

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

**JS 179, Human Rights Practicum and Seminar
Section 01, Spring 2016**

Course and Contact Information

Instructor:	Dr. Edith Kinney, J.D.
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Email:	edith.kinney@sjsu.edu
Office Hours:	Monday, 12:30 – 2 or by appointment Online sign-up for office hours appointments: http://bit.ly/1uhbH3e
Class Days/Time:	Monday/Wednesday, 10:30 - 11:45
Classroom:	Engineering Building 327
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. Class assignments and projects will require Internet access, use of new technologies and apps.

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 with 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:

Selections from Stoecker. (2013). *Research Methods for Community Change: A Project-Based Approach* (2nd ed). Thousand Oaks, Calif: SAGE Publications (2013).

Additional articles will be available on Canvas.

Suggested, Related Readings and Resources for Further Reference and Research:

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

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>.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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.

Classroom Activities and Discussion:

Though not graded per se, this course requires a great deal of classroom discussion and classroom activity. 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.

Reading Reflection Papers (CLO3, CLO4) 40%:

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 **40%** of the final course grade.

Human Rights Action Project (HRAP) Field Notes (CLO1, CLO2) 20%:

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. Write your Field Notes on Google Drive, sharing with the instructor. 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 **20%** 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) 40%:

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 organization's 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.

We will discuss these presentations further in class, where students will also receive a sample grading rubric.

Grading:

Presentations will be graded on a 30-point scale, based on a standard rubric by the instructor (will be distributed in class). Sociological Analysis presentations will be worth **40%** of the final course grade.

Grading Policy

Final grades will be calculated as a percentage on a typical "10-point letter grade scale":

98-100%	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C

70-73	C-
68-69	D+
64-67	D
60-63	D-
<60	F

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.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

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 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.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Do not plagiarize in your written assignments. This includes copying others' words without attribution and failing to use appropriate citations (APA format). Re-using your own writing, or resubmitting papers or assignments written for another class, also constitutes plagiarism, unless previously discussed with the professor.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays (Optional)

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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.)



SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

Course Schedule

JS 179 “Human Rights Practicum and Seminar” Spring 2016

Note: The following course schedule is subject to change with fair notice.
See Canvas for most announcement and updates to the syllabus and course schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1.	2/1	Introduction to course and explanation of syllabus, collect student interests to assign appropriate readings.
	2/3	Getting familiar with Local HR Organizations and Campaigns
2.	2/8	Ethnographic methods and HR advocacy, reporting, and research, guest presentations.
	2/10	Ethnographic methods and HR advocacy, reporting, and research; How to dissect a journal article. <i>Read article 1.</i>
3.	2/15	<i>Human Rights in Film and Popular Culture Activity (TBA)</i> Reflection Paper 1 due
	2/17	Scholarship seminar (instructor led); <i>review article 1 and excerpts from Stoecker Ch. 1-3</i>
4.	2/22	Scholarship seminar; <i>read article 2 and excerpts from Stoecker Ch. 4</i> Reflection Paper 2 due <i>Service Learning Agreements and Student Learning Plans/Contracts Due</i>
	2/24	HRAP Group Research Meeting & HRAP Fieldwork
5.	2/29	Scholarship seminar: <i>read article 3</i> Reflection Paper 3 due
	3/2	HRAP Fieldwork
6.	3/7	Checking in on field work; informal discussion of placements and progress; <i>read article 4; Skim Stoecker Ch. 8-9</i> Reflection Paper 4 due <i>Team activity: in-class iPad workshop on human rights data collection, analysis, and presentation</i>
	3/9	HRAP Fieldwork

Week	Date	Topics, Readings, Assignments, Deadlines
7.	3/14	Scholarship seminar; <i>read article 5</i> Reflection Paper 5 due
	3/16	HRAP Fieldwork
8.	3/21	Virtual Guest Lecture: Community Organizing in the Bay Area and Beyond; <i>readings and advocacy materials on Canvas</i> ; Scholarship seminar; <i>read article 6</i> Reflection Paper 6 due
	3/23	HRAP Fieldwork
9.	3/28	SPRING RECESS
	3/30	SPRING RECESS
10.	4/4	Human Rights Monitoring, Reporting, and Awareness-Raising through Multimedia and Social Biography Videos (Canvas activity); Scholarship seminar: <i>read article 7</i> Reflection Paper 7 due
	4/6	HRAP Fieldwork
11.	4/11	Class Activity: Human Rights in Our Own Backyard
	4/13	Human Rights Lecture (Save the Date)
	4/14	California Association of Human Relations Commissions Policy Workshops (Save the Date)
12.	4/18	Seminar discussion of Human Rights Lecture and CAHRO Workshop Scholarship seminar; <i>read article 8</i> Reflection Paper 8 due
	4/20	HRAP Fieldwork
13.	4/25	LIBRARY DAY (Work on and complete presentations)
	4/27	LIBRARY DAY (Work on and complete presentations)
14.	5/2	<i>Sociological Analysis HRAP Presentations</i>

Week	Date	Topics, Readings, Assignments, Deadlines
	5/4	<i>Sociological Analysis HRAP Presentations</i>
15.	5/9 5/11	<i>Sociological Analysis HRAP Presentations</i> <i>Sociological Analysis HRAP Presentations</i>
16.	5/16	Wrap-up, Thank-you's to partnered organizations, and making use of your HRAP projects. <i>Field Notes Due</i>
Final Exam	5/24, 9:45 – 12 25	Evaluation and Assessment Activities Conclusions and Lessons Learned: Human Rights in Action in Local, National, and International Contexts