

# San José State University

## CoSS /Justice Studies JS 25, Introduction to Human Rights & Justice,

### Spring 2023

#### Course and Contact Information

<b>Instructor:</b>	Kevin Lynch
<b>Office Location:</b>	Online and MacQuarrie Hall 508
<b>Telephone:</b>	(510) 798-5189
<b>Email:</b>	<a href="mailto:Kevin.lynch@sjsu.edu">Kevin.lynch@sjsu.edu</a>
<b>Office Hours:</b>	Tuesdays, Thursdays 4:30-5:30 <a href="https://sjsu.zoom.us/j/81336452345">https://sjsu.zoom.us/j/81336452345</a>
<b>Class Days/Time:</b>	Tuesday, Thursday, 12:00pm-1:15
<b>Classroom:</b>	Dudley Moorehead Hall 227
<b>GE/SJSU Studies Category:</b>	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.

**IF YOU HAVE QUESTIONS, CHECK WITH THE SYLLABUS, BEFORE EMAILING ME. MOST OF THE ANSWERS WILL BE IN HERE.**

#### GE Learning Outcomes (GELO)

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

1. (GELO1) Place contemporary developments in cultural, historical, environmental, and spatial contexts.

2. (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.
3. (GELO3) Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
4. (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:

1. CLO1: Identify the historical and philosophical underpinnings for international, national and local human rights.
2. CLO2: Explain the challenges of putting human rights edicts and policies into action.
3. CLO3: Describe historical and philosophical violations of human rights in the United States and why they have occurred.
4. CLO4: Name the historical events and the subsequent reactions from social actors that have led to the greater recognition and establishment of human rights.
5. CLO5: Know how international bodies have reacted to human rights violations in developing countries and first-world nations.
6. CLO6: Discuss the human rights landscape of today and how it adheres to the original concepts of human rights.
7. CLO7: Appraise how human rights violations of the past have led to a crisis of human rights in today's most violent societies.
8. CLO8: Explore the motives for human rights violations and the psychological impact violations not only have on oppressors but also their victims.
9. CLO9: Feel what it's like to examine an issue and derive a plan of action to address a human rights violation or problem.

**IF YOU HAVE QUESTIONS, MAKE SURE TO CONSULT THE SYLLABUS FIRST, MOSTLY THE ANSWER WILL BE HERE IF NOT, CONTACT ME.**

### **Required Texts/Readings**

[Racial and Social Justice.pdf \(sjsu.edu\)](#) Other readings will be provided by the instructor

### **Course Requirements and Assignments**

1. Group work includes presenting chapters in the Racial and Social Justice pdf and relating it to the class and the concepts learned.
2. Individual assignments and quizzes will be given on selected readings, films, podcasts and lectures.

3. Midterm will consist of short and long questions.
3. A Socratic method will be used to discuss topics in class. Groups will be called upon at random and their answers will be graded. I WILL MAINLY DO THIS BY GROUPS.
4. Research papers and a short presentation serve as the final. The topic will be an exploration of some aspect of human rights and justice and must include a plan of activism and a solution.

For final papers:

1. Cite 10 sources without using ANY from class assignments. Five need to be academic sources.
2. Paper should be 10 pages to 12 pages excluding title page but including references. APA style, 12 point type. Title page is NOT included in the page count, however your resource page will be included. The 10 sources cited, MUST be cited within your papers!

1. 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.

## 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, quizzes, creative project, class presentations, 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.
- MAKE SURE YOUR WORK IS COLLEGE LEVEL.

For written assignments:

1. Use proper grammar and spelling. Make sure to edit at least once and use spell check. Obvious misspelling will result in missed points.
2. Please put answers in your words. No cut and paste! If you are not the best writer, that is OK, I evaluate on EFFORT AND INSIGHT, CRITICAL THINKING.
3. Make sure your answers come from the reading and not from Google.
4. In your answers, make sure you prove to me that you have DONE THE READING.
5. Make sure to send a word doc or pdf for ALL assignments. Anything else will result in no points.

6. For assignments, **do your own work**. Copying others' answers will result on a zero on the assignment and academic discipline.

San Jose State is gaining in its reputation as an academic institution and your graduation from this school and major looks impressive on a resume. This class is designed to increase your academic rigor and add to Justice Studies' reputation. The class will challenge you academically and personally. Consequently, complete assignments on time and stretch your mind. If you expect to slide, you will fail the class, the major, the school, and mostly, yourself. If you are unprepared for such a challenge, please take another class or another instructor.

### **E-mail Policy**

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the "subject line" the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to "**no subject**" e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (\*.doc or \*.docx), PDF. Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions.

### **Classroom Protocol**

No cell phone usage allowed unless allowed by the instructor. Notes will taken with pencil and paper, which increases retention.

### **Late Assignment Policy**

No late work accepted except by prior arrangement. If can fall behind quickly in this class, so try to start with enthusiastic effort.

### **Presentation Evaluations**

Please submit a 400-word reaction to the group presentations that highlights and responds to each presentation's most salient points. **Live participation** must include independent insights, questions, or other responses that further the conversation. You might be called upon to explain or expand on your written comments orally. **For your evaluations, include a photo, meme, and**

video clip that represents what was learned that week. PRESENTATION EVALUATIONS ARE IN ASSIGNMENTS

### **Grading Scale, Explained**

Scale (Score Range) Performance Examples

### **Grading Scale, Explained**

Scale (Score Range) Performance Examples

## **DAILY CLASS PARTICIPATION AND WEEKLY PRESENTATION EVALUATIONS**

0 – 3 (0)

1. Absent from class.
2. Silent in class.
3. No submission for presentation reaction.
  - o (1)

1. Completed with minimal effort.
2. Live comments lacked insight Left class early.
3. Does not demonstrate that materials have been watched or read.

