San José State University
CASA/Justice Studies Department
JS-171, Human Rights and Justice, Section 03, Spring 2019

Course and Contact Information

Instructor:	Elizabeth Tejada
Office Location:	Health Building 125. But more likely you can find me outside my classroom or in the JS Department office.
Email:	elizabeth.pacheco@sjsu.edu (all contacts for this course should occur via Canvas)
Office Hours:	In-person meetings Thursday 11-12, and by appointment. By appointment, I also can be available by telephone, Zoom meetings, and live-chat.
	Additionally, for questions regarding **general** course policies, schedule, and assignments, post your question for the class on the "Discussion" link in Canvas. For contacts specifically regarding you (not the course generally) including your grade, etc. contact me via Canvas "mail." Allow 24-hours for my response.
Class Days/Time:	Tuesday/Thursday 12:00-1:15PM January 24th - Dudley Moorhead Hall, Rm 160
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
GE/SJSU Studies Category:	Area V: Culture, Civilization, and Global Understanding

Course Description

Interdisciplinary exploration of human rights instruments, institutions, and notable human rights campaigns. The historical development of human rights and contemporary threats to the realization of fundamental dignity for humans and non-humans will also be explored.

This course surveys the cultural, political, and legal stature of indigenous peoples of the Americas. The course examines the indigenous experience both within the U.S. borders and as it relates to the international context.

At the end of this course, a student must be able to apply his or her understanding of what it means to have human rights by applying it across cultures and settings. The themes and strategies of oppression will be identified so the student can better target solutions to achieve human rights for all.

Course Goals

"The United States of America is the greatest nation on earth, or so it is said. This expression reflects homage to the visionary founders and the democratic innovation they implanted, a fundamental faith in the country's political and economic system, and celebration of a common ethos of liberty and equality that is understood to mark American identity." [Walter R. Echo-Hawk, In the Light of Justice, vii]

Yet, "it is simply a matter of fact, with which Americans must contend, that the claim to exceptional greatness is wed to historical processes that defy it." [Id.] Yet few discuss it, and fewer work to resolve it. Instead, the legacy of conquest and colonialism is implanted "into the American mindset, institutions, and legal regime so deeply that we are blinded to its presence." [Id. at 105] "While most acutely felt by the indigenous peoples of the country, these wounds are also afflictions on the country as a whole." [Id.]

This course helps us understand why the achievement of human rights requires that we, as a nation, confront the combined injustices of the past and present.

This course explores:

- How are concepts of an individual's "human rights" created by and implemented for society?
- Can human rights be considered "inalienable" when history reveals the denial of the rights?
- What are the barriers to achieving universal human rights?
- What do human rights campaigns tell us about the solutions to achieve human rights?

While this course explores these issues through the indigenous framework, students discover the themes of oppression apply across all settings.

We start by exploring the creation of "human rights" as a doctrine. We begin with the theories of human rights – e.g., positive and natural law. We then progress to the acceptance of human rights as an international obligation. The focus is on international doctrines that aim to define human rights: Universal Declaration of Human Rights (UDHR) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).   By doing so, a student has the legal and social framework for an informed discussion.

We then then look critically at the bias and cultural injustices that can underlie policies to stifle progress. We explore themes and strategies of oppression: colonialism and conquest. We compare Spanish colonization to the British. While each has different characteristics (religious, cultural, etc.), patterns exist in the strategies implemented.   By doing so, the student critically analyzes whether human rights can ever be achieved for *all*.

 And finally, as with all my courses, we end on a hopeful note: A Call to Justice. We discover the successes of those that persevere to achieve human rights and justice. We explore varying views of "advocacy," largely through everyday people and efforts. By doing so, the student discovers avenues to continue mining this new-found interest in advocacy and human rights.

Required Texts/Readings

Required Textbooks

(1) In the Light of Justice: The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples, July 1, 2013, by Walter R. Echo-Hawk, ISBN 978-1555916633

(2) The Other Slavery: The Uncovered Story of Indian Enslavement in America, April 18, 2017, by Andrés Reséndez, ISBN 9780544947108

(3) An Indigenous Peoples' History of the United States, August 11, 2015, by Roxanne Dunbar-Ortiz. ISBN 9780807000403.

