require a PowerPoint or similar presentation aids and will be 15 minutes long. A representation form GATPW will be present, either physically or virtually, to give feedback.

**Final Presentation:** Students will present their final findings, incorporating their interview materials, in Week 14. As before, these presentations will be 15 minutes long, focus on your policy recommendations for organizations and governments on improving human rights for refugees and migrants in your region, and require a PowerPoint or similar presentation aid. Professional dress is required.

**Class participation:** Your participation in this seminar is essential. Participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance. Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

**Final Paper:** The final paper, a collaborative project, is due during finals week. You may submit a draft by Week 13 if you want comments, but it is not required. This will be in the format of a policy or White Paper, consisting of an executive summary and policy recommendations. The paper will be 15-20 pages long and should be readable to a general interested (i.e. nonacademic) audience.

**GRADING**

Final grades will be calculated as follows:

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<th>Assignment</th>
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<tr>
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<td>Draft presentation</td>
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<tr>
<td>Final presentation</td>
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<td>Final team project paper + Executive Summary</td>
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For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

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<td>F</td>
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**Course Policies**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**Incomplete Grade Policy**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements. **Given the nature of this course, there will be no incompletes.**

**Americans with Disabilities Act (ADA) Policies**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the
student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Plagiarism and Cheating**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)*

All papers must be submitted to Blackboard Safeassign for review for determination of the provenance of the contents of the paper. The instructors may use other methods to determine the originality of the paper.

**Contact with Professor:**
All email communication should be directed to skang@jjay.cuny.edu

**Required Text**

Please note: This is an advanced seminar course and students are expected to read from a variety of sources, including not only the assigned materials, but also book and journal articles that they may have used for other courses. Students are expected to tap a variety of data sets such as Lexis-Nexus, Academic Search Premier, the United Nations Treaty system, and specialized human rights data bases (i.e. State Department, Cigranelli and Richards CIRI). Students will be given guidance about resource materials for our project.

**Grading**

Final grades will be calculated as follows:

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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Weekly writing assignments</td>
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<td>Draft presentation</td>
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*Late Assignments:* All assignments must be turned in on time. Late assignments will be docked 1/3 of a letter grade for every day they are turned in late (i.e. an A becomes as A- after one calendar day). Students needing an extension should talk to the instructors in advance. No extensions will be given after the due date.

**Course Calendar and Assignments**

**Week 1: Introduction the Global Migration Problem**


Groome, Ch. 1

Bring CITI certification

**Week 2: Guest Speaker, Jane Buchanan from Human Rights Watch**
Human Rights Watch, 2015, “SE Asia: Accounts from Rohingya Boat People,”
Emina Cerimovic, 2015, “Migrant Smuggling: What are EU options?”
https://www.hrw.org/news/2015/05/12/migrant-smuggling-what-are-eu-options
Human Rights Watch, 2015, “EU: Mediterranean Deaths Warrant Crisis Response,”

Week 3: Human rights documents: Database usage and open source research techniques
Review:
UN High Commission on Human Rights: Refworld: http://www.refworld.org/cgi-bin/texis/vtx/rwmain
Berkeley Law Library: Refugee Law:
https://www.law.berkeley.edu/library/dynamic/guide.php?id=64
International Red Cross: International Humanitarian Law Treaties: https://www.icrc.org/ihl
United Nations: Dag Hammarskjöld Library Research Guides
http://research.un.org/en/docs/humanrights
UN High Commission on Refugees: Policy Development and Evaluation:
http://www.unhcr.org/pages/4a1d28526.html
UN High Commission on Refugees: Resources:
http://www.unhcr.org/pages/49c3646c4b2.html

Week 4: Academic literature on refugee law and practices

Week 5: Policy papers on refugee crisis:
One of the policy papers at the European Council on Refugees and Exiles:
http://www.ecre.org/topics/areas-of-work/protection-in-europe.html
**Week 6: Guest Speaker on human rights documentation**
Groome, Ch. 2-3, 7 and 9
In class discussion: techniques to find interview subjects

**Week 7: interview techniques**

**Week 8: Draft Presentations**
You will present your 15 minute presentations to a representative from GATPW today. Professional dress required.

**Week 9: Troubleshooting, Feedback, and Review day**
This day is reserved for students to share their progress with obtaining and conducting interviews, for instructor feedback on presentations, and review each other’s written progress on the final research paper.

**Week 10: Analyzing Interview Data:**
In class: bring interview notes; in class interview simulations

**Week 11: Professional Writing Seminar**
Writing for government: [http://web.uvic.ca/~sdoyle/E302/Notes/](http://web.uvic.ca/~sdoyle/E302/Notes/)
[http://blog.brazencareerist.com/2012/05/04/write-less-say-more-the-power-of-brevity/](http://blog.brazencareerist.com/2012/05/04/write-less-say-more-the-power-of-brevity/)
Excerpts from the Introduction to Foreign Service Writing, Foreign Service Officer Orientation Manual, on BB

**Week 12: Evidence based policy and white papers**

**Week 13: Troubleshooting and peer review of executive summaries**
“Writing Executive Summaries.” From University of Maryland Writing Center: [https://www.umuc.edu/writingcenter/writingresources/upload/ewc-writing-for-an-audience.pdf](https://www.umuc.edu/writingcenter/writingresources/upload/ewc-writing-for-an-audience.pdf)
Week 14: Final presentation and final paper due
HR780: INTERNSHIP IN HUMAN RIGHTS
SYLLABUS

Prof. Susan L. Kang
(646)557-4664
skang@jjay.cuny.edu
6 credits
Online Course

COURSE DESCRIPTION

This course provides students the opportunity to gain in-depth field experience in the human rights professional world, while connecting these experiences to academic concepts and theories learned within coursework. Students will also participate in classroom activities to contextualize the practices of their organization and their field placements as part of their broader professional development. At the end of the internship experience, students will create an eportfolio to electronically present their professional experiences to future employers.

Prerequisites: Students must have completed all the core courses of the MA in HR program, have a 3.5 GPA and have received the permission of the director to pursue the internship track. Under unique exceptions and with permission of program director, a student may take the internship course simultaneously with the culminating course.

LEARNING OBJECTIVES

The internship course in Human Rights will allow students to:

- Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations
- Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills
- Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally
- Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.
REQUIREMENTS

This course complements the hours (280) you will spend at your internship this semester. This course will be taught as an asynchronous online course. This allows students to participate in placements outside the NY area and participate in course requirements in a flexible manner. Students will write weekly journal entries in response to a prompt online, as well as participate in discussion board and other online written activities. Students are also required to comment on other students' contributions, stimulating a classroom discussion within the online environment.

In sum, to fulfill the requirements for the internship course, students are required to:

1. Spend a total of 280 hours working at an approved agency. This translates into 20 hours per week, over a period of 14 weeks of regular semester hours. Students must receive a satisfactory evaluation from their placement supervisor at the end of their internship. In addition, students must ensure that these hours are documented by the college appropriately.
2. Journal their internship experiences online on a weekly basis, as instructed in the course outline.
3. Actively participate in online discussion board forum.
4. Submit four (4) short to medium length writing assignments (2-5 pages). Some (not all) of these assignments will also be loaded into the discussion forum to stimulate discussion among your peers. Note that all of your assignments must be uploaded and analyzed by SafeAssign. DO NOT PLAGIARIZE OR RECYCLE YOUR OWN WORK.
5. Complete one (1) end of semester evaluative essay analyzing your internship placement experience with your coursework experience within the MA program. This final paper will be used not only to as an assessment tool, but can be the basis of future changes to the MA program.
6. Submit all necessary paper work to the John Jay College Center for Career & Professional Development, including from site supervisor (please see relevant documents under the “Course Information” folder on Blackboard).

An internship placement agreement signed by the student and the agency supervisor or a representative must be submitted to professor at the beginning of the course, as well as periodic and final time sheets. I will conduct a site visit in person about halfway through the semester. If your placement is not in the tristate area, or a site visit proves otherwise difficult, I will have a phone conversation with your placement supervisor. You may not change your placement without approval of the professor. If you have difficulties at your placement that go beyond those typical of routine adaptation to a new setting, I ask that you contact me immediately. By this I mean such issues as sexual harassment, workplace violence such as bullying, poor or neglectful supervision, ethical or legal issues, or serious physical or mental stress. The College has many resources to help us with these difficulties, and I am the one to link you to them and/or speak to your supervisor about them.

Journaling:

Students will use the “blog” feature in Blackboard (under Content) to post weekly journal entries by, except during spring break. Only one entry is needed per week and the syllabus indicates the topic to be addressed in each weekly journal entry. You should always try to reference relevant course materials in your journal entries. Your journal entries should be between 100 and 200 words. In addition to a weekly entry, each student should comment on the journal entry of one
other student, in a comparative manner. That comment need not be more than 50 words, but it should show that the student has read the journal entry of the classmate, has reflected on it and poses a reflective question, offers a suggestion, or helps resolve an issue or problem. You will be graded on your journal entries and on your comments on other students’ journal entries. Please ensure to check with your placement supervisor as to what you can and cannot journal, due to confidentiality. These entries must be kept confidential and no one else will have access to the course page.

Discussion forum:

Our discussion forum is where we will discuss the course materials (readings, videos) as well as some (not all) of the students’ assignments. Please pay careful attention to the instructions for the discussion postings, which include word ranges or limits. Best practice suggests that you write your discussion board posting in word, edit it, proofread it, grammar/spellcheck it and then load it.

Online presence:

Regular and timely online participation is important. Therefore, any prolonged absence from our online classroom will affect your grade. You will generally need to consult our Blackboard site a minimum of twice a week. You may prepare assignments before they are due, but please do not post or submit them too far in advance of the deadline: this will throw off the rhythm of the course. For this course, it is very important that you keep your John Jay inbox clean. I will be sending announcements and emails through Blackboard, and they all go to your John Jay email address. Please note: if Blackboard suffers any prolonged outage, we will adjust the deadlines in the syllabus.

ONLINE CLASSROOM COMMUNICATION GUIDELINES

1. Be concise and to the point.
2. Use proper spelling, grammar and punctuation. This is not texting.
3. Be mindful of your tone.
4. Do not use abbreviations or emoticons. Again, this is not texting!
   Please do not to use abbreviations such as BTW, IMO, and LOL. These are not appropriate in professional communication. The same goes for emoticons, such as the smiley :-).
5. Do not write in CAPS.
6. Read your text before you send it.

COURSE MATERIALS

The key text for this course is a guidebook to e-portfolios:
All readings and other materials (voice files, videos) will be posted on Blackboard under Course Documents. If you cannot access them for some reason, let the professor know immediately.

GRADING

The final grade for the internship will be based on academic assignments and fieldwork.
Field work: (50%): based on written evaluation by your placement supervisor. The professor will send an evaluation sheet to your placement supervisor, who will email or mail it back to the
professor at the end of the semester. In addition, you must submit a form documenting your completed hours (filled out weekly), signed by your supervisor. Failure to get these forms to the professor by the end of the semester can lead to an INC.

Academic performance (50%):
- Online journal entries and commentaries on your classmates’ journal entries 10%
- Online discussion board postings on readings 10%
- 4 short to medium length writing assignments, to be submitted online 10%
- E-portfolio: 20%

Please note that you are expected to hand assignments/complete electronic assignments on time. I will use my discretion to decide to evaluate/penalize late contributions. As an online class, your regular, timely participation is necessary for your success in this class.

Portfolio:
E-portfolio/professional page:
E-portfolios are a great resource to help in your career development. They serve as public representations of your work and many employees now appreciate e-portfolios in the hiring and recruitment process. We will be working towards a complete e-portfolio throughout the semester, and you will be assigned to read

Your portfolio should include the following five components:
- Professional Bio and Picture - one or multiple tabs (who are you, what is your education and professional work experience, what coursework do you feel is relevant to your academic/professional goals)
- Professional Resume
- Concept map or reflective practitioner model of your internship experience
  - The concept map should be a visual representation of your knowledge areas, experiences and expertise. For more information, see http://cmap.ihmc.us/docs/theory-of-concept-maps
  - A brief (one or two paragraphs) should accompany the concept map.
- Two to Four 'Artifacts':
  - Artifacts are items that demonstrate the student's perception of how internship objectives and strategies were met.
  - Artifacts can include video, Power Points, interviews, non-classified documents, web sites you have worked on or designed, event material, etc.
  - Artifacts must be accompanied by a description and analysis of why the particular item you have selected demonstrates how the internship objectives and strategies were met.
- Internship Connections and Future Academic / Career Goals
  - Brief analysis and discussion of the connections made between coursework and internship, skills and knowledge you gained during the internship and how this impacts your future academic and career goals (can be taken from final reflection paper).

For information on how to make an e-portfolio on Google pages, please see the following resources:
CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Students who are unsure how and when to provide documentation are advised to consult with me. The Library has free guides designed to help students with problems of documentation.

EXPECTATIONS FOR STUDENTS OF THE PROFESSOR:
You can expect a 24 hour turnaround on emails for the course. Please email me directly for any questions about the course. I will be monitoring your journaling and discussion board a few times a week and I will make comments as well. You can expect a week’s turnaround on your assignments. Thus, given that assignments are due on Fridays, you can receive feedback on your assignments by the following Friday.

COURSE OUTLINE

Week 1: Orientation
To-do:

- Read the syllabus and be sure to familiarize yourself with the course's content, requirements, and assignments. Navigate the Blackboard site and be sure to know where the journal, discussion board, and SafeAssign areas are. If you have any questions, please contact me ASAP.
- Email me your placement site, mailing address, supervisor's name and title/position, email address, and phone number. I will send a contact letter to your supervisor introducing myself and outlining your supervisor's responsibilities.
- Download a time sheet found in the Course Information folder, fill it out weekly and get it signed by your supervisor.
- **Journal:** (found under Content folder): due on Tuesday: Introduce yourself to the class, tell the class about your placement, why you chose it, how your placement relates to the Human Rights program, your responsibilities at your placement and what you hope to learn. Comment on another student's post by Friday.
- **Short Assignment 1:** Due next week
  - Evaluate your résumé for gaps in knowledge and skills that might be acquired at your placement. If you would like help on refining your resume, please make an appointment at career services
  - In your first week at your internship, read background material on your organization and any existing materials on your internship responsibilities.
  - Read Chapter 4 from Gordon and McBride under Course Documents.
  - Download the internship placement agreement under Course Information.
  - Draft your agreement and discuss it with your placement supervisor. Consult your professor as needed.
  - Submit your final agreement and your current resume to me in one file as Assignment 1 by next Friday. If you have not started your placement yet, or are unable to finalize your assignment, take a stab at it, label it 'draft' and submit it anyway.

Week 2 The intern’s role. This week we will discuss how interns adapt to their role, or even create a role for themselves. We will discuss participant observation, and how to make the internship a learning experience.

- Assignment 1 (resume and internship agreement) is due today.
- Cambridge book: Skim chapter 1

- Read articles found under “Intern's Role” folder:

- **Discussion Board:**
  - (Due Friday) Respond to thread entitled “Intern’s Role”. Answer the thread about the readings by hitting reply and put your name in the subject of the reply. (i.e., my reply posting, ‘RE: The intern’s role – Susan Kang’.)
  - In 100-200 words: How different is being an intern to being an employee, according to D’abate et al and Parilla & Hesser?

