

# *Human Rights Education: Pedagogy and Praxis*

**Spring 2015: Section 02**



"Don't Shoot" by Natalia Anciso

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

## *Course Syllabus*

***Instructor:***

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Office Hours: Thursday 2-4 & Teaching Saturdays 1-3 pm

***Times:*** 8 am-12:15 pm, Saturdays, Doctoral Teaching Week-ends

***Course #:*** IME-620/720-01

***Credit Hours:*** 3

***Place:*** School of Education, 101

***Course Description:***

"Human Rights Education is both a lens through which to observe the world and a methodology for teaching and leading others" (Amnesty International). Learning about human rights is the first step toward respecting, promoting, and defending those rights. Designed to support teachers of kindergarten through college as well as educators working in non-formal settings such as community organizations, Human Rights Education is dedicated to promoting the human rights principles and positive value system that are set forth in the Universal Declaration of Human Rights.

This course aims to facilitate the teaching of human rights through modeling the exemplary pedagogy and praxis. It explores the use of oral history, literature, visual and performing arts, interactive curriculum, and community activism as means of human rights education.

To demonstrate human rights education, the course focuses on three different case studies intertwined with racism, discrimination against women and children, and poverty. The case studies for Fall 2015 are: 1) criminal injustice and racism in the U.S., 2) children's rights in occupied Palestine, and 3) indigenous rights and environmental justice with a focus on Ecuador. We will spend two class sessions on each case study: 1) during the first session, we will examine and discuss the assigned readings in order to analyze the issues from the perspective of international human rights. 2) During the second session, we will focus on ways to share knowledge through developing effective curriculum and pedagogy in the classroom and crafting workshops in out-of-school contexts. For both sessions, we will hear from Bay Area community members who are engaged in activism and/or teaching around the specific case studies.

For the final project, students are required to select a particular human rights issue and develop an effective research-based pedagogical tool to train others about that issue.

### ***Course Requirements:***

- 30% 1. Class Participation.
- Participate in class discussions, groups, and activities. Be prepared by reading assignments thoroughly, taking notes, and writing reflections.
  - Contribute to all online forums on Canvas. Post resources and news items related to issues addressed in class.
  - 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 class participation on page 10).
- 20% 2. Group Presentations: Pedagogical Activity on Case Study  
Working in teams and under guidance provided by the instructor, students develop an interactive pedagogical activity related to the assigned case study. The team presents this to the class in a way that engages other students and serves as a model for a K-16 classroom, workplace or community context. Make sure to incorporate UN documents. Please restrict presentation to 30 minutes. Submit a written lesson plan. *NOTE: Doctoral students are expected to play a leadership role in the planning and preparation.* (See schedule and rubric on page 10).
- 40% 3. Final Project: Pedagogy into Praxis. (See guidelines on page 11)

- 10% 4. Film Review  
Observe a film related to the human rights issue of your final project. Prepare a 2-3-page film review to present to class on Class 8 (See guidelines on page 10)

***Required Textbooks:***

1. Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.
2. Bennis, P. (2012). *Understanding the Palestinian-Israeli conflict: A primer*. Northampton, MA: Olive Branch Press.
3. Malek, C. & Hoke, M. (Eds.) (2014). *Palestine speaks: Narratives of lives under occupation*. San Francisco: McSweeney's & Voice of Witness.
4. Additional readings and curriculum materials are posted on **Canvas**.

***Course Schedule:***

Class One: January 24, 2015

Themes: Introduction to course, students, and instructor. What are “human rights”? What are “universal human rights”?

Readings:

- 1) Universal Declaration of Human Rights:  
<http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx>

Activities:

Multilingual choral reading of the Universal Declaration of Human Rights.

Class Two: January 31, 2015

Themes: What is human rights education (HRE)? How can teachers bring HRE into their classrooms? How can activists bring HRE into their communities?

Readings:

- 1) Claude, R.P. & Tibbitts, F. (In press). Chapter 20: The right to education and human rights education. In R.P. Claude & Weston, B. (Eds.), *Human rights in the world community: Issues and action (4<sup>th</sup> ed.)*, pp. 13-34. Philadelphia, PA: University of Pennsylvania Press (**Canvas, Class #2**)
- 2) Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. *Human Rights Quarterly*, 33. 481-508. (**Canvas, Class #2**)

The following readings, posted on **Canvas, Class #2**, are chapters in my co-edited book to be published in April 2015:

S.R. Katz & A.M. Spero (Eds.). *Bringing human rights education to US classrooms: Exemplary models from elementary grades to university*. New York: Palgrave Macmillan.

