The schedule is subject to change with fair notice. Students will be notified of changes to the schedule or assigned readings via email always find the most up-to-date syllabus here so check back frequently.

Contact Information

Dr. Roni Abusaad
roni.abusaad@sjsu.edu

Instructor: Online

Office Hours: Contact me via Canvas with any inquiries.

Prerequisites: Core GE, WST test, 100W

GE/SJSU Studies Category: Area V: Culture, Civilization, and Global Understanding

JS Competency Area: Area D: Local, Transnational, Historical

The expectation is that you will spend **4-6 hours each week** completing the readings, watching videos and completing the assigned exercises and assignments. You will need to complete work every week. This is always due by midnight on Saturdays - see the due date column on the
class overview.

Please send all communication via Canvas. This is where you will complete quizzes and submit assignments, as well. All course reading materials are available in the:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27</td>
<td><strong>Introduction to the Course</strong></td>
<td>Sign up for the <a href="#">Human Rights Watch Daily</a> and <a href="#">Amnesty International</a> emails to keep up with the latest news related to human rights and get alerts.</td>
</tr>
</tbody>
</table>
|       | *Do the readings first, then complete working through the week’s slide deck with additional required videos and resources. Note that videos are linked in the presentation and that the files can also be accessed in the Drive folder.* | Class participation #1  
- Click on Discussion and post your Introductions |
|       | **Readings:**                                        |                                                                              |
|       | - This syllabus                                      |                                                                              |
|       | - Advocates 2011 Human Rights Toolkit - Intro Excerpt Pg 4-5 |                                                                              |
|       | - Summary of the Universal Declaration of Human Rights (UDHR) |                                                                              |
|       | - Bio on:                                            |                                                                              |
|       |   - Desmond Tutu                                     |                                                                              |
| 2/3   | **Introduction to Human Rights**                    | Class participation #2  
- Complete the survey: “How is San Jose doing on human rights?” |
|       | **Readings:**                                        |                                                                              |
|       | - Active Reading Handout                             |                                                                              |
|       | - Reichert Chap 2 - Beginnings of Human Rights       |                                                                              |
|       | - Goodhart - The Universalism of Human Rights, pg. 19-24 |                                                                              |
|       | - Bio on:                                            |                                                                              |
|       |   - Eleanor Roosevelt                                |                                                                              |
| 2/10  | **Human Rights in International Law**               | Quiz #1 (Cumulative - focusing on material weeks 1-3)                         |
|       | **Readings:**                                        |                                                                              |
|       | - *Goodhart Chap 2* - Human Rights in International Law |                                                                              |
|       | - *Reichert Chap 3* - Building the Foundation        |                                                                              |

*Recommendation: Review the full [HR Module](#) in depth. This includes material from weeks 1-3*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td>Human Rights in the U.S.</td>
<td></td>
<td>1-3 and it is important that you’ve mastered this material in order to be successful in this course. The Human Rights Toolkit is also a useful tool for reviewing the content.</td>
</tr>
<tr>
<td>2/25</td>
<td>Case Study: The Israel-Palestine Situation</td>
<td></td>
<td>Quiz #2 (Cumulative - focusing on material in weeks 1-5)</td>
</tr>
<tr>
<td>3/4</td>
<td>Economic, Social and Cultural Rights</td>
<td></td>
<td>Class Participation #3: Discussion: Human rights in the news</td>
</tr>
</tbody>
</table>

**Human Rights Learning Module**
- Bios on:
  - Mother Teresa
  - Aung Sun Suu Kyi

**Readings**
- HR in the US - Intro to Human Rights in Our Own Backyard
- Ignatieff - American Exceptionalism
- Excerpt from Zinn’s People’s History of the US
- Bios on:
  - Frederick Douglass
  - Olaudah Equiano

