

San José State University
CoSS/Justice Studies
JS179, Human Rights Practicum and Seminar
Section 1, Course #27246, Spring 2021

Course and Contact Information

Instructor:	Halima Kazem-Stojanovic
Office Location:	Dwight Bentel Hall 215 (School of Journalism and Mass Communications)
Telephone:	Email is best way to reach me
Email:	Halima.Kazem@sjsu.edu
Office Hours:	Mondays 12pm – 1:15pm, Tuesdays 10-11am, & by appointment
Class Days/Time:	Synchronous lectures Mondays 3pm – 4:45pm
Classroom:	Online Zoom - Permanent Class link https://sjsu.zoom.us/j/81423268551?pwd=N0dTMWg3T2dzb1NHQWFaemJCQ2Z1QT09 (Links to an external site.) Password: 567300
Prerequisites:	JS 25, 100W, JS 171 or SOCI 118, Human Rights Minor enrollment. Completion of the Z requirement, 100W from any department, is also a prerequisite for this course.
GE/SJSU Studies Category:	E

Course Format

JS 179 will meet online via virtual meetings on Mondays days and online (asynchronously) on other days. Students will also work in small groups and/or campus or organizational partners as part of community engagement component of the course. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas and [MySJSU](#) at <http://my.sjsu.edu> to learn of any updates.

Course Description

“Complete field experience in human rights advocacy/reporting/organizing while surveying recent human rights scholarship in seminar format.”

Instructor Course Description:

“Human Rights Begin Close to Home”

This course has two main components: a seminar to discuss contemporary controversies and human rights struggles, and a student-led community engagement project. First, JS 179 involves a weekly graduate-style scholarly seminar critically engage relevant, recent scholarship in the field of human rights. Second, students will develop and complete Community Engagement (CE) work through a “Human Rights Action Project” involving a local human rights issue and community organizations in the San Francisco Bay Area. This semester’s CE will be the Voting Rights and Registration Project. JS 179 will provide students qualitative methodological training and experience in data collection and analysis for human rights investigations, studies, and reporting.

Guest speakers and human rights advocates and scholars from partnered organizations provide opportunities to explore post-graduate careers relating to human rights. The class will also provide students experience with technology valuable to those seeking to enter the fields of human rights research, advocacy, or reporting.

Course Learning Outcomes

The goals of this course are to (1) give students an opportunity to explore applied careers in human rights advocacy, law, research, reporting, and/or organizing; (2) provide training in ethnographic and qualitative research methods; (3) expose students to contemporary scholarship and advocacy campaigns addressing contemporary human rights issues in local and global contexts; (4) prepare students for graduate level coursework, where students reflect on their experiences in relation to course readings and recent, relevant research.

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

(CLO1) Collect and analyze data to create an analysis of contemporary human rights advocacy/reporting/organizing.

(CLO2) Work with other students and an organizational supervisor to complete and assess a community engagement project and presentation.

(CLO3) Review, apply, and critique the most recent interdisciplinary scholarly literature on human rights.

(CLO4) Exhibit familiarity with local and national human rights organizations, advocacy networks, and policy campaigns.

Required Texts

Davis, Angela Y. (Angela Yvonne), Frank Barat, and Cornel West. *Freedom Is a Constant Struggle : Ferguson, Palestine, and the Foundations of a Movement* . Chicago, Illinois: Haymarket Books, 2017. Print.

Noble, Safiya Umoja. *Algorithms of Oppression : How Search Engines Reinforce Racism* . New York: New York University Press, 2018. Print.

Supplemental readings assigned by topic will be posted on the Canvas website. Reading schedule is subject to change to facilitate class discussion, to address current events, to accommodate guest speakers, etc.

Suggested, Related Readings and Resources for Further Reference and Research on Human Rights Documents and Reporting

- Center for the Study of Human Rights. (2001). *25+ Human Rights Documents*. NY:CSHR.
- U.S. Human Rights Network (USHRN): <http://www.ushrnetwork.org/>
- Amnesty International: <http://www.amnesty.org> Explore the International and U.S. Amnesty International websites for information on human rights issues throughout the world.
- Human Rights Watch: <http://www.hrw.org>
- United Nations: [More information on United Nations can be found at: http://www.un.org/rights.](http://www.un.org/rights)

Suggested Online Resources on Activism

The following sources provide examples of activism and advocacy campaigns; be sure to communicate with the instructor regarding proposed activities and actions/events related to community engagement / service-learning activities JS 179.