There might be free electronic copies of at least The Other Slavery and People's History via the library. You can also download them to Kindle etc. For those that prefer paper copies, there should be plenty of used copies at the bookstore and online. Since these are not traditional "textbooks," highlights and student notations in a used book should not affect the material.

Course Format

Although class sessions meet in-person, this is course is facilitated through Canvas. All course communications, assignments, lessons, and exams will be through Canvas. All student submissions must go through Canvas (no email submissions).

Reading

This course covers a complex historical issue largely unfamiliar to most students. It challenges you to think critically about the issues, and thus, it is heavily-based on reading and analysis.

Each module presents a different aspect of this course's analysis – human rights. Each textbook offers different theories on the same historical incident. You will refer to aspects of each to complete your analysis on the topic. **So success in this course requires you review all three textbooks.** Also, a variety of supplemental supports and resources are provided that you can access if it helps your understanding.

You are not expected to memorize or retain the reading in detail. You will see that that not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed. Also notice that some reading is labeled as "optional."

The materials just gives you the history and theories you will use to support your analyses in the discussion, assignments, and final project. You are asked to think critically about the issues you learn in the course to develop your analysis on it as supported by specifically cited examples from the course materials.

Since the course is cumulative, your success depends on your ability to keep up with the reading. If you do not keep current with the reading, you will not have the framework for the course lectures and discussion. Each module gives you suggested approaches to that topic. To help budget your time, the schedule lists a page count for each session. The reading schedule already accounts for the complexity of the corresponding reading and subject.

But you know your pace and study needs. Since no extensions are given for late submissions, to ensure you have enough time to complete assignments, you may get ahead on your review early in the semester.

All Communications, Assignments/Quizzes, and Exams Through Canvas

All communication, assignments, quizzes and exams are facilitated through Canvas. Emails also should be sent using Canvas's email link.

Programs

You need a computer and reliable internet connectivity to run Canvas and its programs. Assignments, quizzes, and/or exams require that the submission be in word-processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs.

You must also have the related software and hardware requirements to access and download readings from the SJSU, library, and related websites, including but not limited to Adobe Acrobat Reader or equivalent.

Course lessons and videos require that you have access to mp4 and mediaplayer, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

Course Materials-

Updates and supplementary course materials - such as syllabus, handouts, notes, assignment instructions, readings, etc. – will frequently be posted for the course. It will be posted on either: (a) posted on Canvas and/or (b) a hyperlink link will be given on Canvas to where it can be accessed.

Canvas website is http://sjsu.instructure.com. You must regularly check Canvas and the email address associated with your MySJSU account at http://my.sjsu.edu to learn of any updates. Any difficulty accessing the materials must be reported to me before the deadline.

Course Communication –

 All communication with me must be sent through Canvas. My announcements will be sent to you in Canvas. Make sure Canvas has your current contact information and that you set Canvas to send you immediate notifications of updates.

If you have general questions regarding the course, policies, and schedule, post it on the course's Q&A Discussion board.

Course Assignment, Quiz, and Exam Submissions

Class assignments, quizzes, and exams are submitted in Canvas; no email submissions accepted. Submissions must be completely uploaded to Canvas by the due date and time; "late" submissions (meaning one minute or more) are subject to the "Late Policy" reduction posted on Canvas.

Technical difficulties are your responsibility (e.g. personal computer glitches, poor internet connection, software compatibility, etc.). So you must have a computer and reliable internet connectivity to run Canvas and its programs.

If a Canvas outage occurs, students must do each of: 1) take a screen shot to document the difficulty 2) submit a request to Canvas for help (keep written request of the request), and 3) immediately send me an email of the issue. I must receive notice of the Canvas outage before the due date and time. This course's Canvas page has information and links to Canvas guides and tutorials.

See University Policy F13-2 at http://www.sjsu.edu/senate/docs/F13-2.pdf for more details.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. For more information on student resources see the course's module on Canvas has links and information to assist you with this.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students can:

1. GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. *To be assessed through class interactions and discussion, reflections, assignments, and final project.*

2. GELO 2: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. *To be assessed through class interactions and discussion, reflections, assignments, and final project.*

3. GELO 3: Explain how a culture outside the U.S. has changed in response to internal and external pressures. *To be assessed through class interactions and discussion, reflections, assignments, and final project.*

Course Learning Outcomes (CLO)

Upon successful completion of this course, students can:

1. CLO 1 - Read, write, and contribute to assignment and class discussion at a skilled and capable level.

2. CLO 2 - Recognize and access human rights instruments defining "human rights" according to international law (such as the Universal Declaration of Human Rights and the Declaration on the Rights of Indigenous People) via online and library resources.