- **Journal:** Topic: What’s it like being new on the job, and how do you plan to adapt or cope with this? Respond by Tuesday, comment on another student’s post by Friday

- This coming week, find your organization’s ‘mission statement’ – this may also be called organizational goals, statement of purpose, remit, or charge. Normally, it is located on the organization’s website, but it could also be in their policy and procedures manuals or in a legal document. If you cannot find it, ask your supervisor as a last resort. Hold onto it.

**Week 3 Organizations:** This session covers organizational characteristics, the political, legal and economic backdrop to your organization and organizational goals.

- **Read under the “Organizations” folder:**

- **Read the missions statements of the following organizations:**

- This coming week (by next Friday) answer the thread about the readings by hitting reply on Organizations. Put your name in the subject of the reply. The question is: How do Rehli & Jäger, Meyers &Rowan, and Wendt differently understanding the conflicting dynamics within organizations (non-profit, government, and international)? Which conflicts do you seen in your own placement? 100-200 words.

- **Journal in our class blog by Tuesday, February 17th.** Topic: How will you as an intern be contributing towards your organization’s mission, as per its mission statement? Comment on another student’s journal entry by Friday, February 20th.
• Start Assignment 2, due next week: Organizational Introductory Paper. Write a three page, double spaced paper on the organization where you are placed. Address all the points below. Submit it by next Friday, February 20th as Assignment 2 and paste it as an attachment in a reply to the thread in our Discussion Board labelled Assignment 2, with your name in the subject line.

Your assignment must include the following information, in narrative (i.e. not bullet point, or pasted in from the internet) format:

• The mission of the organization and the relationship of this organization to others
• The clients/customers/constituents/stakeholders of the organization
• The product/service/tasks/deliverables of the organization
• The key individuals with whom you will be working
• The structure/hierarchy of the organization (you may paste in an organizational chart here, but be sure to explain it in your narrative)
• Where you fit in the organizational chart, and areas of the organization to which you will be exposed

Week 4
Professional Trajectories I: Careers in Human Rights

Assignment 2 is due today; Comment on another student’s Assignment 2 by Friday

• Cambridge Book: Skim Ch. 2
• Readings: Selections from Axelrod-Contrada, 2008. Careers Opportunities in Politics, Government, and Activism (second edition). Read at least three of the chapters
  o Other State/Federal positions
  o International Affairs
  o Nonprofit Advocacy and Administration
  o Public Interest
  o Communication, Social and International Issues
  o Lobbies, Unions and Association

• Discussion Board: Career placements: Following the readings, explain the three major “industries” you picked and how they might relate to a career in human rights. What specific position discussed in one of your selected areas would be your dream job (1, 5, 10, 20 years down the line)? 200-300 words. Due on Friday.

• Journal: What kind of career did you initially hope for upon application to this MA program? How has your thinking about your ideal career changed during your time here? (100-200 words). Due Tuesday. Comment on another student’s post by Friday.

Week 5 Professional Trajectories II. This session deals with individuals’ career paths. Start thinking about who you could interview about their career at your placement and ask them for an appointment to interview them.

• Respond to another student’s Career Placement’s post by Tuesday.

• Journal in our class blog by Tuesday, February 24th. Topic: How can I contribute an international perspective to this placement? By Friday, February 27th, comment on another student’s journal entry.
• Readings (in Professional Trajectories folder):
  1. Professional biographies of human rights advocates:
     o Secretary General Ban Ki-Moon: http://www.un.org/sg/biography.shtml
     o Doug Johnson: http://www.hks.harvard.edu/about/faculty-staff-directory/douglas-johnson
     o Ella Baker: http://ellabakercenter.org/about/who-was-ella-baker
  2. You will also find a selection of voice files from NPR.org, This I believe series – listen to them

• By Friday, answer the following questions on the discussion board thread (500 words maximum):
  • How does national or local experience connect or inform international experience?
  • How do personal trajectories meld (or not) with professional ones?
  • What seem to be main points of satisfaction for the professionals in the readings and voice files?
  • Based on these readings and voice files, what sorts of questions do you want to ask your supervisor in their interview? Draft these questions (limit yourself to 4-6).

**Week 6 Your supervisor.** This week we are going to concentrate on your supervisor. The readings from last week complement your assignment below.

• Comment on someone else’s discussion board post by next Friday, as well as on their Assignment 2.

• Journal in our class blog by Tuesday. Topic: Is there anything about your supervisor that you would like to emulate? Describe. By Friday, comment on another classmate’s journal entry.

• Assignment 3: Interview assignment. This week you are to work on and complete **Assignment 3, Supervisor’s Interview** (due March 6th). This assignment should be a detailed report of a one on one interview with your placement supervisor or, if he or she is unavailable or unwilling, someone else you admire at your internship. The learning outcome for this assignment is to learn and reflect on the strategies for having a satisfying professional and personal career.

  The first step is to finalize an outline of questions to discuss in the interview, based on the feedback from the professor from last week’s draft of questions. Questions asked should typically pertain to the interviewee’s career path, philosophy, advice for achieving success, critical decisions or actions that made a difference in the organization(s) where he/she has worked, advice in balancing family life and business, leadership styles, and future plans. Be sure to ask about your supervisor’s successes and failures, and his or her “hindsight” gained from these experiences.

  The second step is to ask your supervisor for an appointment of about 30-45 minutes to complete the interview. You may find it easiest to audiotape the interview (contingent on permission first from your interviewee, of course) so you may listen to it afterwards in
In order to complete the third step. The third step is to write a 3-5 page report (double spaced) on the interview. This report is to be a well written summary and reflection in your own words, not a list of questions and answers. The first half of the report should summarize the interview. The second half should be your own reflections and thoughts about what you learned from the interview, and how it may be helpful in your professional career.

Please load your report under "Assignment 3" and paste it as well into a reply to the thread in our Discussion Board labelled Assignment 3 and your name, by Friday, March 7th.

Your interview will be assessed by the following elements: (1) expression and correct use of the English language (2) attention to both the personal and professional biography of your interviewee (3) careful reflection on your interview and relation to your own personal and professional aspirations.

This is an assignment that students typically enjoy. Please relax and have fun with it! Please advise your interviewee that what they tell you in their interview will be shared with the professor and your classmates, but not beyond our group.

Week 7 Interview wrap-up and Intergenerational Communication.

- Assignment 3 is due today.
- Cambridge book: Skim Ch. 6
- Read another student’s Assignment 3 interview this week and comment on it by next Friday, March 13th.
- Journal in our class blog by Tuesday, March 10th. Topic: Are generational categories useful? What generational differences do you notice at your placement? By Friday, March 13th, comment on another student’s journal entry.

- Intergenerational Communication.
- Readings:

- On the discussion board, answer the thread by next Friday, on the readings. The question is: According to the readings, what must it be like for someone not from your generation to supervise you? 50-100 words.

Week 8 Hierarchies and Inequalities in the workplace

- Readings:

- Journal: How do race, class and gender seem to matter in your workplace? Does the social justice mission of your organization self-consciously address this issue and if so how (or how does it not)? Due Tuesday; comment on another student’s entry by Friday.

- Discussion Board: How do race, class, and gender influence patterns of authority, hierarchy, and other forms of workplace inequality according to the readings? How have workplaces attempted to address these bases of inequality and why have they been efficient? Do you agree with the authors’ arguments? Why or why not? (200-300 words). Due Friday

- **Worksites visits start now. Be sure to email the professor about possible times and date**

**Week 9 Cross-cultural communication.** This session examines the nature of the multicultural workplace and how individuals and teams help to carry out the goals of the organization. We will take a close look at cross-cultural communication and multiculturalism in the workplace.

- Cambridge book: Skim Ch. 7

- Read selected chapters from the following on Blackboard under Course Documents.

- Watch the videos on multiculturalism and policing produced by the U.S. Bureau of Justice Assistance.

- Read this short article on personal communication “styles”: [http://intelispend.com/blog/whats-workplace-communication-style/](http://intelispend.com/blog/whats-workplace-communication-style/) (link also available online)

- Journal on our class blog by Tuesday, March 17th. Topics: What ‘cultures’ are present at my placement, such that I would need cultural competence to be a more effective worker? In addition, how has my cultural background, as well as my “personal communication style” led to challenges and advantages in this internship? By Friday, March 20th, comment on another student’s journal entry.

- On the discussion thread, answer the following by next Friday March 20th: (300 words maximum)
  1. Is cross-cultural communication something that occurs within nations, or only across nations?
  2. How do the lessons and examples in the readings apply to criminal justice settings? Given that it is impossible to avoid cross-cultural communication errors (we cannot know the customs of every culture in the world), what are some strategies to avoid them, or apologize for them?
**Week 10 Workplace writing.** This session covers the purpose, style and formatting of workplace writing, particularly email messages, letters and memoranda.

- Read the following web resources:
  - University of Maryland, “Online Guide to Writing and Research: How does College Writing differ from Workplace Writing?”: [https://www.umuc.edu/writingcenter/onlineguide/chapter1-02.cfm](https://www.umuc.edu/writingcenter/onlineguide/chapter1-02.cfm)
- Journal in our class blog by Tuesday: Do people at your placement follow Lindsell-Roberts’ (and the other) recommendations about business writing? Give an example of how they do or how they don’t. Comment on another student’s journal entry by Friday, April 3rd.
- Discussion Board: Write a 200-300 email to your supervisor about an issue relating to your internship following the workplace writing norms described in the reading. Due Friday.

**Week 11 Evidence-based policy and practice.**

- Comment on another student's workplace writing DB entry. Does this follow the writing norms from the previous readings?
- Readings:
  - Nutley, Sandra, Davies, Huw, and Walter, Isabel. 2002. Evidence Based Policy and Practice: Cross Sector Lessons From the UK. ESRC UK Centre for Evidence Based Policy and Practice: Working Paper 9
- Journal in our class blog by Tuesday. Topic: Do you think decision-making or policy at your placement is based on ‘evidence’, ‘science’ or ‘research’? Give examples. Comment on another student’s journal entry by Friday.
- Discussion Board: Search in relevant human rights databases for a research article (an empirical journal article or book chapter) that you think the staff at your placement should read. On the discussion board this week, enter your choices by way of (1) a complete APA-formatted citation and (2) a brief 2-3 sentence rationale of why you think your supervisor should read this article.

**Week 12 Assessing your experience and career planning.**

- Cambridge book: Skim Ch. 8
• This week, write a letter to the next intern. How would you assess your placement, and what would you recommend to the next intern who takes on your role? Post this under **Assignment 4** by Friday. 2 pages double spaced. Use your good workplace writing techniques.

• Journal in our class blog by Tuesday. Topic: Have you changed somehow since you started your placement (as a result of it)? How? If not – why? Comment on another student’s journal entry by Friday.

• It is at this point that your supervisor should be filling out your evaluation and conducting an exit interview with you. Please remind your supervisor to return the evaluation to me (preferably by email, if not by post). A copy of the evaluation is available under Course Information.

• **Please note that this evaluation is separate than the form provided by the Center for Career & Professional Development.**

**Week 13: E-portfolio development**

• **Letter to the next intern (Assignment 4) due.** Be sure to upload to Discussion Board thread title Assignment 4 and comment another student’s post by Friday.

• **Readings:**

• Journal: What are the key competencies that you’ve developed during your time in your internship? What will you be placing your concept map? Due Tuesday. Comment on another student’s post on Friday.

**Week 14 Wrapping up**

• **Journal: What’s on your mind?** Open post to discuss any remaining issues, questions, ideas, findings from your time at your placement. 100-200 words, due Tuesday.

• E-portfolio due: submit to “Final project” under Blackboard SafeAssign by final week.

• May 16th is also the day to submit your time sheet. Please scan it and load it under, Assignments, Final Timesheet. Be sure your timesheet totals to at least 280 hours and that your supervisor has signed off on all your hours.

• Be sure that your supervisor has sent the electronic version of your performance evaluation to the professor by May 17!
COURSE DESCRIPTION

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of the elementary and crucial form of justice known as humanitarianism, which aims to enable human rights and activate its claims in crisis situations. Among topics to be considered are the role that dignity and human rights play in grounding humanitarian ambitions, their relation to political and economic institutions that manage humanitarian agendas, and the distinction between duties of justice and claims of charity or “development assistance.” Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide.

COURSE STRUCTURE

This course explores seminal case law to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty.

The first part of the course investigates the foundations of humanitarianism: the network of states, international organizations, and nongovernmental organizations that count themselves as part of the humanitarian sector. This part of the course answers the question: Who is part of the humanitarian world? Has this world changed? How? Why? With what consequences? These introductory questions will be tied directly to a collaborative student conference presentation occurring during the fifth week of the course.

The second part of the course examines the underlying foundations and logic of humanitarian governance. Humanitarian governance is rooted in the basic supposition that we do and should care for distant strangers. What does that mean, both philosophically and concretely? How do an ethics of care, compassion, and humanity interact?
The third part of the course explores three critical areas of humanitarianism: humanitarian intervention; emergency relief; and post-conflict peacebuilding.

**Prerequisites**

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

**Learning Outcomes**

This course, HR 711, has the following goals and objectives

- Define and explain the international humanitarian law and the work of international humanitarian institutions;
- Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide;
- Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
- Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
- Analyze and assess contemporary scholarly and journalistic writings on the relationship between humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents.

**Course Requirements**

**In-Class Discussion:** All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10%)

**Two Short Writing Assignments:** You must write two short papers (15% each) that are 5-pages in length that will address the readings in Sections II and III. In each of these sections I have identified paper topics, but you are welcome to suggest your own.

**In-Class Conference:** You must also participate at a “conference” in Section I, Week 5 of the course that will be “hosted” by this class. The conference presentation is a form of oral presentation discussing an aspect or agenda of a humanitarian institution. (15%)

**In-Class Oral Presentation:** In Section II, you will present your short paper topic to the class and summarize your main argument in a 3-minute presentation. (15%)

**Final Research Paper (Final Exam):** The largest assignment is a research paper worth 30% of your grade. You also have several “age appropriate” alternatives: write an article that might be submitted to a peer-reviewed journal; develop a research design that might be useful for your dissertation prospectus; write a review essay or literature review in order to better understand the contours of a particular controversy.

**Grading**
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PLAGIARISM AND CHEATING

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

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- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

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CONTACT WITH PROFESSOR:
All email communication should be directed to cwalker-said@jjay.cuny.edu

REQUIRED TEXTS


COURSE CALENDAR AND ASSIGNMENTS

Section I: The Principles and Logics of Humanitarian Governance

This first section will provide a “guide” to humanitarianism with the additional aim of getting everyone up to speed for the conference presentation in Week 5.

**Week 1:** What is the Humanitarian World?

**READING:**

International Committee of the Red Cross. Codes of Conduct.


