San Jose State University
Justice Studies
JS171- Human Rights, Fall 2021

Course and Contact Information

Instructor: Elizabeth Tejada

Class Time/Location   Tues/Thurs. 12:30-1:45PM
                                 MacQuarrie Hall 523

Email: All contacts for this course should occur via Canvas

Office Hours: Online via Zoom Mondays, 10:30AM. I also can be available by
                                 telephone, and live-chat.

                                 And for questions regarding general course policies, schedule, and
                                 assignments, post your question for the class on yj g"õF kuewuukqpö"rkpm'kp"
                                 Canvas. For contacts specifically regarding you (not the course
                                 i gpgtcrk{+'kpenwf kpi "{qwt'i tcf g.'gve0'eqpvcev'o g'xkc'Ecpxcu'õo ckf0'"
                                 Allow 24-hours for my response.

Course Description

 õVj g"Wpkvgf "Uvcvgu'qh'Co gtkec'ku'yj g'i tgcvgu'pcvkqp"qp"gctyj .'qt"uq'kv'ku'uckf 0 This expression reflects
homage to the visionary founders and the democratic innovation they implanted, a fundamental faith in
yj g"eqwpv{øu'r qrkvkecri cpf "eqpqo ke'u{uvgo .'cnd celebration of a common ethos of liberty and equality
yj cv'ku'wpf gtuvqqf "q'o ctk'Co gtkecp'kf gpvkv{0ö"*Walter R. Echo-Hawk, In the Light of Justice, vii)

[gv.'õkv'ku'uko p[c'c o cwgt'qh'hcev.'y kj 'y j kej "Co gtkecpu'o wuv'eqpvgpf .'yj cv'yj g'encko "q'gzegr vkqpal
i tgcvpguu'ku'y gf "q'j kuqtkecri'r tqeguugu'yj cv'f gf{'kv0ö"*Id.) Yet, few discuss it, and fewer work to resolve
it. Kpuvgcf .'yj g'rgi ce{'qh'eqps wguv'cpf "eqpqpkcrkuo "ku'ko r ncpvgf "õkpvq'yj g'Co gtkecp"o kpf ugv.'kpuvkwwkqpu."
and legal regime so deeply that we atg"dnkpf gf "q'ku'r tgugpeg0ö"*Id. at 105.)

õY j krg"o quv'cewwgr{'hgnv'd{ "yj g'kpf ki gpqwu'r gqr ngu'qh'yj g'eqwpvt{.'yj ese"y qwpf u'ctg'cnuq'chhkevkqpu'qp"
yj g'eqwpvt{'cu'c'y j qng0ö (Id.) This course helps us understand why the achievement of human rights
requires that we, as a nation, confront the combined injustices of the past and present.

While this course explores these issues through the indigenous framework, you will discover the themes
of oppression apply across all settings.

This course explores:

 How eqwtu'cet gcvg"cpf "ko r ngo gpv'eqpegr u'qh'õj wo cp'tki j wöA
 Ecp'j wo cp'tki j u'dg"eqpukf gtgf "õkpcrkgpcdrgö'y j gp'j kuqt{'tgxgcnu'yj g'f gpkcr'qh'yj g'tki j u'q'ur gekhke"
members in society

What the barriers are to achieving universal human rights for all
What human rights campaigns tell us about the solutions to achieve human rights

Cv'ku'eqtg.'yj gug's wguvkqpu'egpvgt"qp"yj g'tqng'qh'õtki j vuö'kp'uqekgv{"cpf "j qy "yj g'i qxgtpo gpv'ko r ngo gpv'
it. Most often, courts are equated with justice. But a review of courts through its own words reveals how
the law can, and has, been used to oppress. Centered on detailed case study reviews, you will see how
Courts recognize, if not create rights.

 The course is divided into learning modules with each highlighting aspects of the development and
implementation of human rights in society.   Each case reveals the question facing all nations: to what
extent should indigenous peoples be secure in their land, cultural integrity, political and economic rights.
Fundamentally, this inquiry depends on recognizing the existence of inalienable and indivisible rights
chhqtf gf "vq"cm'j wo cpu0"Kf'tki j vu'gzkuv'uko r n{"hqt"dgkpi "j wo cp.'yj gp"yj g"WU'xkqncvgf "P cvkxgøu"
natural/human rights; its legitimacy comes under challenge.

Thematically, the case study review begins with the first US Supreme Court cases ó collectively known as
yj g"õO ctuj cm'Vtknqi {ö"*Lqj puqp"x0O økpvquj .'Ej gtqmgg"P cvkqp"x0I gqti kc.'cpf "Y qteguvgt"I gqti kc+0"
Through these cases, the Court set the framework that has shaped human rights through the indigenous

You can use print or electronic copies of the textbook. For those that prefer paper copies, there should be plenty of used copies at the bookstore and online. Since these are not traditional "textbooks," highlights and student notations in a used book should not affect the material.

