

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

Winter 2021

*The schedule is subject to change with fair notice.*

*Students will be notified of changes to the schedule or assigned readings via announcements in Canvas/email.*

## **Course and Contact Information**

<b>Instructor:</b>	Roni Abusaad, Ph.D.
<b>Email:</b>	Via Canvas preferred, alternately: <a href="mailto:roni.abusaad@sjsu.edu">roni.abusaad@sjsu.edu</a>
<b>Office hours</b>	By appointment - contact me to set up
<b>Class Days/Time:</b>	Online
<b>GE Category:</b>	D3 Social Issues

## **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

## **Class Overview**

The expectation is that you will spend **3-6 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. Please send all communication via Canvas. This is where you will complete quizzes and submit assignments, as well.

## Course Format - Technology Intensive, Online Course

This is an online-only course. There are no class meetings. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. All work is completed online on the Canvas website. Students must be able to connect regularly to the internet to complete the course requirements. Your computer must have video and audio playback features to access assigned videos and audiofiles from outside websites (e.g., YouTube, NPR). You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> to learn of any updates.

## 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.

## 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.

### **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: Nyle Monday - Nyle.Monday@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. For instructions and rubrics, see Canvas.

### **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 **25%** 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	10%
Reflections	25%
Class Participation (Assigned activities and participation on discussion threads)	15%
Mid-Term Exam	25%
Final Exam (not cumulative)	25%
<b>TOTAL</b>	<b>100%</b>

### **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.

See assignment in Canvas for details.

## **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/>"

## **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**

Note: The following course schedule is subject to change with fair notice.

Visit the course website on Canvas for articles and readings and check regularly for announcements and updates to the syllabus and course schedule.

See the **Key Resources section** at the top of the modules in Canvas for documents that you'll reference throughout the course.

**Find the week's slide deck, readings and videos on Canvas, as well as full descriptions of the assignment requirements and rubrics.**

<b>Module</b>	<b>Topics and Readings</b>	<b>Assignments</b>	<b>Due Date for all readings and assignments</b>
1	<b>Introduction to the Course</b> <ul style="list-style-type: none"><li>● Review the full syllabus in depth.</li><li>● Read the excerpt from the Human Rights Toolkit</li></ul>	<b>Class participation #1</b> <ul style="list-style-type: none"><li>● Introductions</li></ul> <b>Complete the "Check-in: Ready for Success?" quiz.</b> <b>Opening Reflection</b>	1/4
2	<b>Introduction to Human Rights History and Theory</b>	<b>Class participation #2</b> <ul style="list-style-type: none"><li>● Discussion: What does the public know about human rights?</li></ul> <b>Quiz #1</b>	1/5
3	<b>American Exceptionalism and Human Rights in the U.S.</b>	<b>Class participation #3:</b> <ul style="list-style-type: none"><li>● Complete the survey: "How is San Jose doing on human rights?" via link in Canvas <i>NOTE: This has to be graded manually and you won't see your participation register immediately</i></li></ul> <b>Quiz #2</b>	1/6

4	<b>Human Rights in International Law</b>	<b>Quiz #3</b>	1/7
5	<b>Case Study: The Israel-Palestine Conflict</b>	<b>Quiz #4</b>	1/11
6	<b>Economic Rights</b>	<b>Quiz # 5</b>	1/12
7	<b>Interconnections Between Political, Economic, Social and Cultural Rights:</b> <i>Looking at “The Covenants”: the ICCPR and ICESCR</i>	<b>Class Participation #4:</b> <ul style="list-style-type: none"> <li>• Discussion: Human rights in the news</li> </ul>	1/14
	<b>Midterm Exam (Will cover all material to date)</b>	Review tools: <ul style="list-style-type: none"> <li>• Review the full <a href="#">HR Learning Module 1</a> in depth. This includes material from modules 1-3.</li> <li>• The <a href="#">Human Rights Toolkit</a> is also an excellent tool for review.</li> </ul>	1/15
8	<b>Understanding Institutional Discrimination: The Rights to Housing, Education and Health</b>	<b>Reflection #1</b>	1/18
9	<b>Cultural rights:</b> The Maya and Indigenous rights in the U.S.	<b>Class participation #6:</b> <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 class discussion.</li> </ul>	1/19
10	<b>Security, Torture and Human Rights</b> <i>Case Study: Abu Ghraib and the PATRIOT Act</i>	<b>Quiz #6</b>	1/20
11	<b>Vulnerable Groups</b> <i>Single-issue Human Rights Instruments,</i>	<b>Participation #7 - Class discussion</b>	1/19

	<i>Intersectionality and Solidarity</i>		
<p><b>Going Deeper:</b></p> <p><i>Choose one of these modules to go deeper into a topic of interest to you. As you work through the module, take notes aligned with the questions in the assignment prompt and write up your final responses and submit via the form on the assignment in Canvas.</i></p> <ul style="list-style-type: none"> <li>● Trump’s Travel Ban</li> <li>● Human Trafficking</li> <li>● Environmental Rights</li> <li>● Sexual Orientation and Gender Identity</li> <li>● Human Rights and Juveniles in the Criminal Justice System</li> <li>● Racial Discrimination in the Criminal Justice System</li> </ul>			1/21
	<i>Review for final exam</i>	<b>Closing Reflection</b>	
	<b>Final Exam (Summative - Will cover material from the entire course, but especially focusing on modules after the midterm)</b>		1/22