

**San Jose State University**  
**Department of Justice Studies**  
**JS 116 “HUMAN RIGHTS AND JUSTICE: AN**  
**INTERDISCIPLINARY EXPLORATION (Summer 2010)”**

**General Class Information:**

<b>Instructor:</b>	Dr. William T. Armaline.
<b>Office Location:</b>	MH 513
<b>Telephone:</b>	(office) 408-924-2935
<b>Email:</b>	<a href="mailto:warmali@yahoo.com">warmali@yahoo.com</a>
<b>Office Hours:</b>	TBA
<b>Class Days/Time:</b>	Tues./Thurs. 9:00-12:45
<b>Classroom:</b>	MH 322
<b>Prerequisites:</b>	(See below)

**GE/SJSU Studies Category:**

Area V (Culture, Civilization, and Global Understanding).

**Prerequisites:**

Enrollment requires previous completion of Core GE, satisfaction of the Writing Skills Test, and upper division standing (for students who begin continuous enrollment Fall 2005 or later, 100W is prerequisite or co-requisite to enrollment in all other SJSU Studies courses).

Note: For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units.

**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.” (SJSU course catalog).

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 (i.e. through human rights instruments, such as the Universal Declaration of Human Rights)?  
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 for human and non-human animals? To what effects?  
Where human and non-human animal “rights” have been defined, why/where/how/by whom have they been violated? To what effects?  
How does a discourse of fundamental “right” and/or “dignity” affect the way we understand, articulate, and respond to various social problems?  
Finally, how do struggles and dialogs over human rights shape culture, policy, and social activism in our local communities?

### **Course Goals and Student Learning Objectives:**

#### **General Goals and Learning Objectives for “Area V” Courses:**

Goals for SJSU Studies Area V Courses:

“In these courses, students should receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students should understand how traditions of cultures outside the U.S. have influenced American culture and society.”

Reflections of Goals in this Course:

- In this introduction to human rights, students will begin with an exploration of philosophy, political theory, artwork, poetry, and other artifacts of “human expression” that reflect the culturally diverse history behind human rights and their manifestations in international law. In fact, human rights as a concept, as a substantive narrative on humanity, and as a topic of international law, can be traced back to indigenous and “modern” societies throughout the world. A great deal of these artifacts can be found in: *The Philosophy of Human Rights, The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present (2<sup>nd</sup> Ed.)*. Other artifacts will be represented, for example, in scheduled films (see course schedule).
- Second, the history of human rights instruments, the manifestation of human rights in international law, is a history of conflict. Western and non-Western traditions, capitalist and “socialist” economies, indigenous and colonizing populations all engaged to construct what ultimately has and has not been reflected in international law. In studying the history of human rights, students will consider the conflict over whether powerful Western nations/cultures post-WWII dominated the discourse over human rights in formal international negotiations, and the legitimacy of universalist and cultural relativist approaches to defining human rights. Much of this history and relevant theory can be found in the required readings, *The History of Human Rights*, and *Universal Human Rights in Theory and Practice [2<sup>nd</sup> ed]*.

- A study of the history of human rights, and the history of the United States (especially post-WWI) in relation to human rights and the United Nations, are by definition explorations of “how traditions of cultures outside the US have influenced American culture and society.” Especially toward the end of this course, students will observe contemporary movements in the US that centrally employ a human rights discourse—a product of cultures outside the US.
- Finally, students will have the opportunity to view contemporary artifacts in the form of documentary film. As one example, *Zapatista* provides second and first hand narratives on the struggles for indigenous human rights in Chiapas, Mexico in the late 1990’s.

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

- (LO1) 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.  
This learning objective will be assessed through in-class discussion and through the successful completion of historical and current struggles assignments.
- (LO2) Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.  
This learning objective will be met through assigned readings, films, and research materials. It will be assessed through the successful completion of historical and current struggles assignments and as a central topic of the final exam.
- (LO3) Explain how a culture outside the U.S. has changed in response to internal and external pressures.  
This learning objective will also be met through course materials, and assessed in the completion of current struggles assignments and as a central topic of the final exam.

