

**San José State University**  
**Department of Justice Studies**  
**JS 25-61, Introduction to Human Rights and Justice, Section \_\_,**

**Course and Contact Information**

Instructor(s):	Stephen J. Morewitz, Ph.D.
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**Faculty Web Page**

<https://www.sjsu.edu/justicestudies/our-department/faculty-and-staff/morewitz-s/index.html>

**Course Description**

*3 units*

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.

*Satisfies D: Social Sciences (formerly GE Area D3).*

**Grading:** Letter Graded

## Course Format

In person

## Course Materials on Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas, please go to [https://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources/index.html](https://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html)

## Course Learning Outcomes (CLO)

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

*CLO 1 Describe major human rights violations in different geographical areas.*

*CLO 2 Analyze social and cultural factors that affect human rights violations.*

*CLO 3 Assess psychological factors that influence in human rights violations.*

*CLO 4 Describe laws and policies about human rights violations.*

*CLO 5 Evaluates the ethics of responding to human rights violations.*

*CLO 6 Describe research methods in investigating human rights violations.*

*CLO 7 Describe the design and implementation of human rights social justice campaigns.*

## Required Reading

See Modules in Canvas

## Teaching Methods

The course will be devoted to lecturing, exercises, debates, role plays, student-generated multiple-choice test items, student lectures, video presentations, and student small group

discussion in Zoom Breakout Rooms. Other teaching methods include enrichment materials and Q and A sessions.

### **Course Requirements and Assignments**

- 1. *Midterm (Multiple-choice and/or True/False Test Items) (25% of total grade) (Midterm on 10.6.22)***
- 2. *Human Rights Social Justice Campaign (Word.doc File Only) (25% of total grade) (Due: 12.1.22)***

Students in two-member teams will design a Human Right Social Justice Campaign Project. Students will carry out the Project by selecting a human rights problem or issue and applying a justice studies theory from the required and recommended texts and peer-review justice studies journal articles and books to analyze the human rights problem or issue and design a human rights intervention. Students will:

- a. Read the required and recommended texts, peer-review justice studies journal articles, and books (no newspapers, magazines, or websites) related to justice studies theories, concepts, and research methods and findings.
- b. Include a written list of your texts and other **six** peer-review justice studies references using the ASA format.
- c. Critically evaluate in writing the salient points of your readings.
- d. Prepare a Human Rights Social Justice Campaign Project using your **six** peer-review journal articles.
- e. Give a 10-15 Minute Team Project Presentation about your Project.
- f. Submit an 8-typed page Word.doc-file only with at least **six** peer-review justice studies references, double-space, title page, in-text citations, and the list of at least **six** peer-review justice studies references (including volume #s, issues #s, and page #s) using only the APA format). You should have a Turnitin Similarity Score of nine percent or lower. Otherwise, you receive a failing score.
- g. To receive a passing grade, each student must work a minimum number of hours on the Project and complete a separate Individual Student Project Work Hours Log (see Files in Canvas) to document her or his hours working on the Project.

- 3. *In-Class Exercises (25% of total grade)***

Students will work solo and in teams to complete other assignments, e.g., quizzes, participating in debates, taking polls, preparing for tests, and developing key terms and definitions.

**4. *Final Exam (Multiple-choice and/or True/False Test Items) (25% of total grade) (12.14.22)***

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Grading Information**

**Grading Policy**

According to the Departmental policy, all recorded grades are final. The faculty member will not change any grade after it is recorded unless the faculty member has made an error in calculation. Students will not be permitted to re-submit assignments for a better grade.

***Grading Rubric for In-Class Assignments***

In terms of grading in-class assignments, students must complete 100% of all solo and group in-class assignments by the end of the semester (last day of classes) to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments will get the maximum allowable grade depending on the final grade distribution of the class.

***Grading Rubric for the Human Rights Social Justice Campaign***

Students will be graded based on the following rubric:

Relevance to justice studies and qualitative research (5 points)

Adequacy of the analysis of peer-review justice studies journal articles and books (20 points)

Adequacy of critically analyzing major theories and/or findings (20 points)

Creativity (5 points)

Critical Thinking Skills/Clarity/Logic/Adherence to Report Guidelines/APA Report Format, e.g., In-Text Citation Format and Reference List Format/Attention to Detail/Grammar/Six Peer-Review References (50 points)

1. Passing This Course:

Passing this course requires consistent good effort to turn in all materials, use correct grammar, and know the conventions of writing in justice studies. Sloppy papers, or consistently turning materials in late, usually result in lower overall points.

