

San José State University
Department of Justice Studies
Fall 2017
JS 171, Human Rights and Justice

*Syllabus is subject to change with fair notice. Students will be notified of changes to the schedule or assigned readings via email. You should always find the most up-to-date syllabus here **so check back frequently.***

Contact Information

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Location: Online

Prerequisites: Contact me via Canvas with any inquiries.

Prerequisites: Core GE, WST test, 100W

Studies Category: Area V: Culture, Civilization, and Global Understanding

Primary Area: Area D: Local, Transnational, Historical

Keywords:

One of the things you should know is that you will spend **4-6 hours each week** completing the readings, watching videos and completing the assigned exercises. You will need to complete work every week. This is always due by midnight on Saturdays - see the due date column on the syllabus.

All communication via Canvas. This is where you will complete quizzes and submit assignments, as well. All course reading materials are available in the Canvas LMS.

Class Folder on Drive

Date for all readings and assignments	Topic / Readings	Assignments
8/26	<p>Introduction to the Course</p> <p>*Do the readings first, then complete working through the week's slide deck with additional required videos and resources. Note that videos are linked in the presentation and that the files can also be accessed in the Drive folder.</p> <p>Readings:</p> <ul style="list-style-type: none"> ● This syllabus ● Advocates 2011 Human Rights Toolkit - Intro Excerpt Pg 4-5 ● Summary of the Universal Declaration of Human Rights (UDHR) ● Bio on: <ul style="list-style-type: none"> ○ Desmond Tutu 	<p>Sign up for the Human Rights Watch Daily and Amnesty International emails to keep up to date on the latest news related to human rights and get alerts.</p> <p>Class participation #1</p> <ul style="list-style-type: none"> ● Discussion: Introductions
9/2 <i>Labor Day</i>	<p>Introduction to Human Rights</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Active Reading Handout ● Reichert Chap 2 - Beginnings of Human Rights ● Goodhart - The Universalism of Human Rights, pg. 19-24 ● Bio on: <ul style="list-style-type: none"> ○ Eleanor Roosevelt 	<p>Class participation #2</p> <ul style="list-style-type: none"> ● Complete the survey: "How is San Francisco on human rights?"
9/9	<p>Human Rights in the U.S.</p> <p>Readings:</p> <ul style="list-style-type: none"> ● HR in the US - Intro to Human Rights in Our Own Backyard ● Ignatieff - American Exceptionalism ● Excerpt from Zinn's People's History of the US 	<p>Quiz #1</p>

	<ul style="list-style-type: none"> ● Bios on: <ul style="list-style-type: none"> ○ Frederick Douglass ○ Olaudah Equiano 	
9/16	<p>Human Rights in International Law</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Goodhart Chap 2</i> - Human Rights in International Law ● <i>Reichert Chap 3</i> - Building the Foundation ● Human Rights Learning Module ● Bios on: <ul style="list-style-type: none"> ○ Mother Teresa ○ Aung Sun Suu Kyi 	<p>*Recommendation: Review the full HRL Module in depth. This includes material from 1-3 and it is important that you've mastered material in order to be successful in this course.</p>
9/23	<p>Case Study: The Israel-Palestine Situation</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Watch the documentary, "Occupation 101" 	<p>Quiz #2 (On human rights in international Palestine)</p>
9/30	<p>Economic, Social and Cultural Rights</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Reichert Chap 4</i> - Beyond the UDHRs ● <i>Frezza Ch. 2</i> - Deepening Civil and Political Rights ● Bios on: <ul style="list-style-type: none"> ○ Rigoberta Menchu ○ Oscar Arias Sanchez 	<p>Class Participation #3:</p> <ul style="list-style-type: none"> ● Discussion: Human rights in the ne
10/7	<p>Human Rights, National Security and the Convention on Torture</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Chap 11 of Human Rights in our Own Backyard (HRIIOB) - "Erosion of Political and Civil Rights after 9/11" ● Online: "Why Human Rights are More Important than National Security" 	<p>Quiz # 3</p>

	<ul style="list-style-type: none"> ● Handout: 2014 Senate Intelligence Committee Report on CIA torture ● Bios on: <ul style="list-style-type: none"> ○ Berta Caceres ○ Mohatma Gandhi 	
10/14	<p>Racial Discrimination</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Ella Baker and Models of Social Change ● <i>Online:</i> Malcolm X: The Ballot or the Bullet ● <i>Online:</i> Black Lives Matter Is Not a Civil Rights Movement ● PICO Principles ● Race and Discrimination Glossary Handout ● Matrix of oppression ● Recommended (but optional): Watch the documentary, “The 13th,” available on Netflix ● Bios on: <ul style="list-style-type: none"> ○ MLK ○ Nelson Mandela 	<p>Class participation #4:</p> <ul style="list-style-type: none"> ● Complete the implicit bias test - Take the test called “Race (‘Black - White’ IAT)” and discuss the results to the discussion.
10/21	<p>Community Organizing and Social Change</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Online:</i> How Protests Become Successful Social Movements ● Bill Moyers - Movement Action Plan, pg. 1-9 ● <i>Online:</i> 8 Stages of Successful Social Movements SSIR - 5 Basic Levers for Social Change 	<p>Proposal Due</p>
10/28	<p>The Rights to Food and Shelter, Health and Education</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Chapter 8: "Health and Human Rights" ● A Match on Dry Grass: Community Organizing as a Catalyst for School Reform 	<p>Quiz #4</p>