**Week 2:** A historical overview of humanitarianism

**READING:**


**Week 3:** Controversies regarding the boundaries of humanitarianism

**READING:**
Week 4: Central debates in humanitarianism as a field of action and as a field of study

READING:


Week 5: MAPPING THE WORLD OF HUMANITARIANISM CONFERENCE

Student group presentations and the analysis of formal current humanitarian agendas

Section II: The Underlying Foundations and Logic of Humanitarian Governance

Week 6: Protecting humanity

READING:


Week 7: Rights and humanitarianism

READING:


**Week 8:** Violence and humanitarianism

**READING:**


**Week 9:** Public opinion, sentiment, and humanitarianism

**READING:**


**Week 10:** Student presentations of papers

*Paper topic:* What accounts for the rise of concern for distant strangers?

**Section III:** Critical Areas of Humanitarianism: Intervention, Emergency Relief, and Post-Conflict Peacebuilding

**Week 11:** Intervention in Famine

**READING:**


Michael Barnett, *Empire of Humanity*, Chapter Four and Nine
**Week 12:** Intervention in Mass Violence

**READING:**


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**Week 13:** Managing States of Emergency

**READING:**


**Paper due at the end of week 13:**

**Paper topics:**

1) Did our conference, “Mapping the Humanitarian World,” provide any evidence for the emerging organizing principles of the humanitarian architecture?

2) What is “emergency humanitarianism” and what is the problem with this structural model?

3) What are the three main driving forces of humanitarian intervention in the world today?

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**Week 14:** Humanitarianism as a form of peacebuilding

**READING:**


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**Week 15:** Humanitarian peacebuilding into humanitarian governance
READING:


JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS
CIVIL AND POLITICAL RIGHTS AND CIVIL LIBERTIES

HR 712

INSTRUCTOR

Dr. Charlotte Walker-Said
Department of Africana Studies
9.12.45NB
212-237-8758
cwalker-said@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course explores seminal case law to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty.

PREREQUISITES

All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 712, has the following goals and objectives
- Define and explain the basic concepts and advanced terminology used in civil and political rights law;
- Define and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
- Identify the various US constitutional standards of judicial review;
- Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
- Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by critically examining their claims and counter-arguments

COURSE REQUIREMENTS

Students are required to attend all classes. This class is conducted much like a law school seminar, and students will be required to actively participate. In addition to the final exam,
students are required to submit two short papers on selected readings, participate in a scheduled, in-class debate, and present their two short papers to the class.

**Writing Assignments:** Students will hand in a midterm paper which is to serve as the midterm exam, as well as a final paper which will serve as the final exam. Additionally, two short papers of 1-2 pages will be assigned and will be required to be presented to the class.

**In-Class Debate:** Students will be divided into two sections and will have to present arguments for and against a particular civil liberty or civil right. In this in-class debate, students will be expected to each define, articulate, and orally present one particular facet of the argument for or against this liberty or right and address one specific counter-argument presented by the opposing side. Debate presentations will require notecards.

**Oral Presentations of two short papers:** These two short presentations of roughly 3 minutes each will require either notecards or a brief PowerPoint slideshow breaking down the main points of the short papers into three bullet points. Students in the classroom will be expected to give feedback.

**Final Presentation of the final paper:** Students will present their final exam paper, which will serve as a cumulative examination of the civil rights and liberties explored in this course. The final paper will be an in-depth analysis and overview of all the principle civil and political rights discussed and how these rights are in conversation with the United States Constitution, our founding document and the cornerstone of all American rights, and a critical touchstone in international human rights. In this paper and final presentation, a holistic understanding of civil and political rights and their interdependence and reflection of law and political order will be expected.

**Class participation:** Your participation in this seminar is essential. Participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance. Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

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**REQUIRED TEXTS**


**COURSE CALENDAR AND ASSIGNMENTS**

**Week One**
Overview of the judicial system and court organization; introduction to key concepts of judicial review and theories of constitutional interpretation; how to brief a case.

**Week Two**
Economic Liberties: Eminent Domain and the Guarantees of the Fifth Amendment
Supplemental: Law review article on Goldstein (the Atlantic Yards case) and Kaur (the Columbia University expansion case) (available on Blackboard)
Please come to class prepared to discuss the readings.

**Week Three**
Discrimination and the Law (Part I)
Karen A. Fields & Barbara J. Fields, *Racecraft: The Soul of Inequality in American Life*, pages 25-76 (on blackboard);

**Week Four** Discrimination and the Law (Part II)
Bevelry Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?*, pages 12-45 (on blackboard)
Claude M. Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, pages 2-17 (on blackboard)

**Week Five**
Discrimination and the Law (Part III)
Kenji Yoshino, *Covering: The Hidden Assault on our Civil Rights*, page 7-35 (on blackboard)
Class viewing of excerpts of Academy-award winning documentary “A Time for Justice”

**Week Six**
Marriage as a Civil Right
Adam Liptak, *To Have and Uphold: The Supreme Court and the Battle for Same-Sex Marriage*, pages 45-98 (on blackboard)
Week Seven
Freedom of Speech, Assembly and Association
Lee Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 397-442
Anthony Lewis, Freedom for the Thought That We Hate: A Biography of the First Amendment, pages 23-56 (on blackboard)
FIRST SHORT PAPER DUE, ORAL PRESENTATIONS IN WEEK EIGHT

Week Eight
Oral Presentations of the first paper
Class to go in alphabetical order

Week Nine
Scheduled in-class debate
DEBATE THEME: Civil liberties debate on the right to hold a Ku Klux Klan Rally and Print and Distribute Racist Hate Speech
First half of alphabet: PRO
Second half of alphabet: AGAINST
What are the civil and political rights that uphold the freedom to produce and disseminate hate speech and what are the civil and political protections and rights that oppose and restrict such speech and print capital?

Week Ten
Freedom of the Press and the Role of the Media
Lee Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 443-478
Class viewing of excerpts of Miss-Representation

Week Eleven
The Right to Privacy
Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 489-528
SECOND SHORT PAPER DUE, ORAL PRESENTATIONS IN WEEK TWELVE

Week Twelve
Oral Presentations of the second paper
Class to go in alphabetical order

Week Thirteen
The Rights of the Criminally Accused
Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 529-591

Week Fourteen
The Death Penalty
Supplemental reading: David Dow, Autobiography of an Execution, 23-87 (on blackboard)
Week Fifteen:
Final presentation due and draft or outline of final paper due.
HR 718: Health as a Human Right
[Semester and year]

Instructor
Contact information
Office hours/location

Course time
Course location

**Textbooks required:**

There will also be course readings on the class Blackboard site.

**Course description:**
The human right to health is defined as the “right of everyone to the enjoyment of the highest attainable standard of physical and mental health” (ICESCR, Art. 12.1). This course explores a few of the myriad ways in which the right to health has been debated, developed, enforced, and violated throughout the world. In particular, it will critically examine how access to medicines, litigation, and the ethics of care relate to health as a human right. In addition, the course will explore the relationship between poverty and health.

**Learning objectives:**
As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:
1. Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze domestic and international litigation efforts focused on the right to health
3. Understand the context in which health rights are compromised, including the relationship between health and poverty
4. Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right

**Policies for the class:**

[ Policies on contesting grades, attendance, tardiness, classroom courtesy, etc. ]
**Students with disabilities:**

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

The Office of Accessibility Services  
Room L.66.00  
524 West 59th Street  
New York, NY 10019  
Phone: 212.237.8031  
Fax: 212.237.8144  

**Grade calculation:**

The grade in this course is determined by a student’s participation throughout the course (20%) and by the final project (80%). The final project includes both a presentation (30%) and a written paper, brief, or advocacy piece (50%). The form of the final project will depend on the student’s goals in the program.

**Academic integrity**

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
**Course schedule**

**Part I: What does it mean to view health as a human right?**

**Week 1: Introduction and overview of the course**
- International Covenant on Economic, Social and Cultural Rights, Article 12
- General Comment 14 from the UN Committee on Economic, Social and Cultural Rights
  - Chapter 2: Economic, Social and Cultural Rights as Human Rights
  - Chapter 3: Economic and Social Rights as Legal Rights
  - Chapter 10: The Right to Health

**Week 2: The right to health in perspective**

**Week 3: Health systems**

**Week 4: The ethics of care**

**Part II: Litigating the right to health**

**Week 5: Can litigation bring justice to health?**
  - Chapter 1: Introduction: Can litigation bring justice to health?
  - Chapter 2: Litigating health rights: Framing the analysis

**Week 6: Examples from South Africa**

**Week 7: Examples from Colombia**
  - Chapter 5: Colombia; Judicial Protection of the Right to Health: An Elusive Promise?
  - Judgment T-760/08 July 31, 2008 (Second Review Chamber of the Colombian Constitutional Court; Justice Manuel José Cepeda Espinosa authored the opinion)

**Week 8: Examples from elsewhere**

  - Chapter 4: Brazil; Health Inequalities, Rights, and Courts: The Social Impact of the Judicialization of Health
  - Chapter 6: Costa Rica; Health Rights Litigation: Causes and Consequences
  - Chapter 7: India; Citizens, Courts, and the Right to Health: Between Promise and Progress?

**Week 9: Cross-cutting issues**


**Part III: The right to health in action**

**Week 10: Power and poverty**


**Week 11: Health in action**

  - Section 2: The right to health in action (pp. 91-244)

**Week 12: Challenges and opportunities**

  - Section 3: Challenges and opportunities (pp. 245-424)

**Week 13: Conclusions**

  - Section 4: Conclusion: The consequences of failure (pp. 425-440)
Week 14: Wrap-up and student presentations
   No new reading assignment

Week 15: Wrap-up and student presentations
   No new reading assignment
# HR 713: Economic, Social and Cultural Rights

## Semester and year

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<th>Instructor</th>
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<th>Textbooks required:</th>
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There will also be course readings on the class Blackboard site.

## Course description:

Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.

## Learning objectives: (knowledge and performance)

As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:

1. Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze specific human rights issues pertinent to economic and social rights
3. Understand the role that non-governmental organizations play in the development of specific human rights
4. Understand the relationship between ESC rights and civil and political rights
5. Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right

## Policies for the class:

[Policies on contesting grades, attendance, tardiness, classroom courtesy, etc.]
Students with disabilities:

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

The Office of Accessibility Services
Room L.66.00
524 West 59th Street
New York, NY 10019
Phone: 212.237.8031
Fax: 212.237.8144

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(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
Course schedule

Part I: What are ESCR rights?
Week 1: Introduction and overview of the course
  - Chapter 1: Economic, Social and Cultural Rights: A Universal Challenge
  - Chapter 2: Economic, Social and Cultural Rights as Human Rights

Week 2: Indivisibility of rights

Week 3: Contemporary legal definitions: Respecting, protecting, and fulfilling ESCR rights

Week 4: NGO advocacy and nondiscrimination
- CESCR, General Comment 20 (2009). *Non-discrimination in economic, social and cultural rights (art. 2, para. 2, of the International Covenant on Economic, Social and Cultural Rights).*

Part II: Contemporary issues in ESCR development
Week 5: Justiciability and domestic enforcement
- Dennis, M. J., & Stewart, D. P. (2004). Justiciability of Economic, Social, and Cultural Rights: Should There Be an International Complaints Mechanism to Adjudicate the

- Minister of Health v Treatment Action Campaign (TAC) (2002) 5 SA 721 (CC)

**Week 6: Corporate social responsibility**

  - Chapter 3: Nike’s law: the anti-sweatshop movement, transnational corporations, and the struggle over international labor rights in the Americas
  - Chapter 10: Indigenous rights, transnational activism, and legal mobilization: the struggle of the U’wa people in Colombia
- Social and Economic Rights Action Center & the Center for Economic and Social Rights v. Nigeria (Communication No. 155/96)

**Week 7: ESC rights and extraterritorial responsibility**


**Part III: Specific rights in context**

**Week 8: The right to health**

- International Covenant on Economic, Social and Cultural Rights, Article 12
- General Comment 14 from the UN Committee on Economic, Social and Cultural Rights

**Week 9: The right to housing**
• CESC General Comment No. 4: The Right to Adequate Housing (Art. 11 (1) of the Covenant)
• Law and Globalization from Below: Towards a Cosmopolitan Legality, chapter 6:
  Larson, Jane. “Negotiating informality within formality: land and housing in the Texas colonies”.
• Foscarinis, Maria, and Eric Tars. "Housing rights and wrongs: The United States and the right to housing," in Bringing human rights home: Portraits of the movement: 149.

Week 10: The right to food
• Hospes, O. (2014). Food sovereignty: the debate, the deadlock, and a suggested detour. Agriculture and Human Values, 31(1), 119-130.

Week 11: The right to education
• UN Committee on Economic, Social and Cultural Rights (CESCR), General Comment No. 13: The right to education, 8 December 1999.

Week 12: Labor rights

Week 13: Cultural rights
• UN Committee on Economic, Social and Cultural Rights (CESCR), *General Comment No. 21*: Right of everyone to take part in cultural life (art. 15, para. 1 (a), of the International Covenant on Economic, Social and Cultural Rights)

**Week 14: Wrap-up and student presentations**  
No new reading assignment

**Week 15: Wrap-up and student presentations**  
No new reading assignment
COURSE DESCRIPTION

This course examines the debates and analyses surrounding the social responsibility of business (also known as the “Corporate Social Mandate”) related to global operations of multinational corporations. Students study relevant international legal standards, including applicable corporate law principles; the international influence of corporations on national and regional economies; the scope of corporate responsibilities/duties to respect, protect, and promote human rights in the corporate “spheres of influence;” complicity, agency, and joint venture liability; civil and criminal remedies litigation before domestic courts; extraterritorial and universal jurisdiction; soft rules and corporate self-regulation with reference to the U.N. Global Compact and corporate codes of conduct; as well as the financial obligations and profit objectives of companies within the human rights mandate, and the conflict between shareholder and stakeholder interests; issues of corporate compliance and monitoring; and non-market management strategies integrating social responsibility issues with financial goals, risk assessments, training, and stakeholder-sensitive corporate governance structures. The course also focuses on human rights initiatives of multinational corporations, particularly those corporations involved in national and regional development schemes and multilateral partnerships for global economic growth.

PREREQUISITES

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 714, has the following goals and objectives

- Describe the latest CSR initiatives of corporations;
- Describe the latest CSR initiatives of human rights lawyers and activists pressuring corporations;
- Analyze what current and emergent CSR strategies “mean” for human rights;
Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
Communicate effectively about how to make demands on corporations regarding human rights;
Survey and interpret the results of litigation, increased surveillance, development partnerships, and institutional and social engagement, and what they have meant for corporations as well as national economies and human welfare.

