

San José State University
Health and Human Services/Justice
JS 171, Human Rights and Justice, 2, Fall, 2018

Course and Contact Information

Instructor:	Sang Hea Kil, PhD
Office Location:	MQH 512
Telephone:	(415) 390-6523
Email:	sang.kil@sjsu.edu M, W 9am-12pm; T, Th 9am-10:30am; F 11.30-1.30pm. No weekends and no holidays. Please be aware of my email hours, as it will affect when I can respond.
Office Hours:	Tu 3-4pm in-person; W 12-1 by phone. Please make an appointment at www.sjsu.edu/people/sang.kil
Class Days/Time:	TuTh 12:00PM - 1:15PM
Classroom:	Clark Building 306
Prerequisites:	Prerequisite: 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:	V

Course Description (Required)

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.

Section Description

This course will explore in a comparative and interdisciplinary way the militarized border conflicts of the USA-Mexico Border and the Israel-Palestine Region. We begin with an analysis of the USA-Mexico border and explore the history of the region, issues of security, racial profiling, and the criminalization of immigrants. We continue with an exploration of the Israel-Palestine conflict beginning with the historical context of the region,

issues of colonialism, social control, and how border violence impact Palestinian women and children. We conclude with a comparative analysis of these two sites.

Course Learning Outcomes (CLO) Upon successful completion of this course, students will be able to:

CLO 1: Evaluate the historical contexts of political ideas and cultural traditions associated with border conflicts. Students will achieve CLO1 through Writing Assignments, Lecture Notes, Quizzes, and Student Essay 1.

CLO 2: Describe effects of border conflict on communities and individuals. Students will achieve CLO2 through Writing Assignments, Lecture Notes, Quizzes, and Student Essay 2.

CLO 3: Compare systematically the political and strategic practices of agents associated with resistance and border control. Students will achieve CLO 3 through Movie Review Discussion Board and Final Student Essay.

Required Texts/Readings (Required)

All readings are available in PDF format within Canvas.

Other technology requirements / equipment / material

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

Library Liaison (Optional)

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

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Course Requirements and Assignments (Required)

Here are how the course assignments are weighted:

20% (WA) + 20% (Q) + 10% (LN) + 10% (SE1) + 10% (SE2) +10% (DB) +20% (FSE)= 100% class grade

Lecture Notes (LN)- For each reading, I will review the major concepts. Take notes on these sessions to help you prepare for assignments. See detailed instructions in Canvas for this assignment.

Writing Assignments (WA)- These writings are abstracts of the reading assignments. See detailed instructions in Canvas for this assignment.

Quizzes (Q) - 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. See detailed instructions in Canvas for this assignment.

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). See detailed instructions in Canvas for this assignment.

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. See detailed instructions in Canvas for this assignment.

Final Student Essay (FSE) – This essay will serve as your final exam and culminating project for this course. See detailed instructions in Canvas for this assignment.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

Final Student Essay (FSE) – This essay will serve as your final exam and culminating project for this course. See schedule below and on Canvas.

Assignments will be graded as described by the method below:

Grading Scale for All Assignments

A plus	97-100
A	94-96.9
A minus	90-93.9

The paper (or project) contains almost 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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

B plus	87-89.9
B	84-86.9
B minus	80-83.9

The paper (or project) contains some 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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

C plus 77-79.9

C 74-76.9

C minus 70-73.9

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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

D plus 67-69.9

D 64-66.9

D minus 60-63.9

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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

F <60

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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

Note that “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) Students are required to read the feedback that I give on graded assignments. 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.
- 3) Remember, technical errors are the students’ responsibility so get work done early to avoid last minute difficulties.
- 4) You must have regular and unfettered access to high-speed internet, a computer, word processing software, and software and hardware requirements that meet Canvas platform needs to upload your assignments.
- 5) All assignments must use Times New Roman font [not Times] and be in .doc or .docx format only.

Seek me out by email or for office hour help to improve your performance in class. 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 support desk (<http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html>) and 3) inform the instructor of the issue ASAP by email.**

University Policies (Required)

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

JS 171, Human Rights and Justice, 2, Fall, 2018, Course Schedule

All due dates and times are posted on Canvas. See canvas for details and any changes to the schedule.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction to the course
1	8/23	Introduction lecture notes due
2	8/28	WA reading 1 due
2	8/30	LN1 due
3	9/4	Quiz reading 2 due
3	9/6	LN2 due
4	9/11	WA reading 3 due
4	9/13	LN 3 due
5	9/18	Quiz reading 4 due
5	9/20	LN 4 due
6	9/25	WA reading 5 due
6	9/27	LN 5 due
7	10/2	Peer review of SE1 due
7	10/4	SE1 due
8	10/9	Question posts for USA-Mexico border movie due
8	10/11	Answer posts for USA Mexico border movie due
9	10/16	Quiz reading 6 due
9	10/18	LN6 due
10	10/23	WA reading 7 due
10	10/25	LN7 due
11	10/30	Quiz reading 8 due
11	11/1	LN 8 due
12	11/6	WA reading 9 due
12	11/8	LN reading 9 due
13	11/13	Quiz reading 10 due

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/15	LN 10 due
14	11/20	Library research activity
14	11/22	Campus is closed
15	11/27	Peer review of SE2 due
15	11/29	SE2 due
16	12/4	Question posts due for Israel/Palestine Movie
16	12/6	Answer posts due for Israel/Palestine Movie
17	12/10	FSE peer review due
Final Exam	12/14	FSE due for your culminating experience; 9:45 am-noon.