San José State University
College of Applied Sciences and Arts
Department of Justice Studies
JS 171: Human Rights & Justice, Section 4, Spring 2017

Course and Contact Information

Instructor:	Noam Perry
Email:	noam.perry@sjsu.edu
Office Hours:	By appointment
Classroom:	Online (Canvas: http://sjsu.instructure.com)
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 online. There is no meeting pattern, so students can choose the time that is convenient for them to complete weekly assignments.

This course also requires some team work, which requires at least one meeting with other people in your team. This meeting can be in person or online. Find full details below.

Faculty Web Page and MYSJSU Messaging

Course materials such as this syllabus, readings, handouts, assignment rubrics, etc. can be found on Canvas at http://sjsu.instructure.com. You are responsible for regularly checking Canvas as well as the email address associated with your MySJSU account to learn of any updates. Also use Canvas to submit your papers.

With any question or problem, please *post a question* in the appropriate discussion thread on Canvas, so that everyone could see my answer. If it's something personal, *send me a message via Canvas*. Sending me an email through regular email (and not through Canvas) would significantly delay my reply.

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.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

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 weekly quizzes and 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 weekly quizzes and 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 weekly quizzes and 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.

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 electronically through the library, at: http://catalog.sjlibrary.org/record=b4783900. Hard copies are at the King Library reserves and in the campus bookstore.

Other Readings

Other required readings include articles, book chapters, and handouts. They are all posted on Canvas, under Files\Readings. If you choose to print them, please print on both sides (duplex) to save paper.

Suggested Resources for Reference and Research

- 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.

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

- 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 - Reports by Human Rights Watch

- www.state.gov/g/drl/rls/hrrpt - The U.S. State Department Country Reports on Human Rights Practices, which cover most countries in the world (but not the U.S. itself)

- www.hurisearch.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

- www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm - Glossary of terms

Suggested Resources on Activism

- Minieri, J., & Getsos, P. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community* (1st ed.). San Francisco: Jossey-Bass. http://catalog.sjlibrary.org/record=b4943244~S1

- Shaw, R. (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

Online Resources on Activism

- https://actipedia.org/ - a community-generated wiki to document, share, and inspire Creative Activism

- http://beautifultrouble.org/case/ - a web toolbox of creative and effective actions

- https://www.newtactics.org/ - a thorough guide to help you design, plan, and implement effective actions

- http://nvdatabase.swarthmore.edu/browse_methods - the Global Nonviolent Action Database

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

- www.commoncause.org/take-action/find-elected-officials - find your elected representatives

- http://reclaimdemocracy.org/effective_letters_editor/ - how to write an effective "letter to the editor"

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

This course includes multiple types of assignments. Please keep up, and don't fall behind! Almost all assignments are individual, but there is one big team assignment. There are weekly quizzes to make sure we are on track with understanding the core concepts of the course. The culminating assignment in this course is comprised of several interrelated components:

1. Taking action on a human rights situation in your community - team assignment.

2. Writing a research paper about a human rights issue (ideally the same one) - individual assignment.

3. Presenting your human rights action to the class - team assignment.

Both the research paper and the action require you to submit proposals. You are also required to submit a complete draft of the final paper, which will be peer reviewed. See full details below.

Your first step is to _choose your topic_, which should be a human rights issue/situation/violation that you care about _in your community_.[1] It can be something that is affecting one specific individual (e.g. a person unjustly imprisoned), a group of individuals (e.g. workers in a company), or the entire country. Examples of successful past topics include: hunger on SJSU campus, police brutality in Oakland, homelessness in Santa Clara County, rent control in Redwood City, private drones as a violation of privacy, the North Carolina bathroom bill, the Israeli occupation of Palestine, and higher education in the Philippines.

Human Rights Action - Team Assignment

You will _take action_ on your human rights issue of choice with a team of your classmates.

Steps:

1. Create a team and a make a plan: Start by either joining an existing team or create a new one. If you have an idea for a topic or a specific action, check our Action Ideas discussion to see if it was already proposed. If it was already proposed, find that team under Canvas\People and join that team. Teams are not to exceed 5 students, unless you get special permission. If your idea is new, post a brief description of it, then join an empty team, and change its name to your idea (for example, change "Action Team 1" to "Close Gitmo"). By creating a new team, you will automatically become the team's leader, _and earn five extra credit points_. You are free to plan an action that makes sense in the context of your human rights issue. Any form of activism will do. There are numerous action ideas in the resource section above. Your action can be instrumental (tangible) or expressive (symbolic). You can also find organizations that are working on your cause and look at what they ask people to do. Some of these things may fulfill the requirements of this assignment. If you have an idea but you are not sure - ask.