2. Late Assignment Penalty: All late major online assignments will lose 10 points for each class meeting that the assignment is late.

*Below is the SJSU Grade Distribution*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

For additional information, see:

- *University Grading System Policy F18-5* (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Contacting Your Professor: Please use only the SJSU email system. I receive A LOT of email, so be sure to put in your SUBJECT line your course number and section number. That way I know why you are contacting me. Please sign your full name at the end of your email so that I know who you are! If you are absent from class, please do not ask me what you have

missed. Please do not expect me to email you a copy of anything if I can post it on Canvas. I try to respond to email within 48 hours between Mondays and Fridays. Enjoy your weekends.

Hand-outs, Readings, and Other Learning Materials: These items are useful for your entire career at SJSU. I recommend bringing the materials and the lecture outlines to class, as I frequently explain and lecture from the materials. I post my hand-outs on Canvas.

Professor's Revisions to the Syllabus: I reserve the right to adjust assignments, material, and time schedule to fit the needs of the class. Students will be told about all changes in the syllabus.

### University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. For additional information, see:

- University Syllabus Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- University Attendance and Participation Policy F15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

### Course Schedule (See Modules in Canvas)

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1		<p><b>Definitions, Civil Rights, Human Rights, &amp; Consumer Rights</b></p> <p><b>Sociological Aspects of Human Rights and Justice</b></p> <p><b>Public Health and Human Rights</b></p>	<i>CLO</i>

<b>Week/Lesson/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Learning Outcomes</b>
2		<b>Human Rights at International Borders; State Obligations</b>  <b>Introduction to International Human Rights</b>  <b>Universal Declaration of Human Rights</b>	<i>CLO</i>
3		<b>Globalization and Human Rights</b>  <b>Corporate Responsibility for Human Rights</b>  <b>Hospital-Based Human Rights Training</b>	<i>CLO</i>
4		<b>Violence against Women and Girls and Human Rights Violations</b>  <b>Writing a Human Rights Claim</b>	<i>CLO</i>
5		<b>Slavery in Ancient Rome</b>  <b>Slavery in America</b>	<i>CLO</i>
6		<b>Human Trafficking</b>	<i>CLO</i>
7		<b>Armenian Genocide</b>	<i>CLO</i>

<b>Week/Lesson/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Learning Outcomes</b>
8		<b>The Ukrainian Famine and Genocide</b>	<i>CLO</i>
9		<b>Nazi Holocaust</b> <b>Anne Frank; Nazi Concentration Camp</b> <b>Nazi Concentration Camps and Holocaust History</b> <b>The Nuremberg Trial of 1945</b>	<i>CLO</i>
10		<b>Argentina's Dirty War</b> <b>Genocide in Guatemala and Central America</b>	
11		<b>The Rise and Fall of the Khmer Rouge</b> <b>Cambodia's Restrictive Government, 1975 to the Present</b>	<i>CLO</i>
12		<b>The Break-Up of Yugoslavia</b> <b>Bosnian Genocide</b>	<i>CLO</i>
13		<b>Crisis in Sudan; The Darfur Genocide</b> <b>Rwandan Genocide</b>	<i>CLO</i>
14		<b>War</b> <b>Children in Conflict</b> <b>Landmines</b>	<i>CLO</i>

<b>Week/Lesson/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Learning Outcomes</b>
		<p><b>The Torture of Prisoners by the U.S. Government</b></p> <p><b>South Africa's Response to Torture</b></p>	
15		<p><b>Archaeological Investigations of Mass Killings and Genocide</b></p> <p><b>Massacres in the Neolithic Period</b></p> <p><b>Archaeological Investigation of Crimes against Humanity in Iraq</b></p> <p><b>Mass Graves Discovered 24 Years after Rwandan Genocide</b></p>	<i>CLO</i>
16		<p><b>Human Rights Campaigns</b></p> <p><b>Design and Implement Effective Human Rights Campaigns</b></p> <p>Manage Making Human Rights Campaigns Effective while Limiting Unintended Consequences</p> <p><b>OMCT's Human Rights Campaigns</b></p>	<i>CLO</i>
		Final Exam (per SJSU Final Exam Schedule)	