

San José State University
CASA/Justice Studies Department
JS 171 - 04 Human Rights and Justice, Fall 2016

Instructor:	Sang Hea Kil, PhD
Office Location:	MQH 512
Telephone:	(415) 390-6523 [but email is the best way to reach me]
Email:	sang.kil@sjsu.edu [preferred mode to communicate]
Office Hours:	T 1-4 pm and W 1.30-3 pm by appointment only. Please use this link with your gmail or sjsu.edu account to make an appointment. Please be sure your calendar is set to Pacific Time Zone: http://www.sjsu.edu/people/sang.kil/
Class Days/Time/Classroom:	This is a fully online class on the Canvas platform: http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
GE/SJSU Studies Category:	GE Area: V
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 humans and non-humans will also be explored.

This course in particular explores the theme of “**Militarism, Borders and Conflict**” by comparing the border situation of the USA-Mexico to the Israel-Palestine.

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

JS 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.

GE Learning Outcomes (GELOs)

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

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.A. Students will achieve GELO 1 through Writing Assignments, Quizzes, Student Essays 1&2, and Movie Review Discussion Board, and Final Student Essay.

GELO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. Students will achieve GELO 1 through Writing Assignments, Quizzes, Student Essays 1&2, and Movie Review Discussion Board, and Final Student Essay.

GELO 3: explain how a culture outside the U.S.A. has changed in response to internal and external pressures. Students will achieve GELO 1 through Writing Assignments, Quizzes, Student Essays 1&2, and Movie Review Discussion Board, and Final Student Essay.

Required Texts/Readings

All readings are available in PDF format within Canvas.

Other equipment / material requirements

You must have regular and unfettered access to high-speed internet, a computer, word processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs.

Library Liaison

Silke Higgins

Digital Initiatives Librarian, Dr. Martin Luther King, Jr. Library

Co-coordinator, SJSU Institutional Repository

Academic Library Liaison for Economics, Justice Studies, Forensic Science, & Military History

408-808-2118

silke.higgins@sjsu.edu

Classroom Protocol

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 <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- 1) Students are required to read the feedback that I give on graded assignments. If mistakes are repeated even after I explained to the student how to correct those mistakes, I will take additional points off. So please read graded feedback. I provide feedback to help you improve on your assignments.
- 2) Late work is only accepted with a 3rd party documented excuse with signature and full contact information. I do not provide comments on graded late work but you can make an appointment during my office hours for feedback.
- 3) Remember, technical errors are the students' responsibility so get work done early to avoid last minute difficulties.
- 4) Turn in all work in a professional format with I.D. info [your name and name of class], date due, assignment title, and save in .doc or .docx format only.

Please use your time wisely to get assignments submitted on time. You can access assignments early to help you negotiate your time but deadlines are firm. Technical difficulties are the student's responsibility (e.g. personal computer glitches, poor internet connection, software compatibility, etc) unless they are beyond the student's control (CANVAS outage, CANVAS glitch, etc). **In the case that a technical difficulty occurs beyond the student's control, the student must 1) take a screen shot to document the difficulty 2) seek the help of the help desk and 3) inform**

the instructor of the issue asap. Seek me out by email or for office hour help to improve your performance in class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Office Hour Visit (OHV)- Students are encouraged to visit me during office hours in order to improve upon their performance in the class. But students are required to visit me during office hours at least once before the mid-term so we can check in on your progress. Failure to do so will result in an “incomplete” grade for the class. We will end the office hour visit with a quick pic that you will upload on canvas by the due date to mark the OHV occurred.

Lecture Notes (LN)- For each reading, I will review the major concepts via blackboard collaborate within canvas. Take notes on these sessions to help you prepare for assignments. Use an outline format for your notes. Your notes should exceed one page, be single-spaced, 12 font and show that you were diligently paying attention. These notes must be in the dropbox in .doc or .docx format by the deadline. Please type your name, course (JS 171 F-16), and date due (not date written) in the upper right-hand corner. Follow these instructions exactly to maximize points for your grade. These notes will help you generate themes for analysis for your Final Student Essay. Even though only 1+ page is required, more robust, longer notes will help in the determination and analysis of themes for SE1, SE2, and FSE.

Writing Assignments (WA)- These writings will demonstrate to me that the student has read the assignments from start to finish and understands the underlying structure of the argument. Generally I expect an *abstract paragraph* of each reading assigned for a WA. Using APA citation style, write a one-paragraph abstract (**do not exceed one page**, use 12 font, single spaced, and apply 1 inch margins). In the first sentence of your abstract, provide in APA style: (i) short title of the source (ii) the last name of the author with date published and (iii) a one-sentence thesis statement that sums up the main points of the source. This thesis statement is not your main point; it is the main point of your source. Paraphrase and avoid direct quotations. **Do not exceed a 1-2 sentence paraphrase of the TS.** The next several sentences that

complete the *abstract paragraph* condense the original piece by honoring the key content highlighted by the subheadings.

