

**San José State University**  
**Department of Justice Studies**  
**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**

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

## **Class Overview**

The expectation is that you will spend **4-6 hours on each module. First you should** complete the readings, then work through the module deck, watching videos and completing the assignments which include class participation and reflections. You will need to complete work every week.

All quizzes and tests are cumulative and may include material from any point in the course preceding that assessment. All need to be completed by Sunday at midnight and are available as of Thursday evening.

Please send all communication via Canvas. This is where you will complete quizzes and submit assignments, as well.

## **Preparing for success**

I want you to have success in this class and to have a powerful learning experience. Especially in an online class like this where you are driving your own learning, you truly get as much out of the class as you put in. To prepare for the semester:

1. Review this syllabus in depth. It should have answers to all your questions.
2. Download the [Respondus Lockdown Browser](#). You will need this in order to take quizzes and should make sure you don't have any trouble installing it before the day of the quiz. [Link to download is here](#).
3. Get oriented to Canvas. This is where you'll submit all of your assignments. You can see all of these with the due dates under "Syllabus." This is also the best place to send me messages.
4. Plan ahead. Review the upcoming assignments and material and don't wait until the last minute. It is especially important to look at the requirements detailed in the rubric, which clearly outline the grading criteria. Reviewing in advance allows for time to navigate any technical difficulties or to reach out to me with clarification and questions.

## FAQs

### **I have a disability that requires accommodation.**

Please reach out to me at the start of the class and we'll adjust the course as needed.

### **I had a medical emergency on the day the assignment was due. Can I get an extension?**

If you were incapacitated due to sickness or had a medical emergency, you need to provide a doctor's note and I will work with you to make up the work.

### **I will be out of the country with limited internet connection at one point during the semester, including when an assignment or quiz is due. What can I do?**

All materials, including readings and videos, can be downloaded for use offline so that you can keep up with your studies. However, assignments and quizzes should be completed and submitted on time. For anticipated conflicts with this, please reach out to me in advance to see if accommodation is possible.

### **I'm having technical issues with Canvas or the Respondus Lockdown browser. What do I do?**

I cannot provide technical support (definitely not my area of expertise!). If you need any technical help, reach out to the student help desk or computer lab. I highly recommend that students take quizzes and exams at the campus computer lab where they can get technical support immediately.

# Course Schedule

Module	Topics and Readings	Assignments	Due Date for all readings and assignments
	<p><b>Introduction to the Course</b></p> <ul style="list-style-type: none"> <li>● Review the full syllabus in depth.</li> <li>● Read the excerpt from the <a href="#">Human Rights Toolkit</a></li> </ul>	<p><b>Class participation #1</b></p> <ul style="list-style-type: none"> <li>● Introductions</li> </ul>	1/26
1	<p><b>Overview of Human Rights</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Goodhart - The Universalism of Human Rights, pg. 19-24</i></li> <li>● <i>Reichert Chap 2 - Beginnings of Human Rights</i></li> <li>● Bios on:               <ul style="list-style-type: none"> <li>○ Eleanor Roosevelt</li> <li>○ Desmond Tutu</li> </ul> </li> </ul> <p>Then complete working through the week’s slide deck with additional required videos and resources.</p>	<p><b>Class participation #2</b></p> <ul style="list-style-type: none"> <li>● Discussion: What does the public know about human rights?</li> </ul>	2/2
2	<p><b>American Exceptionalism and Human Rights in the U.S.</b></p> <p><b>Case Study: Trump’s Travel Ban</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>HR in the U.S. and Implementing Human Rights Locally (from Human Rights in the U.S.)</i></li> <li>● <i>Ignatieff - American Exceptionalism</i></li> <li>● <i>Excerpt from Zinn’s People’s History of the US</i></li> </ul>	<p><b>Class participation #3:</b></p> <ul style="list-style-type: none"> <li>● Complete the survey: <a href="#">“How is San Jose doing on human rights?”</a>  <i>NOTE: This has to be graded manually and you won’t see your participation register immediately</i></li> </ul>	2/9

	<ul style="list-style-type: none"> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Frederick Douglass</li> <li>○ Olaudah Equiano</li> </ul> </li> </ul> <p>Then complete working through the week's slide deck with additional required videos and resources.</p>		
3	<p><b>Human Rights in International Law</b>  <b>Case Study: The Israel-Palestine Conflict</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Goodhart Chap 2</i> - Human Rights in International Law</li> <li>● <i>Reichert Chap 3</i> - Building the Foundation</li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Mother Teresa</li> <li>○ Aung Sun Suu Kyi</li> <li>○ Nawal El Saadawi</li> </ul> </li> </ul> <p>Then complete working through the week's slide deck with additional required videos and resources.</p>		2/16
		<p><b>Review and Quiz #1</b></p> <p><b>Study guide:</b> Use this week to review in preparation for the quiz.</p> <p><b>It is important that you've mastered this material in order to be successful in this rest of the course.</b></p> <ul style="list-style-type: none"> <li>● Review the full <a href="#">HR Learning</a></li> </ul>	2/23