- Actipedia, <https://actipedia.org/> - a community-generated wiki to document, share, and inspire Creative Activism
- Beautiful Trouble, <http://beautifultrouble.org/case/> - a web toolbox of creative and effective actions
- New Tactics, <https://www.newtactics.org/> - a thorough guide to help you design, plan, and implement effective actions
- Global Nonviolent Action Database, http://nvdatabase.swarthmore.edu/browse_methods
- Amnesty International, <http://www.amnestyusa.org/get-involved/take-action-now> - action ideas

Library Liaison:

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118.

Course Requirements and Assignments

A student's final grade is based on the completion of several assignments and activities, including in-class and out-of-class writing assignments, quizzes, discussion, and presentations, and online activities. The assessments and the corresponding percentage that each assessment accounts for in the final grade are as follows:

- 1) **8 Reading Responses - (30%)**
- 2) **5 Canvas Discussion Posts – (20%)**
- 3) **Book Chapter Presentation (10%)**
- 4) **Data, Surveillance and Privacy group slides (10%)**
- 5) **Data, Surveillance and Privacy classroom visits (20% total)**
- 6) **Participation in class discussions (10%)**

Final / Culminating Experience

There is no final exam for JS 179.

Readings

Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to discuss the assigned readings such that class time is not wasted, and we can engage the material together. Be sure to keep up with current events and human rights news to discuss in class.

Course Assignments

1) Reading Responses – 8 responses (30% of final grade)

Description and Purpose:

The course readings cover provocative and locally relevant scholarship in the multidisciplinary field of human rights. Students will read a variety of materials and respond to them on Canvas in a discussion format. For each reading response, students will write a brief response to at least one student in the class.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

2) Canvas Discussion Posts - 5 Posts (20% of final grade)

Students will be assigned multimedia and reading material to respond to in short Canvas discussion assignments. Students will be asked to read classmates' posts and reply to them.

Learning Outcomes: **CLO 1, CLO 4**

3) Book Chapter Presentations and Review (10% of final grade)

Students will read the assigned books and present on a chapter in class. Additionally, students will write a 2-page summary of the chapter. Rubric will be posted on Canvas.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

4 & 5) Data, Surveillance, Privacy Project & Classroom visits (30% of final grade)

Students will work in groups to develop a presentation on the semester/ unit Human Rights theme and arrange to present their research in classes. Further instructions and guidelines will be provided in class and on Canvas

Learning Outcomes: **CLO 3 and CLO 4**

7) Classroom Activities, Discussion, and Participation (10% of final grade)

JS 179 requires a great deal of classroom discussion and interaction between students, and attendance is fundamental to course objectives. Discussions and classroom activities are designed to help students successfully achieve all learning objectives, and reflect upon their experiences in the field.

Learning Outcomes: **CLO 1, CLO 2, CLO 3, CLO 4**

Extra Credit

Extra credit opportunities, including lectures, films, workshops, and on- and off-campus opportunities will be announced throughout the semester in class and via email. Check our course Canvas website for updates. To receive extra participation credit, students must write a 1-2 page reflection paper relating the event to relevant course themes, topics, or discussions. Post extra credit reflections within a week of the event.

Grading Information

This course will be using the +/- system on final grades based on the following percentages:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 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>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

A "C" or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

SJSU Policies:

University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf> Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

SJSU's Credit Hour Requirement

“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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Academic Integrity and Plagiarism

Students should review SJSU's **Academic Integrity** policy:

www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have previously submitted for credit, or plan to submit for another class, please note that the SJSU Academic Policy F06-1 requires approval of instructors.

Classroom Protocol

1. This course depends on participation, discussion, and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor. Prepare for class to ensure you can contribute to discussion and debate.

2. All classroom participants are expected to foster an environment that encourages respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind). We will discuss ground rules and develop classroom standards of conduct at the beginning of the semester.

3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.

4. Students are responsible for any notes and materials missed in their absence.

Readings about human rights abuses, injustice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course materials mindfully and engage in self-care. If you or a friend is in need of emotional or mental health support, please visit SJSU's Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service.

Phone: (408) 924-5910. Location: Student Wellness Center, Room 300.

5. All late assignments will be docked 1 point for every day (24 hours) that they are late. Late Voting rights

report/ presentation will not be accepted.

6. If you will miss class, you should email me before class. I will file the email but may not be able to respond in a timely manner. In order to make up missed work or have an absence excused you must email me a doctor's note or other 3rd party documentation with the correct dates and reason why you missed class or an assignment.

7. I usually respond to emails within 24 hours or sooner during week days. Do not expect emails over the weekend or holidays.

8. It is your responsibility to check attachments and Canvas submissions before submitting assignments. Make sure you've uploaded the right attachment and that the attachment can be accessed correctly. I will not give credit for assignments if they are missing or if files are corrupt. If you cannot access Canvas you should email me the assignment by the deadline to be safe.