	<ul style="list-style-type: none"> ● Report: Top Bay Area Schools for Underserved Students 2016 (Innovate Public Schools) 	
11/4	<p>Vulnerable Groups <i>Discrimination against Women</i> <i>Sexual Orientation and Gender Identity</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ● Read Reichert Chap 5 on Vulnerable Groups ● Chapter 17: “Caging Kids of Color: Juvenile Justice and Human Rights in the United States” ● Amnesty International CEDAW Fact Sheet ● <i>Online resource:</i> GENDER: For U.S., Lessons in CEDAW From San Francisco ● <i>Online:</i> Asian Americans Crowdsourced Open Letter to Families: ‘Black Lives Matter To Us, Too’ <ul style="list-style-type: none"> ○ <i>Online:</i> Read the letter ● Bios on: <ul style="list-style-type: none"> ○ Malala Yousafzai ○ Dolores Huerta 	Class Participation #5 - TBD
11/11 - Veteran’s Day	<p>Economic Rights</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Watch the documentary The Corporation (available online and in the library) ● HRIOOB Chapter 1: “Sweatshirts and Sweatshops: Labor Rights, Activism and the Challenges of Collegiate Apparel Manufacturing” ● Report: A Hidden Crisis ● Bios on: <ul style="list-style-type: none"> ○ Muhammad Yunus ○ Cesar Chavez 	Quiz # 5 (Economic rights)
11/18	Human Rights and Immigration / Animal Rights	

	Readings: <ul style="list-style-type: none"> Chapter 14: Sexual Citizenship: Marriage, Adoption and Immigration in the United States 	
11/25	NO CLASS - Thanksgiving Break	
12/2	Draft Papers Work on completing final paper and preparing your presentation No readings	Draft of final paper due
12/9	Presentations Prepare and record your presentations No readings	Student presentations due
12/16	Final Papers No final exam No readings	Final paper due
12/13 - 12/19 - <i>FINAL EXAM WEEK</i>		

Information

All written assignments are posted on Canvas, at the appropriate assignment submission page. Missing, late, or plagiarized work will result in a grade of zero.

Breakdown of Grades

Quizzes, 7% each)	35%
Participation (5 assignments)	10%
Final Paper and Action	10%

raft submission	5%
	25%
	15%

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urse grade will be calculated based on the following standard scale:

A+	80-83	B-	64-67	D
A	78-79	C+	60-63	D-
A-	74-77	C	<60	F
B+	70-73	C-		
B	68-69	D+		

st achieve a grade of C or better (C- not accepted) to fulfill Justice Studies major requirements.

1e Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Educa to all SJSU Studies courses. Completion of, or co- registration in, 100W is strongly recommended. A minimum aggregate GPA , S, & V shall be required of all students.

ription

ary exploration of human rights instruments, institutions, and notable human rights campaigns. The historical development of h ntemporary threats to the realization of fundamental dignity for human and non-human animals will also be explored.

s designed for students to explore questions such as:

1as the concept of “human rights” evolved? How are human rights defined through international law?

2gets to decide what these rights are and how they are realized?

3ave people struggled to define and realize fundamental rights and/or dignity, and to what effects?

4e human rights have been defined, why/where/how/by whom have they been violated? How can human rights concepts sha ies to such violations?

5oes a discourse of fundamental “right” and/or “dignity” affect the way we understand, articulate, and respond to various sc ems?

6lo struggles and dialogs over the lessons of human rights struggles and scholarship shape culture, policy, and social activis:

and global communities?

Outcomes and Course Goals

Learning Outcomes (GEO)

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

- Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or of people from more than one culture outside the U.S.
- Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.
- Explain how a culture outside the U.S. has changed in response to internal and external pressures.

Writing Outcomes (CLO)

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

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

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.

Recognize and access the reports of central oversight agencies, such as Amnesty International and Human Rights Watch, that report human rights abuses to the United Nations and global populace via online and library resources.

Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout history.

Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.

Work in a team to apply knowledge and solve problems.