COURSE REQUIREMENTS

In-Class Discussion: All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10% of the grade)

Two Short Writing Assignments that are mock press releases: there will be 2 short writing assignments due over the course of the first half of the semester, each worth 10% of the course grade. I have indicated the due dates in the syllabus. Each must be handed in during class. Each will be between 500 and 750 words. Word counts must appear on the assignment. These assignments will be to write a press release. The first press release assignment is to be written from the point of view of a nongovernment organization (NGO) or a human rights lawyer. The second press release assignment will be a writing assignment that takes the point of view of a corporation. The purpose of these two assignments is to be able to compare and contrast the goals and strategies of those working for human rights as a primary cause and those working to include human rights on the corporate agenda, but forward corporate profit as a primary cause. Students will be expected to be able to present their thoughts on these assignments in class. (30% of the grade)

In-Class Oral Presentations: students will have to present their press releases in shortened form orally during two different weeks and be able to summarize their short papers in oral form in less than 3 minutes. These oral presentations will allow the students to gain skills in argumentation and rhetoric and will allow students to constructively critique and observe their peers’ presentation skills. Students will present the paper that they wrote and support their arguments with evidence from the chosen readings (30% of the grade)

Final Research Paper (Final Exam): there will be a term paper, on a subject to be approved by me in writing, at the end of the term. The point of the paper will be to assess the success or failure of a human rights initiative that included various kinds of non-state actors—including corporations, NGOs, lawyers, litigants, local institutions, indigenous rights groups, environmental activists, and the like. Two weeks after the subject is approved, a detailed abstract of the term paper will be handed in. Finally, on the last day of class, the final draft of the term paper will be due. It will be between 1800 and 2000 words. I will be willing to look at rough drafts of the full term paper as long as I get them well before the due date. In calculating the grade for this portion of the class, the abstract will be worth 10% and the final draft will be worth 90%. (30% of the grade)

GRADING
Final grades will be calculated as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Two short writing assignments</td>
<td>30%</td>
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<tr>
<td>Two oral presentations on short writings</td>
<td>30%</td>
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<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Final paper (final exam)</td>
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<td><strong>Total</strong></td>
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For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
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<td>A</td>
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<td>B+</td>
<td>87.1-89.9</td>
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<td>B</td>
<td>83-87</td>
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<td>B-</td>
<td>80-82.9</td>
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<td>C+</td>
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**Course Policies**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**Incomplete Grade Policy**
An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**PLAGIARISM AND CHEATING**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin,*
http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)

**CONTACT WITH PROFESSOR:**
All email communication should be directed to cwalker-said@jjay.cuny.edu

**REQUIRED TEXTS**


**COURSE CALENDAR AND ASSIGNMENTS**

**PART I: Human Rights Responsibilities of Multinational Corporations Under International Law**

This section addresses the legal personality of corporations under international law, defines the scope of corporate responsibilities/duties to respect, protect, and promote human rights with reference to the corporate “spheres of influence” (inner workplace, outer workplace, and wider community) and explores theories of direct and indirect corporate human rights duties with particular reference to the regulatory potential of home states of Multinational corporations.

**Week 1: Discussion of Current CSR Frameworks and Treaties**

**Reading:**


**Week 2: Corporations and Human Rights: A Theory of Legal Responsibility**

**Reading:**


Alan Riley, “Do companies have Human Rights?” Wall Street Journal, July 28, 2009 (Blackboard)
PART II:

**International Legal Standards of Corporate Social Responsibility**

Customary international law obligations for corporations are discussed as well as relevant international legal standards including the OECD Guidelines for Multinational Enterprises, the ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy, and the UN Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to Human Rights. Moreover, the accountability of multinational corporations for human rights abuses, i.e. relevant initiatives and mechanisms, are discussed at the EU level and under the European regional human rights system.

**Week 3: Human Rights, Globalization and the Modern Stakeholder Corporation**

**Reading:**


OECD Guidelines for Multinational Enterprises, Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (2000), at http://www.oecd.org/document/28/0,3343,en_2649_34889_2397532_1_1_1_1,00.htm (on Blackboard)

**Week 4: Accountability for Human Rights Violations**

**Reading:**


**PART III: Corporate Initiatives, Self-Regulation, and “Soft Law”**

This section explores the venue of corporate self-regulation and resulting soft rules on corporate human rights responsibility. In particular the Global Compact will be examined and examples of corporate codes of conduct will be analyzed with regard to human rights provisions. Examples from the information and communication sector illustrate the practical human rights challenges when operating abroad and will show how self-regulation and soft rules and be used effectively to address these issues.

**Week 5: The New “Merchant Law”**
Reading:


Short paper #1—Press release by a nongovernmental organization—due at the end of Week 5.

Week 6: Student presentations of the first press release

Oral presentations, with or without PowerPoint, to be completed during this week

Week 7: Corporate Voluntarism and “Soft Law”

Reading:
Global Network Initiative:
GNI Principles: http://www.globalnetworkinitiative.org/ (On Blackboard)

GNI: Reflecting on Google in China (and beyond): Implications for Online Privacy and Freedom of Expression in the Internet Age (March 10, 2010) (On Blackboard)


PART IV: Innovative Corporate Strategies for Market and Legal Compliance

These classes examine the nature and design of compliance systems and addresses challenges of direct monitoring as well as associated direct and indirect costs. The role of corporate compliance structures is illustrated by practical examples from corporate practice. The session goes beyond mere compliance issues in terms of risk mitigation and also analyzes the link between CSR and competitive advantage. We will discuss the concept of social innovation strategies promoting commercially viable business solutions to social problems.

Week 8: Competitive Advantage and Corporate Social Responsibility

Reading:


Week 9: Corporate Philanthropy and Public-Private Partnerships

Reading:


Paper #2 (Press release from the point of view of the corporation) due at the end of week 9

Week 10: Student presentations of Paper #2

PART V: The ‘Business Case for CSR’: Minimizing Liability and Maximizing Corporate Gain by Adherence to CSR

This session shifts the focus from the merely legal perspective to a business-oriented approach in light of the relevant legal standards as elaborated in the prior sessions. In particular, we will analyze what other incentives corporations have apart from legal compliance when it comes to human rights performance. Selected case studies and scholarly discourse will illustrate the ‘business case for CSR,’ i.e. whether and how responsible business practices enhance economic profits, shareholder value maximization, and create a competitive advantage in the marketplace. Furthermore, we will discuss what the legal objective of companies is across various legal systems and what role and rights shareholders as well as stakeholders have. We may discuss non-consensual human medial experimentation in the pharmaceutical sector.

Week 11: The Market for Virtue

Reading:


Week 12: Maximizing Business and Social Value
Part VI: Liability Adjudication before Domestic Courts: Civil Human Rights and Corporations

This section examines human rights litigation against multinational corporations under the U.S. Alien Tort Statute (ATS). It illustrates the different phases of ATS litigation prior to 2010. Moreover, these classes critically discuss the venue of civil human rights remedies and asks whether civil tort remedies are appropriate for human rights violations which often amount to international crimes. These weeks the class also examines the issue of imputation of violations by third parties in the host country to multinational corporations. The legal requirements of complicity liability will be defined from an international law perspective and with particular reference to the practice of U.S. courts. Closely related to third-party liability under complicity standards is the state-nexus requirement of corporate human rights liability, i.e., how corporate conduct needs to be sufficiently tied to state action to attract liability. Different tests by U.S. courts to find a sufficient state-nexus are examined, in particular the ‘color of law jurisprudence’ adopted by U.S. courts under Section 1983. Moreover, this section discusses other modes of imputation as applied either alternatively or complementarily by domestic courts. The following principles are addressed: joint venture liability, agency liability, enterprise liability, and reckless disregard. In this context corporate law concepts such as the parent-subsidiary relationship and ‘piercing of the corporate veil’ are touched upon as well.

Week 13: Alien Tort Statute and Corporate Human Rights Litigation (I)

_Reading:


Week 14: Alien Tort Statute (II)

_Reading:


Presbyterian Church of Sudan v. Talisman Energy, 582 F. 3d 244 (2009), pp. 11-16 (on Blackboard)

Week 15: Review and Analysis for Final Research Paper

Peer review

Drafting outlines
APPENDIX C: PROGRAM SCHEDULING
## Graduate Program Schedule

- Indicate **academic calendar** type: _X_Semester ___Quarter ___Trimester ____Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

### Term: Fall 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 700: Introduction to Human Rights</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>HR 701: Intl Human Rights Organizations</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>ICJ 703: International Law and World Order</td>
<td>3</td>
<td>No</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Term credit total: 9

### Term: Spring 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 702: Human Rights: International and Domestic Legal Framework</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>HR 705: Philosophy of Human Rights</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>HR 706: Human Rights Advocacy and Activism</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Term: Fall 2

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICJ 715: Research Methods in International Crime and Justice</td>
<td>3</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>HR 712: Civil and Political Rights (Elective 1)</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>HR 711: HR and Humanitarianism (Elective 2)</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Term credit total: 9

### Term: Spring 2

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 750 Advanced Seminar in Human Rights</td>
<td>3</td>
<td>Yes</td>
<td>All previous core courses in HR: HR 700, ICJ 715, HR 701, HR 702, HR 705, ICJ 703, HR 706 or permission of the program director</td>
</tr>
<tr>
<td>HR 780: Human Rights Internship Course (optional elective)</td>
<td>6</td>
<td>Yes</td>
<td>Permission of program director</td>
</tr>
<tr>
<td>Elective 3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 9

**Program Totals:**  
Credits: **36**  
Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:  
The program culminates for all students in HR 750 Advanced Seminar Human Rights

**New**: indicate if new course  **Prerequisite(s)**: list prerequisite(s) for the noted courses
APPENDIX D: FACULTY TEACHING ASSIGNMENTS
Table 2: Full-Time Faculty
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Dr. Susan Kang (Program Director) | HR 700: Introduction to Human Rights  
ICJ 715: Research Methods in International Crime and Justice  
HR 750 Capstone Course in Human Rights  
HR 706: Human Rights Advocacy | 60% | Ph.D., Political Science, University of Minnesota | Scholarship: *Human Rights and Labor Solidarity* (UPenn Press); published articles extensively in the journals: *New Political Science, Human Rights Quarterly*, and *Journal of Workplace Rights* |
| Dr. Charlotte Walker-Said | HR 701: International Human Rights Organizations and Institutions  
HR 705: Philosophy of Human Rights  
HR 712: Civil and Political Rights  
| Dr. Veronica Michel | ICJ 703: International Law and World Order  
ICJ 806 Transitional  
HR 700: Introduction to Human Rights  
| Dr. Jennifer Rutledge | ICJ 703: International Law and World Order  
HR 713: Economic and Social Rights  
HR 702: Human Rights: International and Domestic Legal Frameworks  
HR 701: International Human Rights Organizations and Institutions | 30% | Ph.D. Political Science; University of Minnesota | Scholarship: published in *Food Studies* and *Asian Politics, forthcoming book Feeding the Future* (Rutgers University Press) |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Dr. Jean Carmalt | HR 720: Culture, Anthropology and Human Rights  
HR 718: Health as a Human Rights (3 credits)  
HR 713: Economic and Social Rights  
| Dr. Teresa Booker | ICJ 806 Transitional Justice | 15% | Ph.D. Political Science, CUNY Grad Center | Scholarship: *Race and Urban Communities* (University of Akron Press) |
Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Mulvaney</td>
<td>HR 706: Human Rights Advocacy</td>
<td>MS Administration of Justice and Security, University of Phoenix</td>
<td>Served under Gov. David Paterson as deputy commissioner of the Division of Human Rights. Also worked with FBI anti-gang task force and with the NYPD Hate Crimes Task Force; multiple non-peer reviewed articles on human rights and human rights investigations</td>
</tr>
<tr>
<td></td>
<td>HR 710: Human Rights Documentation and Investigation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


APPENDIX E: FACULTY TO BE HIRED
### Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: NEW RESOURCES REQUIRED
### Appendix F:  
Summary of Projected New Resources and Expenses for the  
MA Program in Human Rights

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time Faculty</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Part-Time Faculty</strong></td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
</tr>
<tr>
<td><strong>Full-Time Staff</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Part-Time Staff</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>(Other than Personal Services)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
</tr>
</tbody>
</table>

**Assumptions:**  
No new faculty or staff will be required in the first five years of the program. Part-time faculty costs are calculated according to the following formula: Projected enrollment/20 x 6 (average number of classes per year) x $3,309 (adjunct rate) x 62.3% (assumed percentage of sections taught by part-time faculty).
APPENDIX G: SUPPORTING MATERIALS FOR PROJECTED NEW RESOURCES AND EXPENSES
## Appendix G: Supporting Materials for Projected New Resources and Expenses

### DIRECT OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program.</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td>$6,618</td>
<td>$16,545</td>
<td>$29,781</td>
<td>$39,708</td>
<td>$52,944</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>$1,608</td>
<td>$4,020</td>
<td>$7,237</td>
<td>$9,649</td>
<td>$12,865</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### PART-TIME STAFF (do not include library staff in this section)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Graduate Assistants</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Student Hourly</td>
<td>$</td>
<td>$</td>
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<td>$</td>
<td>$</td>
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<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td>$</td>
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### LIBRARY

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
</tr>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
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<td>--------</td>
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</tr>
<tr>
<td>Computer Hardware</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Office Furniture</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LABORATORIES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Equipment</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPLIES AND EXPENSES (OTPS)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Office Supplies</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Faculty Development</td>
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<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Travel and Conferences</td>
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<td>$</td>
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</tr>
<tr>
<td>Membership Fees</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Advertising and Promotion</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Accreditation</td>
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<tr>
<td>Computer Software</td>
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<tr>
<td>Computer License Fees</td>
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<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
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<td>$</td>
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</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL EXPENDITURES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

| Other (list separately)       | $      | $      | $      | $      | $      |

| **TOTAL**                     | $      | $      | $      | $      | $      |
APPENDIX H: PROJECTED REVENUES
Appendix H: Summary of Projected Revenues Related to the Proposed MA Program in Human Rights

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
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<tbody>
<tr>
<td><strong>Tuition Revenue</strong></td>
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</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$129,989</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$673,522</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$132,910</td>
<td>$248,457</td>
<td>$359,906</td>
<td>$437,626</td>
<td>$566,177</td>
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<td>From Existing Sources</td>
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<tr>
<td>From New Sources</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
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<tr>
<td><strong>Other Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total</td>
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<td>$0</td>
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</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$0</td>
<td>$129,989</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$673,522</td>
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</table>

Assumptions:

- Full-time In-State Tuition: $5,065/yr
- Part-time In-State Tuition: $6,375/yr ($425/cr x 15 cr/yr)
- Full-time Out-of-State Tuition: $18,720/yr ($780/cr x 24 cr/yr)
- Part-time Out-of-State Tuition: $11,700/yr ($780/cr x 15 cr/yr)

Tuition revenue includes 2% increase per year after year 1.
APPENDIX I: SUPPORTING MATERIALS FOR PROJECTED REVENUES
# Appendix I: Five-Year Revenue Projections for the MA in Human Rights Program

## EXISTING FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
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<tr>
<td># of EXISTING FULL-TIME, In-State Students</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$49,343</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$49,343</td>
</tr>
</tbody>
</table>

## Tuition & Fees:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Annual Avg # of Credits per FT student (24)</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Tuition Income (per credit; includes 2% annual increase after Year 1)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
<td>$844</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$19,866</td>
<td>$20,263</td>
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<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td>$0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$19,476</td>
<td>$19,866</td>
<td>$20,263</td>
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## TOTAL EXISTING FULL-TIME TUITION REVENUE

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$34,593</td>
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<td>$57,491</td>
<td>$69,606</td>
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## EXISTING PART-TIME STUDENTS