**Specific Learning Objectives for This Course (JS 116):**

Upon successful completion of this course students should be able to:

- Recognize and access human rights instruments defining “human rights” according to international law (such as the Universal Declaration of Human Rights [UDHR]) via online and library resources.
- Recognize and access the reports of central oversight agencies, such as Amnesty International [AI] and Human Rights Watch [HRW], that report on human rights abuses to the United Nations and global populace via online and library resources.
- Compare and contrast “universal” and “relativist” approaches to human rights. This will require students to recognize the unique nuances of “Western,” “non-Western,” and indigenous concepts of fundamental right and dignity. This also requires students to identify the historical context of human rights and human rights concepts as they have developed.

- Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
- Apply a human rights discourse to analyze social problems, policies, and practices in the US.

**Required Texts:**

Ishay, M. (2008). *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkeley, CA: University of California Press.  
ISBN: 0520256417

Donnelly, Jack. (2002). *Universal Human Rights in Theory and Practice*. NY, NY: Cornell University Press.  
ISBN: 0801487765

**Other Required Readings and Materials:**

All assigned readings beyond the required texts above will be provided by the instructor via email (PDF files). Should you have any problems obtaining reading materials throughout the course, please email the instructor for assistance.

**Suggested, Related Readings and Resources for Further Reference and Research:**

**General Works On the Philosophy, Sociology, and History of HR:**

- Forsythe, D. (2000). *Human Rights in International Relations*. Cambridge, MA: Cambridge U. Press.
- Lauren, P. (2003). *The Evolution of International Human Rights*. Philadelphia, PA: University of Pennsylvania Press.

**Human Rights Documents and Reporting (International Law):**

- Center for the Study of Human Rights. (2001). *25+ Human Rights Documents*. NY:CSHR.
- Amnesty International: [More information on Amnesty International can be found at: http://www.amnesty.org](http://www.amnesty.org).
- Human Rights Watch: [More information on Human Rights Watch can be found at: http://www.hrw.org](http://www.hrw.org).
- United Nations: [More information on United Nations can be found at: http://www.un.org/rights](http://www.un.org/rights).

**General Works on Environmental and “Non-Human Animal” Rights:**

- Arluke, A. and Sanders, C. (1996). *Regarding Animals*. Philadelphia, PA: Temple U. Press.
- Best, S. and Nocella, A. (2006). *Igniting a Revolution: Voices in Defense of the Earth*. NY: AK Press.
- Nibert, D. (2002). *Animal Rights/Human Rights*. NY: Rowman and Littlefield.
- Nocella, A. (2004). *Terrorists or Freedom Fighters?: Reflections on the*

- Liberation of Animals*. NY: Lantern Books.
- Rosebraugh, C. (2004). *Burning Rage of a Dying Planet: Speaking for the Earth Liberation Front*. NY: Lantern Books.
  - Shiva, V. (2008). *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. Cambridge, MA: South End Press.
  - Torres, B. (2007). *Making a Killing: The Political Economy of Animal Rights*. NY: AK Press.

### **Library Liaison:**

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Monday, [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu), (408)808-2041.

### **Classroom Protocol:**

1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
4. Students are responsible for any and all notes and materials missed in their absence.
5. Cell phone, PDA, and Laptop/Internet use will not be tolerated during class time unless they are part of class activities or necessary to field an emergency.

### **Adding and Dropping:**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information about add/drops is available at: http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html).

[Information about late drops is available at: http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/).

Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy:**

#### **Readings**

Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that class time is not wasted, and we can engage the material together. Though readings are not a graded assignment per se, the final exam will certainly focus on students' ability to recall, understand, and integrate readings in their responses. Substantively, the readings in this course are

designed to expose students to international and domestic tensions and perspectives on how fundamental rights and dignity for human and non-human animals might be defined and realized. Readings are intentionally designed to represent the culturally and politically diverse field from which discussions of fundamental rights and dignity emerge.

### **In Class Essays**

Purpose: On assigned days (see course schedule), students will be required to write (approximately 20 mins.) responses to a given prompt or question assigned by the instructor that day. Students, having properly prepared for class (completing assigned readings and films), will demonstrate their ability to critically reflect on course material and its relevance through these assignments. Though students will not be expected to provide citations (they should free-write), written work is expected to be clear (make sense) and legible. *In-Class Essays cannot be “made-up” in any circumstance, for any reason.* Exceptions will only be made for extreme circumstances (such as serious prolonged illness)—these cases should be presented to the instructor immediately.

