

VISUALIZING HUMAN RIGHTS

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| Class: Social Sciences 2, Room 171 | Time: T/Th 9AM-12:30PM |

Required Books

Human Rights: An Interdisciplinary Approach
by Michael Freeman.

The Death of Josseline: Immigration Stories from the Arizona Borderlands by Margaret Regan.

Art from a Fractured Past: Memory and Truth-Telling in Post-Shining Path Peru
edited by Cynthia Milton.

Additional articles in Google Classroom.

Office Hours

Office: Merrill Academic 110
Hours: Wednesday, 12noon-2PM & by appt.

Sign up at:
<https://wejoinin.com/sheets/wreej>

Course Website

You will be automatically added to Google Classroom site.

IMPORTANT DATES

Drop deadline: Aug 1

Withdrawal deadline: Aug 12



Image of women arrested for refusing to accept bus segregation laws, including Mrs. Rosa Parks (2nd from right, bottom row). National Civil Rights Museum in Memphis, TN. Photo taken by Prof. Falcón.

Overview

Documenting human rights issues has become a critical pedagogical and activist tool in social justice movements throughout the world. Audiovisual, social media, and other artistic mediums have had a profound impact in shaping how we come to understand human rights issues. In other words, human rights movements in all its forms are crossing many realms – from the legal to the socio-cultural. In this course, “Visualizing Human Rights,” we will investigate the forms in which the meaning and significance of human rights are reflected in various outlets – from media-makers to artists and journalists – and explore pressing social justice issues facing the Latina/o and Latin American communities. These issues include immigration, environmental justice, gender-based violence, and state terror. The class will incorporate and focus on interactive media, podcasts, social media outlets (i.e., Twitter), photography, documentaries, films, public art, blogs, and other relevant media platforms.



#BLACKLIVESMATTER

Course Learning & Objectives

The course has been designed to meet several goals and objectives to enhance students' learning. These include the following:

- Engagement with social media platforms, such as Twitter, for the purposes of social justice.
- Develop media-based skills to tell a human rights story.
- Learn to understand the human rights component in documentaries and by accessing various media outlets.
- Develop skills to create a podcast on a human rights matter.
- Analyze how marginalized communities from the Americas represent what human rights means to them and their communities.

Course Policies & FYIs

- **Paper & Assignment Deadlines**

Due dates **are not** negotiable. Any paper that arrives **after class has started will be and is considered late and therefore you will lose several points.** No assignment or paper is accepted 24-hours past due date. Excuses for late papers and assignments that involve printer and/or computer problems are unacceptable and invalid; you will just lose the points. In case of a family or medical emergency, arrangements can be made with the professor in advance on how to handle the paper/assignment submission.

- **Paper Format**

All papers and assignments are to be typed, 1-½ spaces, 12 pt. font, Times New Roman (or similar), 1-inch margins, proofread, and spell checked. Your name should be in the header (in WORD, go to View---Header/Footer). All papers submitted in hard copy form must be stapled.

- **Attendance**

Attendance is not voluntary; it is required. Students are expected to arrive on time to class and to not leave early. Arriving to class tardy is disruptive to the learning process and is disrespectful to your fellow students and to the professor. I do not differentiate between excused or unexcused absences. You will receive a 5% grade drop with the first absence and a 15% grade drop with the second absence. **Three absences result in failing the course.**

- **Laptop & Cellphone/Texting Policy**

You are NOT permitted to use your laptop during class and you are not permitted to text message. Please make sure your cell phone is off during class. If you are caught texting, you will have to give me your phone until the end of class.

- **Plagiarism**

Use of the ideas, words and/or written work of another person without giving credit to the original author are academically dishonest. Please remember that you must give credit if you are using another person's ideas, whether or not it is a direct quote. **UCSC takes plagiarism cases seriously and they will be addressed according to**

university policy. I reserve the right to fail you for the course if you are caught plagiarizing and I will file a formal complaint with your provost. No matter how minor the infraction, plagiarism is plagiarism. **Don't do it!** If you are having trouble with citations, please see me during office hours. See http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/ about academic integrity. Also refer to <http://library.ucsc.edu/help/howto/citations-and-style-guides> for assistance.

