San Jose State University
Department of Justice Studies
Spring 2015
JS 212 "Local and Global Perspectives on Human Rights"

General Class Information:

Instructor:	Dr. William T. Armaline.
Office Location:	MH 513
Telephone:	(office) 408-924-2935
Email:	william.armaline@sjsu.edu
Office Hours:	Mondays and Wednesdays 12:00-1:00 and 3:30-4:30
Class Days/Time:	Wednesdays 4:30-7:15
Classroom:	MH 526
Competency Area in JS:	None (graduate course)

Prerequisites:

None

Course Catalog Description:

This course is a graduate level exploration of contemporary human rights scholarship and praxis in the United States and in relation to U.S. domestic and foreign policy.

Instructor Course Description:

This course is designed for students to explore questions such as:
What are the pressing questions for scholars on the definition or realizing of human rights in the U.S.? How might human rights and a human rights discourse shape U.S. policy?
What are the pressing questions for human rights activists in the U.S.? To what extent can we speak of or define a human rights praxis in the U.S.? Where praxis refers to action grounded in theory and vice versa, how might our work together contribute to such praxis? How can we learn from the struggles of others, and previous scholarship on such struggles?

Please note: For core courses in the JS MS program –JS201, JS202, JS203, and JS204—The Department requires that students earn a B in the course. If the grade is less than B (B- or lower) after the first attempt you will be placed on administrative probation. You must repeat the class. If -on the second attempt- you do not pass the class with a grade of B or better (not B- but B) you will be disqualified from the program.

Course Goals and Student Learning Objectives:

The goals of this course are to (1) provide a survey of social scientific research (criminology, sociology, political science, anthropology, and so forth) on the defining and realizing of human rights—the "human rights enterprise"—in the U.S.; (2) provide a forum for students to develop (through discussion and critique) their own contributions to human rights praxis in the U.S.; (3) provide the opportunity for students to investigate how scholarship and theory can inform strategy and practice in the realization of human rights. Along the way, students will have the opportunity to (4) review the basics of human rights as defined by international law: the U.N. and its historical functions, the history and state of primary human rights instruments, and the various theoretical and philosophical foundations of human rights.

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

- (SLO1) Demonstrate a relative mastery of the basics of human rights described above.
- (SLO2) Demonstrate a reasonable familiarity with the current questions/tensions/controversies facing contemporary human rights scholars and activists in the U.S.
- (SLO3) Demonstrate an ability to connect theory to action in formulating a proposed contribution to human rights praxis in the U.S.
- (SLO4) Demonstrate an ability to propose scholarship relevant to the human rights enterprise.
- (SLO5) Demonstrate an ability to engage with local communities and community organizations to inform and create human rights related actions and projects.

Required Texts:

Armaline, W, Glasberg, D. & Purkayastha, B. (2015). *The Human Rights Enterprise: Political Sociology, State Power, and Social Movements*. NY, NY: Polity Press.
ISBN: 0745663710

Taibbi, M. and M. Crabapple. (2014). *The Divide: American Injustice in the Age of the Wealth Gap*. NY, NY: Spiegel & Grau.
ISBN: 0812983637

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:

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.
- Human Rights Watch: More information on Human Rights Watch can be found at: http://www.hrw.org.
- United Nations: More information on United Nations can be found at: http://www.un.org/rights.

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, (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. http://www.sjsu.edu/gape/

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.

Classroom Activities and Discussion:

Though not graded per se, this course requires a great deal of classroom discussion and classroom activity. Part of the graduate experience is to address and critique scholarship with instructors as peers—this can only be done in interactive settings. Discussions and classroom activities are designed to help students successfully achieve all learning objectives (SLO 1, 2, 3, 4) and to develop students' graded assignments.

Human Rights Policy Proposals:

Description and Purpose: Students will propose a public policy proposal in the form of a white paper (10-15 pages) that they feel will contribute to human rights praxis at the local, national, or international level. Students will begin by inspecting other common, successful human rights reports, white papers, and policy proposals. They will then conduct research and draft their own proposals. Proposals will be reviewed and edited heavily by peers before final submission. (SLO 2, 3, 4) Students will be encouraged to submit their proposals to appropriate public officials, lobbying organizations, or NGOs/SMOs once complete.

