

**San José State University**  
**Department of Justice Studies**  
**JS 171, Spring 2015**  
**Human Rights & Justice: An Interdisciplinary Exploration**

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<b>Office Hours:</b>	Thursdays 11am-12pm, or by appointment
<b>Class Time:</b>	Tuesday & Thursday 12:00-1:15pm
<b>Classroom:</b>	MacQuarrie Hall 520
<b>Prerequisites:</b>	Core GE, WST test, 100W
<b>GE Category:</b>	Area V: Culture, Civilization, and Global Understanding
<b>JS Competency Area:</b>	Area D: Local, Transnational, Historical

### **Course Format**

This course is taught using the Team-Based Learning (TBL) method, which facilitates most of the learning in class through team work. Students will be assigned to permanent teams early in the semester. The responsibility for learning basic concepts is placed on individuals with work done outside of the class, while time in class is mostly spent in teams to utilize that material in application exercises. All team work is done during class time. Grades are based on both individual and team work.

### **Course Communication**

Course materials, such as this syllabus, course announcements, readings, assignment instructions, grades, etc., will be posted on Canvas. Student papers are also to be submitted exclusively through Canvas (NOT through email or Tutnitin).

To log into Canvas go to: <https://sjsu.instructure.com>. A guide for using Canvas can be found at: [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf).

### **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 (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, and to what effects?
- Where human 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**

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.”

### **GE/SJSU Studies Learning Outcomes (SLO)**

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

- (SLO1) 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, the readiness assurance tests, as well as the final paper.
- (SLO2) 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, the readiness assurance tests, as well as the final paper.
- (SLO3) 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 Content Learning Outcomes**

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

- LO4 - Read, write, and contribute to discussion at a skilled and capable level.

- LO5 - 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.
- LO6 - 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.
- LO7 - 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 will also require students to identify the historical context of human rights and human rights concepts as they have developed.
- LO8 - Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
- LO9 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.

### **Classroom Protocol**

1. This course is taught using a methodology called Team-Based Learning (TBL), which facilitates most of the learning in class through team work. Students are therefore expected to arrive to class on time, prepared to take part in their team’s 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.

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.”

### **Required Texts/Readings**

#### **Textbooks**

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.

The book is available in the campus bookstore, on course reserves at the library, and electronically through the library’s website: <http://catalog.sjlibrary.org/record=b4783900>.

### **Additional Required Readings**

All required readings beyond the above books are posted on Canvas. If you choose to print them out please print on both sides (duplex) to conserve paper.

Excerpts from several important documents are uploaded as a single file called excerpts.pdf. Please have this document with you every class (electronic copies are fine). Audio recordings of the UDHR in more than 50 languages are available at:  
<http://librivox.org/the-universal-declaration-of-human-rights-by-the-united-nations/>

### **Other Required Materials**

Students will need five Scantron forms for the duration of the semester. The Scantron Form No. 882e is preferred, but other forms may be accepted.

### **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 (3<sup>rd</sup> 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 (3<sup>rd</sup> 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.

### **Online Resources for Reference and Research**

- [www.un.org/en/rights](http://www.un.org/en/rights) - The United Nations Human Rights Portal
- [www.ohchr.org](http://www.ohchr.org) - The United Nations High Commissioner for Human Rights
- [www.amnesty.org/en/human-rights](http://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](http://www.hrw.org/en/publications) - Human Rights Watch reports
- [www.state.gov/g/drl/rls/hrrpt](http://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.huriresearch.org](http://www.huriresearch.org) - A search engine dedicated to human rights documents
- [www1.umn.edu/humanrts](http://www1.umn.edu/humanrts) - The University of Minnesota Human Rights Library – contains thousands of human rights documents
- <http://academic3.american.edu/~mertus/hr%20glossary.htm> - Glossary of terms

### **Library Liaison**

The JS library liaison is Silke Higgins. She can be reached at [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), or at the King Library Reference Desk Mon & Fri 10-11am. Her JS resource guide is at: <http://libguides.sjsu.edu/justicestudies>.

Students are strongly encouraged to contact their library liaison for individualized 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>.

### **Final Paper and Proposal**

The final paper will be submitted in three stages: a proposal, due in the middle of the semester; a complete draft, which will be peer-reviewed; and a revised final version. All papers are to be submitted through Canvas (not via email or Turnitin). Late submissions will not be graded. Detailed instructions and the grading rubrics for will be posted on Canvas.

### **Final Paper Peer Review**

After submitting the final paper draft, each student will be assigned two papers to review. The review itself will be graded for quality by the student that was reviewed.

### **Student Presentations**

This course does not have a final exam. Instead, the final week of the semester, including the time designated for a final exam, will be dedicated to student oral presentations of their final paper. Instructions and grading rubric will be posted on Canvas.

### **Readiness Assessment Process (RAP)**

To facilitate Team-Based Learning, this course is divided into five themed learning units, each begins with one session called “Readiness Assurance Process” (RAP). This session is dedicated to assure that students comprehend the basic concepts in the assigned reading material for that unit, in order to meaningfully engage in team exercises. Unlike a typical college course, students are therefore, expected to cover a lot of material in preparation for these RAPs. An additional review of material before each class is recommended.

