**San José State University**

# Health and Human Services/Justice JS 171-81 (25366), Human Rights and Justice, Spring, 2019

## Course and Contact Information

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| Instructor: | Sang Hea Kil, PhD |
| Office Location: | MQH 512 |
| Telephone: | (415) 390-6523 |
| Email: | [sang.kil@sjsu.edu](mailto:sangheakil@gmail.com) M, W 9am-12pm; T, Th 9am-10:30am; F 11.30-1.30pm. No weekends and no holidays. Please be aware of my email hours, as it will affect when I can respond. |
| Office Hours: | W 12-2 by phone. Please make an appointment at  [www.sjsu.edu/people/sang.kil](http://www.sjsu.edu/people/sang.kil) |
| Classroom Days/Time: | Canvas Platform: http://www.sjsu.edu/ecampus/teaching-tools/canvas/ |
| Prerequisites: | 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. |
| GE/SJSU Studies Category: | Area V: Culture, Civilization & Global Understanding |

## Course Description (Required)

## 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.

## Section Description

## This course will explore in a comparative and interdisciplinary way the militarized border conflicts of the USA-Mexico Border and the Israel-Palestine Region. We begin with an analysis of the USA-Mexico border and explore the history of the region, issues of security, racial profiling, and the criminalization of immigrants. We continue with an exploration of the Israel-Palestine conflict beginning with the historical context of the region, issues of colonialism, social control, and how border violence impact Palestinian women and children. We conclude with a comparative analysis of these two sites.

## 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.

## Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

## Course Learning Outcomes (CLO) Upon successful completion of this course, students will be able to:

## CLO 1: Evaluate the historical contexts of political ideas and cultural traditions associated with border conflicts. Students will achieve CLO1 through Writing Assignments, Lecture Notes, Quizzes, and Student Essay 1.

## CLO 2: Describe effects of border conflict on communities and individuals. Students will achieve CLO2 through Writing Assignments, Lecture Notes, Quizzes, and Student Essay 2.

## CLO 3: Compare systematically the political and strategic practices of agents associated with resistance and border control. Students will achieve CLO 3 through Movie Review Discussion Board and Final Student Essay.

## Required Texts/Readings (Required)

### All readings are available in PDF format within Canvas.

### Other technology requirements / equipment / material

### You must have regular and unfettered access to high-speed internet, a computer, word processing software (.doc or .docx only for CANVAS submissions), and software and hardware requirements that meet Canvas platform needs.

## Library Liaison

## Silke Higgins

## Digital Initiatives Librarian, Dr. Martin Luther King, Jr. Library

## Co-coordinator, SJSU Institutional Repository Academic Library Liaison for Economics, Justice Studies, Forensic Science, & Military History 408-808-2118 [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

## Course Requirements and Assignments (Required)

**Here are how the course assignments are weighted. Please use this formula to keep up with your progress in class:**

25% **(WA)** + 15% **(Q)** + 10% **(LN)** + 20% **(SE)** +10% **(DB)** +20% **(FSE)**= 100% class grade

**Lecture Notes (LN)-** For each reading, I will review the major concepts. Take notes on these sessions to help you prepare for assignments. See detailed instructions in Canvas for this assignment.

**Writing Assignments (WA)-** These writings are abstracts of the reading assignments. See detailed instructions in Canvas for this assignment.

**Quizzes (Q) -** These quizzes test that the student has read the assignment from start to finish and understands the underlying structure of the argument as well as its finer, more critical points. See detailed instructions in Canvas for this assignment.

**Student Essay 1 and 2 (SE1 and SE2)**- Write a 5-paragraph essay that analyzes Militarism, Borders and Conflict based on the 5 readings for the USA-Mexico Border (Student Essay 1) and on the 5 readings on the Israel/Palestine Border (Student Essay 2). See detailed instructions in Canvas for this assignment.

**Movie Review Discussion Board (DB)-**These assignments are designed to help the student collaborate with other students by means of discussion in developing a more thorough understanding of militarism, borders and conflict.  You will watch one movie on the USA/Mexico Border and one movie on the Israel/Palestine Border. See detailed instructions in Canvas for this assignment.

**Final Student Essay (FSE)** – This essay will serve as your final exam and culminating project for this course. See detailed instructions in Canvas for this assignment.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

**Final Student Essay (FSE)** – This essay will serve as your final exam and culminating project for this course. See schedule below and on Canvas.

## Grading Information

**Assignments will be graded as described by the method below:**

**Grading Scale for All Assignments**

A plus 97-100

A 94-96.9

A minus 90-93.9

The paper (or project) contains almost no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment. Paper demonstrates sharp analytical ability. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

B plus 87-89.9

B 84-86.9

B minus 80-83.9

The paper (or project) contains some minor grammatical, typographical and spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment. Paper demonstrates good analytical ability. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

C plus 77-79.9

C 74-76.9

C minus 70-73.9

The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information’s accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

D plus 67-69.9

D 64-66.9

D minus 60-63.9

One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment. Project shows dull analytical ability. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

F <60

A paper or project will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined later in this syllabus/syllabus. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

## Classroom Protocol

## 1) Students are required to read the feedback that I give on graded assignments. I provide feedback to help you improve on your assignments.

## 2) Late work is only accepted with a 3rd party documented excuse with signature and full contact information.

3) Remember, technical errors are the students’ responsibility so get work done early to avoid last minute difficulties.You can access assignments early to help you negotiate your time, but deadlines are firm. In the case that a technical difficulty occurs beyond the student’s control, the student must 1) take a screen shot to document the difficulty 2) seek the help of the support desk (<http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html>) and 3) inform the instructor of the issue ASAP by email. If the help desk support determines that the technical snafu was beyond the student’s control, the help desk will serve as the 3rd party documented excuse of the late assignment.

## 4) You must have regular and unfettered access to high-speed internet, a computer, word processing software, and software and hardware requirements that meet Canvas platform needs.

## 5) All assignments must use Times New Roman font [not Times] and be in .doc or .docx format only.

## 6) Turnitin.com is used to determine plagiarism on all assignments in canvas except quizzes. If you turn in something that exceeds 15-20% in plagiarism from any one source, you will fail the assignment immediately and may be reported to student conduct. In some cases, a student may fail the course if the plagiarism is egregious. Do not plagiarize and properly APA cite sources on all assignments. Quotes for lectures need APA citation with a page number. There should be no quotes in the WAs given that they are a paraphrasing exercise only. Avoid quoting in SEs and FSEs as well to align with APA citation and writing standards.

## 7) I drop the lowest grade for WAs, Quizzes, LNs, SEs, and Movie discussion board. This policy provides great flexibility for students to cover things like: uploaded the assignment to wrong folder, uploaded assignment late without late documentation, uploaded the assignment in .pages, .rtf, etc. and not in .doc or .docx as required, had the flu but did not visit doctor for 3rd party documentation, job and family demands, etc. Use this generous privilege prudently.

8) Seek me out by email/ office hours for help improving your performance in class.

## University Policies (Required)

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/”

# JS 171-81 (25366), Human Rights and Justice, Spring, 2019, Course Schedule

## All due dates and times are posted on Canvas. See canvas for details and any changes to the schedule.