

San José State University
College of Social Sciences/ Department of Justice Studies
JS 212 Sec 02, Local and Global Human Rights, Spring 2021

Course and Contact Information

Instructor:	Grace Howard
Email:	grace.howard@sjsu.edu
Office Hours:	Wednesday, 2-2:50; Tuesday/Thursday, 1:30-2:30 via zoom, or by appointment.
Class Days/Time:	Course modules will be posted by 4 on Thursday. Optional synchronous zoom meetings will take place on Thursday at noon. These will be recorded and posted for students who are unable to attend. Tuesday classes will be asynchronous.
Prerequisites:	Co/Prerequisite: Any 100W

Office Hours via Zoom

While classes are being held remotely, office hours will be held remotely. You can use the Zoom info below for teleconferencing. If the designated office hours don't work for you, please email to make arrangements.

Grace Howard's Office Zoom Meeting Room

Join from PC, Mac, Linux, iOS or Android: <https://sjsu.zoom.us/j/6636734478>

Or iPhone one-tap :

US: +16699006833,,6636734478# or +16468769923,,6636734478#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 646 876 9923

Meeting ID: 663 673 4478

International numbers available: <https://sjsu.zoom.us/j/6636734478>

Or an H.323/SIP room system:

H.323:

162.255.37.138

Meeting ID: 663 673 4478

SIP: 6636734478@vip2.zoomcrc.com

Course Web Page and MYSJSU Messaging

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 at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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.

Course Goals

This course is designed to introduce students to human rights in law, politics, and action by exploring the theme “Human Rights Begin Close to Home.” The class will adopt an interdisciplinary approach to human rights in historic and contemporary contexts to evaluate the following:

- What are the historical events and social movements that led to the development of human rights?
- How are human rights defined through international law?
- Who gets to decide what these rights are and how they are realized?
- How has the concept of “human rights” evolved over time, in different domestic and international contexts?
- How have people struggled to define and realize fundamental rights and/or dignity, and to what effects?
- Where human rights have been defined, why/where/how/by whom have they been violated? How can human rights concepts shape remedies to such violations?
- How does a discourse of fundamental “right” and/or “dignity” affect the way we understand, articulate, and respond to various social problems?
- How do human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?
- What can SJSU students do to ensure that “human rights begin close to home”?

Course Learning Outcomes (CLO) (Required - Delete the word “Required” in final draft)

CLO 1 -Read, write, and contribute to discussion about domestic and international human rights issues at a basic level.

CLO 2 -Recognize and access human rights instruments defining “human rights” according to international law (such as the Universal Declaration of Human Rights) via online and library resources.

CLO 3 -Recognize and access the reports of central oversight agencies and non-governmental organizations, such as Amnesty International and Human Rights Watch, that report on human rights abuses to the United Nations and global populace.

CLO 4 -Compare and contrast how “rights” and “dignity” have been defined by and for various cultures throughout the world.

CLO 5 -Apply an interdisciplinary human rights framework to analyze social problems, policies, and practices in the U.S.

Required Texts/Readings

All required readings will be provided on Canvas.

Course Requirements and Assignments

Human Rights Current Event Reports (2 reports worth 5% each for 10% of final grade)

Research Paper (30% of final grade)

Lead the class (10%)

Reading Response Papers (30%)

Participation (20%)

Human Rights Current Event Reports

Students will subscribe to and read Human Rights watch's Daily Brief. Sign up for the Daily Brief here:

<http://action.hrw.org/page/36941/subscribe/1>

Students will complete two human rights current event reports related to course topics. One report will examine a human rights issue in the US/Domestic context, the other will examine a human rights issue in international context. This assignment has two components: the written report and a brief oral presentation of the current event to the class.

The written component of the Human Rights Current Event Report will provide a concise explanation of the event/issue, a description of the relevance of specific human rights to the issue, tactics of advocacy organizations, and the student's thoughts/observations/critiques regarding the current event and what should be done about the issue. Post a link to the news article and your analysis to the "Human Rights in the News Current Events" discussion on Canvas.

