

Human Rights Education: Concepts & Pedagogies



**Special Topics: 0705-698/798-05
Spring 2007**

**INTERNATIONAL & MULTICULTURAL EDUCATION
SCHOOL OF EDUCATION
UNIVERSITY OF SAN FRANCISCO**

Course Syllabus

Instructor: Susan Roberta Katz
Professor, University of San Francisco
School of Education, Room 216
Email: katz@usfca.edu Phone: 415-422-2209
Fax: 415-422-5526
Office Hours: Doctoral Fridays, 3-5 & Saturdays 11-1
1-5:15 PM, Saturdays, Doctoral Teaching Week-ends

Times:
Credit Hours: 3

Place: Lone Mountain, Room 303

Website: blackboard.usfca.edu

Course Description:

This course will explore the essential concepts of "human rights," as originally developed in key documents of the United Nations (Universal Declaration of Human Rights, Covenant on Civil and Political Rights, and Covenant on Economic, Social and Cultural Rights). We will investigate current violations of human rights worldwide and discuss the strengths and limitations of the UN framework to address these violations. In that light, we will consider the role of non-governmental organizations (such as Amnesty International and Human Rights Watch), activism and other means of defending human rights.

We will focus on four case studies of urgent human rights issues post-9/11: 1) "war on terror" and its implications in such practices as unlawful detentions, extraordinary renditions, and use of torture to obtain information; 2) immigration rights and

militarization of the US-Mexico border; 3) injustice against African Americans as manifested in neglect and displacement after Hurricane Katrina, and 4) genocide in Darfur.

All of these case studies are intertwined with racism, discrimination against women and children, and poverty. We will analyze each from the perspective of international human rights and consider how this framework could lead to effective action. Students will develop either curriculum or further research studies to educate others about these case studies or other examples of your choice.

Course Requirements:

- 10% 1. Blackboard.com Discussion Groups.
 - a. Participate in blackboard website by checking Announcements regularly. Use External Links and suggest additions.
 - b. Participate in Discussion Board regularly, responding to postings by instructors or students as assigned.
 - c. Use Group Pages to plan group presentation.

- 20% 2. Group Presentations: Human Rights Education and Activism

Working in teams of 3-4, students have a choice of presenting on either curriculum or activism related to the specific case studies for the assigned class session. Please restrict presentation to 30 minutes.

Class #3: 1 presentation
Class #4: 1 presentation
Class #5: 3 presentations

- 40% 4. Final Project: Pedagogy into Praxis.

(See Guidelines, page 9)

- 20% 5. Class Participation.
 - a. Participate in class discussions, groups, and activities. Be prepared by reading assignments thoroughly, taking notes, and writing reflections.
 - b. Attendance is mandatory given the interactive nature of the class. Please be prompt to all sessions. Also please notify your instructor (via phone or email) if you must miss a class for illness or an emergency. (See guidelines for participation on page 8).

- 10% 6. Film Reviews

Observe a film either at the Human Rights Film Festival at USF on Monday-Wednesday, March 19-21, or if necessary, on your own. (See instructor for recommendations.) Prepare a 2-3 page film review to present to class on April 14.

- 10% 7. Scholars at Risk Conference Reports – Doctoral Students Only

Attend a session of the Scholars at Risk conference, to be held at USF

during the weekend of April 13-14. Prepare a brief oral report to class.

Required Textbooks:

1. Andreopoloulos, G.J. & Claude, R.P. (1997). *Human rights education for the twenty-first century*. Philadelphia, PA: University of Pennsylvania Press.
2. *Social Justice*, 33(1) (2006). Immigration rights and national insecurity.
3. Bigelow, B. (2006). *The line between us: Teaching about the border and Mexican immigration*. Milwaukee, WI: Rethinking Schools Publication.
4. Additional readings will be posted on *blackboard.usfca.edu*.

Recommended Textbooks:

1. Weissbrodt, D., Fitzpatrick, J., Newman, F., Hoffman, M. & Rumsey, M. (2001). *Selected international human rights instruments and bibliography for research on human rights law*. (3rd ed.) Cincinnati, OH: Anderson Publishing Company.
2. United Nations agreements on human rights. (Some but not all are included in this website, but the Weissbrodt book has more.)
<http://www.hrweb.org/legal/undocs.html>.