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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING PART-TIME, In-State Students</td>
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<td>11</td>
<td>29</td>
<td>52</td>
<td>71</td>
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<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
<td>$425</td>
<td>$434</td>
<td>$442</td>
<td>$451</td>
<td>$460</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$71,528</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$489,936</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
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<tr>
<td>Total Fees</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$71,528</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$489,936</td>
</tr>
</tbody>
</table>

## Tuition & Fees:

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</thead>
<tbody>
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<td>4</td>
<td>7</td>
<td>9</td>
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<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2%)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
<td>$844</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<td>--------</td>
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<tr>
<td><strong>NEW FULL-TIME STUDENTS</strong></td>
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<td></td>
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</tr>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
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<tr>
<td># of NEW FULL-TIME, In-State Students</td>
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<td>9</td>
<td>11</td>
<td>13</td>
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<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
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<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$59,125</td>
<td>$71,273</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
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<tr>
<td>Total Fees</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$59,125</td>
<td>$71,273</td>
</tr>
</tbody>
</table>

| Tuition & Fees:           |        |        |        |        |        |
| # of NEW FULL-TIME, Out-of-State Students | 0   | 1     | 1     | 1     | 2     |
| Annual Avg # of Credits per FT student (24-30) | 24  | 24    | 24    | 24    | 24    |
| Tuition Income (per credit; includes 2% increase per year after Year 1) | $780 | $796 | $812 | $828 | $844 |
| Total Tuition             | $0     | $19,094 | $19,476 | $19,866 | $40,526 |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |        |        |        |        |        |
| Total Fees                | 0      | 0      | 0      | 0      | 0      |
| Total Out-of-State Tuition & Fees | $0   | $19,094 | $19,476 | $19,866 | $40,526 |

**TOTAL NEW FULL-TIME TUITION REVENUE** | $20,260 | $50,092 | $66,903 | $78,991 | $111,799 |

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<thead>
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<th><strong>NEW PART-TIME STUDENTS</strong></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
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<td>Tuition &amp; Fees:</td>
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<td></td>
<td></td>
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<tr>
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<td>15</td>
</tr>
<tr>
<td>Tuition Income (rate per credit; includes 2% increase per year after Year 1)</td>
<td>$425</td>
<td>$434</td>
<td>$442</td>
<td>$451</td>
<td>$460</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$89,250</td>
<td>$162,563</td>
<td>$232,139</td>
<td>$284,138</td>
<td>$365,727</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
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<td>Year 5</td>
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</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$89,250</td>
<td>$162,563</td>
<td>$232,139</td>
<td>$284,138</td>
<td>$365,727</td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (rate per credit; includes 2% increase per year after Year 1)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
<td>$844</td>
</tr>
<tr>
<td>Total Tuition</td>
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<td>$35,802</td>
<td>$60,863</td>
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<td>0</td>
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<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$23,400</td>
<td>$35,802</td>
<td>$60,863</td>
<td>$74,497</td>
<td>$88,651</td>
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<tr>
<td><strong>TOTAL NEW PART-TIME REVENUE</strong></td>
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<td>$293,003</td>
<td>$358,635</td>
<td>$454,378</td>
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<td><strong>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</strong></td>
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<td>$248,457</td>
<td>$359,906</td>
<td>$437,626</td>
<td>$566,177</td>
</tr>
<tr>
<td><strong>OTHER REVENUE</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue From Existing Sources</td>
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<td>Other Revenue New</td>
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<td></td>
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</table>
APPENDIX J: EXTERNAL EVALUATION
Evaluation Report Form for Program Proposals
Please refer to the Department’s guidance on external reviews for information about when external reviews are required and the selection of external reviewers.

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<th>John Jay College CUNY</th>
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<tbody>
<tr>
<td>Program title:</td>
<td>Human Rights</td>
</tr>
<tr>
<td>Degree:</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>Date of evaluation:</td>
<td>11/24/2015</td>
</tr>
<tr>
<td>External Reviewer Name (please)</td>
<td>Tiantian Zheng</td>
</tr>
<tr>
<td>External Reviewer Title and Institution:</td>
<td>Professor, Anthropology, State University of New York, Cortland</td>
</tr>
</tbody>
</table>

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposed program of a Master of Arts in Human Rights has an excellent, cogent, innovative, and strong purpose, structure, and list of course offerings, with sufficient mechanisms for program administration and monitoring. The program intends to provide the students with a strong training of research skills, academic concepts, research methodologies, and practice-related work to ensure students’ competitiveness and job placements in the rising human rights-centered careers in New York City, New York state, and beyond.

The program builds on the existing expertise and strength in the field of international human rights to develop an interdisciplinary research program. It offers an impressive array of course offerings with an internship opportunity built into the program, catering to the exigent demands from human rights organizations, nonprofits, non-governmental organizations and other organizations focusing on issues of human rights and humanitarianism.

The course proposals stem from various disciplines, addressing national and international human rights issues both theoretically and practically, and providing the students with research tools and cultural training to develop their future careers in fields such as public health, international affairs, environmental sciences, humanitarian aid, and diplomacy and governance.
The program will be administered by the department of the program director, with a part time college assistant and 19 faculty members who have expressed interest in the program.

This proposed program will be able to not only serve the interests and career goals of students and empower minority students, but also fill a gap in the college’s justice-related fields.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The program focuses on an interdisciplinary approach to theoretical and practical issues of human rights and humanitarianism nationally and internationally.

3. Comment on the plans and expectations for continuing program development and self-assessment.

Continuous self and external assessment of the program is recommended to ensure the proper operation and fulfillment of the learning outcome of the program.

4. Assess available support from related programs.

This proposed program will receive warm welcome and devoted support from various programs in the college. As an interdisciplinary and collaborative program, it has already received interests from 19 faculty members from a variety of programs and disciplines. Indeed, some of them have already been teaching in the undergraduate Human Rights minor program. The program will have a program director to coordinate with curriculum, scheduling, advising, quality control and budgeting.

5. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Statistics from the New York State Department of Labor and the U.S. Department of Labor over the next ten years demonstrates an increasing and continuing demand and need for this program. According to the New York State and national employment trend, graduates from this program will be able to find placement in occupations such as public relations and fundraising managers, social and community service managers, fundraisers, survey researchers, social science research assistants, social and human service assistants, paralegals and legal assistants, and public relations specialists.

Examples of possible organizations for graduates include larger NGOs such as Human Rights Watch, Oxfam, and Amnesty International, smaller NGOs with specialize and regional focus, such as Asylum Access, Women’s Refugee Commission, Women for Women International, local organizations such as the American Civil Liberties Unions, intergovernmental organizations such as the United Nations sub-organizations and the Inter-American Commission on Human Rights, charitable organizations such as the Social Accountability International, Ford Foundation, Open Societies Foundation, and for-profit organizations such as Toyota.
## II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty listed in the proposed program exhibits multi-disciplinary expertise and experiences in the field of human rights. The listed professors including Susan Kang, Charlotte Walker-Said, Veronica Michel, Jennifer Rutledge, Teresa Booker, and Jean Carmalt are reputable scholars with recognition in their fields. They represent not only a diverse disciplinary background such as Political Science, History, Geography, and Criminal Justice, but also a broad range of experience with cultures in Africa and other parts of the world.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

Faculty members, as mentioned above, are well-qualified for teaching in this program. The size of the faculty is appropriate. Future development warrants one assistant to the program director.

8. Evaluate credentials and involvement of adjunct and support faculty.

The proposal listed one part-time faculty - James Mulvaney, who has rich experiences and expertise in the field of human rights.

## III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The existing facilities and equipment are sufficient for the program. As noted in the proposal, the library carries a proliferation of monographs, journals, e-books, and e-journals in the field of human rights. The webpage has a designated human rights area with open source human rights resources to the students.

10. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

The institution has a strong commitment to the program of human rights, as evidenced by the college’s perpetual focus and emphasis on international criminal justice and human rights.

## IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.
As mentioned above, this proposed program will not only serve the interests and career goals of students and empower minority students, but also fill a gap in the college’s justice-related fields. Only a few universities in the nation offer such a human rights program that can provide students with theoretical and practical vehicles for professional development and job opportunities after graduation. The offer of a Master of Arts program in Human Rights can not only complement the criminal justice focus of John Jay College, but also satisfy the labor demands of human rights organizations. The impressive array of the interdisciplinary course offerings and the broad range of expertise and experiences of the faculty members will ensure the feasibility and success of the program.
External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the NYS Education Department by:

John Jay College CUNY

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

Master of Arts in Human Rights

(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):
Tiantian Zheng

Signature:

Date: 11/24/2015
APPENDIX K: LETTERS OF SUPPORT
Appendix K: Letters of support

Barbara Cicatelli
President and Founder, Change and Inspiration

Zeke Johnson
Managing Director, Individuals at Risk Program
Amnesty International USA
May 1, 2016

Anne Lopes  
Associate Provost and Dean of Graduate Studies  
John Jay College of Criminal Justice  
524 West 59th Street  
New York, New York 10019

Dear Associate Provost Lopes:

I am pleased to write a letter of support for your proposed M.A. program in Human Rights. As the head of a non-profit, dedicated to improving the quality of health care and social services delivered to vulnerable populations worldwide, we are dedicated to improving the lives in the communities we serve. We see the need for a professionally-oriented graduate program that will give students both theoretical knowledge and practical skills in the Human Rights field. The knowledge and skills students gain in a program such as yours will make them effective advocates for healthcare rights locally and globally.

The program’s focus on critical skill development will also help those entering the Human Rights field. I am particularly eager to see candidates for employment who are flexible, critical thinkers with strong communication skills. The abilities to research and advocate for vulnerable populations are abilities that are in high demand. The program’s curriculum also will prepare graduates to address complex issues facing our world and nation related to justice and healthcare. We need more people with these skills and this orientation at the master’s level. CAI Global would be delighted to explore internship and career possibilities of the proposed program. We are eager to meet your graduates and to work with you.

If I can provide any further information, please contact me.

Best wishes for your new program,

Sincerely,

[Signature]
Barbara Cicatelli  
President and Founder
Susan Kang, Associate Professor of Political Science
Charlotte Walker-Said, Assistant Professor of Africana Studies
John Jay College of Criminal Justice, CUNY
524 West 59th Street
New York, NY 10019

April 21, 2016

Dear Professor Kang,

I am writing to express my support for the proposed Master of Arts Degree in Human Rights at John Jay College of Criminal Justice.

I have been on the staff of Amnesty International USA for over ten years and I am based in our New York City office. My current responsibility is to lead a team working to free unjustly held prisoners in the USA and around the world, including people jailed just for who they are or what they believe in. Previously, I ran Amnesty International USA’s work on ending human rights violations committed by the US government in the name of national security.

In the course of my work with Amnesty International USA, I have testified before the United Nations Committee Against Torture and the United States Congress, and I have served as a human rights observer at the military commission proceedings at US Naval Station Guantanamo Bay as well as in Ferguson, Missouri and Baltimore, Maryland during mass protests over killings by police.

My experience working for human rights as part of Amnesty International USA has led me to believe that the proposed human rights program at John Jay would be a welcome and valued contribution to the field.

Human rights are a complicated, technical, vast, ever-evolving and yet essential subject that can be difficult to understand and master. The program proposed by John Jay would play an important role in educating students about human rights and preparing them to work and volunteer in the human rights profession or, just as importantly, be informed, engaged and empowered citizens, helping defend human rights here at home and worldwide.
Furthermore, the academic study in New York City of human rights is currently centered at Columbia University and New York University, two institutions that the majority of students cannot afford to attend. Therefore, John Jay’s proposed program could also help ensure greater economic diversity in the community of trained human rights experts—a worthy goal itself and a possible catalyst for new solutions to pressing human rights challenges.

In sum, the proposed John Jay program in human rights can help improve our city, our country and our world.

Sincerely,

Zeke Johnson
Managing Director, Individuals at Risk Program
Amnesty International USA
5 Penn Plaza, 16th Floor
New York, NY 10001
Desk: 212.633.4256
zjohnson@aiusa.org
APPENDIX L: RECENT POTENTIAL EMPLOYMENT OPPORTUNITIES
Appendix I: Recent Potential Employment Opportunities for Program Graduates

1. Court Advocate, Center For Community Alternatives
2. Research Associate, Office of Academic Engagement, NY
4. Project Associate, National Committee on American Foreign Policy
5. Researcher, Justice Program, Brennen Center for Justice
6. UNOCHA Junior Professional Officer, USAID
7. Officer, Policy and Advocacy, International Rescue Committee
8. Program Office, Women’s Rights Program, Open Society Foundation
9. Policy Specialist (Human Rights), UN Entity for Gender Equality and the Empowerment of Women
Court Advocate

Job posted by: Center for Community Alternatives, New York
Posted on: April 28, 2016

Job description

The Center for Community Alternatives (CCA) is a leader in the field of community-based alternatives to incarceration. Our mission is to promote reintegrative justice and a reduced reliance on incarceration through advocacy, services and public policy development in pursuit of civil and human rights. CCA serves people in trouble: youth at risk; families in crisis; people struggling to address drug and alcohol problems and HIV and AIDS; and people who have been involved in the criminal justice system who are seeking community reintegration and productive, law-abiding lives. CCA endeavors to address these issues by emphasizing personal empowerment, self-respect and concern for one’s community.

Become part of CCA’s innovative team and earn a competitive salary with a comprehensive benefit package and have opportunities for professional development. All positions require a commitment to work on behalf of people involved in the criminal justice system, excellent writing, organizational and word processing skills. Bilingual English/Spanish a plus.

**Court Advocate, Court Services**: responsible for conducting initial client screening and assessment, background investigation including making home visits, interviewing family members and collecting background documentation to support alternative to incarceration placement. Serves as program liaison to the court; writes and submits reports representing client progress, needs and concerns. Work in concert with program staff.

**Qualifications**: Master’s degree preferred, Bachelor’s Degree in Criminal Justice, Social Work or related field required and experience working in criminal justice system and with at risk youth. Excellent written and verbal communication skills.

**How to apply**

Please send cover letter indicating position applying for, salary history and resume to:

**Center for Community Alternatives**

25 Chapel Street, 7th Floor

Brooklyn, NY 11201

Location

25 Chapel Street, 7th Floor,
Brooklyn, NY, 11201, US

Details

**Start date**
May 2, 2016

**Education requirements**
Master’s degree, Criminal Justice, Social Work, Legal Advocacy

**Employment type**
Full time

**Professional level**
Professional

**Salary range (annual, U.S. $)**
32,000 - 38,000

**Job function**
Direct social services, Advocacy, Legal

**Owner’s areas of focus**
Prison reform, Multi-service agency, Drug abuse, Human rights and civil libert, Youth, Legal assistance, Human services, Race and ethnicity, Womer
fax: (718) 858-9670
email: nycjobs@communityalternatives.org
CCA is an Equal Opportunity Employer

Get career tips from our experts
Get Your Resume Stand-Out Shape Summer!
posted 3 days ago

7 Ways to Calm Yourself When You Don't Have Back From an Interview
posted 7 days ago

3 Ways to Bring Joy to Your Job Search
posted 24 days ago

Should I Resend my Re-done Resume?
posted about a month

5 Entrepreneurial Techniques to Drive Nonprofit Career
posted about a month
Research Associate, Office of Academic Engagement, NY

Job posted by: Drug Policy Alliance
Posted on: April 7, 2016

Job description

Title: Research Associate

Type: Full-Time (This is a two-year grant-funded position)

Supervisor: Director, Office of Academic Engagement

Location: New York, New York

Last Day to Apply: Applications will be reviewed immediately and will be accepted until the position is filled.

