

San José State University
College of Applied Sciences and Arts / Department of Justice Studies
JS 171: Human Rights & Justice, Fall 2015

Course and Contact Information

Instructor:	Edith Kinney
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Email:	edith.kinney@sjsu.edu
Office Hours:	Tuesday/Thursday 1:30-2:30pm, or by appointment http://bit.ly/1uhbH3e
Class Days/Time:	Tuesday & Thursday 12:00-1:15pm
Classroom:	Dudley Moorhead Hall 358
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

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?
- 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?
- How 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?

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Students are responsible for regularly checking with the Canvas messaging system to learn of any updates. Student papers are also to be submitted through Canvas.

To log into Canvas go to: <https://sjsu.instructure.com>. If you are new to Canvas please review this tutorial: http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf.

Justice Studies 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 of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Learning Outcomes and Course Goals

GE Learning Outcomes

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.”

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. This learning objective will be assessed through in-class exercises and discussion, exams, and written assignments.
2. GELO 2 - 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 assessed through in-class exercises and discussion, reflections on assigned readings, videos, and successful completion of written assignments.
3. GELO 3 - Explain how a culture outside the U.S. has changed in response to internal and external pressures. This learning objective will be assessed through in-class exercises and discussion, the readiness assurance tests, as well as the final paper.

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 small team to apply knowledge and solve problems.

Required Texts/Readings

Textbook

Armaline, W., D.S. Glasberg, and B. Purkayastha [Eds.]. (2011). *Human rights in our own backyard: Injustice and resistance in The United States*. Philadelphia, PA: University of Pennsylvania Press.

This book is available at the King Library and electronically through the library's website: <http://catalog.sjlibrary.org/record=b4783900>.

Other Readings

Read (at least) the headlines a national and/or international newspaper daily.

Sign up for the Human Rights Watch Daily Brief to stay updated on current events: [Sign up here](#).

All other required readings will be available on Canvas, under Files\Readings. If you choose to print them out please print on both sides (duplex) to save paper.

Suggested Readings and Resources for Reference and Research

- Ishay, M. (2008). *The history of human rights: from ancient times to the Globalization Era*. Berkeley, CA: University of California Press.
- Lauren, P. (2011). *The evolution of international human rights: visions seen (3rd edition)*. Philadelphia, PA: University of Pennsylvania Press.
- Soohoo, C., Albisa, C. & Davis, M. F. [Eds.]. (2008). *Bringing human rights home*. Westport, CT: Praeger.
- Steiner, H. J., Alston, P. & Goodman, R. [Eds.]. (2007). *International human rights in context: law, politics, morals (3rd edition)*. New York, NY: Oxford University Press.
- Weissbrodt, D. & de la Vega, C. (2007). *International human rights law: an introduction*. Philadelphia, PA: University of Pennsylvania Press.
- [Human Rights Review](#) and [Human Rights Quarterly](#) - the two leading academic peer reviewed journals dedicated to human rights issues. Available electronically through the library's website.

Online Resources for Reference and Research

- www.un.org/en/rights - The United Nations Human Rights Portal
- www.ohchr.org - The United Nations High Commissioner for Human Rights
- www.amnesty.org/en/human-rights - Browse Amnesty International's website by country or issue, or search their report library
- www.hrw.org/en/publications - Human Rights Watch reports
- www.state.gov/g/drl/rls/hrrpt - The State Department Country Reports on Human Rights Practices, which cover most countries in the world (but not the U.S. itself)
- www.hurisearch.org - A search engine dedicated to human rights documents
- www1.umn.edu/humanrts - The University of Minnesota Human Rights Library – contains thousands of human rights documents
- http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm - Glossary of terms

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.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Assignments and Grading Policy

Readings

Students are expected to complete readings *before* 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, all students participate, and we can engage the material together. Though readings are not a graded assignment per se, the final and midterm exams 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.

Assignments

Participation

10% of final grade

Student participation will be evaluated based on contribution to in-class and online discussions, as well as performance on quizzes and in-class activities. Regular attendance is essential to effective learning, participation and success in class. Students may enhance their participation through extra credit opportunities announced periodically in class.

Midterm Exam

30% of final grade

Human Rights in Action Essay

25% of final grade

Students will write a 5 page paper (typed, double-spaced, 12-point font, APA citation format) assessing a current human rights issue. Analyze the specific human rights and human rights instruments involved, identify key actors and UN institutions, and assess the strategies of human rights advocates related to the topic. Essays must discuss relevant human rights instruments in detail. Essays will be graded on a 100 point scale for content, clarity, correct grammar and spelling, and persuasive analysis. Detailed instructions and the grading rubrics for the assignment will be provided in class.

Final Exam

35% of final grade

The final will be a take home exam. We will discuss the expectations and parameters for the final exam in class. 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.

Extra Credit

Students will periodically have the opportunity to complete extra credit by watching videos and attending lectures or presentations. Opportunities will be announced in class and via email; students must write a 1 page

reflection paper linking the event/activity to class themes and discussion to receive credit for attending, viewing or participating in such events. Reflections on extra credit assignments/opportunities before the midterm should be submitted on Canvas before the midterm; reflections on events occurring after the midterm may be submitted on Canvas before the last day of instruction for the semester.

Grading Scale

Exams and final grades will be calculated as a percentage on a typical “100 point scale.” Missing, late, or plagiarized work will be given a grade of zero. Contact the professor early if you are having difficulty completing assignments or need accommodations for disabilities or absences for religious holidays.