Amazing Websites: (all on blackboard External Links)

1. <http://www.hrusa.org> Human Rights Resource Center
2. <http://www.hrea.org> Human Rights Education Associates
3. <http://www.ushrnetwork.org> United States Human Rights Network

Course Schedule:

Class One: January 20, 2007

Themes: Introduction to course, students, and instructor. What are “human rights”? Personal experiences with human rights violations. Why use a human rights framework?

Reading Assignment:

Jenkins, A. & Cox, L. (2005). Bringing human rights home. *The Nation*. June 27, 2005. 27-29. **Blackboard, Class #1.**

Class Two: February 3, 2007

Themes: Legal frameworks for human rights: History of United Nations. Universal Declaration of Human Rights. Theories and contexts of human rights education.

Reading Assignments:

All Read:

- 1) Weissbrodt, D., Fitzpatrick, J., & Newman, F. (2001). Chapter 1: Introduction to human rights. *International human rights: Law, policy and process*. 1-31. **Blackboard, Class #2.**
- 2) Flowers, N. (Ed.) (2005). Human rights here and now: Celebrating the Universal Declaration of Human Rights. Parts 1-2.
<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm>
- 3) Universal Declaration of Human Rights
http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/7_udhr-full.htm
- 4) Andreopoulos, G.J. & Claude, R.P. (1997). Editors Introduction, *Human rights education for the 21st century*. 3-8.

In Pairs: One chapter, *Human rights education for the 21st century*. Part 1. 1-154.

- Chapter 1: HRE in the post-Cold War context. 9-20.
 Chapter 2: HRE as education for peace. 21-34.
 Chapter 3: HRE in UN peace building. 35-50.
 Chapter 4: HRE as a strategy for development. 51-63.
 Chapter 5: HRE as empowerment. 64-79.
 Chapter 6: Conflict resolution and HRE. 80-95.
 Chapter 7: Education on the HR of women. 96-118.
 Chapter 8: Charter marking and participatory research. 119-141.
 Chapter 9: HRE: Promise of the third millennium? 142-154.

Assignment:

You will be assigned in pairs to present on a chapter from Part 1, *Human Rights Education for the 21st Century*. Present highlights of this chapter with visuals if possible. Also select three or four articles from the Universal Declaration which most resonate with you (and perhaps fit the example you brought to Class #1).

Class Three: February 17, 2007

Themes: Human rights post-9/11: The “War on Terror” and its impact on human rights worldwide. Case studies of Abu Ghraib and Guantanamo Bay, unlawful detentions, extraordinary renditions, use of torture and the Geneva Convention.

Reading Assignments:

- 1) Platt, T. & O’Leary, C. (2003). Patriot acts. *Social Justice*, 30(1). 5-21.
Blackboard, Class #3.
- 2) Monahan, T. (2006). *Social Justice*, 33 (1). 95-105.
- 3) Forsythe, D.P. (2006). United States policy towards enemy detainees in the “war on terror.” *Human Rights Quarterly*, 28. 465-491. **Blackboard, Class #3.**
- 4) Nowak, M. (2006). What practices constitute torture? US and UN standards. *Human Rights Quarterly*, 28.809-841. **Blackboard, Class #3.**
- 5) Talamante, O. & Thomas, S.D. (2006). *Social Justice*, 33 (1), 106-131.

UN Documents: (www.hreb.org/legal/undocs.html or *Selected instruments*)

- 1) Covenant on Civil and Political Rights
- 2) Convention Against Torture
- 3) Convention Against Genocide
- 4) The Geneva Conventions

Class Activities:

- 1) Guest Speaker: Olga Talamante.
- 2) Clips from film “No Human Rights” (2005). Shami Productions.
- 3) Student presentation.

Class Four: March 3, 2007

Themes: Human rights post-9/11: Immigration rights and militarization of the U.S.-Mexico border.