- 1) Talamante, O. (Foreword).
- 2) Katz, S.R. & Spero, A.M. Chapter 2: The challenges and triumphs of teaching for human rights in U.S. schools. (pp. 18-35).
- 3) Yang, K. W. Afterword: Will human rights education be decolonizing? (pp. 283-296).

UN Documents:

1) UN Declaration on Human Rights Education and Training

<http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>

Assignments:

1) Your human rights story: Write a short (1-2 paragraph) narrative about an incident in your childhood or youth that most stands out for you as a time when you experienced or witnessed the honoring or violation of a human right. Select 1-2 articles from the UDHR that best aligns with this incident. Bring this story to class along with an art object, photo, or visual image that represents your experience.

Activities:

- 1) Video: *Path to Dignity: The Power of Human Rights Education* (2012)
- 2) Guest Speakers: John Nepomuceno, Co-director, Mandela Law & Public Service Academy, Fremont High School, Oakland, and Natalia Anciso, Bay Area community artist/activist.
- 3) Sharing and dramatization of “Human rights story.”

Class Three: February 14, 2015

Themes: Criminal Injustice and Racism: Mass Incarceration

Readings:

- 1) Alexander, M. (2010). *The new Jim Crow: Mass incarceration and the age of colorblindness*. New York: The New Press.
- 2) Wacquant, L. (2002). From slavery to mass incarceration: Rethinking the ‘race question’ in the US. *New Left Review*, 13. 41-60. (**Canvas, Class #3**)

UN Documents:

- 1) International Covenant of Civil and Political Rights (1966)  
<http://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf>
- 2) International Convention on the Elimination of All Forms of Racial Discrimination (1965)  
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>
- 3) International Covenant of Economic, Social & Cultural Rights (1966)  
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Teaching Materials:

*The New Jim Crow Study Guide and Call to Action* (2013). Publication of the Veterans of Hope Project. Chico, CA: Chico Peace & Justice Center. (**Canvas, Class #3**)

School-to-Prison Pipeline

<http://www.tolerance.org/magazine/number-43-spring-2013/school-to-prison>

<https://www.aclu.org/school-prison-pipeline>

<http://www.socialjusticejournal.org/?p=2822>

Activities:

- 1) Literature Circle: *The New Jim Crow*
- 2) Student Group Presentation #1: School-to-prison pipeline
- 3) Guest Speaker: Jennifer Kim, Ella Baker Center for Human Rights

## February 24: USF Teach In on Ferguson/Staten Island Decision

### Class Four: February 28, 2015

Theme: Criminal Injustice and Racism: Focus on Pedagogy and Curriculum

#### Readings:

- 1) Armaline, B.T. (2011). Caging kids of color: Juvenile justice and human rights in the United States. In W.T. Armaline, D.S. Glasberg, & B. Purkayastha (Eds.). *Human rights in our own backyard: Injustice and resistance in the United States* (pp. 188-198). Philadelphia, PA: University of Pennsylvania Press. **(Canvas, Class #4)**
- 2) Neild, R. (2006). Human rights and crime. In R.P. Claude & B.H. Weston (Eds.), *Human rights in the world community: Issues and action* (3<sup>rd</sup> ed.), pp. 104-108. Philadelphia, PA: University of Pennsylvania Press. **(Canvas, Class #4)**
- 3) Blundell, J. (In press). Chapter 3: Each one, teach one: The history and legacy of the Black Panther Party for an elementary school audience. In S.R. Katz & A.M. Spero (Eds.), *Bringing human rights education to US classrooms: Exemplary models from elementary grades to university* (pp. 36-57). New York: Palgrave Macmillan. **(Canvas, Class #4)**
- 4) Garza, A. (2014). A herstory of the Black Lives Matter Movement. <http://blacklivesmatter.com/a-herstory-of-the-blacklivesmatter-movement/>

