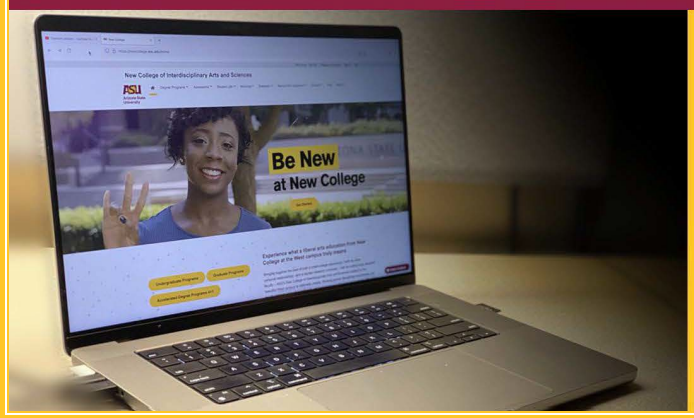
Handbook

Social Justice and Human Rights, MA



ASU New College
of Interdisciplinary Arts and Sciences
Arizona State University

ARIZONA STATE UNIVERSITY

Dear Graduate Student!

Welcome to the New College of Interdisciplinary Arts and Sciences at Arizona State University.

Your acceptance into one of our graduate programs reflects both your academic achievements and your future potential. It is both an honor and an indication of the hard work and dedication you have invested in your education. Congratulations!

Chances are you probably have questions, answers for most of which you will find throughout this handbook. But there are at least two questions I want to address here.

First, “how long will New College ‘be new’?” New College will always be New! That’s because New is not measured on a stopwatch or even a calendar. New is a mindset to never settle for the status quo, but instead continue to push the bounds of knowledge and understanding.

The next most common question I receive is, “what is Interdisciplinary?” The dictionary tells us interdisciplinary involves two or more disciplines. We put that in practice in New College by building graduate programs that break down the silos between traditional academic disciplines. Your studies will likely include courses offered across our four unique schools.

Please know, starting a graduate program is a significant next step in your life – and I want you to be assured that throughout your journey with New College, all of us are ready to support you through every phase. If your schedule allows, I invite you to visit our beautiful campus at any point during your studies. Come meet your faculty and advisors. I would sincerely appreciate meeting you as well. Looking ahead, when you graduate, please consider joining us in person for commencement, convocation, and graduation events.

We are thrilled you have chosen New College to pursue your graduate studies and we commit to being here with you every step of the way.

Sincerely,

Todd R. Sandrin, Ph.D.
Dean, New College of Interdisciplinary Arts and Sciences
Vice Provost, West Valley campus
Professor, School of Mathematical and Natural Sciences
Senior Global Futures Scientist - Julie Ann Wrigley Global Futures Laboratory

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Overview

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Visit ASU Charter, Mission and Goals for more information.

Welcome

Welcome to the MA program in Social Justice and Human Rights (MA SJHR)!
The master's in social justice and human rights (SJHR) addresses key issues, theories, methods, and applied practices related to immigration and refugees/asylum seekers, gender-based violence and sex trafficking, international law and organizations, humanitarianism, global justice, and more.

The SJHR graduate degree program provides students a foundation in theory and method suited for students seeking to expand their knowledge of both scholarly and real-world/applied work in social justice and human rights. Each student is encouraged to identify the specific issues that will bring focus to their studies, for example, in humanitarian intervention, education, disability rights, indigenous rights, refugee or immigrant rights, racial justice, or the abolition of gender violence and sex trafficking. They may also direct their focus to regional contexts such as Africa, Central and South America, Europe, North America, and the Middle East. The SJHR program adopts a global, transnational, and comparative approach not limited to any specific national, cultural, or historical context.

The coursework in this rigorous program examines social justice and human rights issues in contexts defined by multiple and intersecting forms of social identity and disadvantage, including gender, race, ethnicity, class, sexuality and nationality. The program offers a set of required courses that will provide all students with a foundation in theory and method (JHR 502, Foundations of Social Justice and Human Rights; JHR 501, Proseminar in Social Justice and Human Rights; JHR 500, Research Methods; JHR 525, Critical Methodologies in Social Justice and Human Rights), along with elective courses emphasizing key issues and contexts (e.g., JHR 504, International Law and Organizations; JHR 505, Migration, Asylum and Refugees; JHR 503, Gender Violence and Sex Trafficking; JHR 540, Critical Humanitarianism; JHR 550, Global Justice, and JHR 598, Global Racial Justice, and others by approval) and professional development courses that offer more specialized experience and expertise building (JHR 515, Power and Inequality in Academia and Activism; JHR 506, Grant Writing; JHR 584, Internship: Pen Prison Project; Human Trafficking; JHR 580, Practicum; and

JHR 592, Individualized Instruction with Faculty to Support Research or Specialized Topics).

Arizona State University comprises sixteen colleges and schools spread across four campuses in the Phoenix, Arizona metropolitan area. The MA program in Social Justice and Human Rights is offered by the School of Social and Behavioral Sciences, which is part of the New College of Interdisciplinary Arts and Sciences and is housed on ASU's West Valley Campus in Phoenix, AZ and Online.

Whether your postgraduate goals include applied and non-profit work, research, community engagement, and/or further training in doctoral, law, education, or public policy programs, the knowledge and skills you will develop in the MA SJHR program are invaluable. As Co-Directors, our role is to continually improve the quality and relevance of the MA SJHR program. We aim to support students in their academic training, help connect them with faculty whose courses and expertise align with their interests and goals, foster faculty-student mentorship, and expand opportunities for meaningful, career-shaping experiences. Please feel free to reach out to us, stop by our office hours, or make an appointment. We are here for you.

Sincerely,
Dr. Natasha Behl & Dr. Allan Colbern
Co-Directors, MA Social Justice & Human Rights
Nbehl@asu.edu
Allan.Colbern@asu.edu

Quick Facts

2026-2027

Program location: West Valley campus
Start terms: Fall A/C, Spring A/C
Time to completion: 18-24 Months, core and research courses offered evenings

Student Support & Advising

Faculty Advising

Upon admission, each student in the MA SJHR program is assigned an interim faculty adviser. The adviser helps the student begin identifying their goals, assists in finding courses that align with their interests, and connects the student with resources and other faculty members as they acclimate to the program.

As students progress through the program, they are required to identify one SJHR faculty member to advise their culminating experience (Thesis or Applied Project). Students are responsible for formally asking the faculty member to serve as their culminating project advisor. Any SJHR faculty can serve as the culminating project advisor including student's interim faculty advisor. The faculty advisor will be listed on the student's Plan of Study (iPOS) as the Faculty Supervisor.

As students approach degree completion, they are required to compose their committee with 1-2 other faculty members in addition to their Faculty Supervisor. Students should consult with their faculty advisor, who will serve as the chair of the committee, when forming their full committee.

The Thesis or Applied Project culminating experience requires students to work with faculty members whose areas of expertise address students' specific interests and ambitions. The rapport that develops from such connections becomes especially important to students seeking letters of recommendation for post-graduate employment or further study at the doctoral level.

Beginning in their first semester, and with the help of their interim faculty advisor, students should begin identifying other faculty members whose research interests intersect with their own. Students should also consult with one another and the Program Co-Directors concerning research interests and possible Faculty Supervisors.

The most effective way of gaining a sense for whether a faculty member would make a good supervisor is to take their course. But even students who have not taken the course of a potential Faculty Supervisor should take steps to meet with that faculty member in order to discuss areas of shared interest and, possibly, the faculty member's availability for mentoring. Students are encouraged to be proactive in reaching out to faculty and meeting regularly with their interim faculty advisor and/or Faculty Supervisor.

Whenever students develop concerns over anything relating to their progress toward

the M.A., they should contact the Program Co-Directors to arrange an appointment.

Staff Advising

The New College Graduate Staff Advisor, also known as the Academic Success Coordinator, provides general advising designed to direct the student to courses and faculty who could best meet their academic and professional interests. The Graduate Staff Advisor is available to assist students in the development and completion of the interactive Plan of Study (iPOS). For Graduate Staff Advisor questions call 602-543-3000 or email NCGradAdvising@asu.edu. Click here to schedule an appointment online.

My ASU Portal

On your My ASU portal you will find information about your courses, transcripts, transportation, student success and support, finances, university policies and the academic calendar. You can familiarize yourself with the portal using My ASU tutorial.