Reading Assignments:

- 1) Jonas, S. & Tactaquin, C. (2004). Latino immigrant rights in the shadow of the national security state. *Social Justice*, 31 (1-2). 67-91. **Blackboard, Class #4.**
- 2) Palafox, J. (2001). Introduction: Immigration and boundary policing in an era of globalization. *Social Justice*, 28 (2). 1-6. **Blackboard, Class #4.**
- 3) Dunn, T.J. (2001). Border militarization via drug and immigration enforcement: Human rights implications. *Social Justice*, 28 (2). **Blackboard, Class #4.**
- 4) Falcon, S.M. (2001). Rape as a weapon of war: Advancing human rights for women at the U.S.-Mexico border. *Social Justice*, 28 (2). **Blackboard, Class #4.**
- 5) Nevins, J. (2001). Searching for security: Boundary and immigration enforcement in an age of intensifying globalization. *Social Justice*, 28 (2). **Blackboard, Class #4.**
- 6) Jonas, S. (2006). The Great Immigration Battle of 2006 and the future of the Americas. *Social Justice*, 33 (1). 6-20.
- 7) Bigelow, B. (2006). *The line between us.*

UN Documents:

- 1) Covenant on Civil and Political Rights
- 2) Covenant on Economic, Social and Cultural Rights
- 3) Convention on Relating to the Status of Refugees
- 4) Convention on Elimination of Discrimination Against Women

Class Activities:

- 1) Jigsaw on readings.
- 2) Film, *La senorita extraviada* (Missing young woman), Lourdes Portillo 2001.
- 3) Student presentation.

Class Five: March 10, 2007

Themes: Human rights post-9/11: Injustice against African Americans.
Displacement after Hurricane Katrina. Genocide in Darfur.

Reading Assignments:

Criminal Injustice

- 1) Maran, R. (1999). International human rights in the U.S. *Social Justice*, 26(1). 49-71. **Blackboard, Class #5.**
- 2) Wacquant, L. (2002). From slavery to mass incarceration: Rethinking the 'race question' in the US. *New Left Review*, 13. 41-60. **Blackboard, Class #5.**
- 3) Bell, J. (2006). Correcting the system of unequal justice. In Smiley, T. (Ed.), *Covenant with Black America*. Chicago, IL: Third World Press. **Blackboard, Class #5.**

Hurricane Katrina

- 4) Giroux, H.A. (2006). Reading Hurricane Katrina: Race, class and the biopolitics of disposability. *College Literature*, 33. 171-196. **Blackboard, Class #5.**
- 5) <http://www.ushrnetwork.org/>
- 6) Delpit, L. & Payne, C. (2007). Katrina's last victims? *The Nation*, January 1, 2007. <http://www.thenation.com/doc/20070101/delpit>. **Blackboard, Class #5.**

Darfur

- 7) Udombana, N.J. (2005). When neutrality is a sin: The Darfur crisis and the crisis of humanitarian intervention in Sudan. 1149-1199. **Blackboard, Class #5.**
- 8) Human Rights Watch (2006). Country report on Sudan. www.hrw.org. **Blackboard, Class #5.**

UN Documents:

- 1) International Covenant on Economic, Social and Cultural Rights
- 2) International Covenant on Civil and Political Rights
- 3) International Convention on the Elimination of All Forms of Racial Discrimination
- 4) Guiding Principles on Internal Displacement (<http://www.ushrnetwork.org>)

Class Activities:

- 1) Student presentation on each issue.
- 2) Film: "When the levees broke." Spike Lee's documentary on Katrina (2006).

Class Six: March 31, 2007

Theme: Human rights pedagogies: Curriculum development.

Reading Assignments:

Choose one chapter. From *Human rights education in the 21st century* (1997).

- 1) Flowers, N. & Shiman, D.A. Chapter 10: Teacher education and the human rights vision. 161-176.
- 2) Spector, P. Chapter 11: Training of trainers. 176-193.
- 3) Maran, R. Chapter 12: Teaching human rights in the universities: 194-208.
- 4) Howard, R.E. Chapter 13: Curriculum development for an undergraduate minor. 209-220.
- 5) Hamilton, B. Chapter 14: Human rights awareness and skill games in political science. 221-235.
- 6) Cowie, M. Chapter 15: Towards a critical pedagogy for adult education. 236-252.

All read

- 7) Flowers, N. – Part 3.

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/default.htm>

- 8) van Driel, B. (2005). Coming to Justice: A program for youth around issues of international justice. *Intercultural Education*, 16 (2). 161-169.

Class Activities:

Field trip to Amnesty International.

Assignment Due: Proposal for Final Paper

Class Seven: April 14, 2007

Theme: Human rights pedagogies: Arts as a tool for change.