#### Teaching Materials:

##### #BLACKLIVESMATTER

- 1) Teaching about Ferguson Zinn Education Project: <http://zinnedproject.org/2014/11/teaching-about-ferguson/>
- 2) Teaching #Blacklivesmatter: <http://sfusd.libguides.com/blacklivesmatter>
- 3) Teaching#Ferguson Resources: [https://docs.google.com/a/usfca.edu/document/d/1kwZl23Q9tgZ23dxSJWS-WpjZhOZ\\_mzVPtWL8-pWuLt8/mobilebasic?pli=1%C2%A0](https://docs.google.com/a/usfca.edu/document/d/1kwZl23Q9tgZ23dxSJWS-WpjZhOZ_mzVPtWL8-pWuLt8/mobilebasic?pli=1%C2%A0)
- 4) #HumanRightsFerguson <http://www.amnestyusa.org/pdfs/2014AmnestyInternationalFergusonToolkit.pdf>

#### Activities:

- 1) Student Group Presentation #2 (Teaching Black Lives Matter)
- 2) Guest Speakers: Milton Reynolds, Facing History and Ourselves, and Brenda Bellinger, Everett Middle School

### Class Five: March 14, 2015

Theme: Human Rights in Occupied Palestine. Oral history as a Tool of Resistance

#### Readings:

- 1) Bennis, P. (2009). *Understanding the Palestinian-Israeli conflict* (background).
- 2) Malek, C. & Hoke, M. (Eds.) (2014). *Palestine speaks: Narratives of lives under occupation*. San Francisco: McSweeney's & Voice of Witness.
- 3) Falk, R. (2000). International law and the al-Aqsa intifada. *Middle East Research and Information Project*. <http://www.merip.org/mer/mer217/international-law-al-aqsa-intifada>

#### Teaching Materials:

- 1) Palestine Speaks Curriculum, Voice of Witness (**Canvas, Class #5**)
- 2) Shoman, S. (2014). Independence or catastrophe: Teaching Palestine through multiple narratives. *Rethinking Schools*, 28 (4).  
[http://www.rethinkingschools.org/archive/28\\_04/28\\_04\\_shoman.shtml](http://www.rethinkingschools.org/archive/28_04/28_04_shoman.shtml)

Activities:

Oral History Workshop: Cliff Mayotte, Education Director, Voice of Witness

Class Six: March 28, 2015

Theme: Children's Rights in Occupied Palestine

Reading Assignments:

- 1) Cook, C., Hanieh, A., & Kay, A. (2004). *Stolen youth*. Part I, 3-47. Focus on Ch. 4. (**Canvas, Class #6**).
- 2) Selections from Alareer, R. (Ed.) (2013). *Gaza writes back: Short stories from young writers in Gaza, Palestine*. Charlottesville, VA: Just World Books. (**Canvas, Class #6**)

UN Documents:

- 1) Convention on the Rights of a Child <http://www.unicef.org/crc/>

Class Activities:

- 1) Screening of film, "Flying Paper," and discussion with co-director, Roger Hill.
- 2) Guest Teacher: Kelly Delaney, IME doctoral student and San Bruno middle school teacher
- 3) Student Group Presentations #3 (oral history) and #4 (children's rights)

Assignments:

Proposal for Final Project Due (see guidelines on page 12)

Class Seven: April 11, 2015

Theme: Indigenous Rights and Environmental Justice: Focus on Ecuador

Reading Assignments:

- 1) Sawyer, S. & Gomez, E.T. (2012). On indigenous identity and the language of rights. In S. Sawyer & E.T. Gomez (Eds.), *The politics of resource extraction: Indigenous peoples, multinational corporations and the state*. New York: Palgrave Macmillan. 9-32. (**Canvas, Class #7**)
- 2) Fajardo, P. & Byrne, G. (2010). Corporate accountability, human rights and pursuing corporate accountability in the Ecuadorian Amazon: Attorney Pablo Fajardo's perspective on *Aguinda v. Chevron*. *Harvard International Law Journal*, 51. 181-187. (**Canvas, Class #7**)
- 3) Khatri, U. (2013). Indigenous peoples' right to free, prior, and informed consent in the context of state-sponsored development: The new standard set by *Sarayaku v. Ecuador* and its potential to delegitimize the Belo Monte Dam. *American University International Law Review*, 29(1). 165-207. (**Canvas, Class #7**)
- 4) Inter-American Court of Human Rights (2012). *Case of the Kichwa Indigenous People of Sarayaku v. Ecuador*. 1-93 (skim). (**Canvas, Class #7**)
- 5) Becker, M. (2011). Correa, indigenous movements, and the writing of a new

constitution in Ecuador. *Latin American Perspectives*, 176, 38(1). 47-62.  
<http://marcbecker.org/research/lap2011.pdf>