Be sure to consider these elements in your abstract when applicable:

1. *How does the title point to the significance of the article?*
2. *What/Where is the thesis statement?*
3. *How does the author break down their argument using subheadings? How do they use subheadings to point to main points/ arguments of the piece?*
4. *Does my abstract reflect all subheaded parts of the entire article but in a very condensed way?*

Hints to writing a good abstract:

When abstracting, you must determine what a reader would want to know about the work. There are a few techniques that will help you in this process:

1. *To start, don't look back:* After reading the entire work, put it aside and write a paragraph about the work without referring to it. In the first draft, you may not remember all the key terms or the results, but you will remember the main point of the work. Remember not to include any information you did not get from the work being abstracted.
2. *Then revise, revise, revise:* No matter what, the most important step in writing an abstract is to revise early and often. When revising, delete all extraneous words and details and incorporate meaningful and powerful words and key ideas. The idea is to be as clear and complete as possible in the shortest possible amount of space.
3. *Identify key terms:* Search through the entire document for key terms that identify the purpose, scope, and methods of the work. Pay close attention to the subheadings when possible as they tend to point to key ideas that need to be included. When writing the abstract, be sure to incorporate the key terms.
4. *Highlight key phrases and sentences:* Highlight sentences or phrases that appear to be central to the work. Then, in a separate document, rewrite the sentences and phrases in your own words. This process is called paraphrasing and is a good exercise in helping you to understand the importance of the work by putting it in your own words. Be sure that you include important data but omit minor points. Avoid direct quotes.

Do not include your own ideas, illustrations, metaphors, or interpretations in the abstract. Please include bibliographic citation in APA at the end of your abstract paragraph. Please type your name, course (JS 171 F-16), and date due (not date written) in the upper right-hand corner. Submit in a .doc or .docx format only.

Quizzes (Q) - Quizzes will be based on your reading comprehension of the article assigned. These quizzes test that the student has read the assignment from start to finish and understands the underlying structure of the argument as well as its finer,

more critical points. Quizzes are a mix of true/false, multiple choice, and short answers. Please follow the instructions on canvas about the quizzes.

Student Essay 1 and 2 (SE1 and SE2)- Write a 5-paragraph essay that analyzes Militarism, Borders and Conflict based on the 5 readings for the USA-Mexico Border (Student Essay 1) and on the 5 readings on the Israel/Palestine Border (Student Essay 2). Your analysis should develop three distinct themes/points among the 3 out of 5 readings. But you must use and cite all 5 articles in your essay. Make an argument with your thesis statement using this prompt, "In this essay, I argue __[1st point]_,_[2nd point]_, and _[3rd point]_. I close my essay with a brief conclusion." Proper grammar, spelling, language, and APA citation required (in-text and bibliography). Minimum of 2.5 pages singled spaced with 12 font [c.1250 words].

Movie Review Discussion Board (DB)- These assignments are designed to help the student collaborate with other students by means of discussion in developing a more thorough understanding of militarism, borders and conflict. You will watch one movie on the USA/Mexico Border and one movie on the Israel/Palestine Border. You will post two questions for each movie for a total of 4 questions. These questions need to be critical, informed, thoughtful (avoid any yes/no question formats), and relevant to the movie and readings to promote critical responses from fellow students. You must cite in APA in-text citation style a key idea, concept, example, etc from the readings in all the 4 question posts. This will show that you can make analytical links between the readings and the movies. You will then respond to student's questions with your own answers/analysis. You must respond to 3 questions for each movie. The assignment is a total of 10 posts (2 questions for USA/Mexico Movie, 2 questions for Israel/Palestine movie; 3 responses for USA/Mexico Movie and 3 responses for Israel/Palestine Movie). Each of the 10 posts will be ONE paragraph only. Again, you are not required to APA in-text cite the readings for the response posts, only the question posts. Use APA in-text citation only on all question posts (do not use bibliographic citation). Do not plagiarize other students' posts or you will be subject to SJSU Academic Integrity Policy (see below). Do not copy other students' format uncritically and instead follow the instructions exactly. All post must be free of grammar, spelling or formatting errors.

Final Student Essay (FSE) – This essay will serve as your final exam and culminating project for this course. Write a 5-paragraph essay that compares what we learned about Militarism, Borders and Conflict of the USA-Mexico Border to the Israel/Palestine Border. Your analysis should develop at least three lines of argument. Make an argument with your thesis statement using this prompt, "In this essay, I argue __[1st point]_,_[2nd point]_, and _[3rd point]_. I close my essay with a brief conclusion." Proper grammar, spelling, language, and APA citation required (in-text and bibliography). You must cite and use all 10 articles in this essay.

Minimum of 4 pages singled spaced with 12 font [c.2000 words]. This essay must be peer reviewed via Canvas. You will turn in your COMPLETE FSE first, then you will be assigned a peer reviewer who will provide you feedback to help you improve your paper for final submission. If you turn in an incomplete essay before the peer review your grade will be reduced by 10%. If you are assigned to be a peer reviewer and you do not give feedback with 48 hours to your peer, your FSE will be docked 10% of its final grade. Do not avoid your peer reviewer duties for this assignment.

Here is the formula so you can calculate your grade:

20% (WA) + 20% (Q) + 10% (LN) + 10%(SE1) + 10%(SE2)+10%(DB)+ 20% (FSE)+ 0% (OHV; required but not graded)= 100% class grade

Assignments will be fairly graded as described by the method below:

A-/A/A+(90-92/93-96/97-100)[excellent]: The paper (or project) contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment. Paper demonstrates sharp analytical ability.

B-/B/B+ (80-82/83-86/87-89)[very good]: The paper (or project) contains a few minor grammatical, typographical and spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment. Paper demonstrates good analytical ability.

C-/C/C+(70-72/73-76/77-79)[acceptable, ok]: The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information's accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability.

D-/D/D+(60-62/63-66/67-69)[below average/unacceptable]: One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment. Project shows dull analytical ability.

F(59 or less)[unacceptable]: A paper or project will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious

grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined later in this syllabus/syllabus.

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.

University Policies

Academic integrity

Students should know the University’s Student Conduct Code, available at http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.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, found at <http://www.sjsu.edu/studentconduct>.

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. It 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>.

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>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

Calendar

Please use the Canvas Calendar for assignment due dates.