Course Learning Objectives

In this course, you will:

Analyze how the U.S.'s position as leaders of "human rights" can be reconciled with its history and treatment of natives

Gzrrnckp'WPFTRøu'tqng'y kj kp'yj g'eqpvgzv'qh'j wo cp'tki j wu'cpf 'kpvgtpcvkqpcn'f qevtkpgu

Identify and assess the narratives used to justify the unequal application of human rights

Explain the role of culture in human rights discourse

Using specific examples in Native history, explain the strategies of institutional oppression in the human rights framework

Apply the language of "human rights" to develop a framework for healing historical wrongs through reparative and restorative justice

Grading/Assessment Opportunities

• The final course grade is based on:

Course Grade	Collective total points possible
Before/After Reflection	10 points/%
Explore Further: Research and Report (choose 4 only)	20 points/%
Peer Discussion/Analysis (choose 4)	

Contact me immediately with questions or if you would like to discuss. Various ways exist to contact us. General questions or clarifications are posted on the course Question & Answer discussion board on Canvas. Private messages are sent using the email/message function of Canvas and assignment-urgekhe eqo o gpvu ecp dg o cf g wuki j g õeqo o gpv dqz 0 "

Your grade scores are listed and readily avckrcdrg kp j g õI tcf gdqqmö qh Canvas. Scores will not be negotiated. But track your progress with the corresponding detailed feedback explaining your score. Notify us immediately of any errors, and let us know if you have questions or need clarification. You must inform me of any errors no later than Thurs. 12/2.

Assignment Categories

3

So, in this category, you can earn points for exploring further a topic that was mentioned but not taught in detail. You are given brief assignment options that offer you the chance to develop your analysis by applying it to a real-world controversy. Using the framework I provided you, you will conduct brief research (internet or books is fine) to further learn about the topic. You will then demonstrate what you learned by connecting it to the topics in our lessons. You are offered several assignment options from which you choose to submit only four (4) based on your interest and availability.

These are not intended to be extensive research projects or detailed analyses papers. Rather, in about 2-4 pages, you are graded on your ability to show your interest in the topic, your efforts to research and explore it further, and the thoughtfulness of explaining it.

The assignments help you assess honestly whether you understood the lesson material. It also helps identify questions you have and to get clarification from your peers before you must submit big-point assignments.

³ **Peer Discussion/Analyses**

Each learning module includes a discussion topic that challenges you to reflect on the course materials. These assignments allow you to assess honestly whether you understood the lesson material. Rather than just another paper, this assignment offers you an opportunity to collaborate with your peers: it enables you to test your understanding and get benefit from the ideas and feedback of your classmates.

You are given several assignment options in this category, but only choose four (4) to participate/submit. Each Study/Peer Analysis is framed around a controversy from that learning module. On Canvas, you are given a variety of materials as background on the controversy. You will review these materials. You are not expected to gain expertise on it, the goal is to skim the material well enough to get an overview to form an opinion on it.

You will go through each instruction to decide what interests you. After you choose the three options you want to do this session, you sign up on the sign-up sheet based on your schedule preference. You then will self-sign up for a peer group by clicking on the "People" tab on Canvas. You will join a small peer group of those with a similar schedule that week as you.

Then, you will email those peers in your group to coF1 11.02 369.a 306.41 T eheriyreW˚ñBT/F1 11.04 Tf1 0 0 1 4

Since the course is cumulative, your success depends on your ability to keep up with the reading. If you do not keep current with the reading, you will not have the framework for the course lectures and discussion. So try to get ahead and read as much as possible during the first weeks.

To help budget your time, the schedule lists a page count for each session. The reading schedule accounts for the complexity of the corresponding reading and subject. Not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed as designated in Canvas0"Cnuq'pqvkeg'yj cv'uqo g'tgcf kpi 'ku'ncdgngf "cu'õqr vkqpcnõ

Students know their study needs. But suggested approaches are provided and discussed in Canvas. You also will find links to student supports and resources.

Course Materials-

In addition to your textbook, updates and supplementary course materials -such as syllabus, handouts, notes, assignment instructions, readings, etc. ó are posted frequently for the course. The document will either be uploaded to Canvas or in a hyperlink accessible through Canvass.

The module will list the reading that corresponds to the related assignments. The course builds on itself. None of the materials are reviewed in alone; they each provide a different perspective on the controversy you must address in your assignment. You will not get the full perspective of the issue by just reading and/or watching the lessons. You must do both.

You must regularly check Canvass and the email address associated with your bMail account. Any difficulty accessing the materials must be reported to me before the deadline.

Course Communication

 All communication with me must be sent through Canvas. My announcements will be sent to you in Canvas. Make sure Canvas has your current contact information and that you set Canvas to send you immediate notifications of updates.

Various ways exist to contact me. General questions or clarifications are posted on the course Question & Answer discussion board on Canvas. Private messages are sent using the email/message function of Canvas and assignment-specific comments can be made using the õeqo o gpv'dqz0õ

Programs

You need a computer and reliable internet connectivity to run Canvas and its programs. Assignments, quizzes, and/or exams require that the submission be in word-processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs.

You must also have the related software and hardware requirements to access and download readings from the University, library, and related websites, including but not limited to Adobe Acrobat Reader or equivalent.

Course lessons and videos require that you have access to mp4 and mediaplayer, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

Academic Liaison Librarian

Higgins, Silke: Silke.Higgins@sjsu.edu; (408) 808-2118;