- **Google Classroom Course Site and Email**

I rely heavily on email to pass on information pertaining to our class in a timely manner; therefore it is your responsibility to check your UCSC email account every day. I usually respond within 24 hours to a message (unless on travel). Please note I do not respond to emails asking about information contained in the course syllabus, other handouts, or on our course website. You will be automatically registered for the Google Classroom site; please check our website for important class information.

- **Course Material & Class Preparation**

You are required to purchase/rent/borrow the books for our course and make copies of the readings on the course website. You need to come prepared to class with the material in hand *the day readings are scheduled for discussion*. You will need to refer to them during class lectures. Come to class having done the required readings and be ready for discussion.

- **Discussing Grade/Disputing Grade**

If you plan on disputing a grade, you must submit a written rationale (max. of 1 page) for *why you feel your grade should be re-evaluated* 24-hours after receiving grade. Emails will not be accepted. If you plan to request a reassessment of your grade, the outcomes will be an increase, decrease, or no change to your grade.

- **Unauthorized sale of course notes & the distribution of Lecture Notes and Materials:** Please note that students may be disciplined for selling, preparing, or distributing course lecture notes, including notes created independently by students. The unauthorized sale of lecture notes, handouts, readers or other course materials is a violation of campus policies as well as state law. Violation by distribution to the public may also constitute copyright infringement subject to legal action.

- **Office of Student Disability Services**

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment **during the first week of the Summer Session**. We can discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. You must be registered with the DRC prior to receiving assistance.

- **Counseling and Psychological Services (CAPS)**

College life can introduce new stresses and anxieties in our lives. Please feel free to talk with me should you think you need help of any kind. Also feel free to contact CAPS at 459.2628 (24-hours) and go to <http://caps.ucsc.edu> for additional resources.

STUDENT EVALUATION

Your overall evaluation consists of multiple assignments, active class participation, a midterm exam, and a digital movie final project. Please remember to refer to the summary list of key dates (separate handout from 1st day).

1.) **Discussion Leaders & Weekly Worksheets (20%):** During the term, you will be assigned the role of discussion leader with one other student. Two sets of discussion leaders (4 total) will be assigned per class starting in week 2. The professor will provide you with a schedule by the second class. This means that you will be the primary students to run the class discussion on that day. You should identify the key arguments from the readings and think about creative ways to stimulate class discussion (thoughtful discussion questions; an in-class activity).

About Weekly Worksheet: In Google Classroom, you will find the weekly reading response worksheet document. On this document, you will be asked to identify/define key terms and provide a critical assessment of the reading. **You will submit this worksheet in EVERY single class for each reading with an asterisk (**).** Please staple all of your worksheets together. You will earn a v+ for excellent work; a v for satisfactory work; and a v- for unsatisfactory work. You will not receive any points for v- work. ***You must be present in class to earn credit for the weekly reading assignment; they cannot be made up at a later date for any reason.***

2.) **Twitter Assignment (10%):** You will gain experience with social media in this class as it has become a critical medium in which to publicize human rights issues. Please refer to detailed guidelines for more specific information about this Twitter assignment (distributed on 1st day of class and uploaded to Google Classroom). You will post two tweets per week & send retweets.

3.) **Midterm (25%):** You will take a midterm exam based on course readings, lectures, and documentary films viewed in class. The midterm is scheduled for **August 11th**

4.) **Documentary worksheets (10%):** For select documentaries, you will be asked to complete a worksheet (typed) for submission in the following class. Not all documentaries will require a completed worksheet. Refer to syllabus.

