

**San José State University**  
**CHaHS/Justice Studies**  
**JS179, Human Rights Practicum and Seminar**  
**Section 02, Course #49022, Fall 2019**

**Course and Contact Information**

Instructor:	Halima Kazem-Stojanovic
Office Location:	Dwight Bentel Hall 215 (School of Journalism and Mass Communications)
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Email:	Halima.Kazem@sjsu.edu
Office Hours:	Monday & Wednesday 1:30 – 2:30pm and by appointment
Class Days/Time:	Monday & Wednesday, 3pm – 4:15pm
Classroom:	Sweeney Hall 315
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 in our classroom or online via virtual meetings on seminar 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](http://sjsu.instructure.com) 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 UPR Cities Reporting 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 New Human Rights Movement: Reinventing the Economy to End Oppression by Peter Joseph  
BenBella Books, April 2018

- **ISBN-10:** 1946885142
- **ISBN-13:** 978-1946885142

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

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

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

### **Suggested Online Resources on Activism**

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

- Actipedia, <https://actipedia.org/> - a community-generated wiki to document, share, and inspire Creative Activism
- Beautiful Trouble, <http://beautifultrouble.org/case/> - a web toolbox of creative and effective actions
- New Tactics, <https://www.newtactics.org/> - a thorough guide to help you design, plan, and implement effective actions
- Global Nonviolent Action Database, [http://nvdatabase.swarthmore.edu/browse\\_methods](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: (10%)**
- 2) 5 Reading Responses - 3 pts each (15% total)**
- 3) Human rights film review (5%)**
- 4) Book Chapter Presentation (10%)**
- 5) Book Review (10%)**
- 6) UPR group survey, research, and interviews (40% total)**
- 7) Participation in class discussions (10%)**

### **Final / Culminating Experience**

There is no final exam for JS 179. Students will host an SJSU UPR Human Rights Day event on Wednesday December 4<sup>th</sup> from 3-7pm. All students must attend.

### **Readings**

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

### **Course Assignments**

#### **1) One Human Rights Current Event Report (10% 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 – 3 pts each**

**(15% 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) Human Rights Film Review**

**(5% of final grade)**

Students will view a human rights documentary and write a 2 page assessment of the film, describing the human rights issue(s) it addresses, advocacy strategies, and the actions of government(s) in response to the human rights issue.

Learning Outcomes: CLO 1 and CLO 3

**4 & 5 ) Book Chapter Presentations and Review**

**(20% of final grade)**

Students will read *The New Human Rights Movement* by Peter Joseph 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) UPR Survey, Research and Presentation**

**(40% of final grade)**

Description and Purpose:

Students will work in groups to develop a survey to research human rights in the Bay Area/ San Jose/ California. Students will find organizations, advocates, and individuals to survey and interview for the project. Students will take photos, videos and document their research. All material will be used to develop student presentations for the SJSU UPR Human Rights Day event on Wednesday December 4<sup>th</sup>.

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 practica. 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. Please turn off/mute all cell phones and other devices unless necessary to field an emergency, caretaking responsibilities, etc.. 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.

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.

6. All late assignments will be docked 1 point for every day (24 hours) that they are late. 5 or more points will be deducted per student for missing each pre scheduled group meeting or group deadlines. This will be discussed in detail in class. Late UPR report/ presentation will not be accepted.
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 3<sup>rd</sup> party documentation with the correct dates and reason why you missed class or an assignment.
8. I usually respond to emails within 24 hours or sooner during week days. Do not expect emails over the weekend or holidays.

### **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/emailed permission to make audio or video recordings in this class.

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

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.

Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

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

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **Justice Studies Department Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural.

Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## Course Schedule

### JS 179 “Human Rights Practicum and Seminar” Fall 2019

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	8/21	Introduction to course and explanation of syllabus <b><u>Readings for next class:</u></b> Human Rights in Our Own Backyard (HRIIOB), “Forward” and “Introduction” The Universal Declaration of Human Rights (UDHR), <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a> Read HRW US Section: <a href="https://www.hrw.org/united-states">https://www.hrw.org/united-states</a> HRW Annual Report US 2018 <a href="https://www.hrw.org/world-report/2019/country-chapters/united-states">https://www.hrw.org/world-report/2019/country-chapters/united-states</a> <b><u>Assignments:</u></b> - Sign up for Human Rights Watch daily and weekly email. - <b>Reading Response 1 – 300-word or more response to HRW Annual Report US 2018 – Due on Canvas 8/26 at 12pm</b>
2	8/26	Human Rights in the US, Introduce UPR Cities Project <b><u>Readings for next class:</u></b> About the UPR <a href="https://www.ohchr.org/EN/HRBodies/UPR/Pages/BasicFacts.aspx">https://www.ohchr.org/EN/HRBodies/UPR/Pages/BasicFacts.aspx</a>
2	8/28	The UPR Process Explained, Discuss US UPR 2015 <b><u>Reading for next class:</u></b> HRW UPR Submission September 2014 <a href="https://www.hrw.org/news/2015/04/08/united-states-upr-submission-september-2014">https://www.hrw.org/news/2015/04/08/united-states-upr-submission-september-2014</a> Additional documents posted on Canvas – Print these documents, read them, and bring them to class.
3	9/2	Labor Day – No class!



3	9/4	<p>Discoveries in the US 2015 UPR, Changes since the US 2015 UPR</p> <p><b><u>Reading for next class:</u></b></p> <p>Read the U.S. Constitution and Bill of Rights. Explore the <a href="https://constitutioncenter.org/interactive-constitution">Interactive Constitution</a> here: <a href="https://constitutioncenter.org/interactive-constitution">https://constitutioncenter.org/interactive-constitution</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 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 9/9..</li> </ul> <p><b>Reading Response 2 - Due 9/9 at 12pm on Canvas</b></p>
4	9/9	<p>Treaties, Conventions and Protocols signed by US, Develop groups for UPR project</p> <p><b><u>Reading for next class:</u></b></p> <p><i>The New Human Rights Movement by Peter Joseph</i> Chapters 1 &amp; 2</p> <p>2 people present Chapter 1 and 2 people present Chapter 2</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/11	<p>Discussion and in-class assignment - Chapters 1 &amp; 2</p> <p>Introduce UPR Survey – Washington DC Sample</p> <p><b><u>Reading for next class:</u></b></p> <p><i>The New Human Rights Movement by Peter Joseph Chapters 3 &amp; 4</i></p> <p>2 people present chapter 3 and 2 people present chapter 4</p>
5	9/16	<p>Discussion and in-class assignment - Chapters 3 &amp; 4</p> <p>Finalize Survey</p> <p><b><u>Reading for next class:</u></b></p> <p><i>The New Human Rights Movement by Peter Joseph Chapter 5 &amp; Appendices</i></p> <p>2 people present chapter 5 and 2 people present each appendix</p> <p>Book Review Due – Canvas 9/18 at 12pm and printed for class</p> <p>Rubric for Book Review will be posted on Canvas</p>
5	9/18	<p>Discussion and in-class assignment – Chapter 5, Appendices A&amp;B</p> <p>Local Human Rights Organizations, Advocates and Individuals for Survey &amp; Research</p>
6	9/23	<p>Finalize list of Survey and Research Contacts – Start contacting</p> <p><b><u>Reading for next class (all posted on Canvas):</u></b></p> <p>To Those Who Seek A Better World in the “#MeToo Era” <i>New York Times</i>, 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,” <i>The New Yorker</i>, October 10, 2018</p> <p>Annelise Orleck, “#MeToo and McDonald’s,” <i>Jacobin Magazine</i>, September 20, 2018</p> <p><i>Human Rights in Our Own Backyard</i>, Introduction to Part VI; Ch. 20, “The U.S. Culture of Violence”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/25	<p><b>#Metoo Movement and Sexual Violence</b></p> <p><b><u>Reading for next class:</u></b> Ross and Solinger. (2017). <i>Reproductive Justice: An Introduction</i>  Read Ch. 2, “Reproductive Justice in the Twenty-First Century”</p> <p>Roe v. Wade – Court opinions  <a href="https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950137">https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950137</a></p> <p><b>Reading Response 3 – #MeToo – 500 word essay</b>  <b>Due 9/30 at 12pm on Canvas</b></p>