3. CLO 4 - Compare and contrast how "rights" and "dignity" have been defined by and for various cultures throughout the world.

4. CLO 5 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.

5. CLO6- Compare and contrast human right approaches. This requires students to recognize the unique nuances of "Western," "non-Western," and indigenous concepts of fundamental right and dignity. This also requires students to identify the historical context of human rights and human rights concepts as they have developed.

6. CLO8- Apply a human rights discourse to analyze social problems, policies, and practices in the US—particularly in California.

Grading Information for GE/100W

- **For upper division GE courses (V)**:

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

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 a specific course, semester, or academic program but also over a lifetime.

Credit Hour Requirement

SJSU classes are designed so to succeed students must spend **at least _forty-five hours for each unit of credit_**. For this three unit course, you must complete approximately 135 hours of study. This includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course Requirements and Assignments

- **Attendance and Participation**

  This is an in-person critical analysis course. According to University policy:
  "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student."
  http://www.sjsu.edu/senate/docs/F15-3.pdf

  This course requires you to critically analyze the issues as specifically supported by the course lessons and discussions. You cannot benefit from these lessons and discussion if you are not present;. So roll will be taken daily. Once you are noted as absent, unprepared, unwilling or unable to participate (including due to cell phone use) in 2/3 of the scheduled sessions, three (3) points will be taken from your course total out of 50 points (e.g., final course letter grade reduced C to C -)

- **Grading Opportunities**

Your course grade is based on a possible of total 50 points. So, to determine your grade, you simply keep track of the points you earned and its corresponding course letter grade.

Letter Grade	Points Range
A	50 points – 46 points
B	45 points – 41 points
C	40 points – 36 points
C minus	35 points – 34 points
D	33 points – 29 points
F	28 points or less

"This course must be passed with a C or better as a CSU graduation requirement."

- Required Submissions *(totals 30 possible points)*
    o Introduction to Human Rights (due Mon. 1/28 10pM)
    o Before and After Journal Reflection (1st due by Thurs. 1/31; 2nd due Thurs. 5/9)
    o Watch and Reflect: Reflection: Indigenous History of Oppression (by Mon. 3/4 10PM)
    o Analysis: Impact of Religion (by Mon. 4/22 10PM)
    o Watch and Learn: We Shall Remain (completed by Thurs. 5/9 10PM)
    o Watch and Learn: Welcome to the Reservation (completed by Thurs. 5/9 10PM)
    o Final: Module Report (4 uploads total; final due by Mon. 5/20 10PM)

- Options for Assignment Choices: *(need **at least** an additional 6 points to get a passing course grade)*

    You decide the assignments you will do to accumulate your targeted score. The options vary in due date and score values. But to give you an idea, the categories are:

    o Analysis Papers
    o Discussion
    o Reflections
    o Research and Report
    o Real-World Application
    o Book Review

    This is a critical analysis course. Despite the different formats, the assignments each assess your ability to:
    - comply with the assignment instructions
    - explore and comprehend the course subject
    - understand the connection between concepts
    - develop an opinion or thesis on the issues
    - utilize course materials to support your analysis
    - apply the course concepts across settings
    - approach the subject thoughtfully and professionally

- **Late Assignment**

    Since the course is cumulative, late submissions strictly follow this policy. Varying reasons come up for students (work, family, illness, etc.), so I will not decide "worthy" vs. "unworthy" causes. No requests for an extension should be made. Instead, **late submissions are treated the same regardless of reason. For your privacy, I need not know the reason it is late. Do not email me any medical or other private records.**

"Late submission" means the due date and time that applies to you; this means it is respectful of any applicable AEC approved accommodations.

For "**credit/no-credit assignments**," late (even by a minute) will not be accepted for points.