5) **Digital Media Project (35%):** You will be creating your own digital media project in iMovie. You are required to select a human rights issue and determine an effective way to visualize and represent that issue. Please refer to the detailed guidelines distributed on 1st day of class and uploaded to Google Classroom. You are required to submit a project description in class on Aug. 2nd, a proposal & annotated bibliography uploaded by Aug. 5th (10%), and a digital story narration (5%) by Aug. 16th (upload & hard copy). **Final project due on last day, Aug. 25th.**

REMINDER: * = reading response worksheet required

Weekly Schedule

Week 1: Introduction to Human Rights and the Meaning of a Critical Human Rights Lens

Date	Reading
July 26	<p>Freeman's book: Chapter 1 ["Introduction: Thinking About Human Rights"]; Chapter 2 ["Origins: the Rise and Fall of Natural Rights"]</p> <p>[Google Classroom]: Sam Gregory: "Transnational Storytelling: Human Rights, Witness, and Video Advocacy"</p>
SCREENING	From Rio to NYC: Can eyewitness video end impunity for police abuse?
July 28 Please NOTE this class will return to Santa Cruz by 2pm	<p>Freeman's book: *Chapter 3 ["After 1945: The New Age of Rights"]; *Chapter 4 ["Theories of Human Rights"]</p> <p>[Google Classroom]: Sylvanna Falcón: "Race, Gender, and Geopolitics in the Establishment of the UN"</p>
FIELD TRIP	We are taking a field trip to the San Jose Museum of Art to view an exhibit called <i>Border Cantos</i> . This class will be leaving San Jose between 12:30PM-1PM so please plan accordingly.

Week 2: Developing a Culture of Human Rights & the Strength of Social Resistance

Date	Reading
Aug. 2	<p>Freeman's book: Chapter 5 ["The Role of the Social Sciences"]; *Chapter 6 ["Universality, Diversity, and Difference: Culture and Human Rights"]; *Chapter 7 ["Idealism, Realism, and Repression: The Politics of Human Rights"]</p>
SCREENING	[From Democracy Now!] Boaventura de Sousa Santos on Bolivia Climate Summit; Bolivian Indigenous Activists Call for End to Polluting Extractive Industries Inside Bolivia
Aug 4	<p>Freeman's book: Chapter 8 ["Development and Globalization: Economics and Human Rights"]; Chapter 9 ["Conclusion: Human Rights in the 21st Century"]</p> <p>[Google Classroom]: *Mark Goodale: "The Power Of Right(S): Tracking Empires Of Law And New Modes Of Social Resistance In Bolivia (And Elsewhere)"</p>
SCREENING	<i>También la lluvia</i>

REMINDER: * = reading response worksheet required

Week 3: Immigration to the US and Living on the Edge

Date	Reading
Aug. 9	Regan's book: Prologue, Introduction, & Chapters 1-5 [* for Chpt 1 only] [Google Classroom]:* Alicia Schmidt Camacho: "Hailing the Twelve Million: U.S. Immigration Policy, Deportation, and the Imaginary of Lawful Violence"
SCREENING	<i>The Hand that Feeds</i> [complete worksheet, submit next class]
Aug 11	Regan's book: Chapters 6-10 **MIDTERM EXAM**
SCREENING	<i>Who is Dayani Cristal?</i> [complete worksheet, submit next class]

Week 4: Human Rights Memories: Recovery, Trauma, Healing

Date	Reading
Aug 16	[Google Classroom]: Claudia Bernardi, "The Tenacity of Memory" Milton's book: Introduction, Chapters *1, 2, and *3 [Part 1: Visual Representations of Recent Pasts]
SCREENING	<i>Against the grain: an artist's survival guide to Perú</i>
Aug 18	Milton's book: Chapters 4, *5, and *6 [Part 2: Telling Stories of Political Violence]
SCREENING	<i>The Central Park 5</i> [complete worksheet, submit next class]

Week 5: Artistic Interventions and Social Justice

Date	Reading
Aug 23	Milton's book: Chpts. 7, 8, *9, & Afterward [Part 3: Performing a Fractured Past] [Google Classroom]: Collins, et al. "Artists and Activists Speak Out on Human Rights"
IMPORTANT	Please go directly to Digital Commons Media Lab to work on your final projects for the first hour, from 9AM-10AM.
Aug 25	No Reading - **Final project & paper due TODAY in class** SCREENING: <i>Students' Final Projects</i>