Student Responsibility

As a graduate student, you're responsible for reviewing and adhering to all university, college, and graduate college policies and procedures.

- Review this program handbook and communicate with your academic success team about any questions.
- Review your program website to ensure you have information related to course registration and course sequencing.
- Check your ASU email daily and review all messages from your New College Graduate Student Services team.
- Monitor your My ASU account regarding your status, holds, action items and other important information to ensure you're on track for your degree.

Admissions

Application Requirements & Deadlines

Admission to the MA in Social Justice and Human Rights campus immersion program is offered for Fall A/C (August) and Spring A/C (January). Completed admission application files are reviewed on a rolling basis. Admission decisions are typically made within ten business days. Applicants are encouraged to apply early and have all application materials on file with ASU on or before any posted deadlines.

The Graduate College at ASU maintains a minimum requirement of admission to master's, certificate and doctoral programs. These minimum requirements can be reviewed on the ASU Graduate Admission site. Each degree program also establishes specific admission requirements. Please visit ASU Degree Search for details on

application requirements. Applicants must fulfill the requirements of both the Graduate College and the New College of Interdisciplinary Arts and Sciences.

Application deadlines for New College graduate degree programs can be found online here.

Admissions Contact Information: ncgradadmissions@asu.edu

Investment and Funding

Tuition and Fees

All amounts shown in the Tuition and Fees Schedules or in other University publications or web pages represent tuition and fees as currently approved. However, Arizona State University reserves the right to increase or modify tuition and fees without prior notice, upon approval by the Arizona Board of Regents or as otherwise consistent with Board policy and to make such modifications applicable to students enrolled at ASU at that time as well as to incoming students.

To view current year tuition, program fees, other fees, please visit the Tuition and Cost Calculator.

To view historical information about tuition and fees, please visit Tuition and Fees Schedule.

Financial Aid and Scholarship Services

For information on investing in your graduate degree visit Financial Aid and Scholarship Services online.

Current or incoming ASU students can call 24/7 at 855-278-5080.

Funding resources:

Graduate College University Grant (GCUG): This is a need-based award to support new and continuing masters and doctoral students with financial need as determined by information taken from the FAFSA. The GCUG is intended to support in recruitment and retention of outstanding graduate students at Arizona State University. Students may receive this award for a maximum of four semesters throughout their degree study. Students must be nominated by their academic unit.

Course Assistant Positions: The primary way that our students are funded is through Course Assistant (CA) positions. These positions typically assist with undergraduate courses that are offered online, and with some graduate courses in MASJHR online program. Courses are either half-semester (7.5 weeks) or full

semester (15 weeks), and CAs are paid a stipend for each course. Positions are advertised as they become available.

Research Assistant Funding: On occasion, faculty may have funds that could be used to hire master's-level students to be research workers. These would typically be advanced (second-year) students who are involved in grant-funded projects.

Program Requirements

Degree Requirements

The Social Justice and Human Rights, MA requires 30 credit hours including 3-6 credit hours of culminating experience.

Visit ASU Degree Search for more information.

Student Learning Outcomes

Students admitted to the SJHR program will develop an informed intellectual framework for comprehending the complexities of local/global change, as well as hone their skills in research and methodology and/or working within advocacy organizations. When the student enters the SJHR program, s/he/they will begin working with a faculty adviser to determine a course of study specific to her/his/their long-term interests in graduate school, law school, administration, government, or the voluntary sector.

Graduates of the program will be expected to meet the following learning outcomes:

- Conduct original research on a topic related to social justice and human rights.
- Apply theoretical and practical material from SJHR courses through an internship with an agency or organization or related professional development opportunity associated with issues of social justice and human rights
- Critically evaluate classical and contemporary theories of social justice and human rights.
- Evaluate violations of social justice and human rights through specific case studies and local, national, and international perspectives, norms, and/or laws.
- Evaluate institutional settings, policies, and procedures from the perspectives of social justice and human rights.
- Understand the development and function of social movements and organizations, as well as how they impact and are impacted by society, culture, politics, and law.
- Apply domestic and international human rights remedies to human rights abuses locally, nationally, and internationally.

- Demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in social justice and human rights literature.

Unique Features of the Program

This program is based on an innovative learner- centered curriculum designed to maximize students' ability to define and pursue their own academic and career-related goals. Three distinct features of this program include:

Innovative, Learner-Centered Curriculum: Students will benefit from an innovative and flexible curriculum focused on grounding interdisciplinary academic perspectives in specific contexts, problems, and issues. Our curriculum not only brings university expertise to real-world problems, but it also fosters engaged interdisciplinary research among faculty and graduate students united by a common concern.

Intensive Seminars: An integral part of our curriculum is interdisciplinary seminars that examine current problems in social justice from several different theoretical and analytical viewpoints. These courses are taught by faculty who address the issue from their area of expertise (social movements, international law, activism, etc.). Methods-based seminars impart skills in research design, data collection, analysis, and the philosophy and ethics of research, while professional development related courses (such as grant writing, internships, and practicums) allow students to ground their academic knowledge in concrete contexts, prepare for the culminating experience, and develop networks.

Student Orientation and Engagement: New and returning MASJHR students and faculty are encouraged to attend the annual orientation events occurring in fall and spring. These are important opportunities for students to meet faculty and connect with one another, as well as learn about any program changes and plans for the year ahead.

The MASJHR program also holds a series of regular and special events throughout the year, including Justice Briefings, where students, faculty, alumni, and invited guests may share their research or advocacy.

Students in the MASJHR Program will be automatically enrolled in both the program listserv (to receive program-wide messages only) and the Student Engagement site on Canvas. The Student Engagement Canvas site offers continually updated program-specific materials useful to new and returning students, as well as announcements and updates, links to faculty profiles, information about program features, special opportunities, archives of past events, profiles of alumni, examples of culminating experience projects, and more.

Students may use the Canvas Student Engagement site to connect more easily with one another and to keep up to date with program information and developments.

Course Descriptions

Required Core (6 credit hours):

JHR 502: Foundations in Social Justice and Human Rights (3 credits). Provides students with foundational knowledge in the theory, method and practice of social justice and human rights. Defines the meaning and scope of both 'human rights' and 'social justice' and focuses explicitly on the relationship between them. Students learn about the historical, political and legal foundations of international human rights concepts, laws and institutions and how to apply a social justice perspective to understand the differential distribution of access to human rights according to inequalities of nationality, race, class, gender and more. Drawing on major disciplinary perspectives in anthropology, sociology, political science and law, provides the core knowledge and skills that students need to succeed in the program as a whole.

JHR 501: Pro-seminar in Social Justice and Human Rights (3 credits). Designed to complement JHR 502, Foundations of Social Justice and Human Rights, this intensive course deepens students' knowledge of the theory and practice of SJHR in local, national, and global contexts. It engages participatory pedagogy, giving students a unique opportunity to connect the scholarly discourse to their own interests and lived experience. Via a series of reflexive discussions and assignments, students will interrogate assumptions, explore their positionalities and ethics, and develop their own voices as SJHR scholars and professionals.

Professional Development (3 credit hours)

JHR 506: Grant Writing and Development for Social Justice and Human Rights (3 credits). Seminar in grant writing and fund raising for social justice and human rights. Provides an introduction to the grassroots grant writing and fund-raising process, with a particular focus on justice-oriented nonprofit and international nongovernmental organizations.

JHR 515: Power and Inequality in Academia and Activism (3 credits). Centers the perspective of racialized and gendered minorities in academia and in activism in an effort to achieve racial and gender justice in academia and beyond. Covers research, teaching and mentorship in academia and inclusive solidarity and egalitarian political imaginaries in activism. Students read empirical research that helps them navigate racial, gendered and epistemic oppression in research, teaching and mentorship. Students also read empirical research that helps them navigate intersecting forms of oppression within and outside of social justice movements. They then apply these skills to their own thesis, applied projects or capstone projects in collaboration with their peer writing groups, which also function as peer accountability and mentoring groups. The goal is to challenge hierarchical power dynamics in academia and in activism by developing an alternative model of mentorship and an egalitarian way of relating rooted in mutual respect, trust and solidarity.

JHR 584: Internship (3 credits). Structured practical experience following a contract or plan, supervised by faculty and practitioners. Students may earn a maximum of 6 hours of internship credit.

Process:

If you are interested in finding your own internship, please complete the below steps:

Confirm with the graduate academic advisor (NCGradAdvising@asu.edu) that the internship fulfills your program requirements.

