

San José State University  
CHaHS/Justice Studies  
JS179, Human Rights Practicum and Seminar  
Section 02 Course #30328, Spring 2019

Course and Contact Information

Instructor	Halima Kazem Stojanovic
Office Location	Dwight Bentel Hall 215 (School of Journalism and Mass Communication)
Telephone	Email is best way to reach me
Email:	Halima.Kazem@sjsu.edu
Office Hours	Wednesday 3-5 p.m. and by appointment
Class Days/Time	Monday & Wednesday 10:30– 11:45 a.m.
Classroom	Health Building 405
Prerequisites	JS 25, 100W, JS 171 or SOCI 118, Human Rights Minor 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 in our classroom or online via virtual meetings on seminar days. Students will also work in the field.

Course Description

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

Instructor Course Description:

First, students will develop field experience in the field of human rights. Second, students will develop Community Engagement (CE) through a “Human Rights Action Project” with local community organizations in the San Francisco Bay Area. JS 179 provides technical training and experience in data collection and analysis.

analysis for human rights investigations, studies, and reporting. Guest speakers and human rights advocates and scholars from partnered organizations provide opportunities to explore graduate careers relating to human rights. The class will also provide students experience with technology valuable to those seeking to enter the field 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

Stevenson, Bryan. (2014). Just Mercy: A Story of Justice and Redemption, New York: Spiegel & Grau. ISBN 97890812994520. Available at <http://bryanstevenson.com/book/>

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: <http://www.unhcr.org/>





### Description and Purpose:

Students will write a 5 page “shadow report” that examines a human rights issue of their choice. The report should examine a domestic human rights concern in the U.S., and evaluate how pertinent international human rights standards apply to the organization(s), government agencies, corporations, etc. involved in the issue. Further instructions and guidelines will be provided in class.

Learning Outcomes: CLO 3 and CLO 4

### 7) Human Rights Action Project Presentations

(20% of final grade)

#### Description and Purpose:

These presentations are designed to summarize and reflect upon your HRAP and share this information/experience with other students in the course. In a multimedia presentation of your/your team’s description, critically describe and assess the HRAP issue your group has been working on throughout the semester. Presentations should explain the issue and describe human organizing and efforts to address it.

HRAPs involving community and/or campus organizations should include the history, mission, programs, funding, staffing, operations, and outcomes/community impact as they have to do with the field/realizing human rights practice in the U.S. Your presentations should be approximately 30 minutes in length, with 10 minutes allotted for class discussion facilitated by those presenting.

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

### 8) 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 grades 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 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 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:

Grade	Percentage
A plus	96 to 100%
A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%

Grade	Percentage
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

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

SJSUPolicies:

University Syllabus Policy S16-at <http://www.sjsu.edu/senate/docs/S16.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 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,

alternative views with an open mind). We will discuss ground rules and develop classroom standards of conduct at the beginning of the semester.

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

Readings about human rights abuses, justice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course material 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](http://www.sjsu.edu/counseling)

Phone: (408) 925-910. Location: Student Wellness Center, Room 300.

6. All late assignments will be docked 10% for every day (24 hours) they are late. The shadow report will be docked 20% for every day that it is late. The HRAP report/ presentation will not be accepted late.
7. 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 party documentation with the correct dates and reason why you missed class or an assignment.
8. I usually respond to emails within 48 hours or sooner during week days. Email me before the weekend. Do not expect emails over the weekend or holidays.

## University Policies

Per University Policy S10, universitywide 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/>

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12](http://www.sjsu.edu/senate/docs/S12.pdf), <http://www.sjsu.edu/senate/docs/S12.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 personal 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/atlas/) at <http://www.sjsu.edu/atlas/> 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 audiovisual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projectors, screens and monitors.







Week	Date	Topics, Readings, Assignments, Deadlines
3	2/11	<p>Foundations of Human Rights</p> <p>Read the U.S. Constitution and Bill of Rights. Explore <a href="https://constitutioncenter.org/interactiveconstitution">Interactive Constitution</a> here: <a href="https://constitutioncenter.org/interactiveconstitution">https://constitutioncenter.org/interactiveconstitution</a></p> <ul style="list-style-type: none"> <li>- Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments</li> <li>- Explore “<a href="http://constitutionalrights.constitutioncenter.org/app/home/world">Rights Around the World</a>” to identify and explain at least one of the rights in the U.S. Constitution and Bill of Rights that appear in the Universal Declaration of Human Rights: <a href="http://constitutionalrights.constitutioncenter.org/app/home/world">http://constitutionalrights.constitutioncenter.org/app/home/world</a></li> <li>- Identify an example of a domestic or international human rights struggle or movement addressing one of the rights listed in the Bill of Rights and the UDHR.</li> <li>- Then, explore the websites and reporting on your selected issue from Human Rights Watch and/or Amnesty International to identify an example in the context of the U.S. or another country. Be prepared to discuss your example in class on 2/11..</li> </ul> <p>Comments –Response 1</p> <p>Due 2/11 at 10:30am on Canvas</p>

