

**San José State University**  
**Department of Justice Studies**  
**JS 171, Human Rights and Justice**

*The schedule is subject to change with fair notice. Students will be notified of changes to the schedule or assigned readings via email. You can always find the most up-to-date syllabus here **so check back frequently.***

**Course and Contact Information**

<b>Instructor:</b>	Dr. Roni Abusaad
<b>Email:</b>	<a href="mailto:roni.abusaad@sjsu.edu">roni.abusaad@sjsu.edu</a>
<b>Office Location:</b>	Online
<b>Office Hours:</b>	Contact me via Canvas with any inquiries.
<b>Prerequisites:</b>	Core GE, WST test, 100W
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization, and Global Understanding
<b>JS Competency Area:</b>	Area D: Local, Transnational, Historical

**Class Overview**

This is a self-paced online class.

The expectation is that you will spend **4-6 hours on each module. First you should** complete the readings, then work through the module deck, watching videos and completing the assignments which include class participation and reflections. You will need to complete work and assignments every week. These are always due by midnight on Sundays - see the due date column below. The only exceptions are related to holidays (in those cases, the Sunday deadline is pushed back to the Tuesday after the holiday weekend).

All quizzes and tests are cumulative and may include material from any point in the course preceding that assessment.

Please send all communication via Canvas. This is where you will complete quizzes and submit assignments, as well.

### **Preparing for success**

I want you to have success in this class and to have a powerful learning experience. Especially in an online class like this where you are driving your own learning, you truly get as much out of the class as you put in. This class is unique in that you get to choose a topic to research that is aligned with your own interests and passions. To prepare for the semester:

1. Review this syllabus in depth. It should have answers to all your questions.
2. Download the [Respondus Lockdown Browser](#). You will need this in order to take quizzes and should make sure you don't have any trouble installing it before the day of the quiz. [Link to download is here](#).
3. Get oriented to Canvas. This is where you'll submit all of your assignments. You can see all of these with the due dates under "Syllabus." This is also the best place to send me messages.
4. Plan ahead. Review the upcoming assignments and material and don't wait until the last minute. It is especially important to look at the requirements detailed in the rubric, which clearly outline the grading criteria. Reviewing in advance allows for time to navigate any technical difficulties or to reach out to me with clarification and questions.
5. It will take time to explore possible research topics, conduct the initial research for your proposal and plan for your action. If coordinating with an organization, be sure to reach out well in advance to schedule with them so you can complete your action well in advance of the paper and presentation being due.
6. The writing center and research librarian are both excellent resources for getting help on your paper. The draft you submit should effectively be your final paper so it is recommended you complete your draft and reach out for help on your writing or research if needed a couple of weeks in advance of the due date for the draft.

## **FAQs**

### **I have a disability that requires accommodation.**

Please reach out to me at the start of the class and we'll adjust the course as needed.

### **I had a medical emergency on the day the assignment was due. Can I get an extension?**

If you were incapacitated due to sickness or had a medical emergency, you need to provide a doctor's note and I will work with you to make up the work.

**I'm having technical issues with Canvas or the Respondus Lockdown browser. What do I do?**

I cannot provide technical support (definitely not my area of expertise!). If you need any technical help, reach out to the student help desk or computer lab.

**Can I do \_\_\_\_\_ for my action?**

Please refer to the details about this on the syllabus. You need to detail your action plan in your proposal and I will provide feedback on all proposals, including if your proposed action meets the requirements.

**Can my presentation be longer than five minutes?**

As the saying goes brevity is the soul of wit. The goal is for you to present the most important, relevant and interesting information in a thoughtful and engaging presentation. Please keep the presentation to five minutes. You don't need to re-record your video if you run over by 10-30 seconds, but try to keep the presentation to five minutes.

**Can I use photos and a slide deck for my presentation?**

No. The presentation shouldn't include any audio or visual aids. What is most important is your ability to present the information in a compelling way.