Contact the manager of New College Internships, Diane Mallory at NCInternships@asu.edu or call 602-543-6047 with your intent to enroll and receive further information.

Once enrolled in the course, email your graduate advisor at NCGradAdvising@asu.edu to add the class to your iPOS or you can log in directly to your iPOS to submit a course change approval to ensure the internship is included in your degree requirements.

Other internship opportunities include class offerings described below:

JHR 584: Internship: Pen Project Prison Teaching (3 credits). The Prison Writing and Critical Practice Internship is a graded, supervised online internship organized in cooperation with the New Mexica Correctional System. This online project provides a much-needed means for incarcerated writers to obtain critical comments on their writing. The internship applies critical reading, thinking, and writing skills developed during coursework to a real-world setting.

The Social Justice & Human Rights Program hosts an international internship opportunity on human trafficking in Ghana in the Fall semester (This course is dependent on availability, travel restrictions, and scheduling needs).

JHR 584: Internship: Human Trafficking Ghana (1 credit). This internship features two-week travel at the end of a semester to Ghana. Students intern with a Ghanaian NGO, Challenging Heights, working in the area of human trafficking prevention and resistance to for women and children who have been victims of sex and child labor abuses. There is also a two-credit JHR 580 Practicum during B session of the Fall semester which when combined with the 1 credit internship, will allow students to be advocates for such victims while preparing themselves for professions that address these important needs.

NLM 510 The Nonprofit Sector (3 credits). Provides grounding in scope, function and philosophical foundations of the nonprofit sector in American society, including civic engagement, service delivery, reproduction of values and entrepreneurship.

NLM 570 International Non-Governmental Organizations (3 credits). Increases knowledge and understanding of international non-governmental organizations by

examining what these organizations do and how they operate in a cross-cultural context.

Required Research (6 credit hours):

JHR 500: Research Methods (3 credits). This course provides a critical foundation for students to consciously engage in research design and justifications of their methodological choices. In the spirit of the social justice and human rights program, rather than focusing exclusively on training students in one or two particular methodologies, this course seeks to challenge students to become critically aware of where and how power and justice relate to methods, especially in debates between quantitative and qualitative traditions. The course challenges the term "legitimate" and "scientific," which often are used to privilege one method over another. Instead, the course will provide students with the language of "trade-offs" and "fit" as it broadly introduces and assesses differences between quantitative, qualitative, and ethnographic methodology, as well as positivist and interpretivist approaches. The course is structured for students to build up a foundation to identify, assess and engage in diverse methodological approaches to social science research, and to learn some skills along the way, like how to code policies and design interviews and surveys.

JHR 525: Critical Methodologies in Social Justice and Human Rights (3 credits). Designed to complement JHR 500 Research Methods, this advanced course focuses on the political and ethical questions that arise in community-embedded or other social justice and human rights-oriented research. Focuses on interpretive, ethnographic, feminist, and engaged research methods and their philosophical, political, and ethical underpinnings, as well as considerations of power dynamics and positionality.

Electives (9-12 credit hours):

Select elective coursework in collaboration with faculty. Students completing JHR 593 Applied Project must complete six credit hours of electives; those who complete JHR 599 Thesis must complete only three credit hours of elective coursework.

JHR 503: Gender-Based Violence and Sex-Trafficking (3 credits). Following passage of the Palermo Protocol, the first modern global treaty on trafficking in the year 2000, sex trafficking has received enormous global attention. Focuses on the period following the passage of this treaty to understand both the causes and consequences of sex trafficking around the world. Are there patterns associated with victimization? Do traffickers use similar tactics for recruitment? What are countries doing to prosecute traffickers and protect victims? Students conduct guided research developing their expertise on trafficking in one country of their choosing, applying the tools and theories from class to evaluate their chosen case. Course adopts an interdisciplinary perspective drawing on work from political science, sociology, anthropology, counseling, psychology and law. Often draws on literature from feminist criminology studies to account for a more nuanced perspective.

JHR 504: International Law and Organizations (3 credits). Focuses on the fundamentals of international legal order, global governance structures and the influence of several key actors within this field, which include State actors as well as international

organizations. Provides students with a good understanding and interesting insights about the nature, sources and scope of international law; types of international regulatory instruments such as treaties, conventions and other agreements, and their influence within the international arena. Students learn about the roles of international adjudicative bodies like the International Court of Justice (ICJ) and other judicial tribunals in managing global affairs. Focuses on international legal order and global institutional structures; also examines key global political and economic governance organizations and their relationship with States. Specifically, examines international inter-governmental organizations (IGOs) like the United Nations (UN), and its specialized agencies including International Monetary Fund (IMF), World Bank, World Health Organization (WHO), World Intellectual Property Organization (WIPO), and the UN Educational, Scientific and Cultural Organization (UNESCO). Also looks at the role of international nongovernmental organizations (INGOs) such as Amnesty International, Greenpeace, International Red Cross and Red Crescent Movement, and The Global Fund to Fight AIDS, Tuberculosis and Malaria (The Global Fund), and assess their importance as active actors in the area of global governance. Focuses on examining sets of carefully selected case illustrations (current and past) from around the world, along with practical learning activities regarding topical issues, helping students gain deeper and functional knowledge about the various topics discussed and issues examined. Cases and instances explored cut across areas like global peace and security, human rights and social justice, environment, public health and economic development.

JHR 505: Migration, Asylum, and Refugees (3 credits). Interdisciplinary course that introduces students to social scientific debates on migration and displacement in the contemporary world. Over the past decade, recurring wars and natural disasters have driven millions to flee from their homes. According to the United Nations High Commissioner for Refugees (UNHCR), the global number of displaced people is over 70 million, the highest ever recorded since World War II. Now more than ever, it is important to critically examine the social, political and legal processes by which people are displaced and disenfranchised. Delves into social scientific perspectives on forced migration, drawing on essential concepts and theories in anthropology, political theory and international relations. Students question the taken-for-granted distinctions between refugees and 'economic migrants,' and investigate the historical contexts and institutional structures shaping global displacement that have brought us to our present moment. What does the figure of the refugee reveal about modern conceptualizations of citizenship and the nation-state? How do we think about the violence and precarity of displacement beyond metaphors of 'exception,' and is it possible to protect the rights of asylum-seekers in conjunction with those of vulnerable citizens? How is the suffering of distant others rendered legible to Western audiences, and how do the conditions of humanitarian work serve to further amplify inequalities between the givers and receivers of aid? The purpose is not to provide an exhaustive summary of various disciplinary approaches to migration, asylum and refugees, but rather, to develop some keen insights into the foundational forces shaping migrant lives and the power relations underpinning our endeavor to alleviate displacement.

JHR 540: Critical Humanitarianism (3 credits). Interdisciplinary lecture course introduces students to social scientific debates on humanitarianism, international aid and the ethics of alleviating suffering in the contemporary world. Since its birth in the 19th century, modern humanitarianism has emerged as a powerful actor in world affairs, not only assisting the vulnerable during moments of crisis but shaping politics and governance in its own right. Critically investigates the historical, cultural, institutional and technological contexts of humanitarian action. Rather than taking the morality of 'saving lives' as self-evident, this course explores how moral judgements about life are formed, transformed, appropriated and sometimes ignored in the pursuit of humanitarian interests. How does one situate the emergence of humanitarianism in histories of capitalism and abolitionist movements? What definitions of the human are evoked in calls for humanitarian intervention, and how are these definitions sutured by notions of race? Why does the suffering of others evoke humanitarian sympathies and what are the ethical motivations that guide aid workers? How do we hold these ethical callings in tension with various forms of institutional violence perpetrated in humanitarian contexts? How does race shape the construction of both the subjects and objects of humanitarian aid, and what would it mean to decolonize the world of humanitarianism? The purpose is not to provide an exhaustive summary of all the theoretical approaches and empirical issues in humanitarian studies, but to develop some specific insights into what it means to 'do good' and how goodness is invariably entangled in contemporary questions of power, politics, violence and history.

JHR 550: Global Justice (3 credits). This course examines global justice through three distinct lenses, each highlighting different key concerns. The first lens focuses on the principle of sovereignty as the cornerstone of global justice. We begin by exploring the normative foundations of the international system, analyzing both justifications for and critiques of sovereignty and the right to self-determination. Building on this foundation, we then consider the implications for human rights and immigration. The second lens centers on the global capitalist system and the dynamics of market competition. Here, we investigate the causes and consequences of global economic inequality, along with the role of multinational corporations in both perpetuating and addressing injustice. The third lens turns our attention to the enduring impact of racism, colonialism, and patriarchy—systems through which some groups have historically devalued and oppressed others. Through this perspective, we examine how these legacies continue to shape contemporary issues of global justice.

