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# Forensic Science in Human Rights Investigations

## Section 01

FS 170

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/21/2023

### Contact Information

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Instructor(s): Jodie Warren

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Office Hours: Following class plus Thursdays 1- 2 pm (zoom) or by appointment (in person/zoom)

OH zoom: <https://sjsu.zoom.us/j/2744634778>

### Course Description and Requisites

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Role of forensic science in pursuing justice for human rights victims, using documentation, collection, processing and interpretation of evidence in violations of human rights and international humanitarian law and interfaces of law, society, culture, politics, history, ethics and forensic science.

Prerequisite(s): JS 10, JS 25, FS 11, or instructor consent.

Letter Graded

### Program Information

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#### Program Learning Outcomes

At the end of a Bachelor of Science degree in Forensic Science, students should be able to:

1. Apply the scientific method to draw logical conclusions about crime scenes
2. Demonstrate competence in the recognition, documentation, collection, and analysis of forensic evidence
3. Identify sources and causes of error in forensic science
4. Interpret evidence and communicate findings clearly in both written reports and oral testimony
5. Contextualize forensic science within the fields of criminal justice, human rights, and physical and mental health

### Course Learning Outcomes (CLOs)

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

CLO1 Apply scientific knowledge and scientific methods to make valid findings about potential settings of massacre, genocide, or

other human rights violations.

CLO 2. Investigate and review human rights violations history, and recent history and examine the effects of those violations using forensic science.

CLO3. Describe the value of forensic science techniques that have been used to document, collect, process, and interpret evidence in cases of human rights violations.

CLO4. Read, write, and contribute to discussion about domestic and international human rights issues.

CLO5. Argue the merits and challenges of truth-telling, reparations and justice for victims, transitional justice, and the importance of the interfaces and complexities of international law, society, culture, politics, ethics and forensic science in attaining accountability and policy change.

CLO6. Collect, synthesize, analyze and critique the most recent scholarly literature in Human Rights Investigations and demonstrate the analyses in final presentations.

## ✓ Grading Information

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Course Requirements and Assignments (details to follow)

1. **International Current Event**– 15%
2. **Quizzes**-20% (10% each)
3. **Human Rights and Forensic Proposal Group project and presentation** (up to 4 students) 20%
4. **Seminar exercises and attendance**- will be assigned in class and will be worth 15% of your final grade. These exercises can range from weekly assignments to in class activities. Due to this, regular attendance is required for successful completion of this course.
5. **Final Exam**- This will be held during the scheduled final exam period and will cover the entire course and will include all seminars and readings following the midterm. It will be 2 hrs&15mins and worth 30% of your total grade. It will occur on Canvas and will be open book.

### 1. **International Current Event**-

The Human Rights Current Event Report should be two double-spaced pages, maximum. It should *summarize* an International human rights issue, *identify* relevant human rights instruments, *analyze* strategies to address that human rights issue, and *pose a question* for class discussion. The successful assignment includes the following:

- Provide the citation in APA format. Include the title, source, and a link to the original news article(s).
- Summarize the human rights issue / problem
- Be certain to identify a forensic science aspect in the current event.
- Identify and apply relevant human rights instruments (e.g., ICCPR, CAT, CERD, etc.) and standards

(e.g., Sustainable Development Goals, Mandela Rules, etc.) to the human rights issue

- Include student's own analysis, observations, and critiques regarding the current event and what should

be done about it.

- Following your summary, POST at least one substantive question (e.g., not Yes/No or confirming a fact already in the readings) question to prompt peer discussion.

### 2. **Quizzes**-

The quiz format will include multiple choice and True/False

questions, fill-in-the-blank, and short essays applying the human rights framework to different social and policy issues

3. **Human Rights and Justice Proposal Group project-** Students will develop a project that utilizes the Sustainable Development Goals (SDGs) as a framework to examine a local human rights issue of their choosing. Students may collaborate on projects in groups of up to 4

but must document their individual contributions to the work. This assignment asks students to apply course

lessons to a real-world problem addressing sustainability. Students will identify a human rights concern, research the issue, and apply the SDGs to develop a proposal that identifies sustainable actions to address the issue. The proposal will be in a written format following:

- Project name and Basic description
  - Authors
  - Justification or Rationale and Benefits
  - Background
  - Project Scope
  - Implementation Consideration
  - Which author did which components.
4. **Seminar exercises and attendance-** these exercises will be assigned during class and therefore, class is mandatory to earn these marks.

