

**San José State University**  
**CoSS/Justice Studies**  
**JS179, Human Rights Practicum and Seminar**  
**Section 1, Course #46087, Fall 2020**

**Course and Contact Information**

Instructor:	Halima Kazem-Stojanovic
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Email:	Halima.Kazem@sjsu.edu
Office Hours:	Mondays 12pm – 1:15pm, Tuesdays 4:30 – 5:30pm, & by appointment
Class Days/Time:	Synchronous lectures Mondays 3pm – 4:15pm
Classroom:	Online Zoom
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 the community with 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](http://my.sjsu.edu) 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

The Right to Vote: The Contested History of Democracy in the United States

By Alexander Keyssar

- **Publisher:** Basic Books; Revised edition (June 30, 2009)
- **ISBN-10:** 0465005020
- **ISBN-13:** 978-0465005024

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

Human Rights Practicum & Seminar, JS 179, Fall 2020

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](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](mailto: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) One human rights current events report: (5%)**
- 2) 5 Reading Responses - (25% total)**
- 3) Book Chapter Presentation (10%)**
- 4) Voting Rights Group presentation (10%)**
- 5) Policy Research Paper and Infographic (20%)**
- 6) Voting rights classroom visits (20% total)**
- 7) Participation in class discussions (10%)**

### **Final / Culminating Experience**

There is no final exam for JS 179. We will have a voting rights panel/ event in December

### **Readings**

The Right to Vote: The Contested History of Democracy in the United States Revised Edition

by Alexander Keyssar

Publisher: Basic Books; Revised edition (June 30, 2009)

ISBN-10: 0465005020

ISBN-13: 978-0465005024

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) One Human Rights Current Event Report (5% of final grade)**

Students will subscribe to and read Human Rights Watch's Daily Brief and read and read the headlines of a national newspaper each day. Once during the semester, each student must provide a brief (5- minute, maximum) oral summary of a current event relating to human rights or human rights violations in the U.S. and/or global contexts. Provide a concise explanation of the event, a description of the relevance of human rights to the issue, tactics of advocacy organizations, how the media source(s) framed the issue, and your thoughts/observations/critiques regarding the issue. Post the news article and your analysis to the "Human Rights in the News – Current Events" Discussion on Canvas at least 2 days before presentation.

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

**Grading and Due Date:**

This assignment will be worth 10pts. Students must complete the Human Rights Current Events Report in class on their selected dates. A Google Sheet will be posted during the first week of class and students may sign up for presentation dates.

**2) Reading Responses – 5 responses – 5 pts each** **(25% 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**

**3) Policy Research Paper and Infographic** **(20% of final grade)**

Students will research a local ordinance or state law that will be on the November ballot and write a 5-page policy paper about it. Additionally, students will create an infographic using their research to be shared publicly.

**Learning Outcomes:** **CLO 1 and CLO 3**

**4 & 5 ) Book Chapter Presentations and Review** **(10% of final grade)**

Students will read *The Right to Vote* by Alexander Keyssar and present on a chapter in class. Additionally, students will write a 2-page book review. Rubric will be posted on Canvas.

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

**6) Voting Rights Research, Presentation, Classroom visits** **(30% of final grade)**

**Description and Purpose:**

Students will work in groups to develop a main voting rights presentation, arrange to present their research in classes and promote voter registration. All materials will be used to develop student presentations for the SJSU Voting Rights event in early May (exact date TBD).

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](http://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](http://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 3<sup>rd</sup> 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.
11. Log into Zoom lectures on time
12. Students must be visible on zoom and have a working microphone
13. Zoom name must be student's full name as stated on class roster
14. Test your camera and microphone before each class

15. Mute your microphone upon entering the zoom session
16. Set up your camera so that we can see your face clearly, the camera is at eye level, and the video is properly lit
17. Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
18. 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).
19. Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional
20. Zoom lectures WILL NOT be recorded – attendance for zoom lectures is important
21. There will be no quizzes or exams
22. 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/>

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), <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](#) 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” Fall 2020**

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.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	W 8/19	Introduction to Class, Voting Rights Project, Review Syllabus, Sign Up for HRW emails Readings for Next Class: <i>Keyssar, Introduction, Chapters 1 -3</i> Reading Response #1 Due Sunday 8/23 @10pm – Prompt posted on Canvas
2	M 8/24	Discussion of Introduction and Chapter 1, Project schedule, Schedule for Human Rights Current Events  Human Rights Current Events Presentation (2 students) Due Friday @10pm Readings for Next Class: Keyssar, Chapters 4 & 5 Reading Response #2 Due Sunday 8/30 @10pm – Prompt posted on Canvas
3	M 8/31	Discussion of Chapters 4 & 5, Human Rights Current Events Presentations  Human Rights Current Events Presentation (2 students) Due Friday @ 10pm Readings for Next Class: Keyssar, Chapters 6 & 7 Reading Response #3 Due Tuesday 9/8 @10pm
	F 9/4	Recording the Police Event 1pm
4	W 9/9	Discussion of Chapters 6 & 7, Human Rights Current Events Presentations,  Human Rights Current Events Presentation (2 students) Due Friday @10pm Readings for Next Class: Keyssar, Chapters 8, 9, and Conclusion Reading Response #4 Due Sunday 9/13 @10pm  Watch documentary about Suppressed: The Fight to Vote Documentary <a href="https://www.youtube.com/watch?v=03DGjnIkTdI">https://www.youtube.com/watch?v=03DGjnIkTdI</a>
5	M 9/14	Discussion of Chapters 8, 9, and conclusion  Human Rights Current Events Presentation (2 students) Due Friday at 10pm Powerpoint presentations from book material – work in pairs Start contacting instructors to schedule presentations Constitution Day
	9/17	
6	M 9/21	Present PowerPoints, Introduce local ordinances and propositions Select one as the template – make last additions Record one group making presentation -for asynchronous classes Contact instructors and set up presentations – create schedule  Readings about local ordinances and state propositions in Nov Elections
7	M 9/28	Local and State propositions group assignments, Review class voter presentation list Start presenting to classes

8	M 10/5	Check in briefly about presentations Human Rights Current Events Presentation (2 students) Due Friday at 10pm Spend week presenting in classrooms Research Outlines Due for Local/ State propositions – Find people to interview
9	M 10/12	Spend week presenting in classrooms Draft of Research Paper – Conduct 3 interviews – Due Sunday 10/18 @10pm
10	M 10/19	Spend Week presenting in classrooms Final Draft of Research paper – create infographic – Due 10/25 @10pm
11	10/26	Presentations in classrooms – Send weekly report
12	11/2	Election week – Election observation and interview project Read news stories posted on Canvas about the elections
	11/4	Election Day
13	11/9	Policy analysis about selected ordinances and propositions  Follow up report on your ordinance or law – Due 11/15 @10pm
14	11/16	TBD based on election results Watch All in: The Fight for Democracy
15	11/23	TBD based on election results
16	11/30	TBD based on election results
17	12/7	TBD based on election results
Final Exam	12/10	Thursday 12/10 12:15pm – 2:30pm. – Human Rights Day – Holding Virtual Conference