    Requirements:

    * You need to execute your action _after_ receiving back your graded proposal, but _before_ the due date of the final paper draft. However, if you have an awesome idea and it has to diverge from this timeline, _ask me in advance_.

    * Your action must go beyond your existing commitments for this or other classes. However, it can be an extension of a project or activity that you are already involved in for other reasons.

    * Your action needs to take at least _one hour to execute_ (this excludes the time you spend planning it).

    * Getting more informed on an issue, even if that includes spending much time and effort, does not constitute an "action" for the purpose of this assignment.[2] So going to an event, by itself, is not enough.

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[1] "Your community" can be any group that you belong to, e.g. your city, country of origin, race, disability status, etc.

[2] To clarify, none of the things described in this video satisfy the requirements: www.youtube.com/watch?v=EMv8o7cz1Sc.

However, *actively participating* in an event is great. Examples include participating in rallies/vigils, speaking up in a public hearing of your university/city/state to express your concerns on the issue discussed, etc.

2. Prepare your action: Once teams are established and finalized, all team members are required to meet at least once, either in person or online (using Skype, Google hangouts, etc.), in order to plan your action. Each team member must have a specific role. Examples of roles include (these are just suggestions; you are free to create whatever roles you want): writing the team action proposal, preparing the team presentation, doing some research that is required for the action, preparing equipment, etc.

3. Execute your action! You *are not* graded on the effectiveness of your action, as long as it follows the guidelines. In other words, if I approve your action as described in your proposal, its effectiveness *will not affect* your grade. It is OK if you fail to reach your goal; it's still a valuable learning experience. However, not all team members will receive the same grade. You will assess each other's contribution to the team's effort, and *your teammates' evaluation will affect your grade for this assignment*.

4. Present to the class: Once you execute your action, your team needs to present it to the rest of the class. The presentation should discuss the goals of the action (what you set out to do), the method you chose and why, the process of planning and executing the action (how it went, what challenges you faced, what surprised you, etc.), any results you had (or why you didn't have any), and conclusions (e.g. what would you do differently next time).
The presentation can be in the format of an edited video, a slideshow with voice-over (using a program like PowerPoint, Keynote, Prezi, etc.), or you may suggest your own format (*but clear it with me in advance*). If you need any technical assistance with any of these tools please reach out to me *in advance* for help.

Action Proposal - Team assignment

Each team needs to post on the Action Proposal discussion board a description of the action it is planning to take, for my approval. The details must include:

- Action goal, methods, timing, location, and any other technical details. The more details the better.

- How you will document your action for your presentation (photo, video, documents…).

- A list of the team members and each member's role.

Research Proposal - Individual assignment

Ideally your paper should be related to the action you are taking with your team, but this is not necessary. Your final paper needs to discuss a human rights issue in a specific location (city, state, etc.), using concepts from the course readings. The content and your argument is up to you. However, the paper must contain an analysis of the topic using the international human rights framework. For example: which internationally recognized human rights are being violated, which international treaties/mechanisms are applicable, and how (give specific examples). For most topics, it makes sense to also include an analysis of the local laws/policies that govern the issue. Any chapter in our textbook is a good example for what your research paper might look like.

Choose your topic and conduct preliminary research on it, using the sources listed on the syllabus and in academic research engines. Make sure you have enough material to write about your topic and read _extensively_ about your topic. The proposal consists of your plan for your research paper. Your proposal must include:

1. A brief description of the topic. Specifically - which internationally recognized human rights are being violated, and what legal instruments - international and domestic - may be relevant?

2. Your reason for choosing this specific topic.

3. A list of references/sources used in the proposal. The proposal needs to be based, at a _minimum_, on four sources, including:

   - One peer-reviewed journal article _NOT_ from the course readings.

   - One human rights report by a non-governmental organization (NGO), a government agency, or an international governmental 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.

4. On a separate page (but same document): A full list of the ten sources (at least) that you plan to use in the final paper. This list should follow the final paper requirements and be _separate_ from the list of sources used in the proposal. However, the two lists may overlap (i.e. the same source can appear in both reference lists). In the actual final paper, you may use different sources, as long as they still fulfill the requirements.