UN Documents:

UN Declaration on the Rights of Indigenous Peoples

<http://social.un.org/index/IndigenousPeoples/DeclarationontheRightsofIndigenousPeoples.aspx>

Activities:

- 1) Video: "Children of the Jaguar" by Eriberto Gualinga of Sarayaku.
- 2) Student Group Presentation #5
- 3) Guest Speaker: Leila Salazar, Amazon Watch

**USF Human Rights Film Festival: April 9-11** (see Canvas, Class #7 for schedule)

Class Eight: April 25, 2015

Theme: Indigenous Rights and Environmental Justice: Focus on Pedagogy & Curriculum

Reading Assignments:

- 1) Falcón, S.M. & Jacob, M.M. (2011). Human rights pedagogies in the classroom: Pedagogies, US Indigenous communities, and CSL projects. *Sociologists Without Borders/Sociologos Sin Fronteras*, 6(2). 23-50. (**Canvas, Class #8**)
- 2) Four Arrows (In press). Ending "Jim Crow" with worldview studies across the curriculum: An indigenous perspective. In Stead, V. (Ed.), *R.I.P. Jim Crow*. New York: Peter Lang. (**Canvas, Class #8**)
- 3) Rodriguez-Rivera, L.E. (2006). Is the human right to environment recognized under international law? In R.P. Claude & B.H. Weston (Eds.), *Human rights in the world community: Issues and action* (3<sup>rd</sup> ed.), pp. 261-274. Philadelphia, PA: University of Pennsylvania Press. (**Canvas, Class #8**)
- 4) Monshipouri, M., Welch, C.E., Jr., & Kennedy, E.T. (2006), Multinational corporations and the ethics of global responsibility, In R.P. Claude & B.H. Weston (Eds.), *Human rights in the world community: Issues and action* (3<sup>rd</sup> ed.), pp. 434-445. Philadelphia, PA: University of Pennsylvania Press. (**Canvas, Class #8**)

Activities:

- 1) Student Group Presentation #6
- 2) Guest Teacher: Lindsay Padilla, Solano Community College
- 3) Film Reviews
- 4) Peer review of final project draft

Assignment:

- 1) Film Review
- 2) Draft of final project

Class Nine: May 9, 2015

Theme: Final Projects Community Celebration and Potluck

Assignment:

- 1) Prepare oral presentation according to guidelines (to be distributed in advance)

- 2) Invite guests!
- 3) Submit final paper

## Supplemental Readings and Resources

### Human Rights Education

#### Books

Andreopoulos, G.J. & Claude, R.P. (1997). *Human rights education for the twenty-first century*. Philadelphia, PA: University of Pennsylvania Press.

W.T. Armaline, D.S. Glasberg, & B. Purkayastha (Eds.). *Human rights in our own backyard: Injustice and resistance in the United States*. Philadelphia, PA: University of Pennsylvania Press.

Claude, R.P. & Weston, B.H. (2006). *Human rights in the world community: Issues and action*. 3<sup>rd</sup> ed. Philadelphia, PA: University of Pennsylvania Press.

Elbers, F. (Ed.). *Human rights education resourcebook*. Cambridge, MA: HREA.  
[http://www.hrea.org/index.php?base\\_id=169](http://www.hrea.org/index.php?base_id=169)

Flowers, N. (2000). *The human rights education handbook: Effective practices for learning, action and change*. Minneapolis, MN: University of Minnesota.

Waldron, F. & Ruane, B. (2011). *Human rights education: Reflections on theory and practice*. Dublin, Ireland: Liffey Press.

#### Websites:

<a href="http://www.hrusa.org">http://www.hrusa.org</a>	Human Rights Resource Center
<a href="http://www.hrea.org">http://www.hrea.org</a>	Human Rights Education Associates
<a href="http://www.hreusa.net/home">http://www.hreusa.net/home</a>	Human Rights Educators USA
<a href="http://www.ushrnetwork.org">http://www.ushrnetwork.org</a>	United States Human Rights Network
<a href="http://www.amnesty.org">http://www.amnesty.org</a>	Amnesty International

#### Videos

“The Story of Human Rights” video: <https://www.youtube.com/watch?v=oh3BbLk5UIQ>

### Criminal Injustice and Racism

#### Books

Abu-Jamal, M. (2015). *Writing on the wall: Selected prison writings of Mumia Abu-Jamal*. San Francisco, CA: City Lights.