**Readings**
- Watch the documentary, “Occupation 101”
- Bios on:
  - Nawal El Saadawi

**Readings**
- Reichert Chap 4 - Beyond the UDHRs
- Frezzo Ch. 2 - Deepening Civil and Political Rights
- Bios on:
  - Rigoberta Menchu
  - Oscar Arias Sanchez
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3/11 | Human Rights, National Security and the Convention on Torture | **Case Study:** *Trump Travel Ban*  
**Readings:**  
Read before completing slide deck:  
- Chap 11 of Human Rights in our Own Backyard (HRIIOB) - “Erosion of Political and Civil Rights after 9/11”  
- *Online:* "Why Human Rights are More Important than National Security", Jane Smiley  
Read while going through slide deck (referenced there):  
- *Handout:* 2014 Senate Intelligence Committee Report on CIA torture  
- *Issue Brief - Trump Executive Order on Refugees and Travel Ban (Migration Policy Institute)*  
- Bios on:  
  - Mohatma Gandhi | Quiz # 3 (Cumulative - focusing on mate weeks 6-7) |
| 3/18 | Racial Discrimination | **Readings:**  
- Ella Baker and Models of Social Change  
- *Online:* Malcolm X: The Ballot or the Bullet  
- *Online:* Black Lives Matter Is Not a Civil Rights Movement  
- PICO Principles  
- Race and Discrimination Glossary Handout  
- Matrix of oppression  
- **Recommended (but optional):** Watch the documentary, “The 13th,” available on Netflix  
- Bios on:  
  - MLK  
  - Nelson Mandela | Class participation #4:  
- Complete the implicit bias test - Take the test called “Race ('Black - White' IAT)” to the discussion. |
| 3/25 | Community Organizing and Social Change | Proposal Due |
Readings:

- *Online: How Protests Become Successful Social Movements*
- Bill Moyers - Movement Action Plan, pg. 1-9
- *Online: 8 Stages of Successful Social Movements SSIR - 5 Basic Levers for Social Change*
- 4 Roles in Successful Social Movements

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3/26 - 3/30 - Spring recess

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4/8 Economic Rights

Readings:

- Watch the documentary The Corporation (available [online](#) and in the [library](#))
- HRIOOB Chapter 1: “Sweatshirts and Sweatshops: Labor Rights, Activism and the Challenges of Collegiate Apparel Manufacturing”
- [Report: A Hidden Crisis](#)
- Bios on:
  - Muhammad Yunus
  - Cesar Chavez

Quiz #4 (On Weeks 9-10)

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4/15 Vulnerable Groups

*Discrimination against Women*

*Sexual Orientation and Gender Identity*

Readings:

- Read Reichert Chap 5 on Vulnerable Groups
- *Online resource: Amnesty International CEDAW Fact Sheet*
- *Online resource: GENDER: For U.S., Lessons in CEDAW From San Francisco*
- *Online: Asian Americans Crowdsource Open Letter to Families: ‘Black Lives Matter To Us, Too’*
  - *Online: Read the letter*
- Bios on:
  - Malala Yousafzai

Class Participation #5

- Reflection on vulnerable groups
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4/22 | The Rights to Food and Shelter, Health and Education | Online: Poor Kids in Silicon Valley (Complete all readings and watch all videos in the module)  
Fact Sheet: How Bad Is the School-to-Prison Pipeline? |
| 4/29 | Human Rights and Immigration / Environmental Rights / Animal Rights | Quiz # 5 (Cumulative - focusing on material in weeks 11-12) |
| 5/6  | Draft Papers | Draft of final paper due  
Work on completing final paper and preparing your presentation  
No readings |
| 5/13 | Presentations | Student presentations due  
Prepare and record your presentations  
No readings |
| 5/17 | Final Papers | Final paper due  
No final exam  
No readings |

**Grading Information**

All written assignments are posted on Canvas, at the appropriate assignment submission page. Missing, late, or plagiarized work will receive a grade of zero.