7	9/30	<p>Reproductive Justice, Film – No Mas Bebés</p> <p><b><u>Reading for next class:</u></b>  Reiter. (2014). The Pelican Bay Hunger Strike: Resistance within the structural constraints of a US Supermax Prison. <i>South Atlantic Quarterly</i> 113(3), 578-611 (Canvas)</p> <p>Solitary Watch, “<a href="https://solitarywatch.org/2014/11/18/un-committee-on-torture-questions-u-s-record-on-solitary-confinement/">UN Committee on Torture Says U.S. Must Reform Its Use of Solitary Confinement</a>,” Dec. 5, 2014 (read article and skim two of the cited shadow reports from NGOs) available at <a href="https://solitarywatch.org/2014/11/18/un-committee-on-torture-questions-u-s-record-on-solitary-confinement/">https://solitarywatch.org/2014/11/18/un-committee-on-torture-questions-u-s-record-on-solitary-confinement/</a></p> <p>Watch the documentary <i>13<sup>th</sup></i> (Netflix)</p>
7	10/2	<p>Time to conduct survey, interviews and research</p>
8	10/7	<p>Human Rights and Prisoner Organizing in California</p> <p><b><u>Reading for next class:</u></b>  HRW Report: US Family Separation Harming Children, Families – July 11, 2019  <a href="https://www.hrw.org/news/2019/07/11/us-family-separation-harming-children-families">https://www.hrw.org/news/2019/07/11/us-family-separation-harming-children-families</a></p> <p>HRW Report: We Can’t Help You Here: US Return Asylum Seekers to Mexico – July 2, 2019  <a href="https://www.hrw.org/report/2019/07/02/we-cant-help-you-here/us-returns-asylum-seekers-mexico">https://www.hrw.org/report/2019/07/02/we-cant-help-you-here/us-returns-asylum-seekers-mexico</a></p> <p><b>Reading Response 4 – Due 10/14 at 12pm on Canvas</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/9	Time to conduct survey, interviews and research
9	10/14	Immigration Debate, Groups meetings with professor to update on UPR work <b><u>Reading for next class:</u></b> Read <a href="http://stopurbanshield.org/">http://stopurbanshield.org/</a>
9	10/16	Time to conduct survey, interviews and research
10	10/21	Mohammad Sheikh – Speaker from Critical Resistance and Stop Urban Shield <b><u>Reading for next class:</u></b> Truthout Op-ed: On Voting Rights, the US Is Behind Much of the World <a href="https://truthout.org/articles/on-voting-rights-the-us-is-behind-much-of-the-world/">https://truthout.org/articles/on-voting-rights-the-us-is-behind-much-of-the-world/</a>  New York Times: Protection of Voting Rights for Minorities Has Fallen Sharply, a New Report Finds, September 12, 2018 <a href="https://www.nytimes.com/2018/09/12/us/voting-rights-minorities.html">https://www.nytimes.com/2018/09/12/us/voting-rights-minorities.html</a>
10	10/23	Time to conduct survey, interviews and research
11	10/28	Voting Rights – Election 2020 <b><u>Reading for next class:</u></b> HRIOOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights” (Canvas)  Case Study: Indigenous Peoples’ Human Rights Struggles – From the American Indian Movement to Standing Rock (Canvas)
11	10/30	Time to conduct survey, interviews and research – start analyzing results
12	11/4	Indigenous Rights in the US <b><u>Readings for next class:</u></b> Who Has Your Back? Censorship Edition 2019 <a href="https://www.eff.org/wp/who-has-your-back-2019">https://www.eff.org/wp/who-has-your-back-2019</a>  The Cautious Path to Strategic Advantage: How Militaries Should Plan for AI <a href="https://www.eff.org/wp/cautious-path-strategic-advantage-how-militaries-should-plan-ai">https://www.eff.org/wp/cautious-path-strategic-advantage-how-militaries-should-plan-ai</a>  <b>Reading Response 5 – Due 11/13 at 12pm on Canvas Discussions</b>
12	11/6	Time to conduct survey, interviews, and research – start processing results
13	11/11	Veteran’s Day – No class

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/13	Present Findings of survey, interviews, and research Start planning final presentations  <u><b>Readings for next class:</b></u> Bassichis, Lee, and Spade (2011). "Building an Abolitionist Trans & Queer Movement with Everything We've Got," in <i>Captive Genders</i>
14	11/18	<b>HR Film Review</b> - Watch <i>The Times of Harvey Milk</i> (1984) <b>HR Film Review - 2 page film review due 11/25 at 12pm on Canvas</b>
14	11/20	Group work on presentations
15	11/25	Group Meetings about presentations
15	11/27	<b>Thanksgiving Break – No class</b>
16	12/2	Update on SJSU UPR Human Rights Day Panels and Presentations Groups present final time in class
16	12/4	<b>SJSU UPR Human Rights Day Event 3pm – 7pm</b>
17	12/9	<b>Event, Group and Class Critiques</b>
		<b>No Final Exam</b>