Module	Due Date for all Readings and Assignments	Topic / Readings	Assignments
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1	1/26	<p><b>Introduction to the Course</b></p> <p>*Do the readings first, then complete working through the week’s slide deck with additional required videos and resources. Note that videos are linked in the presentation and that the files can also be accessed in the Drive folder.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● This syllabus</li> <li>● Advocates 2011 Human Rights Toolkit - Intro Excerpt Pg 4-5</li> <li>● Summary of the Universal Declaration of Human Rights (UDHR)</li> <li>● Bio on: <ul style="list-style-type: none"> <li>○ Desmond Tutu</li> </ul> </li> </ul>	<p>Sign up for the <a href="#">Human Rights Watch Daily Briefing</a> and <a href="#">Amnesty International</a> emails to keep up with the latest news related to human rights and get action alerts.</p> <p><b>Class participation #1</b></p> <ul style="list-style-type: none"> <li>● Click on Discussion and post your response to <b>Introductions</b></li> </ul>
2	2/2	<p><b>Introduction to Human Rights</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Active Reading Handout</li> <li>● Reichert Chap 2 - Beginnings of Human Rights</li> <li>● Goodhart - The Universalism of Human Rights, pg. 19-24</li> <li>● Bio on: <ul style="list-style-type: none"> <li>○ Eleanor Roosevelt</li> </ul> </li> </ul>	<p><b>Class participation #2</b></p> <ul style="list-style-type: none"> <li>● Complete the survey: <a href="#">“How is San Jose doing on human rights?”</a></li> <li>● The survey is not embedded in Canvas, but I receive your submissions directly and will log your participation within a week of completion.</li> </ul>
3	2/9	<p><b>Human Rights in International Law</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Goodhart Chap 2</i> - Human Rights in International Law</li> <li>● <i>Reichert Chap 3</i> - Building the Foundation</li> <li>● Human Rights Learning Module</li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Mother Teresa</li> <li>○ Aung Sun Suu Kyi</li> </ul> </li> </ul>	<p><b>Quiz #1 (Cumulative - focusing on material in weeks 1-3)</b></p> <p><b>*Recommendation:</b> Review the full <a href="#">HR Learning Module</a> in depth. This includes material from weeks 1-3 and <b>it is important that you’ve mastered this material in order to be successful in this entire course.</b></p> <p><b>The <a href="#">Human Rights Toolkit</a> is also a useful tool for reviewing the content.</b></p>

4	2/16	<p><b>Human Rights in the U.S.</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● HR in the US - Intro to Human Rights in Our Own Backyard</li> <li>● Ignatieff - American Exceptionalism</li> <li>● Excerpt from Zinn's People's History of the US</li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Frederick Douglass</li> <li>○ Olaudah Equiano</li> </ul> </li> </ul>	
5	2/23	<p><b>Case Study: <i>The Israel-Palestine Situation</i></b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Watch the documentary, "Occupation 101"</li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Nawal El Saadawi</li> </ul> </li> </ul>	<p><b>Quiz #2 (Cumulative - focusing on modules 1-4)</b></p> <p><b>Recommendation:</b> Start exploring topics of interest for your research paper and possible ways to take action. In preparation, carefully review the requirements for the proposal submission detailed below, as well as the rubric, which you can find on the Syllabus on Canvas.</p>
6	3/1	<p><b>Social and Cultural Rights:</b> <i>Looking at "The Covenants": the ICCPR and ICESCR</i></p> <p><b>Case Study:</b> <i>Cultural Genocide in Guatemala and Native American Boarding Schools in the U.S.</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Reichert Chap 4 - Beyond the UDHRs</i></li> <li>● <i>Frezza Ch. 2 - Deepening Civil and Political Rights</i></li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Rigoberta Menchu</li> <li>○ Oscar Arias Sanchez</li> </ul> </li> </ul>	<p><b>Class Participation #3:</b></p> <ul style="list-style-type: none"> <li>● Discussion: Human rights in the news</li> </ul> <p><b>Recommendation:</b> Conduct your initial research on your topic to narrow your focus and identify the 10+ resources you will use for your paper.</p>
7	3/8	<p><b>Human Rights, National Security and the Convention on Torture</b></p> <p><b>Case Study: <i>Trump Travel Ban</i></b></p> <p><b>Readings:</b></p>	<p><b>Quiz # 3 (Cumulative - focusing on material from modules 6-7)</b></p>