**Rubrics for all written assignments are posted on Canvas, at the appropriate assignment submission page.**

**Determination of Grades**

1 Rights and Justice Fall 2017  
Page 6 of 15
Quizzes (5 quizzes, 7% each)  35%
Class Participation (5 assignments)  10%
Final Paper and Action  10%
h paper  5%
h paper  25%

Grading Scale
The final course grade will be calculated based on the following standard scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>80-83</td>
</tr>
<tr>
<td>A</td>
<td>78-79</td>
</tr>
<tr>
<td>A-</td>
<td>74-77</td>
</tr>
<tr>
<td>B+</td>
<td>70-73</td>
</tr>
<tr>
<td>B</td>
<td>68-69</td>
</tr>
<tr>
<td>C+</td>
<td>60-63</td>
</tr>
<tr>
<td>C</td>
<td>&lt;60</td>
</tr>
<tr>
<td>D</td>
<td>64-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Students must achieve a grade of C or better (C- not accepted) to fulfill Justice Studies major requirements.

Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA in S, & V shall be required of all students.

Course Description
Interdisciplinary exploration of human rights instruments, institutions, and notable human rights campaigns. The historical development of human rights and contemporary threats to the realization of fundamental dignity for human and non-human animals will also be explored.

This course is designed for students to explore questions such as:
● How has the concept of “human rights” evolved? How are human rights defined through international law?
Who gets to decide what these rights are and how they are realized?

How have people struggled to define and realize fundamental rights and/or dignity, and to what effects?

Where human rights have been defined, why/where/how/by whom have they been violated? How can human rights concepts shape remedies to such violations?

Does a discourse of fundamental “right” and/or “dignity” affect the way we understand, articulate, and respond to various social problems?

How do struggles and dialogs over the lessons of human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?

Learning Outcomes and Course Goals

Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. GELO 1 - Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.
2. GELO 2 - Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.
3. GELO 3 - Explain how a culture outside the U.S. has changed in response to internal and external pressures.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1 - Read, write, and contribute to discussion at a skilled and capable level.
2. CLO 2 - Recognize and access human rights instruments defining “human rights” according to international law (such as the Universal Declaration of Human Rights) via online and library resources.
3. CLO 3 - Recognize and access the reports of central oversight agencies, such as Amnesty International and Human Rights Watch, that report on human rights abuses to the United Nations and global populace via online and library resources.
4. CLO 5 - Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
5. CLO 6 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.
6. CLO 7 - Work in a team to apply knowledge and solve problems.

Course Format

This course will be conducted entirely online through Canvas. Course materials such as this syllabus, readings, handouts, assignment rubrics,
You are responsible for regularly checking the email address associated with your MySJSU account. If you have questions or problems, send me a message via Canvas. Also use Canvas to complete assignments and submit your papers. Hard copy, email, or Turnitin submissions will not be accepted.

It is that you will spend **4-6 hours each week** completing the readings, watching videos and completing the assigned exercises and to complete work every week. This is always due by midnight on Saturdays - see the due date column on the grid.

**Text/Readings**

Readings and materials are available in the class folder on Google Drive.

**Technology requirements / equipment / material**

All quizzes will need to be completed within the Respondus Lockdown Browser, which can be downloaded [here](http://sjsu.instructure.com).

**Requirements and Assignments**

**Activism - Research Project**

The final assignment in this course is an individual research project comprised of four assignments:

1. **Proposal:** Selecting a contemporary issue in human rights that you want to explore and writing a proposal for your research topic and an action you plan to take related to this issue.
2. **Research Paper:** Writing a research paper about the issue.
3. **Presentation:** Taking an action that has the potential to promote human rights in a certain area and presenting about the topic and your action in class.

A 600-800 word proposal for an appropriate topic and action is due in the middle of the semester, in lieu of a midterm paper. A draft of the final paper is due before your presentation.