JHR 598: Global Racial Justice (3 credits). This special topics course approaches the topic of Global Racial Justice through a development of, and critical engagement with, our political imaginations of the future. Students will explore a diversity of Afrofuturist, science fiction, colonial, anticolonial, racial, national and liminal imaginations in order to contend with the ongoing struggles for racial justice around the world. According to Achille Mbembe, colonialism, war and racism structure the necropolitical horizons of the present. Can we imagine a way out, a way through, or a place beyond?

JHR 598: Global Climate Justice (3 credits). This seminar dives deep into the history of environmental problems and activism around the world. This seminar will cover a)

global hegemonic power's role in shaping environmental problems; b) social scientists' work on slow violence and the problems of visibility and lack thereof; c) an introduction to critical development studies and literature about climate change adaptation on a global scale; and, d) laying out the problem of the enclosure of the commons and the response of activists worldwide. Course objectives include understanding how global trade relationships impact environmental harms in developed and less developed countries; exploring the impacts of environmental justice movements; following the progression of global inequality from colonialism to climate change, especially in how this plays out in development funding and projects; and thinking critically about development and climate futures.

PSY/SIF 598: Humanitarian Forensics (3 credits). Humanitarian forensics is an interdisciplinary field that aims to understand and address the needs of communities impacted by conflict, disaster, and other humanitarian emergencies using forensic science and other methods. This course is an introduction to the history, legal foundations, and contemporary applications of the forensic sciences to humanitarian crises such as mass disasters and human rights violations. Using case studies from around the world, including Argentina, Cyprus, the former Yugoslavia, Uganda, and the US-Mexico borderlands, the course examines and problematizes the practice and implications of deploying forensic science in contexts where cultural/religious differences, political sensitivity, competing legal norms and systems, and the differing needs and interests of survivors and families are salient.

JHR 598 Special Topics: may vary

JHR 580, 590, 592 (1-3 credits).

NLM 510 The Nonprofit Sector (3 credits). Provides grounding in scope, function and philosophical foundations of the nonprofit sector in American society, including civic engagement, service delivery, reproduction of values and entrepreneurship.

NLM 570 International Non-Governmental Organizations (3 credits). Increases knowledge and understanding of international non-governmental organizations by examining what these organizations do and how they operate in a cross-cultural context.

Culminating Experience (3-6 credit hours):

Students have three options for their culminating experience: JHR 599 Thesis (6 credits), JHR 593 Applied Project (6 credits) or JHR 549 Capstone (3 credits). As a reminder, students are required to secure a faculty advisor and form a committee in order to complete an applied project or thesis project.

JHR 599 Thesis (6 credits). A thesis is a formal research undertaking, anchored by an intellectually significant question or a problem, and consists of an appropriate

methodological design for answering the question through original data collection and/or academic engagement with theoretical debates and literature. A thesis requires a proposal, developed in close consultation with the student's Faculty Supervisor; a committee of three faculty (the Supervisor or 'chair,' and two members); and a formal presentation or defense. Theses are subject to deadlines and formatting requirements set by the Graduate College and students must proactively identify and conform to these rules. Theses are also published by ProQuest and accessible via the library database.

Thesis Graduation Checklist

- After a student has successfully registered for JHR 599, the student should review the following information to ensure a successful and smooth graduation process.
- Apply for graduation through the My ASU account online.
- Review dates and deadlines established by ASU Graduate College. Discuss these dates with the committee to determine dates to submit drafts of the work as well as a date for the oral defense.
  Note: All oral defenses of a thesis must be scheduled with Graduate College at least 10 working days in advance of the planned defense date. Please use the official 10-Working Day Calendar, available online. Please note that there are certain dates during the academic year during which students cannot hold an oral defense of a thesis.
- Note: Following the defense, each committee member will sign in to the student's iPOS to enter the defense results and indicate any needed revisions.
- After a defense date is approved by all members of the committee, please contact the Graduate Staff Advisor to schedule a room for the defense.
- The Thesis process is overseen by ASU Graduate College. **It is the student's responsibility to review all of the information provided by ASU Graduate College on** Completing your Degree.
- After the oral defense is complete, the student must review After Your Defense requirements.
- If the student has or does not have revisions:
- All committee members will follow the How to Submit Defense Results in the iPOS.
- The Faculty Supervisor/chair should input a Y grade in each section of JHR 599 that the student has registered for. A student should continue to check the My ASU page to ensure that a grade has been posted for each term that the student was registered for JHR 599. The student should follow-up with the faculty chair as needed.

JHR 593 Applied Project (6 credits). The Applied Project represents an integration and application of theory, research, and practice on a specific topic, problem, event, or issue. Applied Projects can take a variety of forms, from short films or curricular design and implementation, to needs assessments and policy recommendations rooted in evidence-based analysis. Applied Projects may also be creative and innovative projects

that integrate audio, visual, artistic or performative dimensions, or include original podcasts, websites, and so on. However, all Applied Projects must focus on a social scientific issue or problem and must include a written paper component. Applied Projects thus require elements similar to a thesis (e.g. articulation of a problem or question, engagement with literature, etc). In addition to the faculty advisor as the primary evaluator, students must secure a second reader for their Applied Project, and are encouraged (but not required) to hold a final presentation.

The applied project should be designed so that it can be completed within the time limit of a one-semester, 3 credit hour course; however, many students need and want more time to complete the project. As a result, students may choose to do a 3-credit hour JHR 592: Research course prior to enrollment in JHR 593. In that respect, the project works in the way a thesis would, with time allocated for researching and writing. Any accompanying elements (a policy brief, film, performance, website, podcast, etc.) must also be completed in this allotted time frame. The work accomplished during these credit hours must reflect the maturation of ideas and give ample time for researching and planning the project. The final product should be useful to academics, an agency, a community, or other group. It could be an action research project, a needs assessment study, a program evaluation, an in-service training program, a proposal for funding, the review and evaluation of pertinent literature, or a creative project of similar scope.

Applied Project Graduation Checklist

- After a student has successfully registered for JHR 593, the student must review the following information to ensure a successful and smooth graduation process.

- Apply for graduation through the My ASU account online.

- Review dates and deadlines established by ASU Graduate College. Discuss these dates with the committee to determine dates to submit drafts and a date to submit the final project.

- Complete the applied project according to the recommendations, suggestions, and revisions provided by the graduate committee.

- Note: It is up to the student's committee whether or not an oral presentation will take place.

- Note: ASU Graduate College does not oversee the formatting of an applied project in the same way that they do for a thesis or dissertation. Students can, however, use the formatting information available online in the format tab of Completing your Degree. A student should consult with their committee chair on the appropriate format, as well.

- When the final project is complete: a) The Chair of the committee will input a letter grade for the JHR 593 course; b) The student should continue to check the My ASU page to ensure that a grade has been posted for the term that the student was registered for JHR 593. The student should follow-up with the faculty chair as needed.

JHR 549 Capstone (3 credits). iCourse, asynchronous. This course constitutes the required culminating experience of the Master of Arts Program in Social Justice and Human Rights. In this class, you will complete an individual capstone compendium project, hosted on the Google Portfolios platform, that showcases the knowledge and skills developed throughout graduate coursework as they relate to your areas of interest. Each student will create the capstone compendium by selecting, revising, polishing, and assembling key assignments ('capstone elements,' or other assigned work) from MA SJHR courses into a single overall project, united by an original synthesizing essay that employs key analytical and theoretical concepts in the study of Social Justice and Human Rights. The e-portfolio (the platform for the assembled compendium) will be accompanied by a video walkthrough presentation in which the student explains the coherence of this synthesis. Students will come away from the course with a clear representation of their Masters training as embodied in the e-portfolio and video overview.

Culminating Experience

Summary of Culminating Experience

All students will be required to successfully complete JHR 599 Thesis (6 hours), JHR 593 Applied Project (6 hours) or JHR 549 Capstone (3 hours).

Students should make a decision on their Culminating Experience early in their graduate training, in consultation with their faculty advisor and/or the Program Director. Students should note that all projects involving research with human subjects must be approved by the Institutional Review Board.