		<p>Read before completing slide deck:</p> <ul style="list-style-type: none"> <li>● Chap 11 of Human Rights in our Own Backyard (HRIIOB) - “Erosion of Political and Civil Rights after 9/11”</li> <li>● <i>Online:</i> <a href="#">"Why Human Rights are More Important than National Security"</a>, Jane Smiley</li> </ul> <p>Read while going through slide deck (referenced there):</p> <ul style="list-style-type: none"> <li>● <a href="#">Handout: 2014 Senate Intelligence Committee Report on CIA torture</a></li> <li>● <a href="#">Issue Brief - Trump Executive Order on Refugees and Travel Ban (Migration Policy Institute)</a></li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Mohatma Gandhi</li> </ul> </li> </ul>	<p><b>Recommendation:</b> Draft your proposal. Reach out to the research librarian if you need help finding good sources on your topic. Note that you need a variety of academic sources beyond news coverage, including human rights reports and peer-reviewed articles.</p>
8	3/15	<p><b>Racial Discrimination</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Ella Baker and Models of Social Change</li> <li>● <i>Online:</i> <a href="#">Malcolm X: The Ballot or the Bullet</a></li> <li>● <i>Online:</i> <a href="#">Black Lives Matter Is Not a Civil Rights Movement</a></li> <li>● PICO Principles</li> <li>● Race and Discrimination Glossary Handout</li> <li>● Matrix of oppression</li> <li>● <b>Recommended (but optional):</b> Watch the documentary, “The 13th,” available on Netflix</li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ MLK</li> <li>○ Nelson Mandela</li> </ul> </li> </ul>	<p><b>Class participation #4:</b></p> <ul style="list-style-type: none"> <li>● Complete the <a href="#">implicit bias test</a> - Take the test called “Race (‘Black - White’ IAT)” and post to the discussion.</li> </ul> <p><b>Recommendation:</b> Finalize your proposal.</p>
9	3/22	<p><b>Community Organizing and Social Change</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Online:</i> <a href="#">How Protests Become Successful Social Movements</a></li> <li>● Bill Moyers - Movement Action Plan, pg. 1-9</li> <li>● <i>Online:</i> <a href="#">8 Stages of Successful Social Movements</a></li> </ul>	<p><b>Proposal Due</b></p>

		<ul style="list-style-type: none"> <li>● <a href="#">SSIR - 5 Basic Levers for Social Change</a></li> <li>● 4 Roles in Successful Social Movements</li> </ul>	
		<b>Spring Break</b>	
10	3/29	<b>Economic Rights</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>● Watch the documentary The Corporation (available <a href="#">online</a> and in the <a href="#">library</a>)</li> <li>● HRIOOB Chapter 1: “Sweatshirts and Sweatshops: Labor Rights, Activism and the Challenges of Collegiate Apparel Manufacturing”</li> <li>● <a href="#">Report: A Hidden Crisis</a></li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Muhammad Yunus</li> <li>○ Cesar Chavez</li> </ul> </li> </ul>	<b>Quiz #4 (On modules 9-10)</b>  <b>Recommendation:</b> Make sure everything is lined up to complete your action before 11/17. Start drafting your final paper, which should build on the research that you started in the proposal.
11	4/12	<b>Vulnerable Groups</b> <i>Discrimination against Women</i> <i>Sexual Orientation and Gender Identity</i>  <b>Readings:</b> <ul style="list-style-type: none"> <li>● Read Reichert Chap 5 on Vulnerable Groups</li> <li>● <i>Online resource:</i> <a href="#">Amnesty International CEDAW Fact Sheet</a></li> <li>● <i>Online resource:</i> <a href="#">GENDER: For U.S., Lessons in CEDAW From San Francisco</a></li> <li>● <i>Online:</i> <a href="#">Asian Americans Crowdsourc Open Letter to Families: ‘Black Lives Matter To Us, Too’</a> <ul style="list-style-type: none"> <li>○ <i>Online:</i> <a href="#">Read the letter</a></li> </ul> </li> <li>● Bios on: <ul style="list-style-type: none"> <li>○ Malala Yousafzai</li> <li>○ Dolores Huerta</li> </ul> </li> </ul>	