**Proposal**

Choose a human rights issue that you care about in your community, broadly defined. It can be something that is affecting one specific individual (e.g. a person unjustly imprisoned), a group of individuals (e.g. workers in a company), or an entire nation. Examples of past topics include: hunger on SJSU campus, police brutality in Oakland, homelessness in Santa Clara County, the need for rent control in Redwood City, private drones as a violation of privacy, and the North Carolina transgender bathroom bill.

Conduct preliminary research using the sources listed on the syllabus and in academic research engines to make sure you have enough material on your research topic and action.
about your topic. Read extensively about your topic. The proposal should be 600-800 words and consist of your plan for an action and research paper. At a minimum, your proposal must include description of the topic. Specifically – which internationally recognized human rights are being violated, and what legal instruments are relevant?

The proposal should include:

1. A brief description of the topic. Specifically – which internationally recognized human rights are being violated, and what legal instruments are relevant?
2. A brief description of the action you are planning to take, including goal, timing, and location. The more details the better. In addition, suggest something you would submit with your final paper that documents your action (photo, video, document…).
3. Your reason for choosing this specific action for your specific topic.
4. A list of sources:
   - Four references/sources used in the proposal, including:
     - One peer-reviewed journal article NOT from the course readings.
     - One human rights report by a non-governmental organization (NGO), a government agency, or an international governmental organization (IGO, e.g. a UN agency).
     - One legal source: convention, treaty, declaration, law, court case, etc.
     - One article or chapter from the course readings, excluding legal sources.
   - Additional sources that you have identified and plan to use in the final paper.

Once I grade your proposal, unless my comments say otherwise, it is approved and you may implement your action and start writing your paper. If you want to change your plan, seek my approval in advance.

Action

You are free to design, plan, and execute an action that makes sense in the context of the human rights issue you are writing about. It can be tangible or expressive. You may do something on your own, team up with other students, or join an existing campaign, as long as you have a specific role to play. If I approve your action as described in the proposal, its quality or impact will not affect your grades.

There are numerous action ideas in the resource section below. You can also find an organization that is working on your issue and look at what they are asking people to do. Some of these things may fulfill the requirements of this assignment. If you have an idea but you are not sure about it, ask me.

(Any of the things described in this video do not satisfy the requirements.)

your action needs to take at least an hour to execute, and it must go beyond your existing commitments for this or other classes. However, it can be an extension of a project or activity that you are already involved in for other reasons. You need to execute your action after receiving back your graded proposal and before the final paper draft due date. If you want to execute your action before the proposal is graded, ask me in advance.

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1 Rights and Justice” Fall 2017
Getting more informed on an issue, even if that includes spending much time and effort, does not constitute an “action” for the purpose of this assignment. However, actively participating in an event, as opposed to merely attending it, satisfies the requirements of this assignment. Examples include helping organize and plan the event, participating in rallies, speaking up in a public hearing of your university/city/state to express your opinion on the issue discussed, etc.

Your Research Paper will be based on the degree to which you fulfill the assignments, your ability to incorporate and synthesize concepts from the course discussions, and the general rules of grammar, persuasive writing, etc. Your paper must contain, at a minimum, the following elements on the human rights issue: Its extent, who it affects, its causes, its history, and any other information that is relevant for you rights framework: Which rights are being violated? Which international human rights treaties/mechanisms are applicable, and specific examples)?

references. Use as many sources as needed for the development of your argument. At a minimum, use ten sources, including:

- peer-reviewed journal articles NOT from the course readings.
- human rights reports by non-governmental organizations (NGOs), government agencies, or international governmental organizations.
- legal sources: convention, treaty, declaration, law, court case, etc.

article or chapter from the course readings, excluding legal sources.

ate 1.5-2 pages (but same document), provide documentation of your action. Describe what you did and provide evidence that d the action ie: documents, photos, etc.

de a critical analysis of the strategy that you chose for your action. To what extent was it effective in advancing the goal and making progress on this issue? What kind of action would you take in the future based on this experience?

