Course	Global Perspectives on Human Rights and Technology
Program, semester, year	International Studies Program, Spring, 2025
Credits ECTS	3 USA
Instructor´s full name and email	Shantia Kerr Sims skerr@ucmo.edu
Block dates (days and time)	Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	TBD
Requirements	Internet Connected Device -
Language of instruction	English
Type of teaching	In person

INTRODUCTION

Through this course, students will engage in a comprehensive examination of the intersection between global human rights and technology. Students will explore the implications of technological advancements on the promotion, protection, and documentation of human rights worldwide. Topics covered include digital privacy, cybersecurity, internet governance globally, social media and freedom of expression, emerging technologies and future Implications for human rights, and the role of technology in facilitating activism and advocacy for human rights. Through case studies, discussions, and hands-on activities, students will develop critical thinking skills and practical strategies for addressing human rights in diverse cultural, political, and technological contexts.

COMPETENCES

Explanation of competences to develop in the course. They can be divided into general and specific. Three or four are enough.

General Competences (GC):

GC1: Ethical Awareness: Students will develop an understanding of the ethical considerations and dilemmas associated with the intersection of human rights and technology. Students will explore the ethical implications of technological advancements and issues of privacy, surveillance, discrimination, government, and personal responsibility.

GC2: Engagement and Communication: Students will explore and share the cultural, political, and socioeconomic contexts in which human rights and technology intersect. They will examine case studies from different regions of the world to understand how cultural values, legal systems, and social dynamics influence the relationship between human rights and technology.

GC3: Critical Thinking: Students will develop their analytical and critical thinking skills by evaluating different perspectives, identifying underlying assumptions, and analyzing global the ethical implications of technological advancements on human rights.

Specific Competences (CE):

SC1: Students will acquire a deep understanding of the principles related to human rights. They will identify the different dimensions of human rights and their relevance to technology, including civil, political, economic, social, and cultural rights.

SC2: Communication: Students will enhance their communication skills (written and oral). Research papers, case study analyses, and class presentations will be used for this competency.

SC3: Future Trends and Preparedness: Students will gain insights into emerging technologies and their potential impact on human rights. Ethical and policy implications, and develop strategies for addressing the human rights challenges associated with advancing technologies.

METHODOLOGY

This course embraces a constructivist pedagogy where learning is active, relevant and meaningful to students. Students will be engaged and play an active role in their learning process. Activities include class discussions, critical analysis of text, case studies, written or presentation (geared toward the students' individual learning style). Students will also engage in personal reflection.

PREPARATION FOR CLASS

A text like this can be included:

• This is not a lecture based class where students sit back, absorb information from the teacher, and then are tested on their knowledge of what they remembered. Rather, the teacher is a guide. Using a constructivist model and following a structure suited for active learners, students will be required to build their own knowledge in collaboration with the instructor, other students and from their own experiences.

• It is also expected that students will learn from a variety of sources (ex. professional journal literature, books, online resources, classmates, personal experiences whether past or present, etc.). Students will read assigned readings prior to class attendance to ensure they are an active, engaged participant.

• The classroom should be a friendly environment and everyone should be free to comment, ask questions, and answer questions.

EVALUATION

The total percentage of this section is 100%

● Activities out of the classroom.

It is recommended to assign a percentage of the final grade to those activities outside of the classroom, to make sure that students participate in them. These are visits to organizations, day trips, and others.

Total 10%.

● Exams.

Typically, students have a mid-term and a final exam. Total 10%.

If the teacher finds out that the student has copied in the exam, the final grade will be 0, without the possibility of making up for the exam.

● Written work.

It is recommended to give students a rubric so they know how this work will be assessed.

Total 20%

Note: teacher can deduct points from the work if the student turns in the written work late. It is necessary to say how many points each day.

● Oral presentations.

It is recommended to give students a rubric so they know how this work will be assessed. Total 20%.

• Participation.

It can be divided in high and low participation. Usually high participation is when students are attentive in class, they ask relevant questions, make comments and answer questions posed by teacher and other students. Their attitude shows interest and they are active taking notes.

Low participation is when students seem bored or uninterested, don´t ask questions, don´t make comments and almost never participate in debates, discussions or answer questions from the teacher and other students.

Total 30%

• Online Participation

Students engage in online activities as assigned. Total 10%

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	30%
ACTIVITIES AND FIELD TRIPS	10%
TASKS AND ASSIGMENTS	20%
ONLINE ACTIVITIES if any	10%
MIDTERM EXAMS	5%
FINAL EXAMS	5%
RESEARCH PAPER	10%
ORAL PRESENTATION	10%

PLAGIARISM

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

BIBLIOGRAHY

Including online resources as well as textbooks, articles, etc. Several resources will be added upon acceptance.

ACLU, Privacy & Technology Court cases, American Civil Liberties Union. (n.d.). https://www.aclu.org/court- cases?issue=privacy-technology#:~:text=Carpenter%20v.,on%20probable%20cause%20is%20required. (accessed March 18, 2024).

Ball, P., Girouard, M., & Chapman, A. (1997). Information Technology, Information

Management, and Human Rights: A Response to Metzl. Human Rights Quarterly, 19(4), 836–859. https://doi.org/10.1353/hrq.1997.0035

Brown, A. E. L. (2010). Access to essential technologies: The role of the interface between intellectual property, competition and human rights. International Review of Law, Computers & Technology, 24(1), 51–61. https://doi.org/10.1080/13600860903570178

Dembour, M.-B. (2010). What Are Human Rights? Four Schools of Thought. Human Rights Quarterly, 32(1), 1–20. https://doi.org/10.1353/hrq.0.0130

Jørgensen, R. Frank. (2006). Human rights in the global information society. Cambridge, Mass: MIT Press.

Lin, F., Xiong, B., Zhi, P., & Cheng, E. W. (2024). A three-dimensional framework of perceiving privacy: A cross-national survey on contact tracing technology and privacy concerns during the COVID-19 pandemic. Computers in Human Behavior, 152, N.PAG. https://doi- org.cyrano.ucmo.edu/10.1016/j.chb.2023.108047

Pizzi, M., Romanoff, M., & Engelhardt, T. (2020). AI for humanitarian action: Human rights and ethics. International Review of the Red Cross (2005), 102(913), 145–180. https://doi.org/10.1017/S1816383121000011

INSTRUCTOR

Passport size picture and brief cv and ways of contact.

Shantia Kerr Sims

- Doctorate of Philosophy   University of Minnesota. Minneapolis, Minnesota

Major: Curriculum and Instruction Learning Technologies

- Master of Education   University of Minnesota. Minneapolis, Minnesota

    Major: Curriculum and Instruction Instructional Systems Technology

- Bachelor of Science College of Education   Fort Valley State University Fort Valley, Georgia

    Major: Middle Grades Education Honor Graduate - Magna Cum Laude

CERTIFICATIONS

Licensed Teacher, T7 #429763, Georgia
ACUE Effective Online Teaching Practices, 2021 Promoting Active Learning Online
Google Certified Educator, Level 1
Quality Matters - Certified Higher Education Peer Reviewer Quality Matters - K-12 Publisher Reviewer Certification
Quality Matters - K-12 Reviewer Certification, Master Reviewer Please contact via email skerr@ucmo.edu