12	4/19	<p><b>The Rights to Food and Shelter, Health and Education</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <i>Online:</i> <a href="#">Poor Kids in Silicon Valley</a> (Complete all readings and watch all videos in the module)</li> <li>● <a href="#">Research Round-up: Examples of Systemic Racism in Education</a></li> <li>● <a href="#">Fact Sheet: How Bad Is the School-to-Prison Pipeline?</a></li> </ul> <p><b>Human Rights and Immigration / Environmental Rights / Animal Rights</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Bio on: <ul style="list-style-type: none"> <li>○ Berta Caceres</li> </ul> </li> </ul>	<p><b>Quiz # 5 (Cumulative - focusing on material in weeks 11-13)</b></p> <p><b>Recommendation:</b> Work to finalize your paper. Get help from the writing desk or the research librarian if needed. Find someone who can help proofread your paper and check that your citations are complete and adhere to APA style.</p> <p><b>IMPORTANT:</b> Action must be completed by this date.</p>
	4/26	<p><b>Draft of Final Paper</b></p> <p>Work on completing final paper and preparing your presentation</p> <p>No readings</p> <p>Prepare and record your presentations.</p>	<p><b>Draft of final paper due</b></p> <p>This draft should effectively be your final paper - comprehensive and complete. The idea is that only minor updates and changes would be required in advance of final submission.</p>
	5/3	<p><b>Presentations</b></p> <p>Complete edits to your draft so that your final paper is ready for submission.</p> <p>No readings</p>	<p><b>Student presentations due</b></p>
	5/10	<p><b>Final Papers</b></p> <p>No final exam</p> <p>No readings</p>	<p><b>Final paper due</b></p>

### Grading Information

Rubrics for all written assignments are posted on Canvas, at the appropriate assignment submission page. Missing, late, or plagiarized work will

receive a grade of zero.

### **Determination of Grades**

Quizzes (5 quizzes, 7% each)	35%
Class Participation (5 assignments)	10%
Proposal for Final Paper and Action Project	10%
Draft research paper	5%
Final research paper	25%
Presentation	15%

### **Grading Scale**

The final course grade will be calculated based on the following standard scale:

98-100	A+	80-83	B-	64-67	D
94-97	A	78-79	C+	60-63	D-
90-93	A-	74-77	C	<60	F
88-89	B+	70-73	C-		
84-87	B	68-69	D+		

Students must achieve a grade of C or better (C- not accepted) to fulfill Justice Studies major requirements.

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.

### **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 human and non-human animals will also be explored.

This course is designed for students to explore questions such as:

- How has the concept of “human rights” evolved? How are human rights defined through international law?
- Who gets to decide what these rights are and how they are realized?
- 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 struggles and dialogs over the lessons of human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?

### **Learning Outcomes and Course Goals**

#### **GE Learning Outcomes (GELO)**

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

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.
2. GELO 2 - Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.
3. GELO 3 - Explain how a culture outside the U.S. has changed in response to internal and external pressures.

#### **Course Learning Outcomes (CLO)**

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

1. CLO 1 - Read, write, and contribute to 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) via online and library resources.
3. CLO 3 - Recognize and access the reports of central oversight agencies, such as Amnesty International and Human Rights Watch, that report on human rights abuses to the United Nations and global populace via online and library resources.
4. CLO 5 - Compare and contrast how “rights” and “dignity” have been defined for human and non-human animals by various cultures throughout the world.
5. CLO 6 - Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.
6. CLO 7 - Work in a team to apply knowledge and solve problems.

## Course Format

This course will be conducted entirely online through Canvas. Course materials such as this syllabus, readings, handouts, assignment rubrics, etc. can be found on Canvas at <http://sjsu.instructure.com>. You are responsible for regularly checking the email address associated with your [MySJSU](#) account to learn of any updates.