2 – 3 (2)

1. Completed with acceptable effort
2. Two insightful live comments, and presentation reaction completed with decent effort.

3-3 (3)

1. Three or more insightful live comments
2. Attended entire class period

3. Well-written presentation reaction, completed with full effort.

Post a photo, meme, video clip that represents what we learned in class that week.

### **Grade Breakdown:**

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>		<i>98 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>

## **University Policies**

Per University Policy: 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/syllabusinfoU) at <http://www.sjsu.edu/gup/syllabusinfoU>”

## **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related

topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. **Last day to drop – Feb. 20.**

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. 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. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable

effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an

appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

### SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

### Course Schedule

Week/Lesson/ Module (Delete if not applicable)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes (Delete if not applicable)
1	1/26	Introduction, Syllabus overview. In-class introductory assignment. introductions. ASSIGNMENT: Who are you? Student essay	
2	1/31	Groups. What is justice?	
2	2/2	Class structure. Freire . ASSIGNMENT: Freire preface Due Thursday, 11:59 pm.	
3	2/7	Groups. <b>What is justice revisited. Stanford pillars. What is human rights?</b>	
3	2/9	ASSIGNMENT Human Rights, A very short Introduction, chapter 2. Quiz preview <b>Freire Lecture Discussion</b>	
4	2/14	Quiz <b>US Court System, justice and human rights.</b> Presentation example. <i>13th</i>	
4	2/16	<b>Lecture-Discussion, 13<sup>th</sup></b> ASSIGNMENT: Court cases, the New Jim Crow, chapter 3, <i>13th</i>	
5	2/21	<b>NON-WESTERN and WESTERN PARADIGM:</b> Presentation example Enlightenment thinkers.	
5	2/23	<b>Lecture Discussion</b> Assignment: <u>Complete Book: "FORGOTTEN FOUNDERS, Benjamin Franklin, the Iroquois and the Rationale for the American Revolution," By Bruce E. Johansen (ratical.org)</u>	

<b>Week/Lesson/ Module</b> (Delete if not applicable)	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> (If appropriate, add extra column(s) to meet your needs.)	<b>Learning Outcomes</b> (Delete if not applicable)
6	2/28	<b>Group 1 presents Chicano Commencement. And Latino Human Rights here or abroad. Connection to justice and UDHR</b>	
6	3/2	<b>Lecture – Discussion</b> Assignment – Abbreviated presentation evaluation. Group 2 presents Racial and Social Justice Chapter 3 Colorism Human rights and climate change.	
7	3/7	<b>Group 2 John Carlos and Tommy Smith, African American Human Rights or Colorism.</b> <b>Global warming, Connection to justice and the UDHR.</b> Foundations of systemic racism, First Nation government, Tree of Life	
7	3/9	ASSIGNMENT: Presentation Evaluation <b>Lecture - Discussion</b>  <b>Group 3 presents Environmentalism, Global warming, Connection to justice and the UDHR.</b> Group 3 presents Racial and Social Justice Chapter 4	
8	3/14	<b>Group 4 presents Re-establishment of the EOP, poverty, in the US and around the world. Global warming, Connection to justice and the UDHR.</b>	
8	3/16	<b>Lecture-Discussion</b>	
9	3/21	<b>Group 5 presents raising the minimum wage. The influence of the top 1 percent.</b>	
9	3/23	<b>Midterm</b>	
10	4/4	<b>Group 6 presents student homelessness and shelter in the US or around the world. Connection to justice and the UDHR.</b>	
10	4/6	<b>Lecture – Discussion</b> Fight back – how to invest. Quiz preview Group 6 presents Racial and Social Justice Chapter 7 Human rights approach	
11	4/11	<b>Group 7 presents Japanese Internment – Asian discrimination and hate. Connection to justice and the UDHR.</b>	

<b>Week/Lesson/ Module</b> (Delete if not applicable)	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> (If appropriate, add extra column(s) to meet your needs.)	<b>Learning Outcomes</b> (Delete if not applicable)
11	4/13	<b>Lecture Discussion</b>	
12	4/18	<b>American exceptionalism, Project for a New American Century, Connection to justice and the UDHR</b>	
12	4/20	<b>Lecture Discussion</b>	
13	4/25	<b>BIPOC Valorization</b>	
13	4/27	<b>Lecture-Discussion</b> ASSIGNMENT: <i>In the Absent of Light</i>	
14	5/2	<b>Trans Black Women</b>	
14	5/4	<b>Nefertiti Scott – Guest Speaker</b> ASSIGNMENT: Speaker evaluation	
15	5/9	<b>Reparations, Presentations</b> ASSIGNMENTS: <i>The Case for Reparations</i>	
15	5/11	<b>Presentations</b> Guest speakers. Tanzanika Carter SF Sheriff, Javier Accosta, SJPD, Nefertiti Scott Trans activist	
16	5/18	<b>Final, Presentations, Final papers</b> <b>9:45-Noon</b>	
17			