Davis, A.Y. (2003). *Are prisons obsolete?* New York: Seven Stories Press.

Waldman, A. & Levi, R., Eds. (2011). *Inside this place, not of it: Narratives from women’s prisons*. San Francisco, CA: Voice of Witness.

#### Websites

<a href="http://blacklivesmatter.com/">http://blacklivesmatter.com/</a>	#BlackLivesMatter
<a href="http://ellabakercenter.org/">http://ellabakercenter.org/</a>	Ella Baker Center for Human Rights
<a href="http://criticalresistance.org/">http://criticalresistance.org/</a>	Critical Resistance
<a href="https://mxgm.org/">https://mxgm.org/</a>	Malcolm X Grassroots Movement
<a href="http://colorlines.com/">http://colorlines.com/</a>	Colorlines

#### Videos

<https://www.youtube.com/watch?v=7telb-vyao8>

Stand Your Grand and Human Rights

[https://www.youtube.com/watch?v=3WEepxo0f\\_k](https://www.youtube.com/watch?v=3WEepxo0f_k)

Malcolm X on Civil Rights v. Human Rights (Boston Radio Show, June 25, 1964)

## Occupation of Palestine

### Books

- Barakat, I. (2007). *Tasting the sky: A Palestinian childhood*. New York: Farrar, Straus and Giroux.
- Barrows-Friedman, N. (2014). *In our power: U.S. students organize for justice in Palestine*. Charlottesville, VA: Just World Books.
- El-Haddad, L. (2013). *Gaza mom*. Charlottesville, VA: Just World Books.
- MECA (2011). *A child's view from Gaza: Palestinian children's art and the fight against censorship*. Berkeley, CA: MECA.

### Websites

<a href="http://www.mecaforpeace.org">www.mecaforpeace.org</a>	Middle East Children's Alliance
<a href="http://www.jewishvoiceforpeace.org">www.jewishvoiceforpeace.org</a>	Jewish Voice for Peace
<a href="http://palsolidarity.org/">http://palsolidarity.org/</a>	International Solidarity Movement
<a href="http://www.ifpb.org/">http://www.ifpb.org/</a>	Interfaith Peace Builders
<a href="http://www.bdsmovement.net/">http://www.bdsmovement.net/</a>	Palestine Boycott Divestment National Committee

## Indigenous Rights and Environmental Justice

### Books

- Dunbar, R. (2014). *An indigenous peoples' history of the United States (ReVisioning American history)*. Boston, MA: Beacon Press.
- Four Arrows (2013). *Teaching truly: A curriculum to indigenous mainstream curriculum*. New York: Peter Lang Publishing.
- Klein, N. (2014). *This changes everything! Capitalism vs. the climate*. New York: Simon & Schuster.
- Meyer, L. & Maldonado, B. (2010). *New world of indigenous resistance: Noam Chomsky and voices from North, South and Central America*. San Francisco, CA: City Lights Books.
- Sawyer, S. (2004). *Crude chronicles: Indigenous rights, politics, multinational oil, and neoliberalism in Ecuador*. Durham, NC: Duke University Press.

### Websites

<a href="http://www.amazonwatch.org/">www.amazonwatch.org/</a>	Amazon Watch
<a href="http://www.pachamama.org/">www.pachamama.org/</a>	Pachamama Alliance
<a href="http://www.chevrontoxico.com/">www.chevrontoxico.com/</a>	Chevron Toxic: Campaign for Justice in Ecuador
<a href="http://www.sarayaku.org/">www.sarayaku.org/</a>	Pueblo Kichwa Originario de Sarayaku
<a href="http://www.culturalsurvival.org/">www.culturalsurvival.org/</a>	Cultural Survival: Partnering with Indigenous Peoples
<a href="http://www.idlenomore.ca/">http://www.idlenomore.ca/</a>	Idle No More

### Videos

<a href="https://www.youtube.com/watch?v=C8Jtt1VFfns">https://www.youtube.com/watch?v=C8Jtt1VFfns</a>	Por qué murió Bosco Wisum? (Spanish)
<a href="https://www.youtube.com/watch?v=Z26X6f86ZyM">https://www.youtube.com/watch?v=Z26X6f86ZyM</a>	The Amazon That Remains
<i>Crude</i>	Mainstream film by Joe Berlinger

## Resources for Organizing

*Toolkits*

[http://www.ushrnetwork.org/sites/ushrnetwork.org/files/something\\_inside\\_so\\_strong.pdf](http://www.ushrnetwork.org/sites/ushrnetwork.org/files/something_inside_so_strong.pdf)

Something Inside So Strong: A Resource Guide on Human Rights in the U.S.