With any questions or problems, send me a message via Canvas. Also use Canvas to complete assignments and submit your papers. Hard copy, email, or Turnitin submissions will not be accepted.

## Required Texts/Readings

All course readings and materials are available in the class folder on Google Drive.

## Other technology requirements / equipment / material

All quizzes will need to be completed within the Respondus Lockdown Browser, which can be downloaded [here](#).

## Course Requirements and Assignments

### Final Activism - Research Project

The culminating assignment in this course is an individual research project comprised of four components:

- 1) **Proposal:** Selecting a contemporary issue in human rights that you want to explore and writing a proposal for your research topic and an action you plan to take related to this issue. The research topic and action should be on the same subject.
- 2) **Action:** Taking an action that has the potential to promote human rights in a certain area
- 2) **Research Paper:** Writing a research paper about the issue, including a summary of your action and reflection
- 3) **Presentation:** Presenting about your research and your action via video.

## Proposal

Choose a human rights issue that you care about in your community, broadly defined. It can be something that is affecting one specific individual (e.g. a person unjustly imprisoned), a group of individuals (e.g. workers in a company), or an entire nation. Examples of past topics include: hunger on SJSU campus, police brutality in Oakland, immigration and Deferred Action for Childhood Arrivals (DACA), homelessness in Santa Clara County, the need for rent control in Redwood City, private drones as a violation of privacy, and the North Carolina transgender bathroom bill.

Conduct preliminary research using the sources listed on the syllabus and in academic research engines to make sure you have enough material to write about. Read extensively about your topic, including drawing on course materials (for instance, there may be readings and videos related to your topic

later in the semester that are worth reviewing in advance of the proposal deadline).

The proposal should be 600-800 words and consist of your plan for an action and research paper. At a minimum, your proposal must include:

1. A brief description of the topic. Specifically – which internationally recognized human rights are being violated, and what legal instruments may be relevant?
2. A brief description of the action you are planning to take, including the goal, timing, and location. The more details the better. In addition, suggest something you would submit with your final paper that documents your action (photo, video, document...).
3. Your reason for choosing this specific action for your specific topic.
4. A list of sources:
  - Four references/sources used in the proposal, including:
    - One peer-reviewed journal article NOT from the course readings.
    - One human rights report by a non-governmental organization (NGO), a government agency, or an international governmental organization (IGO, e.g. a UN agency).
    - One legal source: convention, treaty, declaration, law, court case, etc.
    - One article or chapter from the course readings, excluding legal sources.
  - Six additional sources that you have identified and plan to use in the final paper.

Once I grade your proposal, unless my comments say otherwise, it is approved and you may implement your action and start writing your paper. If you want to change your plan, seek my approval in advance.

## Action

You are free to design, plan, and execute an action that makes sense in the context of the human rights issue you are writing about. It can be small or big, instrumental (tangible) or expressive (symbolic). You may do something on your own, team up with other students, or join an existing campaign, as long as you have a specific role to play. If I approved your action as described in the proposal, its effectiveness or impact will not affect your grades. What I am looking for is your thoughtful reflection on the extent to which your action was effective.

There are numerous action ideas in the resource section below. You can also find an organization that is working on your issue and look at what they are asking people to do. Some of these things may fulfill the requirements of this assignment. If you have an idea but you are not sure about it, ask me. (None of the things described in [this video](#) satisfy the requirements.)

Your action needs to take at least two hours to execute, and it must go beyond your existing commitments for this or other classes. However, it can be an extension of a project or activity that you are already involved in for other reasons. You need to execute your action after receiving back your

graded proposal and before the final paper draft due date. If you want to execute your action before the proposal is graded, ask me in advance.

Getting more informed on an issue, even if that includes spending much time and effort, does not constitute an “action” for the purpose of this assignment. However, actively participating in an event, as opposed to merely attending it, satisfies the requirements of this assignment. Examples include helping organize and plan the event, participating in rallies, speaking up in a public hearing of your university/city/state to express your opinion on the issue discussed, etc.