Instructional Methods

Instruction will be conducted entirely online through Canvas. Course materials such as this syllabus, readings, handouts, assignment rubrics, and assignments will be available at <http://sjsu.instructure.com>. You are responsible for regularly checking the email address associated with your [MySJSU](#) account.

For questions or problems, send me a message via Canvas. Also use Canvas to complete assignments and submit your papers. Hard copy, email, or phone will not be accepted.

It is important to note that you will spend **4-6 hours each week** completing the readings, watching videos and completing the assigned exercises and assignments.

d to complete work every week. This is always due by midnight on Saturdays - see the due date column on the grid.

xts/Readings

idings and materials are available in the class folder on Google Drive.

ology requirements / equipment / material

will need to be completed within the Respondus Lockdown Browser, which can be downloaded [here](#).

quirements and Assignments

ivism - Research Project

ing assignment in this course is an individual research project comprised of four assignments:

Selecting a contemporary issue in human rights that you want to explore and writing a proposal for your research topic and an a related to this issue

Paper: Writing a research paper about the issue

ion: Taking an action that has the potential to promote human rights in a certain area and presenting about the topic and your ac

word proposal for an appropriate topic and action is due in the middle of the semester, in lieu of a midterm paper. A draft of the f your presentation.

nan rights issue that you care about in your community, broadly defined. It can be something that is affecting one specific indi (unjustly imprisoned), a group of individuals (e.g. workers in a company), or an entire nation. Examples of past topics include: l s, police brutality in Oakland, homelessness in Santa Clara County, the need for rent control in Redwood City, private drones as rivacy, and the North Carolina transgender bathroom bill.

iminary research using the sources listed on the syllabus and in academic research engines to make sure you have enough mater extensively about your topic.

l should be 600-800 words and consist of your plan for an action and research paper. At a minimum, your proposal must include escription of the topic. Specifically – which internationally recognized human rights are being violated, and what legal instrume elevant?

escription of the action you are planning to take, including goal, timing, and location. The more details the better. In addition

g you would submit with your final paper that documents your action (photo, video, document...).

son for choosing this specific action for your specific topic.

sources:

references/sources used in the proposal, including:

- One peer-reviewed journal article NOT from the course readings.
- One human rights report¹ by a non-governmental organization (NGO), a government agency, or an international government organization (IGO, e.g. a UN agency).
- One legal source: convention, treaty, declaration, law, court case, etc.
- One article or chapter from the course readings, excluding legal sources.

Additional sources that you have identified and plan to use in the final paper.

your proposal, unless my comments say otherwise, it is approved and you may implement your action and start writing your paper. If you change your plan, seek my approval in advance.

to design, plan, and execute an action that makes sense in the context of the human rights issue you are writing about. It can be (tangible) or expressive (symbolic). You may do something on your own, team up with other students, or join an existing camp with a specific role to play. If I approved your action as described in the proposal, its quality or impact will not affect your grades.

merous action ideas in the resource section below. You can also find an organization that is working on your issue and look at what you can do. Some of these things may fulfill the requirements of this assignment. If you have an idea but you are not sure about whether the things described in [this video](#) satisfy the requirements.)

needs to take at least an hour to execute, and it must go beyond your existing commitments for this or other classes. However, it can be a project or activity that you are already involved in for other reasons. You need to execute your action after receiving back your proposal before the final paper draft due date. If you want to execute your action before the proposal is graded, ask me in advance.

being informed on an issue, even if that includes spending much time and effort, does not constitute an “action” for the purpose of this assignment. However, actively participating in an event, as opposed to merely attending it, satisfies the requirements of this assignment. Examples include organizing and planning the event, participating in rallies, speaking up in a public hearing of your university/city/state to express your concerns, etc.

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will be based on the degree to which you fulfill the assignments, your ability to incorporate and synthesize concepts from the course.

discussions, and the general rules of grammar, persuasive writing, etc. Your paper must contain, at a minimum, the following information of the human rights issue: Its extent, who it affects, its causes, its history, and any other information that is relevant for you

rights framework: Which rights are being violated? Which international human rights treaties/mechanisms are applicable, and (provide specific examples)?

analysis of the strategy that you chose for your action. This is not an analysis of your particular action, but rather of the tactic it used. If your action involved writing/calling your elected officials, discuss the pros and cons of communicating with elected officials, and how for change, etc. Do not describe your action.

references. Use as many sources as needed for the development of your argument. At a minimum, use ten sources, including:

- peer-reviewed journal articles NOT from the course readings.
- human rights reports¹ by non-governmental organizations (NGOs), government agencies, or international governmental organizations).
- legal sources: convention, treaty, declaration, law, court case, etc.
- an article or chapter from the course readings, excluding legal sources.

create a separate page (but same document): documentation of your action. Describe what you did and provide evidence that you completed

actions, photos, etc.