		<p><a href="#">Module 1</a> in depth. This includes material from modules 1-3.</p> <ul style="list-style-type: none"> <li>The <a href="#">Human Rights Toolkit</a> is also an excellent tool for review.</li> </ul> <p><b>Quiz #1</b></p>	
4	<p><b>Social and Cultural Rights:</b> <i>Looking at “The Covenants”: the ICCPR and ICESCR</i></p> <p><b>Cultural rights:</b> The Maya and Indigenous rights in the U.S.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><i>Reichert Chap 4</i> - Beyond the UDHRs</li> <li><i>Frezza Ch. 2</i> - Deepening Civil and Political Rights</li> <li>Bios on: <ul style="list-style-type: none"> <li>Rigoberta Menchu</li> <li>Oscar Arias Sanchez</li> </ul> </li> </ul>		3/1
		<p><b>Reflection #1</b> - The reflection should cover Module 4 material and be submitted via Canvas.</p> <ul style="list-style-type: none"> <li><a href="#">Reflection instructions</a></li> </ul>	3/8
	<b>Midterm Exam (Will cover all material for Modules 1-4)</b>		3/15
5	<p><b>Security, Torture and Human Rights</b></p> <p><b>Environmental Rights</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Chap 11 of Human Rights in our Own Backyard (HRIIOB) - Erosion of Political and Civil Rights after 9/11</li> <li>Online: <a href="#">"Why Human Rights are More Important than National Security"</a></li> </ul>	<p><b>Class Participation #4:</b></p> <ul style="list-style-type: none"> <li>Discussion: Human rights in the news</li> </ul>	3/22

	<ul style="list-style-type: none"> <li>● <a href="#">Handout: 2014 Senate Intelligence Committee Report on CIA torture</a></li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Berta Caceres</li> <li>○ Mohatma Gandhi</li> </ul> </li> </ul>		
<b>Spring recess - April 1-5</b>			
		<b>Quiz # 2</b>	4/12
6	<p><b>Racial Discrimination and Community Organizing for Social Change</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Ella Baker and Models of Social Change</li> <li>● <i>Online:</i> <a href="#">Malcolm X: The Ballot or the Bullet</a></li> <li>● PICO Principles</li> <li>● Race and Discrimination Glossary Handout</li> <li>● Matrix of oppression</li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ MLK</li> <li>○ Nelson Mandela</li> </ul> </li> <li>● <i>Optional Reading: A Match on Dry Grass (not required)</i></li> </ul>	<p><b>Class participation #5:</b></p> <ul style="list-style-type: none"> <li>● Complete the <a href="#">implicit bias test</a> - Take the test called “Race ('Black - White' IAT)” and post to the discussion.</li> </ul>	4/19
7	<p><b>Economic Rights and How Movements Work to Secure Them</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Read: <i>Esparza Chap 3 - Securing Economic and Social Rights</i></li> <li>● <i>Online:</i> <a href="#">How Protests Become Successful Social Movements</a></li> <li>● Bill Moyers - Movement Action Plan, pg. 1-9</li> </ul>	<b>Quiz # 3</b>	4/26

	<ul style="list-style-type: none"> <li>○ <i>Online:</i> <a href="#">8 Stages of Successful Social Movements</a></li> <li>● <a href="#">Four Roles in Successful Social Movements</a></li> <li>● <a href="#">SSIR - 5 Basic Levers for Social Change</a></li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Muhammad Yunus</li> <li>○ Cesar Chavez</li> </ul> </li> </ul> <p>Recommended, but not required: <a href="#">The Corporation</a></p>		
8	<p><b>Vulnerable Groups - Discrimination against Women, Sexual Orientation and Gender Identity</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Read Reichert Chap 5 on Vulnerable Groups</i></li> <li>● <a href="#">Amnesty International CEDAW Fact Sheet</a></li> <li>● <i>Online resource:</i> <a href="#">GENDER: For U.S., Lessons in CEDAW From San Francisco</a></li> <li>● <i>Online:</i> <a href="#">Asian Americans Crowdsourc Open Letter to Families: ‘Black Lives Matter To Us, Too’</a> <ul style="list-style-type: none"> <li>○ <i>Online:</i> <a href="#">Read the letter</a></li> </ul> </li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Malala Yousafzai</li> <li>○ Dolores Huerta</li> </ul> </li> </ul>		
		<p><b>Reflection #2</b> - The reflection should cover Module 8 material and be submitted via Canvas.</p> <ul style="list-style-type: none"> <li>● <a href="#">Reflection instructions</a></li> </ul>	5/10
	<i>Review for final exam</i>		
	<b>Final Exam (Summative - Will cover material from the entire</b>		5/13

	<b>course, especially focusing on Modules 5-8)</b>		
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## 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](mailto: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 Sunday at 11:59 p.m.

### Reflections

Each reflection should have a minimum of 700 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	20%
Class Participation (Assigned activities and participation on discussion threads)	5%
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.

### **Optional: Extra Credit Opportunity**

I highly encourage students to get out into the community and engage with current issues. To this end, I’m offering all students the opportunity for extra credit up to 5 percentage points. This is optional and could be completed anytime during the semester, but must be submitted before the final.

To earn extra credit, identify an event related to a current human rights topic and email me beforehand to check if it would count. Pre-approval is required. If approved, attend the event and write a 1,500 word essay that summarizes the issue highlighted in the event and your reflection, connecting the event to specific material covered in this course.

Let me know at any point if there is an event you are interested in attending and I will also highlight opportunities throughout the semester.

### **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/>”