## Research Paper

**Important:** *Your draft research paper should be a fully complete draft. As you write it, refer to the requirements detailed in the syllabus and the rubric for the final paper. You will receive 5 points if your draft is complete based on the final paper rubric, including all key elements, less points if it is incomplete and 0 points if it is not submitted on time.*

Your grade will be based on the degree to which you fulfill the assignments, your ability to incorporate and synthesize concepts from the course readings and discussions, and the general rules of grammar, persuasive writing, etc. Your paper must contain, at a minimum, the following elements:

1. A description of the human rights issue: Its extent, who it affects, its causes, its history, and any other information that is relevant for your analysis.
2. A human rights framework: Which rights are being violated? Which international human rights treaties/mechanisms are applicable, and how (give specific examples)?
3. A list of references. Use as many sources as needed for the development of your argument. At a minimum, use ten sources, including:
  - Three peer-reviewed journal articles NOT from the course readings.
  - Three human rights reports by non-governmental organizations (NGOs), government agencies, or international governmental organization (IGOs). A human rights report is a non-academic research document that presents findings on human rights violations. All relevant UN agencies, major human rights organization, and some government agencies, publish such reports. They can generally be found online, typically as PDFs, and frequently with the word “Report” in their title. Examples of reports are above, in the section titled Online Resources for Reference and Research. Newspaper articles, blog posts, and websites, however detailed, are not considered “human rights reports” for the purpose of this assignment. If in doubt – ask me.
  - Three legal sources: convention, treaty, declaration, law, court case, etc.
  - One article or chapter from the course readings, excluding legal sources.
4. On a separate 1.5-2 pages (but same document), provide an overview of your action. Describe what you did and provide evidence that you completed the action ie: documents, photos, etc.
  - Provide a critical analysis of the strategy that you chose for your action. To what extent was it effective in advancing the goal and making progress on this issue? What kind of action would you take in the future based on this experience?

### **Technical Requirements for Paper**

1. Final paper length: 2,000-2,500 words of your original writing. Word count excludes references, headings, etc.
2. Always include: paper title, your name, course name/number, date, and page numbers.
3. You may format the paper as you see fit. However, references must adhere to APA citation style.
4. Late submissions will not be graded. If you cannot meet a deadline, discuss this with me ASAP.
5. Plagiarism, including self-plagiarism, would result in a grade of zero.

### **Final Draft of Research Paper**

A draft of the research paper is due before presentations begin. This is a full draft of the final paper, not a “rough” draft. It needs to read and “feel” like an actual final paper. Submit it via Canvas.

## **Oral Presentation**

The last week of the semester will be dedicated to student presentations of your project. The presentation needs to include essential background on the topic and focus on the action that you took, including what you did, what challenges you encountered, what results you had, etc. Unlike in the research paper, you can assume the audience knows certain things, particularly the things we've been discussing in class.

Presentations need to be five (5) minutes long, without the use of any audio-visual aids, such as photos, videos or slides. You may refer to notes, but you should not be reading the presentation. It is strongly recommended that you practice your talk a few times before recording.

To submit your presentation, record video or audio and upload the file to Canvas. If you need help, contact the SJSU audiovisual department.

### **Classroom Protocol**

1. Students are expected to foster an environment that encourages participation, and that is respectful to others and their opinions. Obviously you may disagree with other students or me, but you must do so respectfully.
2. Students are expected to complete assignments by the time indicated in this syllabus.

## **Optional: Extra Credit Opportunity**

I highly encourage students to get out into the community and engage with current issues. To this end, I'm offering all students the opportunity for extra credit up to 5 percentage points. This is optional and could be completed anytime during the semester, but must be submitted before the final.

To earn extra credit, identify an event related to a current human rights topic and email me beforehand to check if it would count. Pre-approval is required. If approved, attend the event and write a 1,500 word essay that summarizes the issue highlighted in the event and your reflection, connecting the event to specific material covered in this course.

