

**San José State University
CASA / Justice Studies**

**JS 179, Human Rights Practicum and Seminar
Section 01, Spring 2017**

Course and Contact Information

Instructor:	Dr. Edith Kinney, J.D.
Office Location:	MacQuarrie Hall 525A
Telephone:	(408) 924-2946
Email:	edith.kinney@sjsu.edu
Office Hours:	Wednesday, 1:00-2:30 in MQH 525A, or by appointment Online sign-up for office hours appointments: http://bit.ly/1uhbH3e
Class Days/Time:	Monday/Wednesday, 10:30 - 11:45 a.m.
Classroom:	526 MacQuarrie Hall
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.
JS Competency Area:	E

Course Format

JS 179 will meet in our classroom or online via virtual meetings on seminar days. Students will also work in the community with organizational partners as part of the service learning 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:

This Service Learning Course is essentially composed of two parts. Students in this course will conduct 24+ hours of Community Engagement (CE) working on a project involving a human rights- or human rights related organization in the San Francisco Bay Area. This will provide qualitative methodological training and experience with technology valuable to those seeking to enter the field of human rights research, advocacy, or reporting; and an opportunity for students to explore careers relating to human rights. Second, the course will consist of a graduate-style scholarly seminar where students will reflect on and share their field experiences with others, and critically engage relevant, recent scholarship in the field of human rights. Students will link

theoretical analysis to their service learning experience through Human Rights Action Projects with community organizational partners.

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 valuable training in ethnographic and qualitative research methods; (3) expose students to cutting edge scholarship and advocacy in the field of human rights; (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 apply direct observational field notes as qualitative data for an analysis of contemporary human rights advocacy/reporting/organizing.
- (CLO2) Work with other students (team) and an organizational supervisor to complete and assess a tangible Community Engagement project of mutual design.
- (CLO3) Review, apply and critique the most recent scholarly literature in the field of Human Rights from journals such as *Human Rights Quarterly*, *Societies Without Borders*, and the *Journal of 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. ISBN97890812994520. Available at <http://bryanstevenson.com/the-book/>

Other Readings

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 (International Law):

- 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: [More information on Amnesty International can be found at: http://www.amnesty.org.](http://www.amnesty.org)
- Human Rights Watch: [More information on Human Rights Watch can be found at: http://www.hrw.org.](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)

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.

Classroom Protocol:

1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
4. Students are responsible for any and all notes and materials missed in their absence.
5. Cell phone, PDA, and Laptop/Internet use will not be tolerated during class time unless they are part of class activities or necessary to field an emergency.

Course Requirements and Assignments

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

- 1) Reading Reflection Papers (35%),
- 2) A Shadow Report on a human rights issue of your choice (10%)
- 3) Field Notes (10%)
- 4) Human Rights Action Project Sociological Analysis Presentations (35%), and
- 5) Participation in class discussion and online activities (10%).

Midterm and Final Examination

There is no midterm or final exam for JS 179. Students will present their final Human Rights Action Project Sociological Analysis Presentations during the scheduled final exam period, Friday, May 19, 9:45 a.m. – 12:00 p.m.

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.

Reading Reflection Papers (CLO3, CLO4) (35% of final grade):

Description and Purpose:

The course readings are essentially a collection of some of the most provocative and locally relevant scholarship in the multidisciplinary field of human rights in the past five years. Each week, students should complete a 2-page reflection paper (typed, 12-point font, 1-inch margins, double spaced, citations in APA format—though no outside research, title page, or running headers necessary) based on the assigned readings for that week. Each reflection paper should consist of three parts: 1) Summary, 2) Critique, 3) Discussion questions. We will use these papers to generate discussion as peers in class. Further, this format mimics the basic design of graduate courses in the social sciences, and will help develop students' ability to digest and employ challenging material.

Grading:

These assignments will be graded on a 10-point scale, based on a standard rubric by the instructor (will be distributed in class). Reflection papers will be worth **35%** of the final course grade.

Shadow Report (CLO3, CLO4) (10% of final grade)

Description and Purpose:

Students will write a 3-5 page "shadow report" that examines a human rights issue of their choosing. The report should examine a domestic human rights concern in the U.S., and evaluate 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.

Grading:

This assignment will be graded on a 100-point scale, based on a standard rubric by the instructor (will be distributed in class). The Shadow Report is worth **10%** of the final course grade.

Human Rights Action Project (HRAP) Field Notes (CLO1, CLO2) (10% of final grade)

Description and Purpose:

Please see the detailed handout, “Human Rights Action Projects and Assignments” for details on the applied portion of this Service Learning course. This document, along with all other required paperwork (Service Learning Agreement and individual Service Learning Plan/Contract) will be distributed and discussed on the first day in class. That said, you will complete two graded assignments in the process of your HRAP work. The first of which are your Field Notes—you might think of these as a structured journal where you are collecting qualitative data on your partnered organization and HRAP.

