

**San José State University**  
**CASA/Justice Studies Department**  
**JS-171, Human Rights and Justice, Section 81, Fall 2019**

**Course and Contact Information**

<b>Instructor:</b>	Elizabeth Tejada <a href="mailto:elizabeth.pacheco@sjsu.edu">elizabeth.pacheco@sjsu.edu</a> (all contacts for this course should occur via Canvas)
<b>Office hours and contact:</b>	In-person meetings Tuesday 1:15-2:15, and by appointment. By appointment, I also can be available by telephone, Zoom meetings, and live-chat.  Additionally, for questions regarding <b>general</b> 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.
<b>Class Days/Time:</b>	Online only
<b>Prerequisites:</b>	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.
<b>GE/SJSU Studies Category</b>	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.

**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 society members?
- 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, you will discover the themes of oppression apply across all settings. The course is divided into learning modules.

First, you explore the creation of "human rights" as a legal doctrine. You examine theories of human rights, including positive and natural law. You then examine how and why human rights came to be accepted 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).

You examine the historical context in which the international human rights doctrines occur — e.g., as a response to the decolonization and world wars. By tracing the development of international human rights, you discover the context of UNDRIP: an effort of retribution and restorative rights. You use this legal framework for an informed discussion to navigate case studies.

Through case study reviews, you survey the cultural, political, and legal stature of indigenous peoples in the U.S. Each analyzes themes and strategies of oppression: colonialism and conquest. You critically examine the bias and cultural injustices that underlies U.S. policies and stifles progress.

## **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**

### **Course Structure**

This course is administered entirely through the course Canvas page. The course topics are divided into "learning modules" sections in Canvas. All handouts, supplemental materials, and communications must be made in Canvas.

### ***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. You are presented with varying views and theories on the topic. You are not expected to memorize or retain the reading in detail. The reading, instead, gives the history and theories you use to support your analyses in the discussion, assignments, and final project.

To help budget your time, the schedule lists a page count for each session. The reading schedule accounts for the complexity of the corresponding reading and subject. Not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed as designated by [S]. Also notice that some reading is labeled as “optional.”

Students know their study needs. But suggested approaches are provided and discussed in Canvas. You also will find links to student supports and resources.

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. So try to get ahead and read as much as possible during the first weeks.

### *Course Materials-*

In addition to your textbook, updates and supplementary course materials -such as syllabus, handouts, notes, assignment instructions, readings, etc. – are posted frequently for the course. The document will either be uploaded to Canvas or in a hyperlink accessible through Canvas.

The module will list the reading that corresponds to the related assignments. The course builds on itself. None of the materials are reviewed in alone; they each provide a different perspective on the controversy that you must address in your assignment. You will not get the full perspective of the issue by just reading and/or watching the lessons. You must do both.

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.

### *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 media player, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

### *Course Assignment 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 below.

**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. You also can access guides and video tutorials online at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>.

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 peer discussion, midterm and final analyses, group analysis reports, and module reflections.*
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 peer discussion, midterm and final analyses, group analysis reports, and module reflections.*
3. GELO 3: Explain how a culture outside the U.S. has changed in response to internal and external pressures. *To be assessed through peer discussion, midterm and final analyses, group analysis reports, and module reflections.*

## **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**. 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Course Requirements and Assignments

- **Grading Criteria**

The goal of this course is not for you to memorize isolated incidents of oppression. Rather, in this critical analysis course, you are challenged to explore themes of oppression as reflected in the learning module.

As you progress through the course, you must step back to see the big picture of how one account or incident fits into the larger strategy of oppression. In these stories, you find that even though the motivations, tactics, and institutions that drive these different colonial powers differ, the resulting oppression may be the same. So, in this course, you are graded on your ability to critically analyze how these incidents evidence the various institutions of oppression: slavery, economic, political, legal, and religious.

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
- timely, meaningfully, and substantively collaborate and contribute to your peers

- **Grading Opportunities**

Your course grade consists of a possible total of **100 points/100%**. So, to determine your grade, you simply keep track of the points you earned and its corresponding course letter grade. Since optional extra credit opportunities are offered, no reason exists not to achieve your target grade.

Scores are final and will not be negotiated. But if Canvas shows an error, you must notify me of any errors on Canvas by Thursday 12/6 10PM.

Final grades are based on :

Category Total

**Peer Discussions** (4 total, 5points each)

20%

Each learning module includes a discussion topic that challenges you to reflect on the course materials. These assignments allow you to assess honestly whether you understood the lesson material. It also helps you identify questions you have and to get clarification from your peers before you must submit big-point assignments.