Let me know at any point if there is an event you are interested in attending and I will also highlight opportunities throughout the semester.

### **Suggested Resources for Reference and Research**

- Ishay, M. (2008). *The history of human rights: from ancient times to the Globalization Era*. Berkeley, CA: University of California Press.
- Lauren, P. (2011). *The evolution of international human rights: visions seen (3rd edition)*. Philadelphia, PA: University of Pennsylvania Press.
- Soohoo, C., Albisa, C. & Davis, M. F. [Eds.]. (2008). *Bringing human rights home*. Westport, CT: Praeger.
- Steiner, H. J., Alston, P. & Goodman, R. [Eds.]. (2007). *International human rights in context: law, politics, morals (3rd edition)*. New York, NY: Oxford University Press.
- Weissbrodt, D. & de la Vega, C. (2007). *International human rights law: an introduction*. Philadelphia, PA: University of Pennsylvania Press.
- [Human Rights Review](#) and [Human Rights Quarterly](#) - the two leading academic peer reviewed journals dedicated to human rights issues. Available electronically through the library's website.

### **Online Resources for Reference and Research**

- [www.un.org/en/rights](http://www.un.org/en/rights) - The United Nations Human Rights Portal
- [www.ohchr.org](http://www.ohchr.org) - The United Nations High Commissioner for Human Rights
- [www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx) - A list of UN-level human rights instruments (treaties, conventions, declarations, protocols, etc.), arranged by topic.
- [www.amnesty.org/en/human-rights](http://www.amnesty.org/en/human-rights) - Browse Amnesty International's website by country or issue, or search their report library
- [www.hrw.org/en/publications](http://www.hrw.org/en/publications) - Reports by Human Rights Watch
- [www.state.gov/g/drl/rls/hrrpt](http://www.state.gov/g/drl/rls/hrrpt) - The U.S. State Department Country Reports on Human Rights Practices, which cover most countries in the world (but not the U.S. itself)
- [www.huriresearch.org](http://www.huriresearch.org) - A search engine dedicated to human rights documents
- [www1.umn.edu/humanrts](http://www1.umn.edu/humanrts) - The University of Minnesota Human Rights Library - contains thousands of human rights documents
- [www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6\\_glossary.htm](http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm) - Glossary of terms

### **Suggested Resources on Activism**

- Minieri, J., & Getsos, P. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community* (1st ed.). San Francisco: Jossey-Bass. <http://catalog.sjlibrary.org/record=b4943244~S1>
- Shaw, R. (2013). *The Activist's Handbook: Winning Social Change in the 21st Century* (2nd ed.). Berkeley: University of California Press. <http://catalog.sjlibrary.org/record=b4833190~S1>

#### **Online Resources on Activism**

- <https://actipedia.org/> - a community-generated wiki to document, share, and inspire Creative Activism
- <http://beautifultrouble.org/case/> - a web toolbox of creative and effective actions
- [http://nvdatabase.swarthmore.edu/browse\\_methods](http://nvdatabase.swarthmore.edu/browse_methods) - the Global Nonviolent Action Database
- <http://www.amnestyusa.org/get-involved/take-action-now> - action ideas by Amnesty International
- [www.commoncause.org/take-action/find-elected-officials](http://www.commoncause.org/take-action/find-elected-officials) - a tool to find your representatives
- [http://reclaimdemocracy.org/effective\\_letters\\_editor/](http://reclaimdemocracy.org/effective_letters_editor/) - how to write an effective “letter to the editor”

#### **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/>”

#### **Library Liaison**

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118, <http://libguides.sjsu.edu/justicestudies> Students are strongly encouraged to contact their library liaison for individual help with their research.

#### **CASA Student Success Center**

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education 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 (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910).

Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

## **Justice Studies Department 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](#).

## **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](#) at <http://www.sjsu.edu/counseling>.

## **Free Food**

Students in need have access to several self-serve, no-registration food pantries around campus. Just stop by and take items as needed. For locations and more info visit: [www.sjsu.edu/wellness/foodresources/oncampus](http://www.sjsu.edu/wellness/foodresources/oncampus).