Technical Requirements for Paper and Proposal

r length: 2,000-2,500 words of your original writing. Proposal length: 600-800 words of your original writing. Word count excludes, headings, etc.

Rights and Justice” Fall 2017

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Research Paper

A draft of the research paper is due before presentations begin. This is a full draft of the final paper, not a “rough” draft. It needs to read and feel like an actual final paper. Submit it to Canvas.

Oral Presentation - Individual assignment

The last week of the semester will be dedicated to student presentations of your project. The presentation needs to include essential background on the action that you took, including what you did, what challenges you encountered, what results you had, etc. Unlike in the research paper, you can assume the audience knows certain things, particularly the things we've been discussing in class. Your presentation needs to be five (5) minutes long, without the use of any audio-visual aids, such as videos or slides. You may use notes. It is strongly recommended that you practice your talk at home.

To submit your presentation, record video or audio and upload the file to Canvas. If you need help, contact the SJSU audiovisual department.

Protocol

are expected to foster an environment that encourages participation, and that is respectful to others and their opinions. Obviously you may disagree with other students or me, but you must do so respectfully.

are expected to complete assignments by the time indicated in this syllabus.

Resources for Reference and Research


Online Resources for Reference and Research

- **humanrightsreview** and **humanrightsquarterly** - the two leading academic peer reviewed journals dedicated to human rights issues. Available electronically through the library’s website.

**References and Research**

- [hr.org](http://www.hr.org) - The United Nations High Commissioner for Human Rights
- [hr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx](http://www.hr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx) - A list of UN-level human rights instruments (treaties, declarations, protocols, etc.), arranged by topic.
- [nesty.org/en/human-rights](http://www.stency.org/en/human-rights) - Browse Amnesty International’s website by country or issue, or search their report library
- [org/en/publications](http://www.org/en/publications) - Reports by Human Rights Watch
- [e.gov/g/drl/rls/hrprt](http://www.e.gov/g/drl/rls/hrprt) - The U.S. State Department Country Reports on Human Rights Practices, which cover most countries in the U.S. itself
- [isearch.org](http://www.isearch.org) - A search engine dedicated to human rights documents
- [nn.edu/humanrts](http://www.nn.edu/humanrts) - The University of Minnesota Human Rights Library - contains thousands of human rights documents
- [nn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm](http://www.nn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm) - Glossary of terms

**Sources on Activism**


**Online Resources on Activism**

- [actipedia.org/](http://www.actipedia.org/) - a community-generated wiki to document, share, and inspire Creative Activism
- [utifultrouble.org/case/](http://www.utifultrouble.org/case/) - a web toolbox of creative and effective actions
- [latabase.swarthmore.edu/browse_methods](http://www.latabase.swarthmore.edu/browse_methods) - the Global Nonviolent Action Database
- [w.amnestyusa.org/get-involved/take-action-now](http://www.amnestyusa.org/get-involved/take-action-now) - action ideas by Amnesty International
- [amnestyusa.org/take-action/find-elected-officials](http://www.amnestyusa.org/take-action/find-elected-officials) - a tool to find your representatives
- [laimdemocracy.org/effective_letters_editor/](http://www.laimdemocracy.org/effective_letters_editor/) - how to write an effective “letter to the editor”
University Policies

Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118, http://libguides.sjsu.edu/justicestudies. Students are strongly encouraged to contact their library liaison for individual help with their research.

Student Success Center

Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or minor in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to meet with academic policy related questions, meeting with peer advisors, and/or attend scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: http://www.sjsu.edu/casa/ssc/.

Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered by the Writing Center, visit the Writing Center website.
SJSU Counseling Services
Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Students in need have access to several self-serve, no-registration food pantries around campus. Just stop by and take items as needed. For more information, visit: www.sjsu.edu/wellness/foodresources/oncampus.