There is no “correct” answer. Rather, you are assessed on your ability to show you reviewed the materials, thought critically about it, and that you meaningfully engage and discuss your views on it with your peers.

Your grade includes your ability to: show you read the material, explain your opinion on the topic, and your use of specifically cited examples from your reading and classmates’ recitations to support your position.

**Group Analysis Report** (4 total, 10 points each)

40%

For each learning module, you will prepare an analysis of the controversy. This analysis builds on the opinions and reflections you completed earlier in the learning module.

To ensure you can explore these issues and the help to develop a thorough and substantive analysis, you will be randomly grouped (online) with peers to support your efforts. The tasks will be divided between you and your groupmates, and will be assessed as a collective submission.

You are not graded on how much you write or how elaborate the prose is. Instead, you are assessed on the substance. It must reflect your ability to read the text with a critical eye. Question what it says and how you feel about it. And show the depth of your knowledge through choosing on-point examples and accounts to answer the questions. You earn no points for a list of unrelated or unexplained quotes from your book or classmates

**Module Reports** (3 total, 3 points each)

9%

As you can see on Canvas, the learning modules collectively address three main issues: (a) what are human rights, (b) how are human rights denied to specific communities, and (c) barriers and solutions to achieving justice. You will submit an individual paper (about 1 ½ -1 page) reflecting on and exploring your opinion of the topic based on the experience with the course material and discussion. No “correct” answer exists, rather, you are asked to accurately summarize and meaningfully reflection on each module.

**Mid-Term Reflection Report** (due uploaded by 11/14)

10%

This course requires students explore and critically analyze one's own bias and beliefs in human rights issues. You will find that these beliefs evolve as you gain context to the human rights events. You will recognize that human rights events are not isolated issues; they are deeply rooted in historical context.

In a brief analysis paper (1-2 pages), you are asked to consider an indigenous human rights issue/event and assess how your perspective changes from the beginning of the course (by Thurs. 8/29 10PM) as compared to the end (by Thurs. 12/5 10PM).

**Final Analysis Report** (due uploaded by 12/13 10PM)

20%

You may be presented with a hypothetical fact pattern you must prepare a response to. Your paper serves as each:



**(a) Analysis Essay:** you are presented with a question you must write an expositive analytical essay with your course materials.

**(b) Case Study:** you are presented with a case study that poses a problem you must prepare an explanatory advice by using your course materials as your support.

**(c) Advocate's Argument:** You are presented with a dilemma you must write a responding argument with supporting evidence from your course materials.

You are graded on your analysis and use of the course materials. It tests your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts from the course. The clarity of your answer and the examples you use shows you understand the course concepts and their relationship to one another. Irrelevant, inaccurate, and/or loosely-related excerpts will result reduced or no points.

The question prompt will open on Canvas 12/9, and will be due uploaded by 12/13 10PM.

### **Free Point/Percentage**

1%

This is exactly what it says: "free point/percentage." There is no catch!

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Total

100 %

- **Attendance and Participation**

Even though this is an online course, attendance and active participation is still required. 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 monitoring Canvas and actively participating in the activities. Failure to login to Canvas, timely and/or meaningfully participate in the activities will result in reduced grade and even result in being dropped from the class.

- **Grading Scale**

The course consists of 100 total points/100%. The grading scale corresponds to these points:

	A 100 – 92 points	A- 91– 89 points
B+ 88– 86 points	B 85– 82 points	B- 81– 79 points
C+ 78– 76 points	C 75– 72 points	C- 71– 69 points
D+ 68– 66 points	D 65– 62 points	D- 61– 59 points
F 58 points or below		

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

To determine your course progress, you just manually add up the points already earned.

- **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 consistency and fairness, late-submissions, regardless of reason, are subject to a grade reduction from what could have been earned. This reduction applies:

Extra Credit/Brief Assignments: No late submission

Peer Discussion:

Both the initial and response posts must be submitted by each deadline listed. If either are late, the assignment will at most receive “meets expectations” (1-point) if submitted within 24-hours of the due date/time. Submissions are not accepted after 24-hours.

Group Analysis, Midterm, Final, and Module Reflection papers:

- 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 submission, 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 this summer. You can visit them in their library location (on the second floor) starting on June 6th and ending on August 10th. They are open M-F, 10:00-3:00. Students can schedule appointments on our website. See Canvas for its flier.

### **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](mailto: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/](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](mailto:aec-info@sjsu.edu). See 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))

## **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](http://www.sjsu.edu/gup/syllabusinfo/) 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 5<sup>th</sup> 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) 5331. 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.**