

San José State University
Department of Justice Studies
Summer 2018
JS 25, Introduction to Human Rights and Justice

The schedule is subject to change with fair notice.

Students will be notified of changes to the schedule or assigned readings via email. You can always find the most up-to-date syllabus here so check back frequently.

Course and Contact Information

Instructor:	Roni Abusaad, Ph.D.
Office Location:	MH 513
Email:	Via Canvas preferred, alternately: roni.abusaad@sjsu.edu
Class Days/Time:	Online
GE Category:	D3 Social Issues

Class Overview

The expectation is that you will spend **4-6 hours for each module**, completing the readings, watching videos and completing the assigned exercises and assignments. You will need to complete work every week. This is always due by midnight on Saturdays - see the due date column on the right below.

You will have a quiz on the readings every other week (three quizzes), in addition to the midterm, final, and four reflection papers.

Please send all communication via Canvas. This is where you will complete quizzes and submit assignments, as well. All course readings and materials are available in the [class folder on Drive](#).

Course Schedule

Module	Topics and Readings	Assignments	Due Date for all readings and assignments
1	<p>Introduction to the Course and Overview of Human Rights</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Goodhart - The Universalism of Human Rights, pg. 19-24</i> ● <i>Reichert Chap 2 - Beginnings of Human Rights</i> ● Bios on: <ul style="list-style-type: none"> ○ Eleanor Roosevelt ○ Desmond Tutu <p>Then complete working through the week’s slide deck with additional required videos and resources.</p>	<p>Class participation #1</p> <ul style="list-style-type: none"> ● Discussion: Introductions <p>Class participation #2</p> <ul style="list-style-type: none"> ● Discussion: What does the public know about human rights? 	6/7
2	<p>American Exceptionalism and Human Rights in the U.S. Immigration and the “Muslim Ban”</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Ignatieff - American Exceptionalism</i> ● <i>Excerpt from Zinn’s People’s History of the US</i> ● <i>HR in the U.S. and Implementing Human Rights Locally (from Human Rights in the U.S.)</i> ● Bios on: <ul style="list-style-type: none"> ○ Frederick Douglass ○ Olaudah Equiano <p>Then complete working through the week’s slide deck with additional required videos and resources.</p>	<p>Reflection #1 - The reflection should cover Module 2 material and be submitted via Canvas.</p> <ul style="list-style-type: none"> ● Reflection instructions <p>Class participation #3:</p> <ul style="list-style-type: none"> ● Complete the survey: “How is San Jose doing on human rights?” <i>NOTE: This has to be graded manually and you won’t see your participation register immediately</i> 	6/10

3	<p>Human Rights in International Law Case Study: The Israel-Palestine Conflict</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 ● Bios on: <ul style="list-style-type: none"> ○ Mother Teresa ○ Aung Sun Suu Kyi <p>Then complete working through the week's slide deck with additional required videos and resources.</p>	<p>Quiz #1</p> <p>Recommendation: Review the full HR Learning Module 1 in depth. This includes material from weeks 1-3 and it is important that you've mastered this material in order to be successful in this entire course.</p>	6/14
4	<p>Looking at “The Covenants”: the ICCPR and ICESCR Cultural rights: The Maya and Indigenous rights in the U.S.</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Reichert Chap 4</i> - Beyond the UDHRs ● <i>Frezzo Ch. 2</i> - Deepening Civil and Political Rights ● Bios on: <ul style="list-style-type: none"> ○ Rigoberta Menchu ○ Oscar Arias Sanchez 	<p>Reflection #2 - The reflection should cover Week 4 material and be submitted via Canvas.</p> <ul style="list-style-type: none"> ● Reflection instructions 	6/17
	<p>Midterm Exam (Will cover all material for Weeks 1-4)</p>		6/19
5	<p>Human Rights vs. Security and the Convention Against Torture Environmental Rights</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 	<p>Quiz # 2</p>	6/22

	<ul style="list-style-type: none"> ● Online: "Why Human Rights are More Important than National Security" ● Handout: 2014 Senate Intelligence Committee Report on CIA torture ● Bios on: <ul style="list-style-type: none"> ○ Berta Caceres ○ Mohatma Gandhi 		
6	<p>The International Convention to End all forms of Racial Discrimination [ICERD]</p> <p>Community Organizing for Social Change</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Ella Baker and Models of Social Change ● Online: Malcolm X: The Ballot or the Bullet ● PICO Principles ● Race and Discrimination Glossary Handout ● Matrix of oppression ● Bios on: <ul style="list-style-type: none"> ○ MLK ○ Nelson Mandela ● <i>Optional Reading: A Match on Dry Grass (not required)</i> 	<p>Reflection #3 - The reflection should cover Module 7 material and be submitted via Canvas.</p> <ul style="list-style-type: none"> ● Reflection instructions <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 post to the discussion. 	6/24
7	<p>Economic Rights and How Movements Work to Secure Them</p> <p>Wealth Inequality</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Read: <i>Esparza Chap 3 - Securing Economic and Social Rights</i> ● Online: How Protests Become Successful Social Movements ● Bill Moyers - Movement Action Plan, pg. 1-9 <ul style="list-style-type: none"> ○ Online: 8 Stages of Successful Social Movements ● SSIR - 5 Basic Levers for Social Change 	<p>Quiz # 3</p> <p>Class Participation #5:</p> <ul style="list-style-type: none"> ● Discussion: Human rights in the news 	6/28