A human rights report is a non-academic research document that presents findings on human rights violations. All relevant UN agencies, major human rights organizations, and government agencies, publish such reports. They can generally be found online, typically as PDFs, and frequently with the word "Report" in their title. Examples of reports are provided in the Online Resources for Reference and Research. Newspaper articles, blog posts, and websites, however detailed, are not considered "human rights reports" for the purpose of this assignment. If in doubt – ask me.

Requirements for Paper and Proposal

Paper length: 2,000-2,500 words of your original writing. Proposal length: 600-800 words of your original writing. Word count excludes citations, headings, etc.

Include: paper title, your name, course name/number, date, and page numbers.

Format the paper as you see fit. However, references must adhere to APA citation style.

Assignments will not be graded. If you cannot meet a deadline, discuss this with me ASAP.

n, including self-plagiarism, would result in a grade of zero.

Research Paper

your research paper is due before presentations begin. This is a full draft of the final paper, not a “rough” draft. It needs to read and feel like a final paper. Submit it to Canvas.

Presentation - Individual assignment

Approximately 20% of the semester will be dedicated to student presentations of your project. The presentation needs to include minimal background information on the action that you took, including what you did, what challenges you encountered, what results you had, etc. Unlike in the past, we will assume the audience knows certain things, particularly the things we've been discussing in class.

Your presentation needs to be five (5) minutes long, without the use of any audio-visual aids, such as videos or slides. You may use notes. It is strongly recommended that you practice your talk at home.

For your presentation, record video or audio and upload the file to Canvas. If you need help, contact the SJSU audiovisual department.

Protocol

Students are expected to foster an environment that encourages participation, and that is respectful to others and their opinions. Obvious disagreements with other students or me, but you must do so respectfully.

Students are expected to complete assignments by the time indicated in this syllabus.

Resources for Reference and Research

Beitzel, G. (2008). *The history of human rights: from ancient times to the Globalization Era*. Berkeley, CA: University of California Press.

Chandler, R. (2011). *The evolution of international human rights: visions seen (3rd edition)*. Philadelphia, PA: University of Pennsylvania Press.

Chandler, R., Albisa, C. & Davis, M. F. [Eds.]. (2008). *Bringing human rights home*. Westport, CT: Praeger.

Chandler, R. J., Alston, P. & Goodman, R. [Eds.]. (2007). *International human rights in context: law, politics, morals (3rd edition)*. New York: University Press.

Chandler, R. 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. Accessible electronically through the library's website.

Resources for Reference and Research

<http://www.unhcr.org/en/rights> - The United Nations Human Rights Portal

hr.org - The United Nations High Commissioner for Human Rights

hr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx - A list of UN-level human rights instruments (treaties, declarations, protocols, etc.), arranged by topic.

nesty.org/en/human-rights - Browse Amnesty International's website by country or issue, or search their report library

hr.org/en/publications - Reports by Human Rights Watch

state.gov/g/drl/rls/hrrpt - The U.S. State Department Country Reports on Human Rights Practices, which cover most countries in the world (including the U.S. itself)

hrsearch.org - A search engine dedicated to human rights documents

humanrightslib.org - The University of Minnesota Human Rights Library - contains thousands of human rights documents

humanrightslib.org/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm - Glossary of terms

Resources on Activism

Wright, J., & Getsos, P. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community* (1st ed.). San Francisco: University of California Press. <http://catalog.sjlibrary.org/record=b4943244~S1>

Wright, J. (2013). *The Activist's Handbook: Winning Social Change in the 21st Century* (2nd ed.). Berkeley: University of California Press. <http://catalog.sjlibrary.org/record=b4833190~S1>

Resources on Activism

creativeactivism.org - a community-generated wiki to document, share, and inspire Creative Activism

wonderfultrouble.org/case/ - a web toolbox of creative and effective actions

nonviolentaction.org - the Global Nonviolent Action Database

www.amnestyusa.org/get-involved/take-action-now - action ideas by Amnesty International

[moncause.org/take-action/find-elected-officials](http://www.moncause.org/take-action/find-elected-officials) - a tool to find your representatives

[waivedemocracy.org/effective_letters_editor/](http://www.waivedemocracy.org/effective_letters_editor/) - how to write an effective "letter to the editor"

Policies

University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. visit the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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s, silke.higgins@sjsu.edu, (408) 808-2118, <http://libguides.sjsu.edu/justicestudies> Students are strongly encouraged to contact them for individual help with their research.

Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or v programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attend early scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative writing with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. The Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in law. Students are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact is not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Writing Center

The Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered by the Writing Center, visit the [Writing Center website](#).

Counseling Services

Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professors, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit <http://www.sjsu.edu/counseling>.

eed have access to several self-serve, no-registration food pantries around campus. Just stop by and take items as needed. For more information visit: www.sjsu.edu/wellness/foodresources/oncampus.