Reading Assignments:

- 1) Magendzo, A. (2005). Pedagogy of human rights education: A Latin American perspective. *Intercultural Education*, 16 (2). 137-143. **Blackboard, Class #7.**
- 2) Clay, A. (2006). “All I need is one mic”: Mobilizing youth for social change in the post-Civil Rights era. *Social Justice*, 33 (2). 105-121. **Blackboard, Class #7.**
- 3) Miller, C.J. (2006). Images from the streets: Art for social change from the Homelessness Photography Project. *Social Justice*, 33 (2). 122-134. **Blackboard, Class #7.**
- 4) Tandeciarz, S.R. (2006). Mnemonic hauntings: Photography as art of the missing. *Social Justice*, 33 (2). 135-152. **Blackboard, Class #7.**

Class Activity:

- 1) Performance by Quique on Villa Grimaldi in Chile.
- 2) Film reviews.

Class Eight: April 28, 2007

Theme: Human rights pedagogies: Activism.

Reading Assignment:

- 1) Steiner, H.J. & Alston, P. (2000). Civil society: Human rights NGOs and other groups. *International human rights in context: Law, politics, morals*. 938-964. **Blackboard, Class #8.**
- 2) Mutua, M. (2001). Human rights international NGOs: A critical evaluation. In Welch (Ed.), *NGOs and human rights: Promise and performance*. 151-163. **Blackboard, Class #8.**
- 3) Human Rights Watch. <http://www.hrw.org/about/whoweare/html> (who we are) and <http://www.hrw.org/about/faq> (frequently asked questions)
- 4) Tibbits, F. (2005). Transformative learning and human rights education: Taking a closer look. *Intercultural Education*, 16 (2). 107-114.
- 5) Ilkcaracan, P. & Amadao, L. E. (2005). Human rights education as a tool of grassroots organizing and social transformation: A case study from Turkey. *Intercultural Education*, 16 (2). 115-128.
- 6) Chiarotti, S. (2005). Learning and transforming reality: Women from Rosario's neighborhoods demand access to public health services free of discrimination. *Intercultural Education*, 16 (2). 129-136.

Class Activity

- 1) Reports on Scholars at Risk conference.
- 2) Guest Speaker: Ella Baker Human Rights Center.

Assignment Due: Draft of Final Project

Class Nine: May 12, 2007

Theme: ORAL PRESENTATIONS OF FINAL PROJECTS.

Evaluating Class Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air time would be saved.

(These guidelines were adopted from the web site of
Prof. John Tyler of Brown University's Department of Education.)

Final Course Project: Guidelines

Deadlines

- * Proposal Due: Class #6, March 31
- * Draft Due: Class #8, April 28
- * Final Due: Class #9, May 12

Proposal:

This should be an outline or plan for your final project. For the paper component, this should include a description of the human rights issue you are addressing, importance of this issue, relevant international laws or treaties, audience, and at least 5 tentative research references. For the pedagogical component, provide a sketch of the pedagogical approach you will use: curriculum unit, PowerPoint presentation, training guide, I-movie, play, research paper, etc. Remember that this should be a tool for education or activism.

Final Project: Research Paper + Pedagogical Tool:

Paper: The paper component should be at least 10 pages (plus references) and must include the following:

- I. Introduction: Clearly describe the human rights issue you are addressing and its significance. This is where you state your rationale for selecting this topic, including your personal, professional and/or political reasons (if appropriate).
- II. Research: Provide a brief review of the literature on this human rights issue, including its historical development. Discuss what international laws/treaties are involved in this issue, how they have or have not been applied, and the actions that have been taken by UN bodies, NGOs or activist organizations to address this issue. Make sure to analyze the causes and effects of the human rights violations involved.

You should cite approximately 10 references, which can include some but not all assigned readings. Use APA style and include a reference list at the end.

Pedagogical Tool: This is the creative part of the project! Select the pedagogical approach and content that is most appropriate for your intended audience and setting. The objective is to translate your research in a form that makes its content meaningful for your population.

For example, choose a curriculum unit if you are an elementary school teacher. Develop a workshop training session if you are working with adults in a community-based organization, create an I-movie if you are involved in urban youth development, or

write a play if you teach drama in an after-school program for teens. I encourage you to integrate the arts into this project!

Bill Bigelow's guide on Immigration is a great model for the pedagogical tool.

Think about a project that would provide about a week's worth of material if you are teaching, or a full day's worth if you are conducting a workshop. If you are developing curriculum, provide about 5 lessons.

Remember the dual purpose is to EDUCATE and ACTIVATE!