Once your proposal is graded, unless my comments say otherwise, it is approved and you may continue working on your paper. If you want to change your plan, seek my approval _in advance_.

Technical requirements:

- Proposal length: 600-800 words _of your original writing, excluding references, headings, etc_.

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

- All references must adhere to _APA citation style_.

- Late submissions will not be graded, but will be reviewed and commented on. If you cannot meet a deadline, discuss this with me ASAP and before the deadline.

- Plagiarism, including self-plagiarism, will result in a grade of zero.

Research Paper - Individual assignment

Once your proposal is graded, unless my comments say otherwise, it is approved: You may continue working on your paper. If you want to change your plan for your final paper, seek my approval *in advance*.

Technical requirements:

- Final paper length: 2,000-2,500 words *of your original writing, excluding references, headings, etc*.

- Use as many sources as needed for the development of your argument. Use at least ten sources, including:

  a. Three peer-reviewed journal articles *NOT* from the course readings.

  b. Three human rights reports[3] by non-governmental organizations (NGOs), government agencies, or international governmental organization (IGOs).

  c. Three legal sources: convention, treaty, declaration, law, court case, etc.

  d. One article or chapter from the course readings, excluding legal sources.

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

- Format the paper as you see fit. Section headers and a title page are useful, but not necessary. However, all references must adhere to *APA citation style*.

- Late submissions will not be graded, but will be reviewed and commented on. If you cannot meet a deadline, discuss this with me ASAP and before the deadline.

- Plagiarism, including self-plagiarism, will result in a grade of zero.

Final Paper Draft and Peer Reviews - Individual assignment

This must be a *complete draft* of your final paper, *not* a "rough" draft. It needs to read and "feel" like an actual final paper. If you submit your draft on time, you will be automatically assigned three papers of your peers to review online. Once your paper has been reviewed, revise it according to the feedback, and then resubmit it as your final paper.

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[3] A human rights report is a non-academic research document that presents findings on human rights violations. All relevant UN agencies, major human rights organization, and some 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 above, in the section titled 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.

Weekly Quizzes - Individual assignment

Every week you will be assigned readings, sometimes accompanied by online lectures or other videos. It is your responsibility to study them and understand the core concepts. Almost every week, you will take a quiz to verify that you understood the core concepts of the reading materials assigned for that week. To prepare, study the assigned materials carefully and take notes. Weekly quizzes should take much less than an hour to complete if you prepare well.

Final Exam (for extra credit) - Individual assignment

At the end of the semester, every student that fulfilled the major assignments in the course will have the option to take an online exam, for extra credit. This exam is available only to students who have *submitted all their coursework on time*, or with my approval.

To complete the final exam, you must attend an event of your choice that is related to course topics. Appropriate events include lectures, workshops, rallies, etc. I will provide options for appropriate events online, but you may also propose other events for my approval by posting on our discussion board the details (title, time, location, and link to website if available). If the relevance of the event to the course is not obvious, explain the connection in your post. The event must be *beyond your existing coursework assignments*. It does not have to be related to your final paper topic.

Here are some links where you can find appropriate events (post a discussion thread to approve a specific event):

- San Jose Peace & Justice Center: sanjosepeace.org/calendar.php

- Peninsula Peace & Justice Center: http://www.peaceandjustice.org/ppjc-calendar/

- Indybay: https://www.indybay.org/calendar

- San Jose Mercury News: http://events.mercurynews.com/search?cat=politics_activism

- Stanford Center for Human Rights and International Justice: handacenter.stanford.edu/upcoming-events

- UC Berkeley Human Rights Program: http://hrp.berkeley.edu/events

- KPFA: https://kpfa.org/events/category/community-calendar

The final exam will require you to apply course concepts to the event. For example, you may be asked:

- What internationally recognized human rights are relevant for the topics discussed in this event?

- What instruments of international human rights law are relevant to the topic of this event?

- What is the difference between the ways in which this human rights violation is seen by U.S. law vs. international human rights standards?

Grading Information

Rubrics for all written assignments are posted on Canvas, at the appropriate assignment submission page.

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

Determination of Grades

Weekly quizzes	40% (13 quizzes, 3 points each)
Final paper proposal	10%
Final paper draft	5%
Final paper peer review	5%
Final paper	20%
Action proposal	5%
Human rights action	15%
Total	100%

Extra credit: The final exam can add up to 5 points. Action team leaders will receive an additional 5 points.