Culminating Experience Eligibility and Registration

To be eligible for enroll in JHR 599 Thesis or JHR 593 Applied Project, a student must:

- Have an up-to-date and approved iPOS on file. No student will be allowed to register for the culminating experience without an approved and up-to-date iPOS on file:
- Review current iPOS on file and compare to the transcript.
- Confirm that all coursework (prefix, number, title, campus) on the transcript appears the same on the iPOS.
- Indicate on the iPOS the faculty members who will be serving as the culminating experience supervisory committee (three members for thesis, two members for applied project).

- Submit course or committee petitions for any discrepancies.
- Have completed the Required Core and Research requirements of 12 credit hours (JHR 500, JHR 501, JHR 502, and JHR 525)
- Accept invitation to enter the Canvas JHR Thesis/Applied Project Proposal course (the Canvas invite will be sent by the graduate staff advisor to eligible students)
- Submit a completed JHR Thesis/Applied Project Proposal to the Canvas course before the deadline
- The most current JHR Thesis/Applied Project proposal form can be found in the Canvas course.
- Deadline to register for AND to submit the proposal is 2 weeks prior to the start of the Thesis or Applied Project semester.
- Reminder: If the student's applied project or thesis will involve interacting with and/or collecting data from human subjects, the student must complete the necessary Human Subjects Institutional Review Board forms before collecting data. The student must consult with the Faculty Supervisor. Forms are available on the ASU Human Subjects Home Page (https://researchintegrity.asu.edu/humans).

Preparing the Proposal (Thesis and Applied Project):

Students should work closely with their Faculty Supervisor and faculty committee (if committee members have been identified and approved by the Faculty Supervisor) to develop their proposal for either their Thesis or Applied Project. Preparing the proposal is an important part of the intellectual development of the student and the project design process. Proposals typically require multiple revisions before they are ready to submit for approval. Submitted proposals will each be reviewed by the Program Director, and those that do not meet acceptable standards in content or format will be returned to the student and their Faculty Supervisor for revisions. To avoid delays, students should endeavor to submit their highest quality, final work and not working drafts.

Proposals should be 8-10 pages in length and should include the following sections and components. All projects involving work with human subjects require an IRB application and approval before any data collection can begin.

Problem Statement: State exactly and concisely what problem or issue the project will address.

Question: Emerging from the problem statement, clearly state what research question(s) guide the study.

Background/Lit Review: Provide sufficient context to the problem definition and your research question(s). Demonstrate that you have sufficient knowledge of the extant literature that situates your study, synthesizing bodies of knowledge as necessary.

Methodology: Explain in detail how you will answer your research question(s) and through what kind of data collection. If research is documentary or archival based, explain what the sources of information will be and how you will collect and them to

answer the question(s). If you are collecting original data through surveys, questionnaires, or interviews/participant observation, explain in detail what information you are collecting, with whom, and how. If working with human subjects, you will need IRB approval.

Analysis: Briefly explain how you will analyze the data to answer the research question(s). This section can be blended with Methodology.

Significance: Briefly explain why this study or project is important to an understanding and/or resolution of the problem it identifies. Why does it matter? What is the purpose or implication of the study to scholarship, to practice, etc.?

Timeline and Resources: Provide a detailed plan for the project, including timeline for completion, and indicate any specific resources required, such as access to archives, travel to field sites, use of technology and equipment, etc.

References: Provide a properly formatted list of references consulted for your project and cited in the proposal.

Implications and Recommendations for Agencies, Communities, Governments, and Further Research:

Many projects may be explicitly intended to inform agencies, communities, policymakers, governments or others. The final product should therefore summarize the findings, identify implications for the stakeholders, offer recommendations from a Human Rights/Social Justice perspective, and suggest appropriate strategies and approaches. The student needs to consider how the findings can be integrated with previous literature and findings that address the topic of interest. The student also must discuss limitations in their work and potential directions for future research in the area.

Faculty

Natasha Behl

Co-Director of MA

Research Interests: Gender Violence, Feminist Theory, Gender, Race, Ethnicity & Politics, Democracy & Citizenship, India, Interpretive Methodology, and Racial Justice

Experience: Natasha Behl is Co-Director of SJHR MA programs and Associate Professor in the School of Social and Behavioral Sciences at Arizona State University. Dr. Behl completed her doctorate in political science at University of California, Los Angeles, where her training focused on race, ethnicity, politics and comparative politics. Dr. Behl explains why the promise of democratic equality remains unrealized and identifies potential ways to create more egalitarian relations in liberal democracies and the discipline of political science. This intellectual endeavor has demanded that she cross disciplinary boundaries and challenge epistemological and methodological norms in political science to understand the gendered and raced nature of politics as a practice and political science as a discipline. She uses interpretive, feminist, and decolonial methods to examine what are often assumed to be neutral concepts, objective methodologies, and universal institutions, and demonstrate that these very concepts, methodologies, and institutions are gendered and raced such that they determine who enjoys democratic inclusion, who commands academic authority, and who is most vulnerable to violence. Her scholarship, teaching, and service seeks to make marginalized individuals central to the process of theorization, working to make societies and institutions, including the academy, more inclusive.

Allan Colbern

Co-Director of MA

Research Interests: Civil Rights, Immigrant Rights, Political Science, American Politics, Democratic, Citizenship, Research Methods,

Experience: Allan Colbern is Co-Director of SJHR MA programs, Founding Director of the U.S. Immigration & Citizenship Lab, and Associate Professor in the School of Social and Behavioral Sciences in the New College at Arizona State University. He works with immigrant rights organizations throughout the United States on policy advocacy, capacity building and coalition building with a focus on state and local levels. His expertise is in American politics, race, immigration, social movements, policy, federalism and citizenship. A focus of his research is understanding how institutions and policies expand and contract the rights of marginalized communities, and challenging illegality framing of undocumented immigrants as being outside the law's protection and undeserving of rights.

Heather Smith-Cannoy

Research Interests: Human Rights; Women's Rights; International Law; Sex Trafficking; Migration and Statelessness

Experience:
Heather Smith-Cannoy is an Professor of Political Science at Arizona State University. She directs ASU's Global Human Rights Hub and directs the undergraduate degree program on Social Justice and Human Rights. She has published two books and has a third under review titled *Sex Trafficking and Equity: The Status of Women and State Responses*. She has also published 15 peer reviewed articles and book chapters on sex trafficking, human rights treaties, and the International Criminal Court.

Audrey Comstock

Research Interests: International Law, Human Rights, International Relations, and LGBTQ Studies

Experience: Audrey Comstock received her PhD and MA in Government from Cornell University. She is an Associate Professor of political science and human rights in the School of Social and Behavioral Sciences at Arizona State University. Her research lies at the intersection of political science, international relations and international law. More specifically, her work focuses international human rights law, the United Nations, global women's and LGBT rights and international peacekeeping.

Malay Firoz

Research Interests:
Global Humanitarian Issues, Refugee Studies, Violence, Conflict & Human Rights, Middle Eastern Studies, Sociocultural Anthropology, and Institutional Ethnography

Experience: Malay Firoz is an Assistant Professor of Anthropology in the School of Social and Behavioral Sciences at Arizona State University. He holds a PhD in Anthropology and an MA in Modern Culture and Media from Brown University, as well as an MA in Sociology from Delhi University. His research is located at the intersections of the anthropology of humanitarianism, the anthropology of ethics, political theory, postcolonial theory, forced migration studies and Middle East studies.

Kendall Funk

Director of BA program

Research Interests: Gender representation; local governments; decentralization; Latin America; international public management, government performance

Experience: Kendall D. Funk is an Associate Professor of Political Science in the School of Social and Behavioral Sciences in ASU's New College of Interdisciplinary Arts and Sciences. Prior to her current appointment, Funk held a joint appointment as a postdoctoral scholar in the School of Politics and Global Studies and the Center for Organization Research and Design in the School of Public Affairs at Arizona State University. She received her doctorate in political science from Texas A&M University in 2017. Funk's research crosscuts several disciplines, including political science, public administration, international studies, and gender studies. Her primary research focuses on the causes and consequences of women's representation in political institutions, especially at the local level of government in Latin America. She also researches issues related to local governance, decentralization, international public management, and government performance. Her research has been published in a variety of peer-reviewed journals, including Political Research Quarterly; Politics & Gender; Politics, Groups, and Identities; Administration & Society; and the Revista Uruguay de Ciencia Política (Uruguayan Journal of Political Science).

