

**San José State University**  
**CoSS /Justice Studies JS 25, Introduction to Human  
Rights & Justice,**  
**Fall 2021**

**Course and Contact Information**

<b>Instructor:</b>	Kevin Lynch
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<b>Class Days/Time:</b>	Friday, 9:00-11:45
<b>Classroom:</b>	Online
<b>GE/SJSU Studies Category:</b>	Social Science

**Course Description** This course is a lower division introduction to the history of human rights as a concept and body of international law, and to the complicated role of human rights in contemporary social justice campaigns.

**GE Learning Outcomes (GELO)**

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

1. (GELO1) Place contemporary developments in cultural, historical, environmental, and spatial contexts.
2. (GELO2) Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
3. (GELO3) Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
4. (GELO4) Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

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

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

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

## **Required Texts/Readings**

Readings will be provided by the instructor

## **Course Requirements and Assignments**

1. Group work includes presenting readings and relating them to class concepts as well as debating issues.
2. Individual assignments will be given on selected readings, films, podcasts and lectures.
3. Each student will present on poem, song, passage, video clip, or any other type of media and relate it to a concept in the course and how it relates to paideia.
4. A Socratic method will be used to discuss topics in class. Students will be called upon at random and their answers will be graded.
5. Research papers and a short presentation serve as the final. The topic will be an exploration of some aspect of human rights and justice and must include a plan of activism and a solution.

For final papers:

1. Cite 10 sources without using ANY from class assignments. Five need to be academic sources.
2. Paper should be 12 pages to 15 pages excluding title page but including references. APA style, 12 point type. Title page is NOT included in the page count, however your resource page will be included. The 10 sources cited, MUST be cited within your papers!

1. Class participation will be graded and will be based upon group presentations and your participation in groups and in class. Students will also fill out evaluations of their group members at the middle of the term and the end of class.

Part of the class is devoted to paideia – “Training of the physical and mental faculties to produce a broad enlightened, mature outlook harmoniously combined with maximum cultural development.” Paideia further entails deep meditations on the nature of love, beauty, equality, liberty, suffering, joy, peace, goodness, evil, and justice and how these concepts relate to slavery and human trafficking. Paideia is based on the edict that the unexamined life is not worth living. Consequently, the class will hopefully challenge your assumptions about love, justice, beauty, etc.

### **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), PDF. Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>		<i>98 to 100%</i>
<i>A</i>		<i>93 to 95%</i>
<i>A minus</i>		<i>90 to 92%</i>
<i>B plus</i>		<i>86 to 89 %</i>
<i>B</i>		<i>83 to 85%</i>
<i>B minus</i>		<i>80 to 82%</i>
<i>C plus</i>		<i>76 to 79%</i>
<i>C</i>		<i>73 to 75%</i>
<i>C minus</i>		<i>70 to 72%</i>

### **University Policies**

Per University Policy =, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfoU/) at <http://www.sjsu.edu/gup/syllabusinfoU/>

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

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

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

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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

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

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

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

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

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

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living

Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

### **SJSU Counseling Services**

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

### **CLASS SCHEDULE**

## **PART I INTRODUCTION, PAIDEIA, OPPRESSION AND LOVE.**

### WEEK ONE - Introduction

Friday, 8/20, First hour: Introduction to class, syllabus overview, class policy set. Dyad introductions.

Second hour: Paideia and the nature of American inequality. Quiz.

**ASSIGNMENT: 1.** Syllabus quiz. **2.** Youtube video: Cornell West. *The historical Philosophy of WEB Du Bois*. What examples does West use of paideia? Du Bois and the veil. Due, Saturday at 11:59 pm.

### WEEK TWO – Nature of love and class structure.

Friday, 8/27, First hour: Love lecture. What is the nature of love? How does it relate to inequality? Freire and course structure. Baldwin, love and Paideia. P

Second hour: Paulo Freire *Pedagogy of the Oppressed* preface discussion. Example of paideia in art: *Love is in Need of Love Today*.

