

**San José State University**  
**Justice Studies**  
**Introduction to Human Rights Fall, 2018**

**Course and Contact Information**

Instructor:	Kevin Lynch
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Email:	Kevin.lynch@sjsu.edu
Office Hours:	Tuesdays and Thursdays 11:30 to 12:30 or by appointment
Class Days/Time:	Fridays, 10:00-12:45
Classroom:	MH 520
Prerequisites:	100w or co-requisite
GE/SJSU Studies Category:	Social Science

**Course Description**

*From Catalog: "This course is a lower division introduction to the history of human rights as a concept and body of international law, and to the complicated role of human rights in contemporary social justice campaigns."*

The class seeks to answer these questions: Who are the thinkers and philosophers who cultivated the theories of human rights? What events, actors and instruments of human rights were created over the decades? What were the most egregious violations of human rights, why did they happen, and who were the instigators and what were their instigating philosophies? What was the world's response in indoctrinating human rights after these atrocities and genocides? How did human rights develop in the U.S.? How were the League of Nations and United Nations created? What is the impact of the United Nations and other international bodies like the World Health Organization? How have international criminal courts worked in preserving human rights? How is U.S. immigration policy, and the treatment of people of color, particularly African Americans, seen through a human rights lens? How have the Trump administration and previous U. S. presidents treated human rights and the United Nations? How are human rights handled in the world today? How should first-world countries balance their needs for security and assure international human rights at the same time? What motivates developing countries to adhere to human rights? What is the outcome of the theory of human rights and its clash with how it works in practice? What should be done in the future to safeguard human rights? What are the weekly and daily events that challenge and shape human rights today?

**GE Learning Outcomes (GELO)**

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

1. GE Learning Outcomes (GELO) Upon successful completion of this course, students will be able to:
2. (GELO1) Place contemporary developments in cultural, historical, environmental, and spatial contexts.
3. (GELO2) Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
4. (GELO3) Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
5. (GELO4) Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels

### **Course Learning Outcomes (CLO)**

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

6. CLO1: Identify the historical and philosophical underpinnings for international, national and local human rights.
7. CLO2: Explain the challenges of putting human rights edicts and policies into action.
8. CLO3: Describe historical and philosophical violations of human rights in the United States and why they have occurred.
9. CLO4: Name the historical events and the subsequent reactions from social actors that have led to the greater recognition and establishment of human rights.
10. CLO5: Know how international bodies have reacted to human rights violations in developing countries and first-world nations.
11. CLO6: Discuss the human rights landscape of today and how it adheres to the original concepts of human rights.
12. CLO7: Appraise how human rights violations of the past have led to a crisis of human rights in today's most violent societies.
13. CLO8: Explore the motives for human rights violations and the psychological impact violations not only have on oppressors but also their victims.
14. CLO9: Feel what it's like to examine an issue and derive a plan of action to address a human rights violation or problem.

### **Required Texts/Readings**

#### **Textbook**

Carlos, John, Zirin, Dave, *The John Carlos Story*  
Steinbeck, John, *The Moon is Down*

#### **Other Readings**

Will be assigned on Canvas.

## Course Requirements and Assignments

1. Students will form groups and each week a different group will address the human rights situations in the U.S. and throughout the world by reviewing the top international, national and local news stories of that week. In the process the group will apply a concept we've learned in class to the news events.
2. Class participation will be graded and will be based upon group presentations and participation in class. The grade will be largely based on questions and comments to your fellow students as they present on the news of the week. Don't leave your fellow students hanging!
3. Student groups will create posters for the ISSSC research fair by reading *The John Carlos Story* and applying what they've learned in class to the project.
4. A midterm will include multiple choice and short answer questions and be derived from lectures, films, readings and student presentations.
5. Students will again form groups and create a plan of action around a human rights issue. The group will research organizations and individuals who are spreading awareness or leading resistance to a specific violation of human rights. Students will then create flyers and distribute them around campus. The group will then present to the class the issue they have chosen, the action they decided to take, and the reaction they received from distributing the flyers.
6. The final will consist of a multiple-choice exam based on lectures, films, and student and instructor presentations. The final will also include an in depth exploration of a human rights issue or concept studied in class. Final projects could be research papers, slide presentations, screen plays, works of art, one-act plays, cell-phone videos, interviews, book, film, or lecture reviews. If you decide to do something creative, make sure it's approved by me. The final will be graded on the effort and mastery of your particular project.

## University Policy

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.