For **graded assignments**, late-submissions, regardless of reason, are subject to a grade reduction from what could have been earned. This reduction applies to the submission:

   1– 60 minutes: points equal to 10% reduction (e.g., illustration: A to A-)

   61 – 120 minutes: points equal to 20% reduction (e.g., illustration: A to B-)

   121 – 720 minutes: points equal to 30% reduction (e.g., illustration: A to C-)

   721 minutes – 24 hours : points equal to 40% reduction (e.g., illustration: A to D-)

   over 24 hours (even by a minute) – are not accepted for points; submission will receive "0" points

- **Grading Criteria:** The goals and objectives vary depending on the submission. So, each has its own grading criteria that is provided in the instructions. The assignments range in difficulty level and due dates/times. So consider your options carefully. You must contact me immediately with questions or if you would like to discuss.

  General questions or clarifications must be posted on the course Question & Answer discussion board on Canvas. (note- the board is not confidential, so do not post any discussion specific to your grade, etc.)

- **Grading Policy**:

  All grades are final; no re-grading will occur. The above Late Policy applies to all deadlines that occur before I receive notification from AEC about accommodations. So if you have a disability that might require accommodations, speak to the AEC immediately to arrange.

  This course is a critical analysis course heavily based on written submissions. This course is not rendering writing exams; your score will be based on the substance of your paper. Although you are not penalized for minor spelling, grammar, punctuation, etc., your grade does depend on your ability to articulate your research and opinions. Excessive errors will affect the clarity of your writing and my ability to understand your analysis. So, if needed, seek University support for writing assistance and tutoring.

- **Ethical Conduct –**

  Faculty members must report infractions to the office of Student Conduct and Ethical Development. Academic misconduct could cause failure for an assignment or course, and even in expulsion from the university.

  Academic misconduct occurs according to University policy. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Violations can be unintentional or inadvertent.

  So ask if you are in doubt. Plagiarism includes but is not limited to:

   - presentation of another's words or ideas as one's own without attributing the proper source
   - copying material from books and journals
   - taking material from the internet
   - privately purchasing or obtaining papers from others, which one then presents as one's own

- Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited.

Even those ideas and information from other authors that are not a direct quote must be acknowledged with a citation.

Submissions are processed through Turnitin. This course requires: any information in your paper from a source that is not you must have a corresponding citation. I require no specific citing style (APA, MLA, etc.). But I require that all citations be contained within the text (immediately following the sentence it belongs to); a "work cited" list at the end of the paper does not suffice.

Failure to follow these citing requirements will: at minimum, reduce your grade for failing to follow instructions, and could be considered plagiarism.

For more information see, the University Academic Integrity Policy S07-2 (at http://www.sjsu.edu/senate/docs/S07-2.pdf)
requires you to be honest in all your academic course work. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Student Resources

Summer Tutoring at the Writing Center

The SJSU Writing Center will be open for tutoring. During the fall and spring semesters, we also conduct drop-in tutoring sessions (on a first-come, first-served basis) at our location in Clark Hall 126. Tutoring appointments are scheduled through our Online Reservation System or at (408) 924-2308. They are located on the second floor of the MLK Library.

Student Technology Resources

This course's Canvas page has information and links to Canvas guides and tutorials.

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. For more information on student resources see the course's module on Canvas has links and information to assist you with this.

Academic Liaison Librarian

Higgins, Silke: Silke.Higgins@sjsu.edu; (408) 808-2118; http://libguides.sjsu.edu/justicestudies

Add and Drop:

Students must add or drop the class by the University deadline. Check the university calendar for the last day to drop the class without a "W" grade. Students must know of the deadlines and penalties for dropping classes.

More information can be found at: Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/..

Disabilities

The winter session is on an accelerated schedule. So any student who has needs academic accommodations for a disability must contact without delay the Accessible Education Center (AEC) (at http://www.sjsu.edu/aec) to register and get assistance. Telephone: 408-924-6000; email: aec-info@sjsu.edu. See Presidential Directive 97-03 (at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5th floor of MacQuarrie Hall, provides advising for undergraduate students majoring in or wanting to major in programs offered in CASA. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education (GE) advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MH) 533l. Contact information: 408.924.2910. Website: http://www.sjsu.edu/casa/ssc/. **The CASA Student Success Center also provides study space and laptops for checkout.**