Each RAP session is comprised of three stages:

1. Individual Readiness Assurance Test (iRAT) - closed books. Each student answers ten multiple-choice questions about the reading material assigned for the unit.
2. Team Readiness Assurance Test (tRAT) - closed books. Teams discuss the questions and take the same test as a team.
3. Written appeals - open books. At this point teams can improve their score by appealing questions they got wrong, if they think they were actually correct. This can happen if there was a mistake in the question/answer, a mistake in the readings, or if the question was worded ambiguously. Appeals will be reviewed after class. If an appeal is accepted, the missing points will be added to the team grade, as well as to the individual grades of students within that team. The grades of students in other teams will NOT be affected. Appeals can never lower anyone’s grade.

RATs may include “decoy questions,” which are questions that have no correct answer. In this case individuals will receive full credit for the question regardless of their answer. However, teams must appeal the question to receive full credit for it.

Based on these RATs each student will receive an individual grade and a team grade. The final individual grade will consist of the sum of the best four individual scores, dropping the lowest score. The final team grade is the sum of all five team scores.

**Team Exercises**

Regular class sessions, i.e. those that are not RAPs, will comprise of team application exercises, in which teams will apply the material they have learned in the reading materials. Some of these application exercises will be submitted and graded.

**Team Work**

Teams will work together in class in two types of activities:

1. Readiness Assurance Process - as described above.
2. Team Application Exercises - as described above.

At the end of the semester students will evaluate and grade the contribution of their teammates to the work of their team. This peer evaluation is a part of the final grade. Three times during the semester there will be formative evaluations, which will not count toward the final grade, and which are designed to help students improve their teamwork skills. After each formative evaluation students will receive anonymous peer feedback.

**Grading Scheme**

Individual Readiness Assurance Tests	20% (best 4 out of 5, 5 points each)
Team Readiness Assurance Tests	20% (5 tests, 4 points each)
Team application exercises	5% (5 exercises, 1 point each)
Final paper proposal	10%
Final paper	20%
Presentations	5%
Final paper peer review (graded by peers)	5%
<u>Team Work (graded by peers)</u>	<u>10%</u>
Total	100%

**Grading Scale**

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.

## Justice Studies 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.

Students in this course will have the opportunity to improve their writing and critical literacy skills through completion of the course written assignments.

## University Policies

### 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) 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/>.

### 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/](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), <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.

### **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](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>.

### **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.

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).

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.

### **SJSU Counseling Services**

The SJSU 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 and academic 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>.

# JS 171: Human Rights and Justice, Spring 2015

## Course Schedule

*Note: The schedule is subject to change with fair notice from the instructor.*

**Table 1 Course Schedule**

	<b>Topic</b>	<b>Readings</b>	<b>Assignments / Reminders</b>
<b>Unit I: Introductions</b>			
1/27	Introduction to the Course		
1/29	1 <sup>st</sup> RAP	This syllabus; The UDHR	Bring Scantron form and pencil
<b>Unit II: Human Rights Foundations</b>			
2/3	2 <sup>nd</sup> RAP	Weissbrodt&Vega; Textbook Fwd, Intro, Ch. 20	Bring Scantron form and pencil
2/5	Human Rights Foundations	Textbook Fwd, Intro; UDHR	
2/10	Human Rights Law	Weissbrodt&Vega; ICCPR (in <i>Excerpts</i> )	
2/12	Applying Human Rights Law	Textbook Ch. 20	Complete teamwork peer evaluations before class
<b>Unit III: Civil and Political Rights in the U.S.</b>			
2/17	3 <sup>rd</sup> RAP	Ignatieff; Textbook Fwd, Intro, Ch. 11, 23	Bring Scantron form and pencil
2/19	American Exceptionalism	Ignatieff; Ch. 23; U.S. Constitution (in <i>Excerpts</i> )	
2/24	Rights vs. Security	Textbook Ch. 11	
2/26	Rights vs. Security cont.		Complete teamwork peer evaluations before class
<b>Unit IV: Discrimination in the U.S.</b>			
3/3	4 <sup>th</sup> RAP	Textbook Ch. 12-22	Bring Scantron form and pencil
3/5	Racial Discrimination I	Ch. 16	
3/10	Racial Discrimination II	Ch. 17 + 22	

	<b>Topic</b>	<b>Readings</b>	<b>Assignments / Reminders</b>
3/12	Discrimination against Women	Ch. 18, 19, 21	
3/17	Sexual Orientation and Gender Identity	Ch. 14	Submit proposal before class
3/19	Immigration and Human Rights	Ch. 12, 13, 15	Complete teamwork peer evaluations before class
<b>Spring Break + César Chávez Day</b>			
<b>Unit V: Social, Economic and Cultural Rights</b>			
4/2	5 <sup>th</sup> RAP	Sharp; Textbook Ch. 1-10; Regan	Bring Scantron form and pencil
4/7	The Right to Food and Shelter	Ch. 4 + 6	
4/9	The Rights to Health and Education	Ch. 7 + 8	
4/14	<i>The Corporation</i>	Ch. 5	
4/16	<i>The Corporation</i> cont.	Sharp	
4/21	Economic Rights	Ch. 2 + 3	
4/23	Economic Rights	Ch. 1	
4/28	Cultural Rights	Ch. 10	
4/30	Indigenous Peoples Rights	Ch. 9	
5/5	Non-Human Animal Rights	Regan	Complete teamwork peer evaluations by midnight
<b>Conclusions</b>			
5/7	Student presentations		Submit final paper draft before class
5/12	Student presentations		Complete paper peer reviews before class
5/15	Student presentations (9:45am-12:00pm in regular classroom)		Submit final paper and grade peer reviews by midnight