

**San José State University**  
**CoSS /Justice Studies JS 25, Introduction to Human  
Rights & Justice,**  
**Fall 2020**

**Course and Contact Information**

**Instructor:** Kevin Lynch  
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**Office Hours:** Tuesdays, 9:30-11:00 am  
**Class Days/Time:** Friday, 9:30-12:15  
**Classroom:** Online  
**GE/SJSU Studies Category:** 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.

**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. CL08: 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.

## **Required Texts/Readings**

*International Human Rights Law: An Introduction* (2007) David Weissbrodt and Connie de la Vega.

Other readings provided by the instructor.

## **Course Requirements and Assignments**

1. Students will form groups and each week a different group will present a chapter in Weissbrodt and de le Vega on the Universal Declaration of Human Rights.
2. 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.
3. A midterm will include multiple choice and short answer questions and be derived from lectures, films, readings and student presentations.
4. Weekly assignments and/or quizzes will be given.
5. The final will consist of a multiple-choice exam based on lectures, films, and student and instructor presentations. The final will also include an in depth exploration of a human

rights issue or concept studied in class. Final projects could be research papers, slide presentations, screen plays, works of art, one-act plays, cell-phone videos, interviews, book, film, or lecture reviews. If you decide to do something creative, make sure it's approved by me. The final will be graded on the effort and mastery of your particular project. Students can also write a paper for your final project. **For final papers if you chose to do one: Cite six sources without using ANY from class assignments. Paper should be 12 pages to 15 pages excluding title page but including references. APA style, 12 point type.**

1. Students will be chosen at random for each class to answer questions. You have to be present to win.

### **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.

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!
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), Microsoft Works (\*.wps), or in rich text format (\*.rtf). 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

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>		<i>Over 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.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) 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](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) 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>.**

### JS 25/ Introduction to Human Rights, Friday 9:30-12:15

Week	Date	Topics, assignments and readings
2	8/28	INTRODUCTION, Class one: Student and course introductions, syllabus preview, course expectations presentation, assignments, papers and groups (8). Definitions in human rights.
2	8/28	NON-WESTERN PARADIGM and MORALITY Ibn Khaldun and the theft of human rights from people of color. Lecture. <b>ASSIGNMENT:</b> <i>Origins of Human Rights</i> . Chapter One <i>Human Rights a very short introduction</i> Quiz preview.
3	9/4	NON-WESTERN and WESTERN PARADIGM Enlightenment thinkers.. Quiz on definitions. Marx and Weber review. ALIENATION AND HUMAN RIGHTS IN THE AGE OF CORONA. Quiz preview. <b>ASSIGNMENT:</b> "Hitler." <i>International Human Rights Law, Weissbrodt and de la Vega p. 29-53</i> . Part I for group 1.

Week	Date	Topics, assignments and readings
4	9/11	Quiz. World War II, the Holocaust and the beginning of the United Nations. Debate #1 Marx v. Weber. UDHR exercise. RELIGION AND HUMAN RIGHTS, the Marshall plan. Group 1 questions on Weissbrodt and de la Vega. <b>ASSIGNMENT:</b> <i>Diamond reading, International HR Law part I</i>
5	9/18	CHRISTIANITY, TRUTH AND RECONCILIATION: Quiz on origins of Human Rights. Debate #2 Is Christianity positive or negative when it comes to human rights? US FOREIGN POLICY AND HUMAN RIGHTS. Religious undertones of American Exceptionalism. Group 1 leads discussion on part I. Group 2 presents Weissbrodt and de la Vega part II. <b>ASSIGNMENT:</b> "Project for a new American century" readings. <i>Introduction to Human Rights Law, part II</i>
6	9/25	Debate #2, Group 2 leads the discussion on Part II. Group 3 presents discussion on Weissbrodt and de le Vega part III. Is Christianity a positive or negative influence on human rights? Presidential debate preview. HUMAN RIGHTS AND THE MEDIA. <b>ASSIGNMENT:</b> "Buying the War" assignment. What human rights issues were established in the debates? <i>IHR part III</i>
7	10/2	Group work on debates. Group 3 leads the discussion on part III". "Buying the War. Midterm preview. <b>ASSIGNMENT:</b> Study for the midterm.
8	10/9	Midterm, essay questions, Vice Presidential debate discussion and human rights. Assignments: Debate assignment.
9	10/16	AMERICAN ATROCITY AND AMNESIA: THE BEGINNING OF AMERICAN WHITE SUPREMACY AND HUMAN RIGHTS. Joy DuGruy podcast. Tulsa, 1619. Group 4 presents questions on Weissbrodt and de le Vaga part IV.  <b>ASSIGNMENT:</b> DuGruy podcast, Tula massacre, <i>HRL part IV</i>
10	10/23	AMERICAN HUMAN RIGHTS AND DENIAL OF VOTING: Group 4 leads discussion on part IV. Group 5 presents questions on part V. Black votes Matter, influence of African American women's vote.  <b>ASSIGNMENT:</b> Selected reading from <i>Brown is the new White</i> (Phillips), provided by the instructor. <i>HRL part V</i>
11	10/30	AMERICAN HUMAN RIGHTS AND POLICE BRUTALITY: Group 5 leads the discussion on part V. Group 6 presents questions on part VI.  <b>ASSIGNMENT:</b> Selected reading from <i>Chokehold</i> (Butler), provided by the instructor. <i>HRL part VI</i>
12	11/6	CHALLENGES OF AMERICAN WHITE SUPREMACY AND HUMAN RIGHTS: Group 6 leads the discussion on part VI. Group 7 presents questions on part VII James Baldwin <i>I am not Your Negro</i> . Election discussion. <b>ASSIGNMENT:</b> <i>HRL part VII, Baldwin</i> .
13	11/13	AMERICAN WHITE SUPREMACY: Group 7 leads the discussion on part VII.



<b>Week</b>	<b>Date</b>	<b>Topics, assignments and readings</b>
		Group VIII presents questions on Part VIII. <i>I am not your Negro</i> Part II. Debate Malcolm X vs. Martin Luther King lecture.. <b>ASSIGNMENT:</b> <i>HRL VIII, Baldwin</i>
14	11/20	HUMAN RIGHTS AND CLIMATE CHANGE. Group 8 leads the discussion on part VIII Lecture on colorism, and solutions <b>ASSIGNMENTS:</b> Work on final projects
	11/27	Thanksgiving
16	12/4	Presentations and solutions
Finals:		Final projects, final exam.