3	2/13	<p>Civil and Political Rights and “American Exceptionalism”</p> <p><u>Readings:</u></p> <p>ACLU, “ICCPR FAQ”: <a href="https://www.aclu.org/facovenant/civil-political-rights-iccpr">https://www.aclu.org/facovenant/civil-political-rights-iccpr</a></p> <p><u>Case Study:</u> Voices of the Civil Rights Movement</p> <p>Read and listen to speeches from different civil rights advocates in the U.S., including Ida B. Wells, W.E.B. DuBois, Dr. Martin Luther King, Jr.</p> <ul style="list-style-type: none"> <li>• Ida B. Wells. (1900). “Lynch Law in America.” <a href="http://www.blackpast.org/1900-ida-b-wells-lynch-law-america">http://www.blackpast.org/1900-ida-b-wells-lynch-law-america</a></li> <li>- W.E.B. DuBois. (1947). “An Appeal to the World: A Statement of Denial of</li> </ul>
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Week	Date	Topics, Readings, Assignments, Deadlines
6	3/4	<p>“Women’s Rights are Human Rights”: Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)</p> <p><u>Readings:</u> Human Rights in Our Own Backyard, Introduction to Part VI; Ch. 20, “The U.S. Culture of Violence”</p> <p><u>Video:</u> KimberléCrenshaw, Ted Talk: “The Urgency of Intersectionality” <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</a> <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality">1117391</a></p> <p>Title IX Changes More readings will be added</p> <p>Comment – Reading Response 4 – Due 3/4 at 10:30am on Canvas</p>
6	3/6	<p>The #Metoo Movement and Sexual Violence</p> <p><u>Readings:</u> To Those Who Seek A Better World in the &amp;#MeToo Era New York Times, October 27, 2018 (A Full page ad)</p> <p>Jia Tolentino, “One Year of #MeToo: What Women’s Speech Is Still Not Allowed To Do,” The New Yorker, October 10, 2018</p> <p>Annelise Orleck, “#MeToo and McDonald’s” Jacobin Magazine, September 20, 2018</p> <p>Speaker in Class</p> <p>Comment- Reading Response 5 Due 3/6 at 10:30am on Canvas</p>
7	3/11	Film – No Mas Bebes
7	3/13	<p>Reproductive Justice</p> <p><u>Reading:</u> Ross and Solinger. (2017). Reproductive Justice: An Introduction Read Ch. 2, “Reproductive Justice in the Twentieth Century”</p> <p>Roe v. Wade – Court opinions <a href="https://supreme.justia.com/cases/federal/us/410/113/opinion-1950137">https://supreme.justia.com/cases/federal/us/410/113/opinion-1950137</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/18	Shadow Report Presentations
8	3/20	Shadow Report Presentations Discussion of HRAP projectsform groups
9	3/25	Visit to Local Human Rights Organiz (an)(i)-2 (s)-1 (c)4 (us)-pt8.9226 .242 (p)4 (s)]TJ aks

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/27	<p data-bbox="326 163 1019 205"><u>Meet with HRAP group for research and planning</u></p> <p data-bbox="326 216 1036 258">Militarization of Police – Urban Shield Case Study</p> <p data-bbox="326 268 456 310"><u>Reading:</u></p> <p data-bbox="326 321 1385 405">HRIOOB, Ch. 2, “Building U.S. Human Rights Culture from the Ground Up: International Human Rights Implementation at the Local Level”</p> <p data-bbox="326 415 634 457"><u>The Guardian articles</u></p> <p data-bbox="326 468 813 510"><u>Guest Speaker Critical Resistance</u></p>

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Week	Date	Topics, Readings, Assignments, Deadlines
13	4/24	<p data-bbox="337 197 1123 233">Sexual Orientation, Gender Identity, and Human Rights</p> <p data-bbox="337 247 662 283">LGBTQI Human Rights</p> <p data-bbox="337 298 1490 447"> <u>Reading</u>: Bassichis Lee, and Spade (2011). "Building an Abolitionist Trans &amp; Queer Movement with Everything We've Got," in <i>Captive Genders</i>            Goodhart Ch. 11, "Sexual Orientation, Gender Identity, and Human Rights" UN            "Free and Equal" Campaign         </p> <p data-bbox="337 499 1195 535">HR Film Review - 2 page film review (2008 film Milk) due 4/29</p>