	<ul style="list-style-type: none"> ● Bios on: <ul style="list-style-type: none"> ○ Muhammad Yunus ○ Cesar Chavez <p>Recommended, but not required: The Corporation</p>		
8	<p>Vulnerable Groups Discrimination against Women Sexual Orientation and Gender Identity</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <i>Read Reichert Chap 5 on Vulnerable Groups</i> ● Amnesty International CEDAW Fact Sheet ● <i>Online resource: GENDER: For U.S., Lessons in CEDAW From San Francisco</i> ● <i>Online: Asian Americans Crowdsourc Open Letter to Families: ‘Black Lives Matter To Us, Too’</i> <ul style="list-style-type: none"> ○ <i>Online: Read the letter</i> ● Bios on: <ul style="list-style-type: none"> ○ Malala Yousafzai ○ Dolores Huerta 	<p>Reflection #4 - The reflection should cover Week 8 material and be submitted via Canvas.</p> <ul style="list-style-type: none"> ● Reflection instructions 	7/1
	Final Exam (Will cover all material focusing on Weeks 5-9 and the entire course)		7/6

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.”

This course explores the following:

- The origin of human rights (as an idea and body of law)
- The definition of human rights in international law (i.e. through human rights instruments, such as the Universal Declaration of Human Rights)?

- Functions of the major international courts (ICC and ICJ)
- Significant human rights related international NGOs and their workings
- The relationship between international human rights and human rights struggles and social problems in the U.S. and local communities

GE Learning Outcomes (GELO)

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

- (GELO1) Place contemporary developments in cultural, historical, environmental, and spatial contexts.
- (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.
- (GELO3) Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
- (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)

The goals of this course are to (1) give students a basic understanding of the events, actors and ideas that gave rise to the concept of human rights; (2) give students a basic understanding of international human rights law and a general familiarity with common human rights instruments; (3) give students the opportunity to grapple with the complicated relationship in theory and practice between human rights and social justice. As part of this last goal, students will become relatively familiar with several contemporary human rights campaigns.

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

- (CLO1) Recall a general history of human rights including the significant events, actors, and ideas that gave rise to the concept of human rights.
- (CLO2) Demonstrate a general familiarity with major human rights instruments and how these instruments work with regard to international (treaty) law.
- (CLO3) Demonstrate a familiarity with several current human rights campaigns (domestic and international), reporting agencies (Human Rights Watch, Amnesty International, etc.), and policy debates.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408)808-2118.

Course Requirements and Assignments

Timely completion of all assignments including; online discussions, reflections, quizzes, midterm, final and any assigned activity.

Quizzes

All quizzes will be administered via Canvas. They will have a time limit of 45 minutes and can be taken at any point during the week they are

assigned on the syllabus and must be completed before that Friday at 11:59 p.m.

Reflections

Each reflection should have a minimum of 500 words and include these elements:

- 1. Introduction:** (introduce main ideas and key takeaways from the readings, videos, and activities from the previous week)
- 2. Body of your essay** (details about main concepts and your takeaways, realizations, questions and reflections on this newly acquired knowledge from the videos, readings and activities).
- 3. Conclusion** (sums up everything you wrote concisely)

Mid Term and Final Exams

There will be a midterm and final exam in this course to cover all course material and topics discussed and assigned. Both exams will be relatively straight forward, in a multiple-choice format, with both retention and application questions designed to evaluate students' substantive grasp of course material. Each of these exams will be worth **30%** of the final course grade (GELO 1-4; CLO 1-3).

Grading Information

Grades will be calculated from a weighted point system. There are no “curves” applied to grades in this course.

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Quizzes	15%
Reflections	15%
Class Participation (Assigned activities and participation on discussion threads)	10%
Mid-Term Exam	30%
Final Exam (not cumulative)	30%
TOTAL	100%

Grading Scale

Exams and final grades will be calculated as a percentage on a typical “10 point scale”:

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-
<60	F

Classroom Protocol

1. This course depends on participation and independent learning via online resources. Students are expected to complete all assignments in a timely fashion.
2. Students are expected to complete all readings and assignments by the due dates indicated on the syllabus. There will be no extension for any assignment.
3. Students will be tested on acquired knowledge regularly throughout the course, any questions should be directed to the instructor of the course ahead of time.

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 (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.

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/>"