The Drug Policy Alliance has an immediate opening for a Research Associate reporting directly to the Director, Office of Academic Engagement. This is a two-year grant-funded position.

Drug Policy Alliance

The Drug Policy Alliance (DPA) is the nation’s leading organization of people who believe the war on drugs is doing more harm than good. In its vision of the future, individuals will not be punished simply for what they put into their bodies, only for harm done to others. DPA fights for drug policies based on science, compassion, health and human rights and seeks to promote dialogue on cutting-edge drug policy issues around the country. Its work spans issues from ending marijuana prohibition and promoting more honest and effective drug education to reducing the many harms of drug use and drug laws. DPA works to ensure that our nation’s drug policies no longer arrest, incarcerate, disenfranchise and otherwise harm millions of nonviolent people, especially people of color.

DPA’s work encompasses a wide array of policy issues, including:

- Sentencing reform and alternatives to incarceration
- Harm reduction (HIV, hepatitis C and overdose prevention)
- Ending marijuana prohibition, marijuana decriminalization, medical marijuana
- Drug education, youth and drugs
- Race and the drug war
- Effective drug treatment
- Civil liberties and rights
- International drug control
- Alternatives to prohibition and pragmatic steps for ending the drug war

In the last 15 years, DPA has expanded from its New York headquarters to include eight offices, 70 plus staff, an annual operating budget of

Location

330 7th Avenue, 21st Floor, New York, NY, 10001, US

Details

Education requirements
4-year degree

Languages needed
English

Employment type
Full time

Professional level
Entry level

Salary details
DPA offers a competitive salary, based on experience

Benefits
DPA offers a benefits package which includes health, dental, long-term disability and life insurance; a generous 403(b) plan; and 25 days paid time off

Job function
Public policy, Advocacy, Research

Owner's areas of focus
Drug abuse, Health and medicine, Human rights and civil liberties, Sentencing Reform, Social Justice, Drug Policy, Harm Reduction
approximately $14 million, 35,000 dues-paying members and more than 300,000 online subscribers. It has a solid track record of success at the local, state, and federal levels and consistent visibility in prominent media and policy circles. For more information, visit our website at www.drugpolicy.org.

The Position:

The Research Associate, based in the Office of Academic Engagement (OAE), will play a pivotal role in helping establish the OAE as leader in innovative thinking about drug policy research. The Research Associate will help advance OAE’s work in supporting scholars in doing advocacy, convening experts from a range of disciplines to inform the field, and strengthening DPA’s use of research and scholarship in developing and advancing its policy positions. Responsibilities include research, analysis and writing; outreach and relationship building; event planning; and tracking and disseminating research. Administrative responsibilities comprise approximately 30% of this position. The Research Associate, OAE reports to the Director, OAE. This is a two-year grant-funded position.

Primary Responsibilities:

- Primary responsibilities include:
- Analyzing and tracking drug policy research and working with the Director to develop systems for synthetizing and disseminating research to DPA staff and partners.
- Developing and maintaining a database of drug researchers and scholars.
- Working with the Director and other staff to plan, coordinate and host meetings, conferences, and events.
- Conducting outreach and building relationships with researchers and scholars.
- Assisting the Director with consultant projects, such as commissioned papers
- Developing materials for policymakers, community partners, staff, and the press, including issue briefs and research summaries.
- Conducting research on drug policy and related issues.
- Writing draft letters to the editor, opinion editorials, e-mail updates, newsletter items, etc.
- Collaborating with the Director, other staff, and scholars to develop and implement new projects.
- Providing administrative support to the OAE.
- Assisting with intern projects and guidance.
- Participating in internal planning and evaluation processes.
- Other duties as assigned.

To be considered, candidates must have:

- A bachelor’s degree and at least two years’ experience in research or a masters degree.
- Demonstrated ability to communicate effectively – including exemplary writing skills and the ability to translate complex,
scientific information into easily accessible formats.
• Excellent research and analysis skills.
• Ability to organize and prioritize among multiple projects in a demanding environment.
• Excellent attention to detail and ability to operate as a self-starter.
• High degree of proficiency with standard office applications such as Outlook, Word and Excel as well as social media platforms, such as Facebook and Twitter. Knowledge of Salesforce a plus.
• A clear interest in evidence-based drug policy and for helping build a movement for equity, justice and human rights.
• A commitment to harm reduction philosophy and racial justice.

Preferred candidates will have:

• Direct experience with drug policy or criminal justice issues.
• Motivation to grow and develop.
• A willingness to experiment and learn from failure.

Terms of Employment:

This position requires the candidate to live in the New York Metropolitan area. Telecommuting will not be allowed. Some travel required.

How to apply

Please submit a cover letter with your resume and salary requirements by email to: hr@drugpolicy.org.

Please include in the subject line the following: “First Name, Last Name – Research Associate, OAE”

Email submissions are preferred, but if you have a good reason for doing so, applications can be submitted by mail to:

Lina Mingoia Human Resources Manager Re: (Research Associate, OAE-NY)

Drug Policy Alliance 131 West 33rd Street 15th Floor New York, NY 10001

The Drug Policy Alliance is an Equal Opportunity Employer. Women, people of color, and people with disabilities are encouraged to apply. We are particularly interested in hiring those who have been adversely affected by the war on drugs.

Note: Only those candidates under consideration will be contacted.

Please Do Not Call
United States of America: National Security Policy Associate

Closing date: 01 Jul 2016  
Country: United States of America  
City: New York  
Organization: International Refugee Assistance Project  
Theme: Protection and Human Rights  
Career categories: Program/Project Management  
Job years of experience: 3-5 years  
Job type: Job

Opportunity

IRAP is seeking a National Security Policy Associate. This individual will work with IRAP’s Policy Director and Communications Manager to educate key stakeholders about the national security implications of refugee protection and admissions, as well as conducting advocacy in support of refugees and Iraqi and Afghan Special Immigrant Visa applicants. The position will be based at IRAP’s headquarters in New York City. This is an exciting opportunity for individuals interested in refugees, human rights, and national security to make a difference for some of the world’s most vulnerable displaced people.

Responsibilities

Engage in advocacy with U.S. administrative agencies, the United Nations and congressional offices on the national security benefits of robust refugee admissions and Special Immigrant Visa programs for Iraqi and Afghan allies;

- Conduct outreach, liaise and manage relationships with partner organizations, with a focus on veterans’ groups and organizations engaged in national security research and advocacy;
- Collaborate with IRAP’s Legal team to research and develop proposed policy initiatives and strategies to improve global refugee resettlement and the U.S. Special Immigrant Visa program for Iraqi and Afghan allies;
- Support IRAP’s media advocacy in conjunction with IRAP’s communications manager;
- Organize grassroots support around specific policy initiatives and campaigns to benefit refugee resettlement and Special Immigrant Visa applicants.

Qualifications

- Bachelor's degree or higher required; law or other advanced degree preferred
- 2+ years’ experience in military or national security sector
- 1+ year experience in policy work, such as government or legislative work, legislative advocacy, or media relations
- Interest in refugee law and/or processing, human rights, and international law
- Strong research, writing, and analytical skills
- Must be a self-starter, motivated, team player with a strong work ethic and a good sense of humor
- Must be highly organized, flexible, able to multi-task, manage a high volume workload, and have excellent time management skills
- Strong interpersonal and communications skills, and the ability to understand and handle sensitive and confidential information
- Fluency in oral and written English
- Microsoft suite

How to apply:

Please submit a cover letter, resume, short writing sample, and a list of three references using the application form available here.

IRAP is an equal opportunity employer and welcomes applications from diverse candidates. IRAP offers a competitive salary and excellent benefits including health and retirement plans, a flexible work schedule, and vacation/sick leave.

28 Apr 2016
Project Associate

Job posted by: National Committee on American Foreign Policy
Posted on: May 2, 2016

Job description

The National Committee on American Foreign Policy (NCAFP), a nonprofit organization founded in 1974, is seeking a full-time Project Associate for an immediate start. The Project Associate will assist in grant writing, research and event planning/coordination, and will report directly to the President of the NCAFP. For more information on the NCAFP is available at www.ncafp.org.

Responsibilities:

- Assist in preparing proposals to grant-making organizations; outreach to the business community and other philanthropic entities in support of NCAFP programs.
- Assist in the organization of programs, conferences and Track II meetings hosted by the NCAFP, including all aspects of event planning: identifying participants, preparing agendas and other documents, note-taking, travel/accommodation arrangement, and day-of-event logistics.
- Assist in all aspects of the planning and execution of periodic evening public events.
- Flexibility to engage in other ad-hoc tasks associated with a dynamic office environment.

Skills:

- Strong writing, communications, research, organizational and computer skills.
- Ability to work collaboratively with the NCAFP team.
- Energetic outgoing personality and entrepreneurial spirit highly desirable.
- Self-motivated, adept at multi-tasking and prioritizing work.
- Significant level of tact, diplomacy, and maturity in dealing with internal and external contacts.

Requirements:

- Bachelor’s degree required, preferably in International Relations or a related field; advanced degree desirable.
- 1–2 years of experience in development and/or events planning in the nonprofit sector.
  - Strong preference given to candidates with grant and proposal-writing experience.
  - Working knowledge of international relations and U.S. foreign policy; knowledge of U.S.-Russian relations and/or the Middle East helpful.
- Applicants for this position must be immediately available for employment and possess current US work authorization valid for
a minimum of two years from start date.

The position begins in June 2016. No relocation benefits are available. The NCAFP offers a comprehensive benefits package, including employer-paid medical, vision and dental insurance, in addition to three weeks of annual leave.

How to apply

To Apply:

Please send cover letter, resume, names and contact information for three references in one document to contact@ncafp.org with "NCAFP Project Associate" in the subject line. No phone calls please.
Researcher, Justice Program

Job posted by: Brennan Center for Justice at NYU School of Law
Posted on: April 29, 2016

Job description

Researcher, Justice Program

The Brennan Center for Justice at NYU School of Law is a nonpartisan law and policy institute that seeks to improve our systems of democracy and justice. We work to hold our political institutions and laws accountable to the twin American ideals of democracy and equal justice for all. The Center’s work ranges from voting rights to campaign finance reform, from ending mass incarceration to preserving Constitutional protection in the fight against terrorism. Part think tank, part advocacy group, part cutting edge communications hub, we start with rigorous research. We craft innovative policies. And we fight for them — in Congress and the states, the courts, and in the court of public opinion.

The Brennan Center’s Justice Program seeks to secure our nation’s promise of “equal justice for all” by creating a rational, effective, and fair justice system. Its priority focus is to reduce mass incarceration, while keeping the country safe. The program blends law, economics, and policy to produce new empirical analyses and craft innovative policy solutions to advance this critical goal.

Position: The Brennan Center seeks a junior or mid-level Researcher to provide primary research support for an ongoing project: a major fiscal impact study of court-imposed legal financial obligations in criminal justice matters. The Brennan Center team will assess the overall costs of collecting these fees and fines, compare those costs with revenues collected, and assess predictors of payment. The project is expected to span 2 years, and will involve conducting semi-structured surveys, managing and analyzing quantitative datasets using statistical software, and analyzing budgets in multiple counties in 3-5 states across the country. The Researcher will also participate in writing a major report detailing the findings of this study. The first year of the grant will largely entail data collection via phone interviews, occasional in-person visits, follow-up surveys, as well as conducting the fiscal impact study. In the second year, the team will focus on continuing the fiscal impact analysis and drafting the report.

The position requires significant travel and creative thinking to work with jurisdictions to examine their data and practices. The candidate must possess the ability to work well with government and nonprofit partners in jurisdictions to obtain and examine datasets, as well as qualitative and quantitative data collection and analysis skills. The Researcher will work on a team led by a Senior Counsel and
Criminologist.

Responsibilities:

With the guidance of the criminologist, conduct semi-structured interviews from government officials to collect data on collection of fees and fines.
Assist in the design and deployment of data collection instruments and surveys.
Draft reports, surveys, or other written materials for government stakeholders.

Clean, manage, and merge large administrative datasets.

Conduct descriptive and multivariate data analysis using Excel, STATA, or other data management/data analysis techniques.
Draft sections of final report, and assist with report rollout to media, government officials, and advocates.
Assist with fiscal impact analysis and other quantitative or qualitative analysis and research.
Arrange travel and administrative details for the team and the report.
Provide any other necessary assistance to project team.

Qualifications:

An advanced degree in public policy, criminology, sociology, economics, or finance is preferred.
Candidates with a bachelor's degree and 2+ years of full-time experience with budget analysis or conducting primary research will also be considered and are strongly encouraged to apply.
Work experience handling budgets, preferably government budgets.
Coursework and/or experience in qualitative interviewing.
Experience demonstrating creativity and tenacity in investigating and obtaining information and data.
Experience working with criminal justice and/or court data with spreadsheets and statistical database programs, such as STATA, Excel, or R.
Excellent written and oral communication skills and experience presenting research to diverse audiences.
Knowledge of criminal justice policy, particularly related to criminal courts, is preferred.
Ability to work well in a team and receive feedback from managers and senior leadership.
Willingness to travel outside New York City for site visits.
Attention to detail, excellent organizational skills, and ability to meet deadlines.

As an equal opportunity affirmative action employer, the Brennan Center is strongly committed to diversity and welcomes applicants of all races, ethnicities, genders, gender identity and expression, and sexual
orientations, and applicants who have been previously incarcerated.

Salary: Commensurate with experience. Excellent benefits package.

Applications: The Application deadline is June 1st 2016., but decisions will be made as soon as appropriate candidates are identified. To apply, please upload (where it says "attach resume") as one document with the following application materials: cover letter, resume, two writing samples (up to 10 pages), and contact information for three references. If you have difficulty with the online system, you may send your application by e-mail to: brennancenterjobs@nyu.edu with "Justice Program Researcher" in the subject line.

How to apply

To apply, please upload (where it says "attach resume") as one document with the following application materials: cover letter, resume, two writing samples (up to 10 pages), and contact information for three references. If you have difficulty with the online system, you may send your application by e-mail to: brennancenterjobs@nyu.edu with "Justice Program Researcher" in the subject line.
UNOCHA Junior Professional Officer (JPO) P3 Level

Description

Through USAID’s Office of U.S. Foreign Disaster Assistance (USAID/OFDA), the United States sponsors qualified U.S. citizens for employment in the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) the Junior Professional Officer (JPO) Program.

These fully funded JPO positions strengthen the humanitarian coordination capacity of UNOCHA. They further encourage U.S. citizens to become active members of the international community. After completing their JPO assignments, a number of JPOs successfully compete for positions at UNOCHA, and in other international and non-governmental organizations.

