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**San José State University**

**CHHS /Justice Studies JS 25, Introduction to Human Rights & Justice,**

**Spring 2019**

**Course and Contact Information**

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| **Instructor:** | Kevin Lynch |
| **Office Location:** | McQuarrie Hall 508 |
| **Telephone:** | (408) 924-3268 |
| **Email:** | Kevin.lynch@sjsu.edu |
| **Office Hours:** | Mondays and Wednesdays 10:30 to 11:30 or by appointment |
| **Class Days/Time:** | Mondays and Wednesdays, 1:30-2:45 |
| **Classroom:** | MH 520 |
| **Prerequisites:** | 100w  or co-requiste |
| **GE/SJSU Studies Category**: | Social Science |

**Course Description**  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.

**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.  CL08: 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**

Steinbeck, John, *The Moon is Down*

Chaplam, *Human Rights: A very short Introduction*

Ebook on libraryone.

**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 your participation in groups and in class. Students will also fill out evaluations of their group members at the middle of the term and the end of class.
3. A midterm will include multiple choice and short answer questions and be derived from lectures, films, readings and student presentations.
4. 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.
5. 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.
6. Students will be chosen at random for each class to answer questions. You have to be present to win.
7. Extra credit will be awarded in group exercises.

**Grading Information**

A student’s final grade is based on completion of several assignments and activities, including written assignments, in-class discussion and presentation, and online activities. Evaluation shall consist of Canvas assignments, creative project, class presentation, flyer project midterm Exam , final Exam and participation in class. Examinations consist of multiple choice questions derived from the reading assignments, group discussions and lectures.

### **Determination of Grades**

* Participation in class discussions
* Effort , insights, and command of material during written and oral exercises.
* Clear concise writing with few or no grammatical or spelling errors in written assignments.
* No points will be rewarded for missed presentations or assignments without a documented reason.

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

## **Classroom Protocol**

Readings about inequality can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, free to contact the professor in person or anonymously. If you or a friend is in need of emotional support, please visit SJSU’s Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. Additional confidential services include: Next Door: (408) 279-2962, www.nextdoor.org, 234 E. Gish Road, Suite 200, San José CA 95112; YWCA Silicon Valley: 24 Hour Domestic Violence and Sexual Assault Support Hotline, (408) 2954011, www.ywca-sv.org, 375 S. Third Street, San José, CA 95112

 *Classroom etiquette:* No electronic device use is allowed. Please take notes on paper, which has proven to increase retention of material. Use of cell phones or other devices will result in a reduction of your grades. Please tell friends and family that you will be unavailable via text or call during class time. Repeated lateness will also result in grade reduction.

**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 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, Monday-Wednesday 1:30-2:45**

| **Week*****(*** | **Date** | **Topics,  assignments and readings** |
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| 1 |   | Introductions and introductions to the course, syllabus review. UN articles discussed. Derivation of Human Rights outline. Set schedule for group projects. |
| 2 |   | International Criminal court discussed, Nuremberg Trials. Group presentation. Extra credit game ASSIGNMENT: Hitler reading. **:** <https://www.newyorker.com/magazine/2018/04/30/how-american-racism-influenced-hitler>    |
| 3 |  | Genocide. Nuremberg Trials. **ASSIGNMENT:** Group presentation on current issue in Human Rights. U.S record on Human Rights. Alexander reading  |
| 4 |  | Civil Rights Movement inspiration. Emmitt Till. **ASSIGNMENT** Group presentation on current issue in HR. Refugees  |
| 5 |  | Media depictions. Moral Panic. US at war. “buying the War” **ASSIGNMENT:** . Group presentation on current issue in HR. |
| 6 |  | Refugee crisis. **ASSIGNMENT:**  Group presentation on current issue in HR. ASSIGNMENT: Read <https://www.newyorker.com/news/news-desk/an-asylum-seekers-journey-from-el-salvador-to-arkansas-and-back-again> |
| 7 |  | **ASSIGNMENT:** . Group presentation on current issue in HR. Articles of women’s rights in UN Charter. “Iron Angels” |
| 8 |  | **ASSIGNMENT: Midterm** |
| 9 | .  | **ASSIGNMENT:**  Group presentation on current issue in HR. Martin Luther King and his view of human rights. Discussion |
| 10 |  | **ASSIGNMENT:**  Group presentation on current issue in HR. Whiteness. “I am not your Negro.” Discussion. |
| 11 |  | ASSIGNMENT: Read part one in Steinbeck. **ASSIGNMENT:**  Group presentation on current issue in H.R. ASSIGNMENT: Read Mental health discrimination and criminalization: National Alliance of Mental Health III *The criminalization of people with mental illness.* |
| 12 |  | **ASSIGNMENT:**  Group presentation on current issue in HR. ASSIGNMENT: Read part two in Steinbeck. Group 8 presents on a current issue in Human Rights. |
| 13 |  |  ASSIGNMENT: Read  <https://www.theatlantic.com/magazine/archive/2017/09/innocence-is-irrelevant/534171/> **ASSIGNMENT:**  Group presentation on current issue in HR |
| 14 |  | ASSIGNMENT: Read part three in Steinbeck. **ASSIGNMENT:**  Group presentation on current issue in HR. Solutions.  |
| 15 |  | Group work on Flyers. Solutions. Flyer Distributions |
| 16 |  | Final Presentations. |
| Finals:  |  | Final exam. |
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