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+		

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

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.

Virtual Classroom Protocol

1. This course is taught exclusively online. Online learning gives you much flexibility, but also puts a lot of responsibility on you, the student. The online environment takes a real commitment and discipline to keep up with the course flow. Online courses are not easier. In fact, many students say that online courses require more time and commitment than traditional courses.

2. Say something if you have a problem. If you experience any type of difficulty, either with the technology or with the course content, please let me know immediately. Otherwise I have no way of helping you resolve the issue. You are particularly encouraged to make use of my office hours, which are the only way for me to get to know you in person.

3. Students are expected to foster an environment that encourages participation, and that is respectful to others and their opinions. Obviously you may disagree with other students (or me!), but you must do so respectfully. See tips for online etiquette here: onl.uat.uwex.uwc.edu/technology/etiquette.

4. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: http://www.sjsu.edu/casa/ssc/. The CASA Student Success Center also provides study space and laptops for checkout.

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.

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 at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services

The Counseling Services is located in the Student Health Center. 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 team basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Hungry? Free Food!

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

JS 171: Human Rights & Justice, Section 4, Spring 2017
Course Schedule

NOTE: this schedule is subject to change with fair notice. Any changes will be announced in class.

Course Schedule

Week	Start Date	Topic	Readings*	Assignments/Reminders**
1	1/26	Introduction to the Course	This syllabus	Weekly quiz1
2	1/30	Introduction to Human Rights	• UDHR • Donnelly • Human Rights Toolkit pp. 4-7	Weekly quiz2
3	2/6	Human Rights Law	• Weissbrodt&Vega • Smith • Human Rights Toolkit pp. 8-11	Weekly quiz3
4	2/13	American Exceptionalism	• U.S. Constitution • Ignatieff • Human Rights Toolkit p. 12-18 • indicators.ohchr.org (learn how to use it to figure out which country joined what treaties)	Weekly quiz4 + Meet with your team
5	2/20	Civil & Political Rights	• ICCPR • Textbook Ch. 11 • Anwukah • Film: Citizenfour	Weekly quiz5
6	2/27	Economic & Social Rights	• ICESCR • Textbook Ch. 4 + 6 + 8 Short videos: • FDR State of the Union • Clip from Sicko • FnB Orlando arrests	Weekly quiz6
7	3/6	Corporations and Human Rights	• Ruggie • Film: The Corporation • Textbook Ch. 1	Weekly quiz7
8	3/13	Racial Discrimination	• Textbook Ch. 16, 17, 22 Short videos: • Malcolm X & the UN • Ferguson & UNCAT • Hate crime at SJSU • Racial Discrimination at SJSU	Weekly quiz8
9	3/20	Human Rights Activism	Tools for Radical Democracy	Action & research paper proposals due
	3/27	Spring Break		
10	4/3	Discrimination against Women	• CEDAW • Merry	Weekly quiz9

Week	Start Date	Topic	Readings*	Assignments/Reminders**
			• Textbook Ch. 20, 21 Videos: • Lenahan/Gonzales v. USA	
11	4/10	Sexual Orientation and Gender Identity	• Textbook Ch. 14 • Are LGBT rights human rights • Rosky Audio: • Imperfect Plaintiffs (podcast)	Weekly quiz10
12	4/17	Immigration and Human Rights	• Textbook Ch. 12, 13, 15 Short videos: • Life in a refugee camp • Syrian refugee crisis	Weekly quiz11
13	4/24	Cultural Rights & Indigenous Peoples Rights	• Textbook Ch. 9, 10 Videos: • Wearing a hijab at SJSU • Our Land, Our Life	Weekly quiz12
14	5/1	Nonhuman rights	• Stone • Regan Video: • Steven Wise TED Talk	Weekly quiz13 + Team presentation due
15	5/8	Conclusions		Final paper draft & peer reviews due
16	5/15	Last day 5/16		Final paper due
		Finals week		Final exam (for extra credit)

Notes:

* "Textbook" refers to the course textbook by Armaline et al. Other readings are either links to websites, or articles that are mentioned by the name you can find them on Canvas under Files\Readings.

** See specific due dates for all assignments on Canvas. You may complete assignments at any time before the due date. The weekly quizzes are only open during their assigned week, and are due by Friday. The one exception is the first quiz, which is due on the first Monday.