Nisa Goksel

Research Interests:
Gender & Sexuality Studies, War, Violence & Peacemaking, Migration, Displacement, and Diaspora Studies

Experience: Nisa Göksel is an Assistant Professor of Sociology in the School of Social and Behavioral Sciences at Arizona State University. She holds a doctorate in sociology, with a graduate certificate in gender and sexuality studies. Her areas of research are gender and sexuality; feminist and women's movements in the Middle East; war, violence and peace-making; and migration, displacement and diaspora studies. Her work focuses on the transnational political mobilization of Kurdish women around peace, democracy and human rights.

Tricia Redeker-Hepner

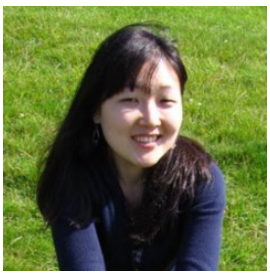
Research Interests:
Activism & Social Movements; African Studies; Anthropology; Human Rights; Refugee Studies; Social Justice; Transnational Migration and Violence, Conflict & Human Rights

Experience:
Dr. Tricia Redeker Hepner is a political and legal anthropologist with a regional focus on Northeast Africa and the Great Lakes Region of Eastern Africa, and thematic interests in migration and displacement, transnationalism, human rights, transitional justice, militarism, and conflict and peace. She has conducted research in the Horn of Africa and with refugees and asylum seekers from Eritrea/Ethiopia in North America, Europe, and Africa for over twenty years. This long-term work has informed her participation in hundreds of asylum and refugee cases, and her testimony has been influential in immigration rulings in the US, Canada, Europe, and Israel

Jennifer Keahey

Research Interests: Gender, Race, Ethnicity & Politics, Sustainable Development, Agri-Food Systems, Fair Trade, Political Economy, Environmental and Resiliency Planning, Decolonizing Methodologies, and Postcolonial Theory

Experience: I am a development sociologist with more than a dozen peer-reviewed publications on issues pertaining to global justice and sustainable development. I have worked in several world regions and possess significant expertise in anti-racist, anti-colonial, and feminist perspectives. I am particularly interested in Black, Indigenous, and Global South development approaches that challenge conventional thought/praxis. I am skilled in the use of qualitative, mixed, and participatory action research (PAR) methods that open spaces for multi-paradigmatic knowledge building. My work advances development theory and practice in two key ways. First, it decolonizes theory to improve understanding of development and its alternatives. By interrogating the power dynamics informing sustainability in action, I unpack structural, relational, and cognitive barriers and identify pathways for transformation. Second, my work informs social research methods through the publication of critical reflections and systematic reviews of practice. By clarifying standards and methods that support connection across difference, I strengthen ethics for interdisciplinary and intercultural engagement.



Sangmi Lee

Research Interests:
Anthropology-Social & Cultural, Comparative Diaspora Studies, Fieldwork, Migration, Race, Ethnicity & Culture, Place, Culture & Identity, and Qualitative Methods

Experience: Sangmi Lee received her D.Phil. in anthropology in 2016 from the Institute of Social and Cultural Anthropology (ISCA) at the University of Oxford, U.K. Prior to coming to School of Social and Behavioral Sciences as an assistant professor in Spring 2018, she was a lecturer at Seoul National University, South Korea. Her current research focuses on how Hmong living in the diaspora have maintained extensive kinship networks and various cultural and economic practices across national borders despite the uncertainty about the location of ancestral homeland while also experiencing ethnic cultural differences based on their "partial" affiliation with different nation-states of residence. For this project, she conducted comparative, long-term ethnographic fieldwork with the Hmong communities in central Laos and the United States (California).

Robert Poe

Research Interests: Social Movements, Autoethnography, Anarchism, Racial Justice, Political Imagination, Nationalism, Critical Technology Studies, Philosophy

Experience: Robert Poe is an Assistant Teaching Professor in the School of Social and Behavioral Sciences. He received his PhD. in Justice Studies and an MA in Communication Studies, both from Arizona State University. He helped to launch the Social Justice and Human Rights MA online program, and he teaches ground and online courses from an interdisciplinary perspective. His research has thus far focused on the conflicts that exist within social movements, and it additionally evaluates the unavoidable tensions between academic and movement-based approaches to knowledge production.

Raka Sen

Research Interests: Her research interests include environmental, labor, urban, gender, migration and development studies.

Experience: Sen's works to understand how climate change and development are reshaping the everyday lives of local people in the Sundarban region of India and Bangladesh. Building off of ethnographic engagement and a longitudinal survey, she aims to challenge traditional notions of climate adaptation in lieu of theoretical frameworks that better encapsulate the lived realities of people facing climate change right now.

Amit Ron

Research Interests: Economic Justice, Democratic Theory, Citizen Participation, Civil Communication, Philosophy of Science, Political Theory, History of Political Thought

Experience: Amit Ron's is an associate professor in the School of Social and Behavioral Sciences. His research focuses around two central themes: the political and normative dimensions of the history of political economy, and the democratic theory of the public sphere. With regard to the democratic theory of the public sphere, Ron is particularly interested in the role of the public in the cognitive division of labor that is required for a social scientific inquiry. His most recent publication, "Affected Interests and Their Institutions" (Democratic Theory, 2017), looks at way to think about the meaning of the democratic demos in a transnational environment. To do so, the article examines practices of inclusion and exclusion in different areas of law and public administration. In collaboration with Abraham Singer from the Quinlan School of Business at Loyola University Chicago, Ron is currently working on a project, provisionally entitled "The Social Subcontract: A Pragmatist Approach to Business Ethics and Democracy," that examines business ethics from the point of view of democratic theory. Broadly speaking, most works in this area treat business ethics as a branch of applied moral philosophy. Thus, they focus on deriving rules for doing business from general approaches to ethics such as Kantianism, consequentialism, or virtue ethics. In this way of approaching business ethics, little attention is made to the economic context, or the political institutions, in which business operate. In contrast, our project puts such institutions at the center. The question that we ask is this: what responsibilities do competitive profit-seeking businesses have toward the democratic environments in which they operate? We explore the many ways in which business activity interacts with democratic institutions, procedures, and norms, and the ethical dilemmas that these interactions generate.

Degree Progress

Registration and Course Selection

Students will register for classes each semester via My ASU and use their course sequence or approved iPOS as a guide for registration. The schedule of classes is available here.

The recommended course sequence varies slightly for each admit term and can be viewed in the Sample Plan of Study/Course Sequence sections of this handbook. It is important to consider your personal and professional commitments when you select a completion timeline.

Graduation Checklist

New College of Interdisciplinary Arts and Sciences
Arizona State University

Master of Arts Social Justice and Human Rights
Modality: Campus
Catalog Year: Fall 2026
Total Credit Hours: 30
NCGradAdvising@asu.edu

Required Core– 6 Credit Hours		
Course Prefix, Number, Title	**Semester/Session**	**Grade**
JHR 501: Proseminar in Social Justice & Human Rights (3)		
JHR 502: Foundations in Social Justice & Human Rights (3)		

Required Research - 6 Credit Hours		
Course Prefix, Number, Title	**Semester/Session**	**Grade**
JHR 500: Research Methods (3)		
JHR 525: Critical Methodologies in Social Justice and Human Rights (3)		

Electives– 9 Credit Hours *		
Course Prefix, Number, Title	**Semester/Session**	**Grade**

*See Degree Requirements>Course Descriptions>Elective Courses section of this handbook.

Professional Development Course – 3 Credit Hours *		
Course Prefix, Number, Title	**Semester/Session**	**Grade**
Elective (3)		

*See Degree Requirements>Course Descriptions>Professional Development Courses section of this handbook.

Culminating Experience – 6 Credit Hours		
Option A Capstone	**Option B: Applied Project**	**Option C: Thesis**
Additional Elective (3) JHR 549 Capstone (3)	Approved Proposal Required JHR 593 (6)	Approved Proposal Required JHR 599 (6)

What counts as an elective course?

What counts:

Regularly scheduled 500-level JHR courses taught by MA program faculty

What needs to be approved (in advance) by both the student's faculty advisor & the graduate program director:

- *Individualized JHR courses (e.g., 580, 584, 590, 592)
- 500-level courses taught by non-program faculty (e.g., courses in other colleges)
- 400-level courses in any discipline
- Courses transferred in from other universities

What does not count:

- 593, 595, or 599 credits
- 100, 200, or 300-level courses

*For current course availability use class search.