## Grading Information

1. Participation 20%
2. Group project I 20%
3. Group project II 20%
4. Midterm 10%
5. Posters 15%
6. Final project 15%

98-100% A+

94-97 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78-79 C+

74-77 C

70-73 C-

68-69 D+

64-67 D

60-63 D-

F <60

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

**Justice Studies 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 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.

**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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” **Campus Policy in Compliance with the American Disabilities Act** If you need course adaptations or accommodations because of a disability (e.g. additional time on the quizzes), please contact me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the SJSU Accessible Education Center (AEC) to establish a record of their disability. You will need to email me a copy of your AEC form so that I can provide you with the appropriate accommodations. Academic Integrity Students should

know that the University's Code of Student Conduct which can be found at <http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at <http://www.sjsu.edu/studentconduct/>.

**PLEASE NOTE:** Justice Studies Students have only two opportunities to pass JS 132 with a C or better. Any student with a final grade that is C- or lower on the first attempt will be placed on administrative probation with a registration hold. Any repeating student with a final grade that is C- or lower will be disqualified from the Justice Studies degree program.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

**Resources for Students:** The Peer Connections is located in Room 600 in the Student Services Center and Clark Hall, first floor, Academic Success Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Website: <http://peerconnections.sjsu.edu/> SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Website: <http://www.sjsu.edu/writingcenter/> 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. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>.

## JS 121/ Introduction to Human Rights, Fridays 10:00-12:45

### Course Schedule

Week	Date	Topics, assignments and readings
1		

Week	Date	Topics, assignments and readings
1		Introductions and introductions to the course
2		Class canceled due to train disruption
3	9/7/18	Read chapter 1 & 2 in Carlos. Be prepared to participate in a class discussion. Set schedule for presentations. Instructor shows example of a presentation. Lecture on historical history of human rights.
4	9/14/18	<b>ASSIGNMENT:</b> Chapters 3 & 4 in Carlos. Group 1 presents on current issue in Human Rights. Lecture on creation of Human Rights continued.
5	9/21/18	<b>ASSIGNMENT:</b> Chapters 4 & 5 in Carlos. Group 2 presents on current issue in HR. International Criminal Courts lecture
6	9/28/18	<b>ASSIGNMENT:</b> Chapters 6 & 7 in Carlos. Group 3 presents on current issue in HR. Finish Criminal Courts
7	Oct. 5	<b>ASSIGNMENT:</b> Chapter 8 and epilogue in Carlos. Group 4 presents current issue in HR Declaration of Independence discussed
8	Oct. 12	<b>ASSIGNMENT:</b> Posters completed. Presentations on posters. If possible present posters at SJSU ISSSSC Inaugural Research Fair (Monday Oct. 15, 8:00-11:30 in the SU Ballroom).
9	Oct. 19	<b>ASSIGNMENT:</b> Read <a href="https://www.newyorker.com/magazine/2018/04/30/how-american-racism-influenced-hitler">https://www.newyorker.com/magazine/2018/04/30/how-american-racism-influenced-hitler</a> poster presentation continued, including experience at Research Fair. Group 5 presents on a current topic in HR
10	Oct. 24	<b>ASSIGNMENT:</b> Study for midterm. Midterm discussed. Group 6 presents on a current issue in Human Rights
11	Oct. 31	Midterm
12	Nov. 2	<b>ASSIGNMENT:</b> Read part one in Steinbeck. Group 7 presents on a current issue in Human Rights. Health rights discussed. <b>ASSIGNMENT:</b> Read Mental health discrimination and criminalization: National Alliance of Mental Health III <i>The criminalization of people with mental illness</i> .
13	Nov. 9	<b>ASSIGNMENT:</b> Read part two in Steinbeck. Group 8 presents on a current issue in Human Rights. American human rights discussed. <b>ASSIGNMENT:</b> Read <a href="https://www.theatlantic.com/magazine/archive/2017/09/innocence-is-irrelevant/534171/">https://www.theatlantic.com/magazine/archive/2017/09/innocence-is-irrelevant/534171/</a>
14	Nov. 16	<b>ASSIGNMENT:</b> Read part three in Steinbeck. Group 9 presents on current issue in Human rights. Immigration and Narco state discussed. <b>ASSIGNMENT:</b> Read <a href="https://www.newyorker.com/news/news-desk/an-asylum-seekers-journey-from-el-salvador-to-arkansas-and-back-again?">https://www.newyorker.com/news/news-desk/an-asylum-seekers-journey-from-el-salvador-to-arkansas-and-back-again?</a>
15	Nov. 23	No Class
16	Nov. 30	Flyers on inequality organizations distributed. Group 10 presents on a current issue in HR.
17	Dec. 7	Final presentations
Finals		Final presentations