Title: Associate Expert in Humanitarian Affairs Officer

Sector of Assignment: Humanitarian Affairs

Organization/Office: UNOCHA/PDSB/IGPS

Duty Station: New York City, NY, USA

Date Required: As soon as possible

Duration: 1 year (with possible extension for another year)

Organizational Structure:

The UN Office for the Coordination of Humanitarian Affairs (UNOCHA) has its headquarters in New York and Geneva. UNOCHA was created in late 1997 as a result of the Reform of the United Nations and as of 1 January 1998 replaced the Department for Humanitarian Affairs (DHA) which in turn was created as a result of General Assembly resolution 46/182. It is expected that UNOCHA will continue to exist in its current format, with the overwhelming majority of its expenditures covered from extra-budgetary resources.

The Policy Development and Studies Branch (PDSB) is part of the Corporate Programmes Division of OCHA. PDSB includes three sections: a section dealing with intergovernmental matters; a section dealing with analysis and innovation; and the policy advice and planning section, for which the associate expert will work.

Within PDSB, the Intergovernmental Policy Section (IGPS) will continue to strengthen partnerships with Member States through inclusive dialogue on humanitarian priority issues and by supporting Member States on humanitarian issues in UN intergovernmental forums. This aims to foster Member State
engagement and strengthen the normative framework for humanitarian action. Key outputs will continue to include:

- Annual reports of the Secretary-General on Strengthening of the coordination of emergency humanitarian assistance of the United Nations and International cooperation on humanitarian assistance in the field of natural disasters, from relief to development, as well as on specific humanitarian emergencies;
- Mandated report of the Secretary-General on the World Humanitarian Summit outcomes;
- Support to Member States in humanitarian resolution negotiations, including resolutions from the General Assembly, ECOSOC, High Level Political Forum, Second Committee and Third Committee, as well as for specific humanitarian initiatives, such as the Dialogue on Humanitarian Partnership;
- Reference Guide on normative developments in humanitarian resolutions of the General Assembly and ECOSOC

The Section includes one Chief of Section (P5), one Deputy Chief of Section (P4), two Humanitarian Affairs Officers (P3), one Associate Humanitarian Affairs Officer (P2 TJO (Temporary Job Opening)), and one Team Assistant.

**Duties**

Under the supervision of the Chief of Section and in coordination with other members of the team, the Associate Expert will plan, organize and coordinate the ECOSOC Humanitarian Affairs Segment and to assist in providing advice and support to other ECOSOC, General Assembly and UN Committee intergovernmental processes relevant to the humanitarian agenda, including in preparation and negotiations of a range of resolutions in ECOSOC, General Assembly, Second Committee and Third Committee, High Level Political Forum, and other member State and President of the General Assembly initiatives. The expert will follow closely and report on developments in intergovernmental forums related to the follow-up and implementation of the 2030 Agenda on Sustainable Development as it pertains to the humanitarian agenda and the humanitarian-development nexus, including in respect of forced displacement (IDPs and refugees) and complex humanitarian settings. The expert will also follow and report on developments in intergovernmental forums related to the follow-up on the World Humanitarian Summit. He/she will draft notes and analysis and will put together or contribute to putting together various documents and studies and reports, and will attend meetings related to the work of the Section. In particular, the Associate Expert will be tasked with:

- Planning, organizing and coordinating, in consultation with the Inter-Agency Standing Committee and concerned UN departments and agencies, the ECOSOC Humanitarian Affairs Segment, including the selection, preparation, implementation and follow-up of official high-level panel discussions, including draft concept notes outline of key points, contribute to briefings, talking points and speeches for the USG and other Senior Management Team members as necessary, as well as the coordination of the overall Segment’s agenda, including side-events, the general debates and the humanitarian trade fair;
• Liaising with government officials, diplomatic missions, UN agencies, non-governmental organizations and OCHA branches on specific issues and intergovernmental processes, and providing substantive support to intergovernmental negotiations on resolutions related to humanitarian assistance, in particular the resolutions on Strengthening of the coordination of emergency humanitarian assistance of the United Nations both in the ECOSOC and the General Assembly as well as General Assembly resolutions on International cooperation on humanitarian assistance in the field of natural disasters, from relief to development and Safety and security of humanitarian personnel and protection of United Nations personnel, and supporting the analysis of Member State engagement in the negotiations;

• Analyzing and reporting on Member States’ statements and positions on humanitarian issues at high-level events and official meetings of the General Assembly and ECOSOC, such as the general debate of the General Assembly, the adoption of humanitarian resolutions in the General Assembly, the upcoming High-Level Meeting of the General Assembly on Migrants and Refugees as well as meetings in follow-up to the World Humanitarian Summit;

• Providing policy support, analysis, inputs and advice to Member States and OCHA senior management as part of engaging in inter-agency and Member State processes in support of the ECOSOC Operational Activities for Development Segment, ECOSOC dialogue on the longer-term positioning of the United Nations development system in the context of the 2030 Agenda for Sustainable Development and the subsequent negotiations on the next Quadrennial Comprehensive Policy Review (QCPR), as well as analyzing and reporting on the outcomes of these and related meetings and processes;

• Contributing to the preparation of written reports (particularly the report of the Secretary-General on the outcome of the World Humanitarian Summit, the annual report of the Secretary-General on Strengthening of the coordination of emergency humanitarian assistance of the United Nations, and the summary report on the outcomes of the ECOSOC Humanitarian Affairs Segment), studies, documents and communications on issues such as the above for OCHA, the Inter-Agency Standing Committee and intergovernmental legislative bodies, such as the General Assembly, the Security Council and ECOSOC;

• Organizing and participating in work groups, meetings, consultations with other agencies and partners on humanitarian and emergency relief-related matters to support policy development work, agenda setting and decision-making on important issues, and support or manage inter-agency policy consultations with the IASC;

• Performing other duties as required.

Eligibility

Education: Graduate or law degree in fields including but not limited to humanitarian affairs, international relations, human rights, disaster management, public policy or a related field.

Experience: Five or more years of progressively responsible professional experience working in humanitarian affairs, emergency management, rehabilitation and development, international policy or
advocacy, or other related areas is required. Prior working experience in developing and drafting intergovernmental policy strategies, documents or reports is required. Experience in working with Member States, external partnerships and relationship building with Member States and/or regional organizations is required. Experience in intergovernmental negotiations is desirable. Prior operational humanitarian experience in the field is an asset.

Other skills: Knowledge of the institutions of the UN system, familiarity with humanitarian principles and practice and relevant experience at UN headquarters and in field operations is desirable. Proven aptitude and demonstrated experience with representation, advocacy and liaison on a range of international policy issues is an advantage.

Languages: Proficiency in at least one U.N. working language in addition to English is preferred. English and French are the working languages of the United Nations Secretariat. Excellent command of oral and written English is essential for this position.

Work Location: New York City, USA

Application Instructions
The JPO Program selection process is carried out jointly by USAID/OFDA and the United Nations. To apply, please send a completed UN Personal History Statement (P11) (see link below) to JPOCoordinator@ofda.gov. Please state which position you are applying for in the subject line of your email. If you wish to apply for both positions, please complete a Personal History Statement (P11) for each position and submit these to us in separate emails with the appropriate subject heading.

Application Details
Please complete the UN Personal History Statement (P11) thoroughly. The P11 provides the opportunity to include all required information in one document, including your professional work experience and references. Please attach a cover letter to explain your interest in the position and interest in working with the UN, along with a general resume. The P11 has instructions on how to complete the profile; however, please be sure to also follow the additional instructions below:

- The P11 must be completed in English only.
- You may leave the signature/date sections blank at this time. If selected for one of the positions, you will then need to submit a signed version.
- Do not submit a photograph.
- Please attach a cover letter to explain your interest in the position and interest in working with the UN.
- Application deadline: May 13, 2016, 5:00 PM EDT - Deadline Extended
- For more information please consult the Frequently Asked Questions—
ofdajobs.net/portal/files/forms/FAQ_JPO_OFDA92115.docx
- To apply please go to the OFDA job website: http://www.ofdajobs.net/portal/jpo.aspx
- Hyperlink to P 11: ofdajobs.net/portal/files/forms/P11Form.doc
United States of America: Officer, Policy and Advocacy

Closing date: 18 May 2016  
Country: United States of America  
City: Washington  
Organization: International Rescue Committee  
Theme: Protection and Human Rights  
Career categories: Program/Project Management  
Job years of experience: 3-5 years  
Job type: Job

Background: Over the past 80 years, the International Rescue Committee (IRC) has developed unparalleled expertise in responding to emergencies and helping uprooted communities to rebuild. Founded in 1933 at the request of Albert Einstein, the IRC offers lifesaving care and life-changing assistance to refugees forced to flee from war or disaster.

The IRC is on the ground in more than 40 countries, providing emergency relief, relocating refugees and rebuilding lives in the wake of disaster. Through 26 offices in cities across the United States, the IRC also helps refugees and other immigrants resettle in the U.S. and become self-sufficient. The IRC is committed to a culture of bold leadership, innovation in all aspects of our work, creative partnerships and, most crucially, accountability to those we serve. The IRC is a tireless advocate for the most vulnerable.

The Policy & Practice Department is a dynamic team combining the IRC’s Communications, Policy and Advocacy, and Technical Unit expertise. Its core purpose is to develop the IRC as a thought leader and drive transformational change in the humanitarian sector, and specifically to dramatically increase the productivity of humanitarian aid and its ability to achieve outcomes for people living in and displaced by conflict and crisis.

Job Overview: The Policy and Advocacy Officer will work closely with the Director and Policy and Advocacy Department to implement activities as part of the organizational strategy to become a thought leader that shapes humanitarian policy and practice. This will be achieved by pursuing strategic objectives through several streams of work. The Officer will, in collaboration with the Policy and Advocacy team, advocate for changes that drive transformative, measurable improvement in the effectiveness of aid; and the removal of roadblocks to the delivery of aid and long-term solutions for displaced people.

Specifically, the Policy and Advocacy Officer will develop policy initiatives related to improving outcomes related to the health, safety, education, economic wellbeing and power of people living in and displaced by conflict and crises. S/he will also build IRC’s competency in policy research and “disruptive” convening and communication as a means to inform advocacy work and influence policy decisions. The Officer will support Policy and Advocacy leadership in all aspects of policy research and development of advocacy messaging; design and implementation of advocacy activities; representation of the IRC with relevant stakeholders; and strengthened engagement with other IRC departments, including Technical Units, Country Programs and Communications.

Major Responsibilities:

- Implement, in collaboration with highly-motivated department, a focused policy agenda through strategies that raise awareness and influence decision makers to adopt effective solutions to identified challenges in the humanitarian sector
- Add to departmental policy research capacity with the goal of producing products that inform advocacy work and influence policy decisions
- Represent the IRC at policy-related meetings, committees and fora with donors and key policymakers
- Liaise closely with International Programs staff in relevant regions and Technical Units to develop strategies that are derived from an intimate understanding of IRC’s work with the populations we serve
- Work across the organization to support alignment of policy and advocacy work with programs, communications and the organizational strategy
- Create and leverage a network of relevant contacts that provide context and feedback for IRC’s thought leadership
Write, speak and present as a contributor to IRC’s thought leadership in areas of influence

Job Requirements:

**Education:**

- Graduate degree in relevant field such as Public Policy, Law or International Relations

**Work experience:**

- Three to five years of experience working on complex humanitarian and/or foreign policy issues, preferably in the area of forced migration, refugee protection and/or refugee resettlement
- Proven experience developing and implementing successful influencing strategies

**Demonstrated skills and competencies:**

- Extensive knowledge of international relief and development
- Strong communication skills with a demonstrated ability to communicate successfully with diverse individuals and groups
- Knowledge of and experience implementing a variety of advocacy tactics to influence policy outcomes
- Excellent writing skills and the ability to translate complex material and data into coherent narratives
- Fluency with key parts of IRC’s work and strategy, including the aid community’s journey to become increasingly results and evidence based
- Ability to travel and to work on tight deadlines
- Initiative and ability to work independently on fast-paced issues

**Working Environment:** Standard office work environment. Up to 10% travel required.

IRC leading the way from harm to home.

IRC is an Equal Opportunity Employer.
IRC considers all applicants on the basis of merit without regard to race, sex, color, national origin, religion, sexual orientation, age, marital status, veteran status or disability.

How to apply:

http://chm.tbe.taleo.net/chm03/ats/careers/requisition.jsp?org=IRC&cws=1...

18 Apr 2016
The Open Society Foundations’ Women’s Rights Program seeks a full-time Program Officer to focus on its efforts related to strengthening women’s rights organizations and movements. The position will be based in the New York office.

The Women’s Rights Program strives to advance the full and equal citizenship of women: participation by women, accountability to women, and autonomy and security for women. Specifically, the program seeks to advance sexual and reproductive rights, promote economic justice, and strengthen women’s rights organizations and movements in countries and regions where OSF is active.

**Job Profile**

The program officer is responsible for implementing, monitoring and helping to develop and evaluate the program goal aimed at strengthening women’s rights organizations and movements. This includes carrying out all stages of relevant grant making, managing relationships with other entities including potential and current grantees and other civil society and social change organizations, participating in collaborative decision making both within OSF and with external entities, and monitoring the women’s rights field. The program officer is also responsible for strengthening connections between the Women’s Rights Program and the broader priorities of OSF, and facilitating effective and coordinated engagement of OSF programs in the region.

Under the guidance of the Women’s Rights Program director, the program officer will:

- be responsible for developing and executing the program’s portfolios aimed at
strengthening women’s rights organizations and movements with considerable autonomy to make decisions relating to:

- authorizing/declining grants within an approved budget
- analyzing and assessing institutional strengths and limitations of grantee and prospective grantee organizations
- providing relevant analysis and feedback to grantees to develop and finalize grant proposals
- writing up grant recommendations as part of the grant approval process
- monitoring grants and maintaining regular contact with grantees, contractors and other stakeholders, including through regular site visits to assess grantee capacity and the progress of grants
- participate in the development of overall program strategy and conduct research to support program design
- analyze financial and budget information, including the review and assessment of narrative and financial information of grantees
- assist in the planning, development and monitoring of the program’s annual budget
- work with the director to ensure close collaboration with other OSF programs and to identify opportunities for complementary programming where a shared approach might have the potential to create a broader impact
- in coordination with the director, write occasional blog posts, op-eds, or position papers that offer perspectives or recommendations on issues relevant to the program’s strategy
- encourage collaboration and strategic alliances among organizations and fields with related goals, constituencies, and interests, cultivating and maintaining institutional relationships with grantees, other donors and allies, and participating in program-related meetings
- Frequent travel required.

Candidate Profile

This exciting opportunity is for an experienced professional with substantial knowledge, expertise and programmatic experience in women’s rights, social movements and change. The successful candidate will have the following:

- a demonstrated commitment to open society values of human rights, transparency and accountability, and democratic governance; comprehensive understanding and knowledge of current issues, trends, dynamics and key actors/thought leaders,
formal and informal organizations, networks, and movements in women’s rights movements; demonstrated success in advancing social change strategies, including planning and making changes in response to an evolving situation; detailed knowledge of the state of women’s rights in at least two countries where OSF is active is essential; substantial prior work within a civil society organization or government institution addressing women’s rights.