Grading: Essays will be graded on a 10-point scale. These assignments will be evaluated on content, clarity, thoroughness, and the extent to which students can articulate the relevance of the subject matter under examination. All essays will be returned with written comments, in part to help on future essays and the final exam. In-Class Essays will be worth **40%** of the final course grade.

### **Extra Credit**

Students have the opportunity to complete one extra credit assignment (each). For extra credit, students can prepare a 5 page (typed, double spaced, 12-point font, APA citation format as necessary) written comparison of two cultural artifacts that have contributed to the collective dialog on HR, and represent conflicting perspectives on the concept of HR or their substance. Students should summarize the artifacts, provide a detailed description of their relevance to HR, and explain their conflict (and why this is interesting or important). Extra Credit assignments will also be graded on a 10-point scale, and can be applied to students' In-Class Essay (total) scores.

Extra Credit assignments can be turned in (hard copy) to the instructor any time until the deadline noted in your class schedule.

### **Final Exam**

There is no mid-term exam for this course, where In-Class Essays and classroom activity will serve as evaluative substitutes.

The final will be an *open-note* (no hand-outs and no books), short-answer essay exam. This way, students are encouraged to complete and take notes on class readings and classroom activities for use on the final. In general, the final exam will require students to recall and apply human rights discourse and instruments to analyze contemporary social problems (domestic and international). Students

should expect the final to cover all significant class readings and activities, including films, lectures, class activities and so forth.

The final exam will count for **60%** of the final course grade.

### **Grading Scale**

Exams and final grades will be calculated as a percentage on a typical “10 point scale”:

98-100%	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
<60	F

### ***University Policies:***

#### **Academic Integrity:**

Students should know that the University’s [Academic Integrity Policy is available at: http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

#### ***Campus Policy in Compliance with the American Disabilities Act:***

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during

office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

***Student Technology Resources:***

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

***Learning Assistance Resource Center:***

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at: http://www.sjsu.edu/larc/.](http://www.sjsu.edu/larc/)

**SJSU Writing Center:**

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at: http://www.sjsu.edu/writingcenter/about/staff/.](http://www.sjsu.edu/writingcenter/about/staff/)

**Peer Mentor Center:**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [The Peer Mentor Center website is located at: http://www.sjsu.edu/muse/peermentor/.](http://www.sjsu.edu/muse/peermentor/)

## Course Schedule

### ***JS 116 “Human Rights and Justice” Summer 2010***

Note: The following course schedule is subject to change with fair notice.  
[Sample Fall Semester, Dates TBA]

<b>Class</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1.	6/8	Introduction to course and explanation of syllabus International HR and the US—getting familiar <i>Read (emailed) Neubeck and Ishay pgs. 1-14</i> Looking at the history of HR (email supplement to next reading)
2.	6/10	HR and the Enlightenment; <i>Read Ishay pg. 63-116</i> In-Class Activity: Getting to Know HR instruments
3.	6/15	HR and the Industrial Revolution; <i>Read Ishay pg. 117-172</i> Discussion: Defining capitalism
4.	6/17	<i>In-Class Essay #1</i> HR in the 20 <sup>th</sup> Century; <i>Read Ishay pg. 173-244</i>
5.	6/22	Watch film: <i>The Corporation</i>
6.	6/24	Discuss film (if necessary) Globalization, HR, and Social Movements; <i>Read Ishay pg. 245-314</i> <i>In-Class Essay #2</i>
7.	6/29	Conceptualizing “rights” and discussion of “human nature”; <i>Read Donnelly pg. 7-37; 89-106</i> Cultural Relativist vs. Universal concepts of HR; <i>Read</i>
8.	7/1	<i>In-Class Essay #3</i> Group Rights vs. Individual Rights; <i>Read Donnelly pg. 204-224</i> Assign Film: <i>Zapatista!</i> (Email Armaline and Glasberg Article)
9.	7/6	Critiques of the formal HR Regime and the broader “HR Enterprise”; <i>read Armaline and Glasberg article (PDF)</i> <b>LAST DAY TO TURN IN EC ASSIGNMENTS.</b> Final Exam Review
10.	7/8	<b>Final Exam</b> (bring “blue book”)