#### 5. Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

In this course the final culminating evaluation is a final examination which falls during the final exam period. It will follow the same format as the quizzes (online/on canvas/open book) but will cover the entire course and will occur during the scheduled final exam period.

## Grading Information

### Determination of Grades

- Grading will be based on the outlined assignments above and rubrics provided on Canvas.
- No extra credit options are provided in this course unless they are offered as a seminar exercise.
- Policies regarding late or missed work- All assignments/exams are expected to be completed in the course and submitted on time. Exams must be completed during scheduled times unless permission by the instructor is given ahead of the exam or assignment. Medical notes are required for extensions and should be provided to the instructor at the earliest possible moment. Late assignments are penalized 5%/day.

The course breakdown is shown with passing grades as C and above:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

- For Justice Studies Majors

“This course must be passed with a C or better as an SJSU graduation requirement.”

## University Policies

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Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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week	date	

1	Jan 25	<p>Welcome and Introduction to the Course</p> <p><a href="https://sf.gov/departments/human-rights-commission">https://sf.gov/departments/human-rights-commission</a></p> <p>What are Human Rights?</p> <p><a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a></p> <p>Instruments and Mechanisms</p> <p>Understanding of Human Rights</p> <p><a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p>
2	Feb 1	No class- study day to read ahead- WSC conference
3	Feb 8	<p>Discuss human rights on campus based on readings</p> <p>Racial and Social Justice (Canvas)</p> <p>What is missing?</p> <p>1921 Tulsa Race Massacre Greenwood, Oklahoma</p>
4	Feb 15	<p>Miscarriages of Justice</p> <p>Innocence Project.org</p> <p>Conviction Integrity Units</p>
5	Feb 22	<p>Discuss International Human Rights topics -continued-</p> <p><a href="https://web-p-ebshost-com.libaccess.sjlibrary.org/ehost/pdfviewer/pdfviewer?vid=0&amp;sid=fad96c2c-e9f2-450b-be74-f82f74da3baf%40redis">https://web-p-ebshost-com.libaccess.sjlibrary.org/ehost/pdfviewer/pdfviewer?vid=0&amp;sid=fad96c2c-e9f2-450b-be74-f82f74da3baf%40redis</a></p> <p>Human Trafficking <a href="https://sf-hrc.org/what-human-trafficking">https://sf-hrc.org/what-human-trafficking</a></p> <p><i>Red Flags</i> (Canvas)</p> <p>The Disappeared</p> <p><i>International current event due</i></p>
6	Mar 1	<p>Sexual Justice- class discussion</p> <p>UN Human Rights, "CEDAW Recommendation 35, Tackling Violence Against Women," <a href="https://www.youtube.com/watch?v=nCWGxIVPX_A">https://www.youtube.com/watch?v=nCWGxIVPX_A</a></p> <p>Genital Mutilation</p>
7	Mar 8	<i>Quiz 1 - on Canvas</i>
8	Mar 15	<p>Forced sterilization of Native American Women</p> <p>Rutecki, G.W. (Canvas)</p> <p><a href="https://time.com/5737080/native-american-sterilization-history/">https://time.com/5737080/native-american-sterilization-history/</a></p> <p>Native American Boarding Schools</p>

9	Mar 22	Continued- MMIWG2S- death investigations De Bourbon et al <i>Is Active Voice Enough? Community Discussions on Passive Voice, MMIWG2S, and Violence against Urban Indigenous Women in San José, California (Canvas)</i>
10	Mar 29	Continued <a href="https://www.aclunc.org/sites/goldchains/explore/indian-boarding-schools.html">https://www.aclunc.org/sites/goldchains/explore/indian-boarding-schools.html</a> Split Feather Syndrome  Repatriation of Ancestral remains and Tribal relations Guest NAGPRA article, <a href="https://www.nps.gov/subjects/nagpra/index.htm">https://www.nps.gov/subjects/nagpra/index.htm</a> , <a href="https://www.blm.gov/tribalconsultation">https://www.blm.gov/tribalconsultation</a>
11	Apr 5	Breakout rooms for Projects
12	Apr 12	<i>Quiz 2- on Canvas</i>
13	Apr 19	Sexual Orientation and Gender Identity Breakout for projects
14	Apr 26	Human Rights and the Environment
15	May 3	Breakout for projects
16	May 10	<i>Human Rights Proposal for Campus- groups of up to 4 students due &amp; Presentations</i>
Final exam	May 17	<i>Final exam</i> May 17th 9:45am-12pm Canvas