

San José State University
College of Applied Sciences and Arts / Department of Justice Studies
JS 171: Human Rights & Justice, Section 1, Spring 2016

Course and Contact Information

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| Instructor: | Noam Perry |
| Office Location: | MacQuarrie Hall (MH) 513 |
| Email: | noam.perry@sjsu.edu |
| Office Hours: | Thursdays 11:00am-noon, or by appointment |
| Class Days/Time: | Tuesday & Thursday 12:00-1:15pm |
| Classroom: | Boccardo Business Center 103 |
| 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 Format

This course is taught using Team-Based Learning (TBL), a “flipped” teaching method that facilitates most of the learning in class through team work. Students will be assigned to permanent teams in the beginning of the semester. Students are required to learn basic concepts on their own and come to class prepared. Time in class is mostly spent in team work, applying those concepts in team exercises. All required team work is done during class time. The final grade is based on both individual and team work.

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 (NOT through email, Tutnitin, or in class).

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.

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.

NOTE: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

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, the readiness assurance tests, as well as the final paper.
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, the readiness assurance tests, as well as the final paper.
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 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 in the campus bookstore, at the King Library, and electronically through the library's website: <http://catalog.sjlibrary.org/record=b4783900>.

Other Readings

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

Other equipment / material requirements

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.
- [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.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://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>.

Final Paper and Proposal - Individual assignment

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.

Refer to the schedule at the end of this syllabus for due dates. All papers are to be submitted through Canvas (NOT via email or Turnitin).

Late submissions will not be graded. Detailed instructions and grading rubrics are posted on Canvas under each assignment.

Student Presentations - Individual assignment

The final week of the semester will be dedicated to student oral presentations of their final paper. Instructions and grading rubric will be posted on Canvas.

Readiness Assessment Process (RAP) - Individual & Team assignment

To facilitate Team-Based Learning, this course is divided into 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 five individual scores (iRATs), dropping the lowest score. The final team grade is simply the sum of all team (tRAT) scores.

Team Exercises - Team assignment

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 - Individual assignment

At the end of the semester students will evaluate and grade the contribution of their teammates to the work of their team. The final peer evaluation is a part of the final grade.

Formative evaluations are scheduled at the completion of each learning unit, several times during the semester. These evaluations will not count toward the final grade, and are designed to help students improve their teamwork performance. After each formative evaluation students will receive anonymous peer feedback. Students that will complete all peer evaluations as instructed will receive an extra point to their final grade.

Final Exam (for extra credit) - Individual assignment

At the end of the semester students will have the option to complete an online exam during the time designated for the final exam, for extra credit. This assignment is available only to students who have submitted their proposal, draft, final paper, and presentation in time, or with instructor approval. More details and instructions will be given toward the middle of the semester.

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.”

Grading Policy

Grading Scheme

| | |
|---|--|
| Individual Readiness Assurance Tests (iRAT) | 20% (best 4 out of 5, 5 points each) |
| Team Readiness Assurance Tests (tRAT) | 20% (5 tests, 4 points each) |
| Team application exercises | 5% (5 exercises, 1 point each) |
| Final paper proposal | 10% |
| Final paper draft | 5% |
| Final paper | 20% |
| Presentation | 5% |
| Team work (graded by peers) | 10% |
| Peer evaluation surveys | 5% (4 surveys, 1 point each + extra point for final one) |
| <u>Final Exam (extra credit)</u> | <u>5%</u> |
| Total | 105% |

Missing, late, or plagiarized work will receive a grade of zero.

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+ | | |

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. This course is taught using a teaching method called Team-Based Learning (TBL), which includes extensive team work in class. 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.

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 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS 171: Human Rights & Justice, Section 1, Spring 2016 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 | | | |
| 1/28 | Introduction to the Course | | |
| 2/2 | 1 st RAP | This syllabus; UDHR (handout) | Bring Scantron form and pencil |
| 2/4 | Introduction to Human Rights | UDHR (handout) | Bring handout to class |
| Unit II: Human Rights Law | | | |
| 2/9 | 2 nd RAP | Active Reading Strategies Handout; Henkin (PDF); Textbook Ch. 20 | Bring Scantron form and pencil |
| 2/11 | The Foundations of Human Rights | UDHR; Foundations of Human Rights (handout) | Bring handout to class |
| 2/16 | Human Rights Law | Henkin; ICCPR (handout) | |
| 2/18 | Applying Human Rights Law | Textbook Ch. 20; Applying Human Rights Law (handout) | Bring handout to class; Complete teamwork evaluations <u>by midnight</u> |
| Unit III: Civil and Political Rights in the U.S. | | | |
| 2/23 | 3 rd RAP | Ignatieff (PDF); U.S. Constitution (handout); Textbook Fwd, Intro, Ch. 11+23; Final paper and proposal instructions | Bring Scantron form and pencil |
| 2/25 | American Exceptionalism | Ignatieff; U.S. Constitution and amendments (handout) | Bring to class U.S. Constitution and ICCPR handouts |
| 3/1 | Rights vs. Security | Ch. 11 | |
| 3/3 | Rights vs. Security cont. | | Complete teamwork evaluations <u>by midnight</u> |
| Unit IV: Social and Economic Rights | | | |
| 3/8 | 4 th RAP | Textbook Ch. 1, 2, 4, 5, 6, 7, 8 | Bring Scantron form and pencil |
| 3/10 | The Right to Food and Shelter | Ch. 4 + 6 | |

* "Textbook" refers to the course textbook, as described above. PDFs are articles or book chapters, posted on Canvas under Files\Readings. Handouts are posted under Files\Handouts. Paper instructions are posted under the appropriate assignment.

| Date | Topic | Readings* | Assignments / Reminders |
|-------------------------------|---|--|---|
| 3/15 | Corporations and Human Rights | Ch. 5 | Submit proposal <u>before</u> class |
| 3/17 | Corporations cont. | Ch. 2 | |
| 3/22 | Economic Rights | Ch. 1 | |
| 3/24 | The Rights to Health and to Education | Ch. 7 + 8 | Complete teamwork evaluations <u>by midnight</u> |
| Spring Break | | | |
| Unit V: Discrimination | | | |
| 4/5 | 5 th RAP | Textbook Ch. 3, 9, 10, 14, 16, 17, 18, 19, 21, 22, Stone, Regan | Bring Scantron form and pencil |
| 4/7 | Racial Discrimination I | Ch. 16; Racial Discrimination in College (handout); CERD (handout) | Bring handouts to class |
| 4/12 | Racial Discrimination II | Ch. 17, 22 | |
| 4/14 | Discrimination against Women | Ch. 18, 19, 21; CEDAW (handout) | Bring handout to class |
| 4/19 | Sexual Orientation and Gender Identity | Ch. 14 | |
| 4/21 | Cultural Rights | Ch. 10 | |
| 4/26 | Indigenous Peoples Rights | Ch. 9 | |
| 4/28 | Non-Human Animal Rights | Stone, Regan | Complete final teamwork evaluations <u>by midnight</u> |
| 5/3 | Final paper peer review | Peer review form (handout) | Submit final paper draft <u>before</u> class <u>and</u> bring a hard copy to class, with <u>two</u> peer review forms |
| Conclusions | | | |
| 5/5 | Student presentations | | |
| 5/10 | Student presentations | | |
| 5/12 | Student presentations | | Final paper due <u>by midnight</u> |
| Friday 5/20 | Final exam (extra credit): 09:45 AM - 12:00 PM | | Note time change |