Your Field Notes should be completed for every day you spend on-site with your organization and team to complete your HRAP. Though we will discuss Field Notes more in class, each entry should include the following: (1) What did you and your team *do* that day? (2) What did you and your team learn that day? (3) Were there any crucial observations made about the organization or project? Explain. (4) How many hours did you log that day?

Grading:

Though your Field Notes will be checked periodically for progress through classroom activities (see schedule), you will turn them in on the day of your assigned Sociological Analysis presentation. Your Field Notes should be clear, legible, and organized at the time of submission. They will be evaluated based on the perceived level of effort, the thoroughness and depth of your notes/reflections, and ability to link theoretical principles to issues you counter during your service learning experiences and HRAPs. Your Field Notes will be worth **10%** of the final course grade.

NOTE: Students who would like to combine their field site with other internships or service learning courses should approach and inform the JS 179 instructor in the first week of class. Please remember that formal internships and service learning courses require documentation and liability agreements. Students should see their faculty internship or service-learning supervisors in their respective major departments for further information on the necessary paperwork.

Human Rights Action Project Sociological Analysis Presentations (CLO1, CLO2, CLO3, CLO4) (35% 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 design, critically describe and assess the HRAP issue your group has been working on throughout the semester. Presentations should explain the issue and describe human rights organizing and efforts 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 defining and/or 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.

Grading:

Presentations will be graded on a 30-point scale, based on a standard rubric by the instructor (available on Canvas). HRAP Sociological Analysis presentations will be worth **35%** of the final course grade.

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

Though not graded per se, this course requires a great deal of classroom discussion and activities. This is primarily because much of the course material is often new and challenging for undergraduate students. These discussions and classroom activities are designed to help students successfully achieve all learning objectives (CLO 1, 2, 3 and 4), and reflect upon their experiences in the field. Students will select a day to be “on call” to give a Current Events Analysis at least once during the semester. Posting news stories to the “Human Rights in the News” discussion on Canvas and providing substantive comments on others’ posts is another way to participate in class discussion.

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:

98-100:	A+	77-79:	C+
94-97:	A	74-76:	C
90-93:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-
		0-59:	F

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

SJSU Workload Expectations

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally *three hours per unit per week*), including preparing for class, participating in course activities, completing assignments, and so on. 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. Please turn off/mute all cell phones and other devices. Computers and electronic devices may only be used for note taking and accessing electronic readings. Students using electronic devices will be “on call” to answer questions and look up pertinent research questions online.
3. 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.
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.
6. Readings about human rights abuses, law, discrimination, violence, and injustice can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, free to contact the professor in person or anonymously (e.g., a note slipped under Dr. Kinney’s office door of 525B MacQuarrie Hall).

If you or a friend is in need of emotional 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.

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](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 S12-7](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/mailed 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. (Note: You need to have a QR Reader to scan this code.)

Course Schedule

JS 179 “Human Rights Practicum and Seminar” Spring 2017

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.	1/30 2/1	<p>Introduction to course and explanation of syllabus, collect student interests to assign appropriate readings.</p> <p>Read Lippman, Ch. 12, “International Human Rights and International Crime” in <i>Law and Society</i></p> <p><i>Review Prezi Introduction to Human Rights</i></p>
2.	2/6 2/8	<p>Introduction to Human Rights Prezi (continued)</p> <p><i>Online Research Assignment:</i> Exploring local human rights organizations and campaigns. Come to class on 2/8 prepared to discuss potential human rights action project ideas.</p> <p>Ethnographic methods and human rights advocacy, reporting, and research; How to dissect a journal article. <i>Read article 1 – social movements and collective mobilization – immigration reform and LGBTQ rights</i></p>
3.	2/13 2/15	<p>Reflection Paper 1 due</p> <p>Scholarship seminar (instructor led); <i>Review article 1</i></p>
4.	2/20 2/22 2/23 4:30 p.m. 2/24, 12:00 p.m.	<p>Scholarship seminar; <i>read article 2</i></p> <p>Reflection Paper 2 due</p> <p>Assignment: <i>Service Learning Agreements and Student Learning Plans/Contracts Due</i></p> <p>HRAP Group Research Meeting & HRAP Fieldwork</p> <p><i>Campus Activity:</i> “Defamation” interactive theatrical drama, Student Union Theatre</p> <p><i>Campus Activity:</i> Bryan Stevenson Lecture, Hammer Theatre Center</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5.	2/27	Scholarship seminar: Discuss Bryan Stevenson's <i>Just Mercy</i> and the work of Equal Justice Initiative on public defenders, sentencing reform, and legal challenges to the death penalty
	3/1	HRAP Fieldwork
6.	3/6	HRAP Fieldwork and Organizational Planning Checking in on field work and Field Notes; informal discussion of placements and progress <i>Team activity and skills development: in-class iPad workshop on human rights data collection, analysis, working with video, and multimedia presentations</i>
	3/8	Scholarship seminar; <i>read article 3</i> See Canvas for article, video, and solitary confinement hunger strike materials in the movement to reform/abolish solitary confinement in California's prisons Assignment: Reading Paper 3 due
7.	3/13	HRAP Fieldwork
	3/15	Class Debate: <i>Human Rights in Action: Mobilizing Human Rights to Address Trafficking and Exploitation in the Sex Trade</i> "Room for Debate" readings (Canvas) Amnesty International, Policy to Decriminalize Sex Work
8.	3/20	HRAP Fieldwork / Working Groups
	3/22	Guest Speaker, Professor Halima Kazem, Human Rights Reporting and Journalism (Readings, shadow report, and news articles on Canvas)
9.	3/27	SPRING RECESS
	3/29	SPRING RECESS
10.	4/3	Catching up after Spring Break – Human Rights in the News and at the U.S. Supreme Court HRAP Fieldwork <i>Field Notes Check</i>
	4/5	Human Rights Monitoring, Reporting, and Awareness-Raising through Multimedia and Social Biography Videos