9. False reporting of information is unprofessional and unacceptable conduct

10. Set Canvas settings to receive immediate notifications of announcements, assignments, etc.

Zoom etiquette:

- Log into Zoom lectures on time
- Students must be visible on zoom and have a working microphone. You must email me if this is a concern.
- Zoom name must be student's full name as stated on class roster
- Test your camera and microphone before each class
- Mute your microphone upon entering the zoom session
- Set up your camera so that we can see your face clearly, the camera is at eye level, and the video is properly lit.

- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
- 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.
- Zoom lectures WILL NOT be recorded – attendance for zoom lectures is important
- 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.

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 at http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's written/emailed permission to make audio or video recordings in this class.

Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) 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.

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.

Course Schedule

JS 179 “Human Rights Practicum and Seminar” Spring 2021

Note: The following course schedule is subject to change with fair notice.

Visit the course website on Canvas for articles and reading reflection assignments.

Check Canvas regularly for announcements and updates to the syllabus and course schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 2/1	Introduction to Class and Syllabus Attend Watch Party: Free Angela and All Political Prisoners Take Notes to be used for Discussion prompt Canvas Discussion #1 Due Thursday 2/4 @ 9pm Read for class Davis Introduction, Chapters 1-3 Reading Response #1 Due Sunday 2/7 @9pm

2	M 2/8	<p>Black Feminism, Socialism, and the work of Dr. Angela Davis, Discuss film and readings</p> <p>Attend TEACH-IN PANEL Discussion: Dr. Angela Davis and the Indispensability of Black Feminism and Socialism in 2021 [Register Here]</p> <p>Feb 9, 2021 3:00-5:00 PM</p> <p>Attend SJSU Human Rights Institute Keynote Address from Dr. Angela Davis [Register Here]</p> <p>Feb 11, 2021 5:00-7:00 PM</p> <p>Take notes during each event</p> <p>Read Davis Chapters 4-7 Reading Response #2 Due Thursday 2/11 @ 9pm</p>
3	M 2/15	<p>Capitalist Individualism, Systemic Change and the Prison Industrial Complex</p> <p>Watch Session #3 Abolition https://www.radcliffe.harvard.edu/event/2019-radical-commitments-conference</p> <p>Canvas Discussion #2 Post Due Thursday 2/18 @9pm</p> <p>Read for next class - Davis Chapters 8-10 Reading Response #3 Due Sunday 2/21 @ 9pm</p>
4	M 2/22	<p>Abolition, Activism and Transnational Solidarities</p> <p>Canvas Discussion #3 Post Due Thursday 2/25 @pm</p> <p>Watch Session #1 Revolution https://www.radcliffe.harvard.edu/event/2019-radical-commitments-conference</p> <p>Watch for next class - #2 Video on Feminisms https://www.radcliffe.harvard.edu/event/2019-radical-commitments-conference</p> <p>Response #4 Due Sunday 2/28 @9pm</p>

5	M 3/1	<p>Feminisms and Revolutions Wrap up Unit 1 curriculum Introduction of Unit 2 – Algorithms, Data and Surveillance</p> <p>Reading for next class - Noble Intro & Chapter 1-2 Reading Response #5 Due Sunday 3/7 @9pm</p>
6	M 3/8	<p>Watch Party – Coded Bias</p> <p>Watch Film Citizen4 Canvas Discussion post #4 – Due Thursday 3/11 @9pm</p> <p>Read for next class – Noble Chapters 3-5 Reading Response #6 Due Sunday 3/14 @ 9pm</p>
7	M 3/15- -	<p>Surveillance State</p> <p>Watch The Great Hack Canvas Discussion post #5 – Due Thursday 3/18 @ 9pm</p> <p>Read for next class – Nobles Chapter 6 & Conclusion, other readings will posted on Canvas Reading Response #7 Due 3/21 @ 9pm</p>
8	M 3/22	<p>Presentation project – Introduction</p> <p>https://ownyourdata.foundation/ Algorithmic Justice League https://www.humanetech.com/ Read DQ 2019 Standards Report</p> <p>Reading Response #8 Due Friday 3/26 @ 9pm</p>
		<p>Spring Break March 29 – April 2 ENJOY!</p>

9	M 4/5	Designing the project Group designations Use what you've learned Project Assignment #1 – Drafts of Slide deck for each group due Sunday 4/11 @9pm
10	M 4/12	Review Slide decks -Consolidate Set up presentation schedule – sign up sheet Project Assignment # 2 – Final Slide Deck due Sunday 4/11 @ 9pm
11	M 4/19	Practice Run of presentation, Sign up sheet review Start with class presentations
12	M 4/26	Class check in about presentations Continue to present in classes
13	M 5/3	HRI Research Symposium Continue presenting in classes
14	M 5/10	TBD
15	M 5/17	TBD
		No final exam – Have a great summer!

