

San José State University
Department of Justice Studies
JS 025, Spring 2015
Introduction to Human Rights & Justice

Instructor:	Noam Perry
Office Location:	MacQuarrie Hall 513
Email:	noam.perry@sjsu.edu
Office Hours:	Thursdays 11am-12pm, or by appointment
Class Time:	Tuesday & Thursday 1:30-2:45pm
Classroom:	MacQuarrie Hall 520
Prerequisites:	None (lower division)
GE Category:	Core Area D3: Social Issues
JS Competency Area:	Support Course (equivalent to JS 10 for JS majors)

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.

Course Catalog Description

“This course is a lower division introduction to the history of human rights as a concept and body of international law, and to the complicated role of human rights in contemporary social justice campaigns.”

Course Instructor Description

This course is designed for students to explore questions such as:

- Where did human rights (as an idea and body of law) come from?
- How are human rights defined through international law (i.e. through human rights instruments, such as the Universal Declaration of Human Rights)?
- What do human rights have to do with our current attempts to define and realize social justice?

Course Goals and Student Learning Objectives

The goals of this course are to (1) give students a basic understanding of the events, actors and ideas that gave rise to the concept of human rights; (2) give students a basic understanding of international human rights law and a general familiarity with common human rights instruments; (3) give students the opportunity to grapple with the complicated relationship in theory and practice between human rights and social justice. As part of this last goal, students will become relatively familiar with several contemporary human rights campaigns.

Course Content Learning Outcomes

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

- (SLO1) Recall a general history of human rights including the significant events, actors, and ideas that gave rise to the concept of human rights.
- (SLO2) Demonstrate a general familiarity with major human rights instruments and how these instruments work with regard to international (treaty) law.
- (SLO3) Demonstrate a familiarity with several current human rights campaigns (domestic and international), reporting agencies (Human Rights Watch, Amnesty International, etc.), and policy debates.

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

There is no textbook for this course. All assigned readings will be posted on Canvas.

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 (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.

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.huriresearch.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://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, 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>.

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.

Report-Backs

Students will have the opportunity to research and discuss two contemporary human rights issues of their choice, and report their findings back to their teams. These are short written assignments, which require students to: describe a current human rights campaign

(SLO 3); provide its historical context (SLO 1); the explicit application of human rights law and/or discourse (SLO 2); provide a brief analysis of the campaign’s aims, strategies, and progress (SLO 3). Report-Backs 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.

Team Presentations

At the end of the semester, after the second report-back, students will work in teams to present their findings to the class. Instructions and rubric will be posted on Canvas.

Final Exam

The final exam will be a team test in the form of a jeopardy game, which will evaluate students’ substantive grasp of the entire course material (SLO 1, 2, and 3).

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. Four 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)
Report-Backs	30% (2 papers, 15 points each)
Team application exercises	5% (5 exercises, 1 point each)
Team presentation	5%
Final exam	10%
<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/. 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 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 025: Introduction to Human Rights and Justice Course Schedule | Spring 2015

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

Table 1 Course Schedule

	Topic	Readings	Assignments / Reminders
Unit I: Introductions			
1/27	Introduction to the Course		
1/29	1 st RAP	This syllabus; The UDHR	Bring Scantron form and pencil
Unit II: History and Foundations of Human Rights			
2/3	2 nd RAP	Freeman Ch. 2; Lauren; Wronka	Bring Scantron form and pencil
2/5	The History of Rights	Freeman Ch. 2	
2/10	The Emergence of Modern Human Rights	Lauren	The Foundations of Human Rights
2/12	The UDHR Model	Wronka	Complete teamwork peer evaluations before class
Unit III: Human Rights Law and Institutions			
2/17	3 rd RAP	Darraaj; Smith; Reichert; Bales&Robbins;	Bring Scantron form and pencil
2/19	The UN System	Darraaj	
2/24	Human Rights Law	Smith	
2/26	Case Study: Slavery	Bales&Robbins	Complete teamwork peer evaluations before class
Unit IV: Cultural Considerations			
3/3	4 th RAP	Blau&Frezzo; Freeman Ch. 6; Boyle&Corl; Chase	Bring Scantron form and pencil
3/5	Cultural Rights	Blau&Frezzo	
3/10	Cultural Relativism	Freeman Ch. 6	
3/12	Women's Rights	Boyle&Corl	

	Topic	Readings	Assignments / Reminders
3/17	Women's Rights cont.	Chase	
3/19	1 st Report-Backs to Teams		Submit 1 st Report-Back before class. Complete teamwork peer evaluations by midnight.
Spring Break + César Chávez Day			
Unit V: The Politics of Human Rights			
4/2	5 th RAP	Forsythe; Meyer; Copelon; 3 additional TBD	Bring Scantron form and pencil
4/7	Human Rights in Foreign Policy	Forsythe	
4/9	Genocide		
4/14	Humanitarian Intervention	Meyer	
4/16	International Criminal Law	TBD	
4/21	The Right to Self Determination	TBD	
4/23	Human Rights in the Global Economy	TBD	
4/28	Human Rights in the U.S.	Copelon	Complete teamwork peer evaluations before class.
Conclusions			
4/30	2 nd Report-Back		Submit 2 nd Report-Back before class
5/5	Team work on presentations		
5/7	Team Presentations		
5/12	Team Presentations & Conclusions		
5/21	Final exam (12:15-2:30pm in regular classroom)		