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Canvas reading activity for Reading Reflection 4 – immigration, sexual exploitation, and farmworkers’ rights</p> <p>“Rape in the Fields” Center for Investigative Reporting, Univision, and PBS <i>Frontline</i>. Watch the video and examine the reporting, fact sheets, and multimedia information about the investigation here: http://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/</p>
11.	<p>4/10</p> <p>4/12</p>	<p>HRAP Fieldwork</p> <p>Reading Reflection 4 due: Human Rights Reporting and Immigration</p> <p>Class Activity: Human Rights in Our Own Backyard</p> <p>Assignment: Shadow Report assignment due on Canvas</p> <p>Present brief summary of report in class</p>
12.	<p>4/17</p> <p>4/19</p>	<p>HRAP Fieldwork</p> <p><i>Read article 5</i></p> <p>Scholarship seminar – Immigration and Human Rights: Sanctuary Cities and Detention Centers (readings, studies, legal cases, and advocacy materials available on Canvas)</p> <p>Reflection Paper 5 due</p>
13.	<p>4/24</p> <p>4/26</p>	<p>HRAP Fieldwork</p> <p><i>Read article 6</i></p> <p>Scholarship seminar – Housing and Homelessness</p> <p>Reflection Paper 6 due</p>
14.	<p>5/1</p> <p>5/3</p>	<p>LIBRARY DAY (Work on group presentations and/or with community partners – consult on final product/presentation)</p> <p><i>Read article 7</i></p> <p>Scholarship seminar – juvenile justice, domestic minor sex trafficking, and human rights in the “detention to protection pipeline”</p> <p>Reflection Paper 7 due</p> <p>Canvas Discussion: “Domestic Minor Sex Trafficking” in the U.S.</p>
15.	<p>5/8</p> <p>5/10</p>	<p><i>Sociological Analysis HRAP Presentations</i></p> <p>Assignment: Final Sociological Analysis HRAP Presentations Due on Canvas</p> <p><i>Sociological Analysis HRAP Presentations</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment: Field Notes Due
16.	5/15	Wrap-up, Thank-you's to partnered organizations, and making use of your HRAP projects.
Final Exam Period	5/19, 9:45 a.m. – 12:00 p.m.	Human Rights Mobilization, Evaluation, and Assessment Activities Conclusions and Lessons Learned: Human Rights in Action in Local, National, and International Contexts

Course Readings

JS 179 “Human Rights Practicum and Seminar” Spring 2017

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

Course book:

Stevenson, Bryan. (2014). *Just Mercy: A Story of Justice and Redemption*, New York: Spiegel & Grau. ISBN97890812994520. Available at <http://bryanstevenson.com/the-book/>

Articles for Reading Reflections

1. Terriquez. (2015). Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement. *Social Problems*, 62(3), 343-362.
2. Christians and Speer. (2015). Community Organizing: Practice, Research, and Policy Implications. *Social Issues and Policy Review*, 9(1), 193-222.
3. Reiter. (2014). The Pelican Bay Hunger Strike: Resistance within the structural constraints of a US Supermax Prison. *South Atlantic Quarterly* 113(3), 578-611.
4. Center for Investigative Reporting, Univision, PBS Frontline. (2013). *Rape in the Fields*. “Female Farmworkers Face Rape, Harassment,” <http://www.pbs.org/wgbh/frontline/article/female-workers-face-rape-harassment-in-u-s-agriculture-industry/>
5. Case Study on U.S. Immigration and Human Rights: Sanctuary Cities and Immigration Detention (readings, studies, legal cases, and advocacy materials available on Canvas)
6. Desmond and Gershenson. (2016). Housing and Employment Insecurity among the Working Poor. *Social Problems*, 63(1): 46-67.
7. Musto. (2013). Domestic minor sex trafficking and the detention-to-protection pipeline. *Dialectical Anthropology*, 37(2), pp. 257-276.