Paideia example 1

**ASSIGNMENT:** *Pedagogy of the Oppressed, chapter 2.*

### WEEK THREE – Oppressor and oppressed

Friday, 9/3, First hour: Socratic discussion. Freire chapter 2. Paideia example 2

Second hour: Critical Race Theory, Oppressed and oppressor, Socratic questioning. Paideia example 3

**ASSIGNMENT:** *Pedagogy of the Oppressed, chapter 1, part 1.*

### WEEK FOUR – Friere Continued

Friday, 9/10. First hour: Part I Socratic discussion. *In the Absence of Light*. Paideia example 4

Second hour: *In the Absence of Light*. Nature of beauty. Paideia example 5

**ASSIGNMENT:** *Pedagogy of the Oppressed, Chapter 1, part 2. Absence of Light assignment*

### WEEK FIVE – Foundation of HR ideas and theories.

Friday, Sept.17, First hour: Ibid Khaldun and the basis for the Enlightenment thought. Paideia example 6

Second hour: *Forgotten Founders: Benjamin Franklin, the Iroquois and the Founding of the American Nation* lecture and discussion. Paideia 7

**ASSIGNMENT:** *Forgotten Founders*. Introduction and Chapter One, Two [Complete Book: "FORGOTTEN FOUNDERS, Benjamin Franklin, the Iroquois and the Rationale for the American Revolution," By Bruce E. Johansen \(ratical.org\)](#)

### WEEK SIX – Indigenous influence on U.S. human rights

Friday, Sept.24, First hour: *Founders' Socratic discussion* Paideia example 8



Second hour: *Founders' Nature of truth*. Paideia example 9

WEEK SEVEN – Foundation of the United Nations and international human rights

Friday, Oct. 1, First hour: Group 1 presents on Haiti. Paideia 10

Second Hour: *Nuremburg Trails*. Paideia 11.

**ASSIGNMENT:** *Human Rights, A very Short Introduction*, by Andrew Clapham. Pages 27-38, 49-58, all of chapter 3.

WEEK EIGHT – North American Exceptionalism

Friday, Oct. 8: First hour: Group 2 presents on Afghanistan. Paideia 12.

Second Hour: Exceptionalism lecture and discussion. Paideia 13

**ASSIGNMENT:** *Buying the War* Documentary

WEEK NINE – Media and human rights

Friday, Oct. 15: First hour: Group 3 presents on Israel and Palestine. Paideia 14 and 15

Second Hour: *Is the media Liberal?* Paideia 16 and 17

WEEK 10

Friday, Oct. 22, First hour: Group 4 presents on Iraq. Paideia 18 and 19

Second hour: Discussion on Media and HR and Justice. Paideia 20, 21

**ASSIGNMENT:** *Living Color Chapters 8 and 10*.

WEEK 11 - Colorism

Friday, Oct. 29, First hour: Group 5 presents on Yemen. Paideia 22

Second hour: Discussion on colorism Paideia 23, 24

**ASSIGNMENT:** “Shelby V. Holder”

WEEK 12 - Solutions

Friday, Nov. 5: Group 6 presents on Cuba. Paideia 25, 26

Second hour: *Rigged*. Paideia 27, 28.

**ASSIGNMENT:** “Stacy Abrams Fight for a Fair Vote”

WEEK 13 Solutions

Nov. 12: Group 7 presents on Mexico Paideia 29, 30

Second hour: Immigration solutions *Christophal* Paideia 31, 32

**ASSIGNMENT:** *End of Policing*

WEEK 14,

Friday Nov. 19, First hour: Group 8 presents on South Africa, Paideia 33, 34

Second hour: Paideia 35, 36, *End of Policing* discussion.

**ASSIGNMENT:** *Chokehold* reading

WEEK 15

Friday, Dec. 6

First hour: Group 9 presents on Nigeria

Second hour: *Chokehold* discussion