- strong organizational, analytical and critical thinking skills; strong project management skills, including the ability to direct others to effectively gather evidence and research to inform decisions or judgments; the proven ability to work independently, with a high-level of self-motivation and ability to set and meet goals; a track record in building effective collaborations across multiple internal and external stakeholders; a proven ability to work effectively in a fluid and fast paced work environment, managing multiple priorities under pressure and accomplish short- and long-term goals with a heavy workload; and a history of being a strong team player. Broad intellectual curiosity, comfort with robust debate, and a good sense of humor will be valuable.

- experience in grant making or advocacy, or demonstrated project management experience, including managing consultants and project budgets; familiarity with the issues relating to good grantmaking, including an understanding of the power dynamics in the grantee/grantmaker relationship, and ability to handle this relationship properly and respectfully;

- excellent writing and editing skills in English (proficiency in other languages will be a great advantage); excellent public speaking and presentation skills; high emotional intelligence, humility and empathy; the ability to relate effectively and inclusively to people across cultures; excellent inter-personal skills, with the diplomatic demeanor and political astuteness necessary to represent a global organization; and a desire for continued professional growth.

- a bachelor’s degree in a relevant field of study or equivalent experience/education; graduate degree strongly preferred; seven to ten years of progressively responsible experience working in a relevant field; or equivalent combination of education, experience and accomplishment.

**Application Instructions:** Please upload a cover letter and resume in one document when submitting your online application.
Work Environment and Physical Demands:

Essential functions are typically performed in an office setting with a low level of noise. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

We are strengthened by the diversity of our colleagues across the Open Society Foundations, and we welcome and actively seek applications from people of all cultures, backgrounds, and experiences.

Connect with Us
Get updates on jobs and opportunities at the Open Society Foundations.

Twitter
LinkedIn

Working at Open Society
Our diverse and inclusive staff is passionate about cultivating a more democratic, equitable world. Learn more

VIEW ALL OPEN POSITIONS

Moving Walls 23
Moving Walls is a documentary photography exhibition that explores a variety of social justice and human rights issues.
**Policy Specialist (Human Rights), New York**

<table>
<thead>
<tr>
<th>Organization: UN Women</th>
<th>United Nations Entity for Gender Equality and the Empowerment of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization: UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>Country: United States</td>
<td></td>
</tr>
<tr>
<td>City: New York</td>
<td></td>
</tr>
<tr>
<td>Office: UNDP New York</td>
<td></td>
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<tr>
<td>Grade: P-3</td>
<td></td>
</tr>
</tbody>
</table>

**UN Women: Policy Specialist (Human Rights)**

- **Advertised on behalf of:** United Nations Entity for Gender Equality and the Empowerment of Women
- **Location:** New York, UNITED STATES OF AMERICA
- **Application Deadline:** 30-Nov-15
- **Type of Contract:** FTA International
- **Post Level:** P-3
- **Languages Required:** English
- **Duration of Initial Contract:** 1 year

**Background**

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security. Placing women’s rights at the center of all its efforts, UN Women leads and coordinates United Nations system efforts to ensure that commitments on gender equality and gender mainstreaming translate into action throughout the world. It provides strong and coherent leadership in support of Member States’ priorities and efforts, building effective partnerships with civil society and other relevant actors.
The Policy Division develops and implements the UN Women program of work on analysis, research and knowledge management that provides the evidence base for the advice and guidance UN Women provides to the intergovernmental process, the UN system, and to UN Women staff working at country and regional level on issues of gender equality and women’s empowerment. It identifies emerging issues and trends, and develops and proposes new strategies for achieving the agreed goals through innovative approaches and lessons learned about what works in practice. It also designs and oversees the training and capacity development programs of UN Women, working closely with the UN Women training facility in Santo Domingo.

The Policy Division staff is organized in Thematic Clusters, bringing together technical experts who: undertake issues-based research; analyze data on country, regional or global trends; build a knowledge base on policy commitments and their implementation; propose evidence-based options for global policy, norms and standards and for UN Women global programme strategies; and contribute substantive inputs to policy advocacy and technical cooperation programmes.

Under the supervision of the Policy Advisor (Human Rights), the Policy Specialist is responsible for undertaking human rights analysis and research on priority areas and assuming substantive and administrative aspects of priority themes. S/He has a particular focus on issues relating to human rights mechanisms, such as the CEDAW Committee, and the human rights based approach. S/He provides support to intergovernmental processes dealing with human rights development issues, including preparation of reports under the guidance and oversight of the supervisor.

Administrative Aspects (http://unjobs.org/themes/administrative-aspects)
Capacity development (http://unjobs.org/themes/capacity-development)
Case Studies (http://unjobs.org/themes/case-studies)
Civil Society (http://unjobs.org/themes/civil-society)
Conflict Management (http://unjobs.org/themes/conflict-management)
Effectiveness (http://unjobs.org/themes/effectiveness)
Gender Equality (http://unjobs.org/themes/gender-equality)
Gender Mainstreaming (http://unjobs.org/themes/gender-mainstreaming)
Global Programmes (http://unjobs.org/themes/global-programmes)
Human Rights (http://unjobs.org/themes/human-rights)
Intergovernmental Bodies (http://unjobs.org/themes/intergovernmental-bodies)
Knowledge Management (http://unjobs.org/themes/knowledge-management)
Knowledge Products (http://unjobs.org/themes/knowledge-products)
Duties and Responsibilities

Summary of key functions

- Technical and programme support;
- Research and analysis support;
- Support to inter-governmental processes and policy development;
- Knowledge management.

Technical and programme support

- Support the Policy Advisor in providing technical support to regional and thematic programmes, country strategies and knowledge management;
- Support the Policy Advisor in developing and implementing a workplan for the section (identify key deliverables, develop implementation time line, etc.);
- Provide programmatic and operational support for the development and implementation of global programmes and related thematic initiatives.

Research and analysis support

- Support the Policy Advisor in conducting research and analysis of global, regional and national trends;
- Source and carry out research on articles, books, case studies etc. to produce useful data and material for advisor on request as assistance in producing papers, speeches, or related products;
- Contribute to the development of flagship publications related to Human Rights;
- Prepare select written contributions and knowledge products for various purposes, i.e. case studies, short topical papers, briefings to leadership, speeches, and related products for wider dissemination;
- Establish and nurture relationship with academia, research institutes, civil society and experts to expand and share knowledge, exchange views on latest findings, incorporate cutting-edge thinking in UN Women work.

Support to intergovernmental processes and policy development

- Contribute to the preparation of position papers and reports for presentation to intergovernmental bodies such as Commission on the Status of Women, Economic and Social Council, the General Assembly and other policy-making organs, as appropriate and prepare analytical summaries of debates, supporting negotiations and analyzing/compiling outcomes;
- Support the Policy Advisor in coordinating the development of analytical reports to contribute to the Secretary-General's mandated reporting to intergovernmental forums;
- Liaise with UN Women colleagues and others, as relevant, to ensure coordination with intergovernmental initiatives;
• Participate in and/or represent the Section in internal and external committees, inter-governmental, inter-agency task forces, and international technical and advocacy, as required.

Knowledge generation

• Facilitate the effective planning and exchange of materials and knowledge products related the thematic area;
• Contribute to the development and maintenance of a roster of gender experts who can develop/ provide technical support to UN Women offices, national partners, UNCT’s or other UN system entities in the related thematic area;
• Contribute to the production of knowledge products that meet UN Women needs and standards of quality;
• Establish and nurture relationship with academia, research institutes, civil society and experts in Human Rights to expand and share knowledge, exchange views on latest findings, incorporate cutting-edge thinking in UN Women work.

The Policy Specialist must have the necessary skills to support the review and development of global policies in Human Rights to enhance understanding of gender issues and dimensions to meet UN Women mandate.

Impact of Results

The key results expected will have positive impact on the overall effectiveness of UN Women’s work related to human rights, through contributing directly to achievement of the relevant Goals in UN Women’s Strategic Plan.

Competencies

Core values and Guiding principles

Integrity

• Demonstrate consistency in upholding and promoting the values of UN Women in actions and decisions, in line with the UN Code of Conduct.

Professionalism

• Demonstrate professional competence and expert knowledge of the pertinent substantive areas of work.

Cultural sensitivity and valuing diversity

• Demonstrate an appreciation of the multicultural nature of the organization and the diversity of its staff;
• Demonstrate an international outlook, appreciating difference in values and learning from cultural diversity.

Core Competencies
Ethics and Values

- Demonstrate and promote ethics and integrity by creating organizational precedents.

Organizational awareness

- Build support for the organization and ensure political acumen.

Development and innovation

- Support staff competence development, and contribute to an environment of creativity and innovation.

Work in teams

- Build and promote effective teams;
- Demonstrate ability to work in a multicultural, multi-ethnic environment and to maintain effective working relations with people of different national and cultural backgrounds.

Communication and information sharing

- Create and promote an environment for open and effective communication.

Self-management and emotional intelligence

- Stay composed and positive even in difficult moments, handle tense situations with diplomacy and tact, and have a consistent behavior towards others.

Conflict management

- Surface conflicts and address them proactively acknowledging different feelings and views and directing energy towards a mutually acceptable solution.

Continuous learning and Knowledge sharing

- Share knowledge across the organization and build a culture of knowledge sharing and learning.

Appropriate and transparent decision making

- Ensure fair and transparent decision making processes and manage risk.

Functional Competencies

- Good knowledge of gender related issues and human rights;
- Good knowledge and experience related to current policies and practices in the fields of Human Rights;
- Good knowledge on issues relating to human rights mechanisms and the human rights based approach;
- Good knowledge of intergovernmental processes and bodies;
- Ability to undertake policy research and prepare quantitative studies, utilizing statistical methodologies, knowledge of database applications for statistical analysis;
- Ability to organize and complete multiple tasks by establishing priorities;
- Ability to handle a large volume of work possibly under time constraints;
• Establishes, builds and sustains effective relationships with clients, demonstrating understanding of client's perspective; anticipates client needs and addresses them promptly;
• Ability to draft policy papers, speeches, briefings etc.;
• Ability to develop and maintain roster of experts, and a databank of research institutes, academics, civil society experts, etc. of direct relevance to the Focus Area.

Required Skills and Experience

Education
• Master's degree (or equivalent) in development related disciplines, gender issues, human rights, public policy/administration, or related social science.

Experience
• A minimum of 5 years of increasingly responsible professional experience in gender programming, policy research and gender analysis and at international level, at least two of which should be directly related to the focus area.

Languages
• Written (excellent drafting skills) and oral proficiency in English is required;
• Knowledge of another UN working language is desirable.

Note

In July 2010, the United Nations General Assembly created UN Women, the United Nations Entity for Gender Equality and the Empowerment of Women. The creation of UN Women came about as part of the UN reform agenda, bringing together resources and mandates for greater impact. It merges and builds on the important work of four previously distinct parts of the UN system (DAW, OSAGI, INSTRAW and UNIFEM), which focused exclusively on gender equality and women’s empowerment.

All applications must include (as an attachment) the completed UN Women Personal History form (P-11) which can be downloaded from http://www.unwomen.org/about-us/employment.

Kindly note that the system will only allow one attachment. Applications without the completed UN Women P-11 form will be treated as incomplete and will not be considered for further assessment. Please combine all your documents into one (1) single PDF document as the system only allows to upload maximum one document.

UNDP is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.
APPENDIX M: FACULTY EXPERTISE, BIOS, AND PUBLICATIONS
**Appendix D: Faculty Expertise, Bios, and Publications**

### Full Time Faculty with Human Rights expertise

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Andreopoulos</td>
<td>Political Science</td>
<td>International Organizations, International Law, International Human Rights, the Laws of War.</td>
</tr>
<tr>
<td>Luis Barrios</td>
<td>Latin American/Latino Studies</td>
<td>Borders, drug and human trafficking, Latin America/Caribbean</td>
</tr>
<tr>
<td>Avram Bornstein</td>
<td>Anthropology</td>
<td>Cultural rights, Israel-Palestine</td>
</tr>
<tr>
<td>Jean Carmalt</td>
<td>Political Science</td>
<td>Human rights and Geography, economic and social rights, health and human rights</td>
</tr>
<tr>
<td>Michelle Galietta</td>
<td>Psychology</td>
<td>Mental health and human rights, health and human rights</td>
</tr>
<tr>
<td>Anissa Helie</td>
<td>History</td>
<td>Women’s rights, Middle East, Rights and sexuality</td>
</tr>
<tr>
<td>Martin Horn</td>
<td>Law and police Science</td>
<td>Criminal Justice and human rights, housing rights</td>
</tr>
<tr>
<td>Susan Kang</td>
<td>Political Science</td>
<td>International law, labor rights, economic and social rights, institutions</td>
</tr>
<tr>
<td>Helen Kapstein</td>
<td>English</td>
<td>Apartheid, Human rights and literature</td>
</tr>
<tr>
<td>Kyoo Lee</td>
<td>Philosophy</td>
<td>Philosophy of human rights</td>
</tr>
<tr>
<td>Veronica Michel</td>
<td>Political Science</td>
<td>Latin American, human rights accountability, civil and political rights</td>
</tr>
<tr>
<td>Javier Osorio</td>
<td></td>
<td>Latin America, criminal justice, human rights and methodologies</td>
</tr>
<tr>
<td>Jennifer Rutledge</td>
<td>Political Science</td>
<td>International organizations, food politics, international laws and norms</td>
</tr>
<tr>
<td>Itai Sneh</td>
<td>History</td>
<td>History of Human Rights, Genocide</td>
</tr>
<tr>
<td>Patricia Tovar</td>
<td>Anthropology</td>
<td>Latin America, displacement, violence, sexual and reproductive health</td>
</tr>
<tr>
<td>Charlotte Walker-Said</td>
<td>Africana Studies</td>
<td>African politics, history of human rights, economic, social and cultural rights</td>
</tr>
</tbody>
</table>

### Part-time faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Victoria Perez-Rios</td>
<td>Political Science</td>
<td>United Nations, Human Rights, International Law</td>
</tr>
<tr>
<td>Cheryl L. Franks</td>
<td>Seek</td>
<td>Social work and Human Rights</td>
</tr>
<tr>
<td>James Mulvaney</td>
<td>Law and police science</td>
<td>Human rights investigation, journalism</td>
</tr>
</tbody>
</table>
John Jay Faculty Publications in Human Rights


--- (January 01, 2002). Borders and the utility of violence: State effects on the "superexploitation" of West Bank Palestinians. Critique of Anthropology, 22, 2: 201-220


--- (2006). “Carter's Actions in Post-Presidential Years,” Entelequia, revista interdisciplinar (University of Malaga at Spain), Vol. 2 37-72,


--- (2000). Women, Rebellion, Consciousness, and Human Rights at the end of the Millennium in Colombia. (Las Policarpas de fin de Siglo, mujeres, rebelión, conciencia y derechos humanos). In: Movimientos Sociales, cultura y Estado en Colombia. M. Pardo y M. Archila, eds. CES / ICANH.