General Guidelines

Faculty approval required for:

- up to 6 credit hours of 400-level work may apply toward the master's degree.
- All coursework in the iPOS. Mere enrollment in a course does not entitle a student to count it toward a graduate degree.

Academic progress:

- Students are required to meet Satisfactory Academic Progress Policy and maintain continuous enrollment as defined by the ASU Graduate College Policy Manual.
- The culminating experience is completed in a student's final year of study. To be eligible for registration consult the program handbook.
- For information regarding the minimum passing grade for the JHR 549, 593 or 599 culminating experience, please go to Satisfactory Academic Progress Policy.

Policies:

- Core courses can never be transferred from other universities.

All work toward a master's degree must be completed within four consecutive years. For more information review the ASU Graduate College Policy Manual.

Sample Plan of Study

The sample plan of study or course sequence included in this handbook is intended for informational purposes only. It serves as a general guide to help students understand the typical course sequencing and timeline within the program. Each student's academic journey is unique, and individual plans may vary based on course availability, prior coursework, research interests, and academic progress. Students should consult regularly with their academic program to develop and maintain an individualized plan of study that aligns with their goals, circumstances, and curricular requirements.

Course Sequence

Admitted Fall

First Semester – 12 Credits
JHR 501 Proseminar in SJHR
JHR 502 Foundations of SJHR
Elective or Professional Development
Elective or Professional Development
Second Semester – 12 Credits
JHR 500 Research Methods
JHR 525 Critical Methodologies
Elective or Professional Development
Elective or Professional Development
Third Semester – 6 Credits
JHR 593 Applied Project (6 credits) **OR** JHR 599 (6 credits) **OR** JHR 549 (3 credits) and Elective (3 credits)

Admitted Spring

First Semester – 12 Credits
JHR 500 Research Methods
JHR 525 Critical Methodologies
Elective or Professional Development
Elective or Professional Development
Second Semester – 12 Credits
JHR 501 Proseminar in SJHR
JHR 502 Foundations of SJHR
Elective or Professional Development
Elective or Professional Development
Third Semester – 6 Credits
JHR 593 Applied Project (6 credits) **OR** JHR 599 (6 credits) **OR** JHR 549 (3 credits) and Elective (3 credits)

Continuous Enrollment Policy

To remain active at ASU graduate students must be continuously registered for a minimum of 1 graduate credit hour in every fall and spring semester.

Students who fail to enroll in any semester (not including summer) will be dropped automatically by the ASU Graduate College and have to re-apply and be re-admitted to continue working towards the degree.

Please review the Registration and Course Selection above.

Drop/Add Withdrawal

The ASU Academic Calendar lists specific dates and deadlines for each semester. Exceptions to published dates are rare and made on a case-by-case basis.

Request Leave of Absence

Students can apply for a formal waiver of the continuous enrollment requirement or a leave of absence (up to 2 semesters). These must be submitted via the iPOS in My ASU and approved by the student success team, program director, and the Graduate College prior to the semester for which the waiver or leave is requested.

Interactive Plan of Study (iPOS)

What is the interactive Plan of Study (iPOS)?

The interactive Plan of Study (iPOS) functions as an agreement between the student, the academic unit, and the ASU Graduate College. It will support you as you make progress toward your degree requirements. (Learn More)

The iPOS allows you to plan for your course load, can guide registration each term, and provides an anticipated timeline for degree completion.

How do I select courses for my iPOS?

At the time of admission students in the MA Social Justice and Human Rights program are provided with a recommended sequence of courses that can be completed within 3 semesters.

The recommended course sequence can be viewed in the Sample Plan of Study section of this program handbook. It is important to consider your personal and professional commitments when you select a completion timeline.

Failure to follow the provided course sequence may delay time to degree completion. It is the responsibility of the student to communicate with the academic success team at ncgradadvising@asu.edu if there are any challenges with the course sequence.

How to create an iPOS

To access the iPOS: Login to My ASU. From the My Programs box, under the Programs tab, select iPOS. Select Graduate interactive Plan of Study (iPOS). Note: Pop up blockers may need to be turned off.

You will find instructions for submitting the iPOS in the downloadable how-to guide.

All of the information you need to submit your iPOS including course requirements by semester, faculty advisor, and anticipated graduation term are available within this program handbook.

When do I file my iPOS?

To facilitate program completion and shorten time to complete the program, graduate students are encouraged to complete their iPOS in their **second semester**. Students who have not completed their iPOS by the time they have enrolled for 50 percent of the minimum credit hours required for their degree program will receive a registration hold. No student will be allowed to register for the culminating experience without an approved and up-to-date iPOS on file.

When the Faculty Supervisor and Program Director review the iPOS, they will look to see that the student has met the program requirements described above. In addition, they will check to make sure that the student is in compliance with the following rules below:

The student must be enrolled in at least one credit during each Fall/Spring semester after admission (see Graduate College Policy).

Either 6 credit hours of JHR 599, 6 credit hours of JHR 593, or 3 credit hours of JHR 549 must be included on your iPOS

If a student is completing JHR 593 Applied Project, the student must have one committee chair (or two co-chairs) and one committee member. The committee chair is usually the same as the faculty adviser.

If a student is completing JHR 599 Thesis, the student must have one committee chair (or two co-chairs) and two committee members. The committee chair is usually the same as the faculty adviser.

If a student is completing the JHR 549 Capstone, the student must have one committee chair (the committee chair for the capstone is the program director).

All courses that appear on the iPOS are applied toward the student's MA degree and are ineligible to be applied toward a future graduate degree. As such, we recommend listing only the 30 credits required for the MA degree on the iPOS.

Can I update my iPOS?

Yes! Once approved, the iPOS can be updated to accommodate changes in your course selection.

Academic Progress

Satisfactory Academic Progress

It is the responsibility of the graduate student to be aware not only of the program's requirements, but also policies set in place by the Graduate College. Students are required to be aware of and understand the current ASU Graduate Policies and Procedures, the New College of Interdisciplinary Arts & Sciences Satisfactory Academic Progress Policy, as well as any policies outlined in this manual.

In addition to requirements outlined in New College Satisfactory Academic Progress Policies students must achieve a grade of "C" or higher in all ***required courses*** that appear on the approved iPOS (required courses are listed in the ASU Academic Catalog). A student who receives lower than a "C" in a core course in their program must repeat the course in a regularly scheduled (not an individualized instruction) class. Although only the "C" or higher can be included on the iPOS GPA, both grades will be used to compute the Cumulative GPA and the Overall Graduate GPA.

Required Social Justice and Human Rights and Research Courses: JHR 500, JHR 501, JHR 502, and JHR 525.

Review the complete policy and performance requirements here.

Academic (grade) Grievance Policy

The New College of Interdisciplinary Arts & Sciences requires that any student seeking to appeal a grade must follow the Academic (grade) Grievance Policy.

Review the complete policy and steps located in the "Graduate policies" section of the New College Academic Catalog policies located here.

Student Code of Conduct and Academic Integrity

Student Code of Conduct

All students are expected to adhere to the Arizona Board of Regents Student Code of Conduct.

Academic Integrity

The highest standards of academic integrity and compliance with the university's Student Code of Conduct and Academic Integrity Student Policy are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

For more information please visit: the Graduate College's Policies, Forms, and Deadlines and Maintaining Academic and Research Integrity.

Graduation Requirements

Congratulations on nearing the completion of your master's degree. There are a few administrative items that need your attention:

Ensure you have an approved and up-to-date iPOS on file.

Apply for graduation via My ASU

Applying for graduation and registering to attend in-person graduation ceremonies are separate but related issues. Applying and paying your graduation fee ensures that your degree will be processed after coursework is complete and certification of your degree is issued. Registering for attendance at ceremonies ensures that seating will be made available for you and your guests for the event(s) you will attend. It also ensures tickets will be reserved for those events that require tickets.

Ceremonies

There are a variety of opportunities to celebrate this milestone. Two of the most popular ceremonies are Commencement (ASU ceremony) and Convocation (College ceremony).

Commencement: Commencement ceremonies are the official graduation events for the university. During the university's graduate Commencement, President Crow confers degrees on all ASU graduate students (master's and doctoral candidates).

- **Master's degree candidates** will be hooded at Graduate Commencement, but will **NOT** be called individually to cross the stage.
- **Doctoral candidates** will be hooded at Graduate Commencement, have their names called and cross the stage individually to receive congratulations.