Grading: These assignments will be graded on a 40-point scale and count for **40% of the course grade.**

Human Rights Research Proposal:

Description and Purpose: Students will propose a research project to investigate a human rights related research question or set of research questions. Students should theoretically think of this as the front end to a scholarly article or brief thesis. Proposals should be approximately 20 pages in length (double spaced, 12 point font, APA format) including an introduction, a brief

literature/theoretical review, and methods section. Proposals should also explain how the research contributes to human rights praxis in the U.S. (SLO 2, 3, 4)

Grading: These assignments will be graded on a 40-point scale and count for **40% of the course grade**.

Discussion Question of the Day:

Description and Purpose: Students will submit a single discussion question and their thoughts on the question (1 page) in response to the readings assigned that week. Each class, these will serve as the primary notes to guide our discussion. In this sense, class discussion is democratic and student driven. It also allows for the weekly evaluation of students' mastery of course material. (SLO 1, 2)

Grading: These assignments will be graded with a score of 1-5 points each and will count for **20% of the course grade**.

Grading Scale

Exams and final grades will be calculated as a percentage on a typical "100 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. 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.

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 1st floor of Clark Hall and 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 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/.

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/.

Peer Mentor Center:

The Peer Mentor Center is located on the 1st 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/.

Course Schedule

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Note: The following course schedule is subject to change with fair notice.

Week	***Date***	***Topics, Readings, Assignments, Deadlines***
1.	1/28	Introduction to course and explanation of syllabus. Get feedback on student interests and readings.
2.	2/4	Introduction to HR and the "UDHR Model" *Read Section 1 in Donnelly (PDF); read ICCPR, ICESCR, and UDHR on UN website*
3.	2/11	Foundational philosophy and theoretical tensions behind western notions of human rights and international law. *Read section 2 in Donnelly (PDF).* DISCUSS IDEAS FOR POLICY PAPERS AND RESEARCH PROPOSALS [examine models of white papers and research proposals]
4.	2/18	Global (U.N.) and regional legal human rights regimes. *Read section 3 in Donnelly (PDF).*
5.	2/25	Critiquing mainstream approaches, introducing the Human Rights Enterprise, and Human Rights and U.S. Policy Part 1. *Read HR Enterprise Chapter 1, read Lisa Hajjar (PDF).*
6.	3/4	Theories of the State. *Read HR Enterprise Chapter 2.*
7.	3/11	The Human Rights Enterprise as an historical (Chapter 3) and contemporary (Chapter 4) process. *Read HR Enterprise Chapters 3 and 4.*
8.	3/18	WRITING WORKSHOP—POLICY PAPERS AND RESEARCH PROPOSALS (OUTLINES DUE) Overlapping threats and overlapping solutions? *Read HR Enterprise Chapter 5; Examine Naomi Klein's work in class*
9.	3/25	SPRING RECESS—NO CLASS
10.	4/1	Equal under the law??? From "too big to jail" to "stop and frisk." *Read The Divide Intro, Chap 1 and Chap 2.*
11.	4/8	Deeper investigations of connections between the owning class and the criminal justice system (with particular focus on

Week	***Date***	***Topics, Readings, Assignments, Deadlines***
		connections between banks and the DOJ). *Read The Divide Chapters 3 and 4; Prep for HR Lecture Event tomorrow!*
12.	4/15	Our troubled immigration policies. *Read The Divide Chapters 5 and 6.*
13.	4/22	POLICY PAPERS DUE—Informal class presentations
14.	4/29	Toward solutions (Socio-economic). *Read Myers-Lipton (PDF); other readings TBA*
15.	5/6	Toward Solutions. *Readings TBA—student driven!*
16.	5/13	RESEARCH PAPERS DUE—Informal class presentations
Final Exam		(N/A)