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

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

Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

NOTE: “Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

NOTE: “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.”

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

1. Students are expected to arrive to class on time, prepared to take part in their own and collective learning.
2. All classroom participants are expected to foster an environment that encourages participation, and that is respectful to others and their opinions.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence on their own.
5. The use of electronic devices will not be tolerated unless as a part of class activities or during an emergency. Students may use e-readers in lieu of printing readings.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety

of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor,

in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU 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 also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located in the Student Wellness Center Room 300B, near the corner of 7th Street and San Carlos Street. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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Course Schedule

NOTE: this schedule is subject to change with fair notice. Any changes will be announced in class.

Course Schedule

Date	Topic	Readings	Assignments / Reminders
Unit I: Introductions			
8/20	Introduction to the Course		Sign up here for the Human Rights Watch Daily Briefing email
8/25	Introduction to Human Rights	This syllabus; Universal Declaration of Human Rights (UDHR) and video	Read the news. Be prepared to identify and discuss at least one current event in the U.S. or international news that is related to human rights. Which human right(s) in the UDHR are implicated in the issue?
8/27	Introduction to Human Rights, the Human Rights Enterprise, and Human Rights Praxis	UDHR HRIOOBY Introduction, "Human Rights in the United States" (p. 1-6)	Quiz on UDHR; Bring Scantron form and pencil
Unit II: Human Rights Law			
9/1	Historical Evolution and Sources of International Human Rights Law	Smith, "Human Rights in International Law," Ch. 2 in Goodhart	
9/3	Monitoring and Enforcing International Human Rights Law	Smith, continued	Group Activity – Treaty monitoring and implementation case studies
9/8	Development and Politics of Human Rights	Henkin, "Human Rights: Ideology and Aspiration, Reality and Prospect"	
9/10	The Human Rights Enterprise and a Critical Sociology of Human Rights	Armaline, Glasberg, and Purkayastha, Ch. 1 in <i>The Human Rights Enterprise</i>	
Unit III: Civil and Political Rights in the U.S.			
9/15	Introduction to Civil and Political Rights in the U.S.	U.S. Constitution; ICCPR ACLU, "ICCPR FAQ": https://www.aclu.org/faq-covenant-civil-political-rights-iccpr	

9/17	Rights vs. Security	HRIOOBY - Intro to Part IV and Ch. 11, Zozula, "Erosion of Political and Civil Rights: Looking Back to Changes Since 9/11/01: The Patriot Act"	Constitution Day – Know Your Rights? Quiz and Social Media Activity
9/22	American Exceptionalism	Ignatieff, "American Exceptionalism and Human Rights"	
9/24	Civil Rights and Human Rights of Incarcerated and Detained Persons	Case Study: Human Rights Violations in California's Prisons – Mass Incarceration and Solitary Confinement (Readings on Canvas)	Canvas Assignment: Videos and Online Discussion
Unit IV: Social and Economic Rights			
9/29	Introduction to Social and Economic Rights	HRIOOBY, Intro. to Part I (p. 7-8) and Intro to Part II (p. 47-48)	
10/1	The Right to Food and Shelter	HRIOOBY Ch. 4, Shannon, "Food Not Bombs" and Ch. 6, Katuna, "Hurricane Katrina"	
10/6	Corporations and Human Rights	Film: <i>The Corporation</i> HRIOOBY Ch. 2	
10/8	Economic Rights	HRIOOBY Ch. 1, Elkins & Hertel, "Sweatshirts and Sweatshops"	Discussion of <i>The Corporation</i>
10/13	Universality and Interdependence of Social and Economic Rights	Case study on human trafficking	
10/15	MIDTERM	MIDTERM	
Unit V: Discrimination			
10/20	Racial Discrimination	HRIOOBY Intro to Part V (p. 173-74), Ch. 16, Ch. 17, CERD	
10/22	Discrimination against Women	HRIOOBY Ch. 18, 19, 21 CEDAW	
10/27	Activism and International Campaigns for Women's Rights as Human Rights	Miller, Alice. "Sexuality, Violence against Women, and Human Rights: Women Make Demands and Ladies Get Protection"	
10/29	Prostitution, Trafficking and Human Rights	Amnesty International and Prostitution Decriminalization of Debates	
11/3	Sexual Orientation and Gender Identity	LGBTQ Rights in Context: Same-Sex Marriage, Queer Asylum, and Beyond Selected materials from UN	

		campaigns (Canvas)	
11/5	Immigration and Human Rights	HRIOOBY Ch. 12, 13, 15; ICRMW (handout)	
Unit VI: Culture and Beyond			
11/10	Cultural Rights	HRIOOBY, Intro to Part III (p. 103), Ch. 10	
11/12	Indigenous Peoples Rights	HRIOOBY Ch. 9	
11/17	Religion and Rights	Selected case studies and current events (Canvas)	
11/19	Human Rights in Context	Film TBA	
11/24	Monitoring, Evaluating and Mobilizing Human Rights	Critical Human Rights Analyses of Current Events	<i>Human Rights in Global and Local Contexts: News Trivia Challenge</i>
Conclusions			
12/1	Human Rights in Action Presentations	Readings on Canvas	
12/3	Human Rights in Action Presentations	Readings on Canvas	
12/8	Final Review	Review syllabus, course readings, and final review sheet. Come with questions prepared for Human Rights Team Challenge	Submit final paper by midnight
12/11 (Fri)	Final exam 9:45 a.m. – 12:00		