<http://www.speakoutnow.org/downloads/CampusVoices.pdf>: Free Exchange on Campus

### *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.)

### **HRE Group Presentations: Pedagogical Activity on Case Study**

Working in teams under the instructor's guidance, students develop an interactive activity related to the assigned case study. The team presents this to the class in an engaging way that serves as a pedagogical model. The 30-minute presentation should incorporate appropriate UN documents. Team submits written lesson plan.

<b>About</b> Human Rights: 5 points	The presentation offers human rights content, articulates specific violations, and places the case study within the larger sociohistorical and political context.
<b>Through</b> Human Rights: 5 points	The presentation's content and activities motivate audience participation in ways that recognize human dignity.
<b>For</b> Human Rights: 5 points	The presentation promotes new understanding of the human rights issue beyond the readings and provides information about how to act in solidarity with those engaged in the human rights issue.
Oral and Written Presentation: 5 points	All presenters are active in preparing and facilitating the presentation. The presentation is lively, clear, audible, informative and within the 30 minute time limit. The written lesson plan is well organized with clear goals.

### **Schedule**

Group Presentation #1: School-to-Prison Pipeline  
Group Presentation #2: BlackLives Matter  
Group Presentation #3: Palestine-Oral History

Group Presentation #4: Palestine-Children's Rights  
Group Presentation #5: Indigenous Rights-Ecuador  
Group Presentation #6: Indigenous Rights

## *Final Course Project: Guidelines*

### Deadlines

- \* Proposal Due: Class #6, March 28
- \* Draft Due: Class #8, April 25
- \* Final Due: Class #9, May 9

### 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, teach-in plan, 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:

Research Paper: The research paper component should be at least 10 pages (plus references) for MA students and 15 pages (plus references) for Ed.D. students 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 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.

MA students should cite a minimum of 10 references and Ed.D. students a minimum of 15 references, including assigned readings. Use APA style and add a final reference list.

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. Make up a plan for a teach-in if you work on a college campus. 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!

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 will be conducting a workshop. If you are developing curriculum, provide about 5 lessons.

Include the film you chose for your film review (if appropriate) and specify how you would use that film, or segments of that film.

Remember the dual purpose is to EDUCATE and ACTIVATE!

Student models are posted on Canvas, Final Project Models.

## FILM REVIEW GUIDELINES

Prepare a 2-3 page written review that gives the highlights of the film and present these orally (5 minutes) to the class on April 25. Include title, director, country of origin, date of release, leading actors, and site of viewing in your heading. If appropriate, select a film that addresses the issue you will use for your final project.

Some suggested questions to consider in your review:

- What makes it work? What makes it powerful?
- What is the human rights issue(s) the film is addressing? What are the relevant human rights treaties/covenants? Give context and explanation of the issue.
- How do the protagonists in the film resolve or not resolve this issue?
- Describe other features that make the film work (eg. cinematography, acting, direction, music, etc.).
- Do you recommend this film? Why or why not?
- How might you incorporate this film into curriculum? How could you use it as a pedagogical tool? As a tool for activism? For human rights training?
- Be creative!

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### Class and University Policies

**USF Email:** I will use the email function in CANVAS to send emails to the class. Please ensure that your email address is set up to receive email from your University of San Francisco account so that you do not miss important information and announcements about our class.

**Statement on Plagiarism:** Plagiarism is the using of ideas, data, or language of another person without specific or proper acknowledgement. Utilizing the same work for multiple assignments in the same or different classes without prior approval by instructor also qualifies as plagiarism. In cases where a faculty member suspects a student of cheating or plagiarism, the student will be reported and may face disciplinary action including suspension.

**Disabilities:** If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

**Mandatory Reporting:** It is my responsibility as a university employee to report any cases of sexual assault (past or present) that a student shares with me and to refer the student to a staff trained to assist survivors of sexual assault.