The oral component of the report requires the student to provide a brief (e.g. 2-3 minute) description of the human rights issue to the class, explaining how it illustrates the day's assigned reading topic and/or course themes, and posing at least one question for class discussion. Students will sign up to present their report in class.

Learning Outcomes: GELO 1, GELO 2, and GELO 3; CLO 1 and CLO 3.

Grading and Due Dates: Each report is worth 5% of the final grade. Students will sign up to provide their brief in-class summary to the class throughout the term. Post one Human Rights Current Event Report by 11:59 p.m. on March 12, 2021; the second report is due by 11:59 p.m. on April 30, 2021.

Reading Response Papers (30%)

Reading Response papers will be due throughout the semester as indicated on the course calendar. These should be at least 2 pages long (no more than 4 pages), double spaced, 12 point times new roman font, and should respond to a prompt given for that specific response paper. Response papers will be pass/fail, and are meant to encourage the student to complete and grapple the assigned reading. Papers should include at least two quotes from the assigned reading. No references page is necessary, but be clear about which assigned reading you are referring to.

Lead the Class (10% of final grade)

In the beginning of the semester, students will select a class where they will get our conversation started. On this day, students are expected to have carefully read and digested the assigned course readings, and should be prepared to get our class conversation started with a thoughtful summary and critique of the assigned work, and several discussion questions for the class.

Participation (20% of final grade)

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to keep up with class reading, and to attend all class meetings well prepared to contribute to the classroom exchange of ideas and information. Active participation (both in class and online) is essential in order to succeed.

Human Rights Research Paper Project (30% of final grade)

Students are required to write an original 25 page research paper that addresses an issue of your choosing (in consultation with the professor) related to human rights. Papers will be evaluated based on the quality and organization of their writing, as well as evidence of substantial effort to edit and respond to feedback. Review

the writing guidelines and rubric available on Canvas. This assignment observes that writing is a process; to complete the research paper, students will submit the following: (1) Abstract and Paper Proposal (2) An outline of your paper, along with a reference list of at least three empirical, peer reviewed journal articles that you intend to use in your paper (3) A peer review will be conducted on a rough draft of your paper (4) A review by your professor, (5) The final paper, incorporating responses to the peer review and feedback. The paper will be due on Canvas by 11:59p.m. on the last day of instruction.

Grading Information

<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>

University Policies

Per University Policy S16-9, 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/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Department’s 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 the span of a specific course, semester, or academic program, but also over the span of a lifetime.

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.

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 arises. 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/. 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/>.

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 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>.

SJSU Counseling Services (Optional)

The SJSU Counseling Services is located on the corner of 7th 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>.

Technology Requirements

Students are required to have an electronic device, preferably with a microphone. SJSU has a free equipment [loan program](#) available for students.

Students will need access to reliable internet for participation in this class. If you do not currently have reliable Wi-Fi, please inform the instructor as soon as possible to come up with a plan. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** If you are using one, be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

JS-212-02 / Local and Global Human Rights

the schedule is subject to change with fair notice, which will be made available via Canvas.

Module	Date	Topics, Readings, Assignments
	1/28	Getting Started
1	2/4	Introduction to Human Rights
2	2/11	Human Rights as a Critique of Power
3	2/18	Human Rights in International Law and Politics
4	2/25	Human Rights and Discrimination
5	3/4	Forced Migration
6	3/11	Human Trafficking
7	3/18	Sexual Orientation, Gender Identity, and Human Rights
8	3/25	Indigenous Peoples Rights
9	4/1	NO CLASS SPRING BREAK
10	4/8	Environmental Rights
11	4/15	Global Civil Society and Human Rights
12	4/22	Human Rights and the Criminal Justice System
13	4/29	Local Human Rights
14	5/6	TBA
15	5/13	Final Conclusions