Convocation: Convocation ceremonies celebrate graduating New College of Interdisciplinary Arts and Sciences students and their achievements. During Convocation, New College of Interdisciplinary Arts and Sciences **graduates are individually recognized** for their academic achievement, including crossing the stage while their name is read.

Register to Attend an Event

All ASU graduation ceremonies require reservations (RSVPs) from graduating students who wish to participate. Attendance is not mandatory or you may elect to attend one or more ceremonies.

Register to Attend Commencement

Register to Attend New College Convocation

Summer graduates completing coursework in August may opt to participate in ceremonies the May prior to course completion or the December following course completion.

Resources

There are a number of resources available in the program and through the university.

Funding Opportunities for SJHR, MA Students

Dr. Behl and Dr. Colbern, your program co-directors, circulate emails to all students regularly throughout the year with details about how to apply for professional development funds. These grants will allow students to pursue professional development opportunities, such as, but not limited to, PhD application/interviews, certificate programs, workshops, internships, conferences, study abroad, and more.

Funding for Travel

We encourage our students to present research at national and international academic conferences. As such a number of options exist for funding travel to these events.

ASU Graduate College Travel Grants. ASU's Division of Graduate College makes a limited number of travel grants available to students presenting at conferences. These grants typically cover airfare from Phoenix to the conference location. This award has four application deadlines per year and must be applied for well in advance of the travel date. Applications must be submitted to the director of the graduate program. See https://graduate.asu.edu/current-students/funding-opportunities/awards-and-fellowships/travel-awards for more information and deadlines.

Graduate Student Government (GSG) Travel Grants. ASU's graduate student association offers a variety of travel awards available. Individual travel awards (to conferences) are up to $950 and have a monthly application deadline. Group travel grants are for teams of student researchers presenting a symposium or other group project. Interview travel grants are need-based grants made available to students who require funds in order to travel to an academic interview (e.g., at a PhD program). Details and application materials can be found at https://eoss.asu.edu/gsg.

Academic and Professional Services

ASU Library now has an online tutorial version of "Library 501: What Grad Students Need to Know about the Library" workshop available for online and ground students and anyone else for whom it might be useful. The Library 501 tutorial can be found on the tutorials page under “Other Tutorials”.

Career & Professional Development Services – resource for finding jobs and internships, career advising, and more; online services available.

Graduate Academic Support Services – in-person (all campuses) and online, no-cost writing and statistics tutoring (most services are free except for special sessions, refer to the website for more details).

Statistics and Methods (SAM) Lab

New College/West Valley Campus - Amenities

Dining Options

Banks

Parking & Transit

Campus Shuttles

Student Support Services

Counseling

Graduate Student Wellness Resources

Graduate Student Wellbeing

Educational Outreach & Student Services (Dean of Students Office)

Health

Housing

ID Cards

International Students and Scholars Center (ISSC)

Sexual Violence Awareness, Prevention and Response (Title IX)

Statistics and Methods (SAM) Lab

Student Accessibility and Inclusive Learning Services (SAILS)

Student Rights and Responsibilities

Veterans

University Contact Information

Emergency Services

Graduate College

Graduate Student Government (GSG)

Provost's Office

Student Business Services

Title IX Information and Coordinator

> ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see https://www.asu.edu/aad/manuals/acd/acd401.html.
>
> Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

University Technology Office/IT Help

Program Contact Information

With specific questions about the Graduate Program in Social Justice & Human Rights, contact:

Dr. Natasha Behl
Co-Director, Social Justice & Human Rights, MA
New College of Interdisciplinary Arts & Sciences
Nbehl@asu.edu

Dr. Allan Colbern
Co-Director, Social Justice & Human Rights, MA
New College of Interdisciplinary Arts & Sciences
Allan.Colbern@asu.edu

or

Graduate Studies Advising Team
New College of Interdisciplinary Arts & Sciences
(602) 543-3000
NCGradAdvising@asu.edu

With general questions about ASU Graduate Studies policies/procedures, contact:

Graduate College
Interdisciplinary Building, B Wing, Suite 285 – Tempe campus
http://graduate.asu.edu/

With questions about tuition, scholarships, and financial aid:

ASU Financial Aid
University Center Building, Suite 101 – West Valley campus
http://students.asu.edu/financial-aid

BA/BS Accelerated Program Option

Program Description

The accelerated program allows undergraduates in the BA or BS various undergraduate New College degrees to share 15 credit hours with the MA in Social Justice and Human Rights for completion of the 30 required hours in the MA program.

Once approved students will take graduate credits in the fall semester of their senior year and additional credits in the spring semester of their senior year.

As part of this accelerated calendar students, then, will earn:

Up to 15 shared credit hours (must be completed at the West campus)

Up to 15 credit hours during fall/spring semesters of one academic year

Optional: of the final 9 credit hours for the MA degree, a student can complete one of the three culminating experiences – JHR 549 Capstone (3 credits), JHR 593 Applied Project (6 credits), or JHR 599 Thesis (6 credits).

Accelerated Program Requirements

The Plan of Study (POS) for each student will include up to 15 hours of shared credit that corresponds with the program's 15 hours of required coursework (JHR 501, 502, 500 and 525). Students will be required to take these courses in the fall and spring semesters of their senior year and therefore will be well situated to move forward in the graduate program once they have completed their undergraduate degree.

In addition to taking these core courses during one's senior year there is one additional requirement for students enrolled in the accelerated program: Applied Project and Thesis students must complete JHR 592 in their third semester (second year of master's) as well as receive approval of the applied project or thesis proposal to enter their final/fourth semester.

See the Accelerated Program Timeline for more information.

Accelerated Program Policies

Students enrolled in the accelerated program should be familiar with the guidelines/policies set forth below.

- Acceptance is conditional upon the final demonstration of a GPA of 3.00/4.00 or better in the 90 credit hours of prior undergraduate coursework.

- Students are considered undergraduates until all BS or BA requirements have been satisfied and the degree has been posted.

- If the student does not complete all requirements for the bachelor's degree within one year of being admitted to the accelerated program or does not maintain a 3.00 GPA the student may not be admitted to the master's portion of the accelerated program.

- At any time, a student may choose to withdraw from the accelerated program and return to the regular BS or BA program in New College. Withdrawal from the program will not prevent the student from applying to the regular (not accelerated) MA program in future semesters.

- Completion of the MA program does require completion of the BA or BS degree.

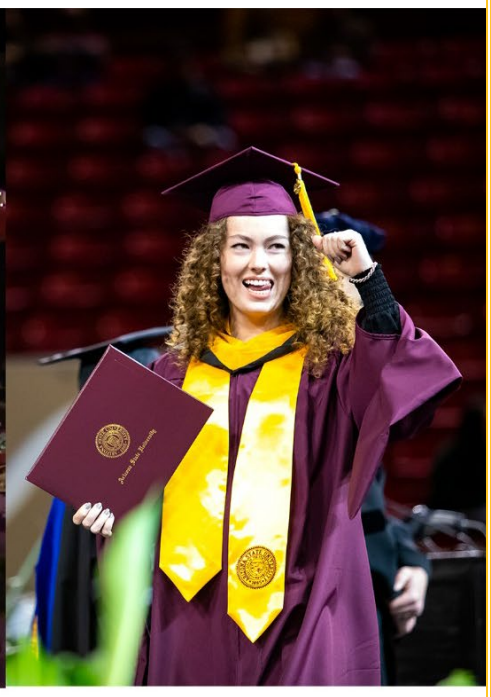
- In the final semester of a student's bachelor's degree, the graduate staff advisor can admit eligible accelerated students into the Social Justice and Human Rights, MA degree. If a student's bachelor's degree confers before they have been admitted through the accelerated master's pathway, the student will be required to submit an application (pay $70 application fee) for admission to the program.

- Enrolled students will work closely with the SJHR program lead and program director to complete their initial coursework.

- After completion of 15 hours, students will file an interactive Plan of Study (iPOS).

- Satisfactory progress in the BS or BA — MA program is maintained when a student's GPA remains at or above a 3.0/4.00 in overall undergraduate coursework and in the student's graduate Plan of Study.

- Administration of the BS or BA— MA program will include a semester-by-semester review of each student's academic progress with the understanding that progress toward the undergraduate degree should be the primary focus of the program. This review will be conducted by the graduate staff advisor of New College.



ASU New College of Interdisciplinary Arts and Sciences