

IME 621/721: HUMAN RIGHTS EDUCATION: HISTORY, PHILOSOPHY & CURRENT DEBATES

Department of International and Multicultural Education ~ Fall 2015

Professor Monisha Bajaj
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Class Location: ED 203

Saturday 8:00a-12:15p

Dates

1. August 22 (10:30a-12p)
2. August 29
3. September 12
4. September 26
5. October 10
6. October 24
7. November 7
8. November 21
9. December 5

“Human rights cultures have long been in the making by the praxis of victims of violations, regardless of the mode of formulation of human rights standards and instruments. The single most critical source of human rights is the consciousness of peoples of the world who have waged the most persistent struggles for decolonization and self-determination, against racial discrimination, gender-based aggression and discrimination, denial of access to basic minimum needs, environmental degradation and destruction ... Clearly, Human Rights Education (HRE) must begin by a commissioning of a world history of people's struggles for rights and against injustice and tyranny.” (Baxi, 1997, p. 142).

← Image from Amnesty International

The Universal Declaration of HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

WE ARE ALL BORN FREE AND EQUAL
EVERYONE IS ENTITLED TO THESE RIGHTS
NO MATTER YOUR RACE, RELIGION OR NATIONALITY

EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY

You have the responsibility to respect the rights of others
NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS

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COURSE DESCRIPTION

This course introduces students to (1) the field of human rights, (2) the role of education in the human rights framework, and (3) human rights education as a field of scholarship and educational practice. Human rights education seeks to address persistent social and educational inequalities and is tailored to local contexts around the globe. This course will look at debates and key ideas that underpin the field of human rights, specifically as they apply to the conceptualization and practice of human rights education.

Three relationships between human rights and education are central to this course. First, education **as a** human right - making sure all children and adult learners have access to schooling and non-formal learning opportunities. Second, education **with** human rights - teaching and learning experiences that are free from discrimination and respect the dignity of students; and third, education **for** human rights - examining how curriculum and pedagogy has been, and can be, designed to promote and respect economic, social, political and civil rights.

This course forms part of the required series of courses for students in the MA program in Human Rights Education, and the doctoral concentration in Human Rights Education in the International and Multicultural Education Department at the University of San Francisco. Other interested students are encouraged to take this class as well. The content of this course will specifically complement that offered in IME 620/720 Human Rights Education: Pedagogy and Praxis and IME 618/718 International Human Rights Law for Educators.

Class sessions will be primarily discussion based. Please come to class having done all the readings. Students will have the opportunity to enhance critical thinking, writing, and presentation skills, particularly in relation to their specific academic or professional interests.

COURSE OBJECTIVES

The purpose of the course is to develop a concrete understanding of human rights principles and the field of human rights education. Students will also:

1. Understand the complex relationships among globalization, human rights and education;
2. Examine debates such as those surrounding cultural relativism vis-à-vis universal rights;
3. Discuss issues of provision, enforcement, and multiple meanings with regards to the right to education and human rights education.

Course assignments will give students the opportunity to become conversant with relevant academic literatures, policy reports, curricular materials, and other documents.

REQUIREMENTS, EXPECTATIONS, AND EVALUATION

1. Class participation, reading, and attendance (20%)

Class participation is an integral component of the course and a reflection of active reading, preparation, engagement with learning, and collaboration. Students are expected to complete all required readings and are encouraged to explore any recommended readings as well. Students are expected to come to class prepared with reactions, critiques, and/or questions regarding the readings, to engage in discussion and activities, and to share additional information from other sources and/or personal knowledge or experience, wherever possible. Diverse views are encouraged. Evidence of preparation and willingness to participate in discussion are part of the final grade. Participation can occur in large group discussions, small group discussions and activities, and online through the CANVAS page. A collaborative approach to learning and teaching is central to our work as a class community. Class attendance is required.

Key questions that we will consider throughout the semester in building our classroom community are the following:

- How will we ensure that everyone who wants to speak is allowed to speak?
- How will we respect silences without allowing class members to be silenced?
- How will we keep the discussion focused?
- How do we build a learning community guided by trust and safety?

2. Cultural Share (5%)

Starting in the second class session, students will take a few minutes (max 5 minutes) to share something from their own culture. This may take the form of sharing a family recipe, photo, instrument, some object of importance like an heirloom, something given by someone important, something that has great personal importance such as a song, a poem, a story, or some spiritual/historical teaching. The goal of this exercise is for us to appreciate various backgrounds and understand that while we all come from different places, we share a common humanity.

(This assignment was adapted from a similar one designed by Prof. Ameena Ghaffar-Kucher of the University of Pennsylvania)

3. Double Entry Journals (5 journals + 1 summative piece x 5 points each = 30%)

Writing assignments provide an opportunity to reflect on key issues and interests arising from the course readings, lectures, films, and other activities and to link these to specific student interests and experiences. Students will be asked to maintain a journal in which they select a significant idea or issue presented in the readings, lectures, or other media of the week and to say why this is meaningful to them. A journal entry will consist of two quotes selected from

the week's readings, and 2 single-spaced pages of reflection and analysis.¹ You may refer to other sources, but the two quotes should come from the respective week's readings.

“Double entry” refers to the use of class sources as one entry, and your own reflections as the second. These will be completed on a regular basis and shared with classmates as part of our reading and collaborative inquiry. Students may choose to make connections to personal experiences, observations, or themes from other coursework. The journal should reflect confusion and contradictions, as well as clarity and consensus to respond to the difficulty of the learning process and meaningful dialogue. Students should consider their entry as providing extension to the course readings where possible. The double-entry journal will be evaluated on: (1) comprehension and analysis of course materials; (2) students' ability to make critical connections—connections to their own observations gained from experience, other readings, etc.; (3) students' inquisitiveness and ability to raise questions; and (4) students' ability to contribute positively to class understandings. *[I will upload sample double entry journals to the CANVAS page since this may be a new type of writing for some students.]*

The Instructor will read your journal entries—returning them the following session. Your final summative paper (2 single-spaced pages) should consist of either an introduction or conclusion that responds to the comments and questions posed by reviewers/peers and charts the development of your thinking over the course of the semester, presenting any insights you gleaned from further reading and reflection. You will be evaluated on quality, response to feedback, & final product. Please keep all your original entries (with any comments from the instructor) to submit with your final summative paper.

Please bring a hard-copy of all Double-Entry Journals to class the date they are due and print on both sides of the paper (or print on scratch paper) wherever possible.

Submissions due under each week listed below, Final Submission deadline with Introduction or Conclusion: November 21, 2015.

4. Strategic Funding Memo & Presentation (35% paper + 10% presentation)

The final writing assignment (8-10 double-spaced pages for MA students, 10-12 double-spaced pages for doctoral students) is an opportunity to develop your understanding of human rights issues and educational efforts to raise awareness around them.

Memo Instructions: The Bajaj Foundation—a fictional international philanthropic agency—is creating a new grant program to support human rights education initiatives around the world in formal, non-formal and community education. Researchers (e.g. students in this course) are required to prepare strategic funding memos on a particular human rights abuse—analyzing the issue, its emergence, what human rights laws it violates, international and domestic legal efforts to address the issue—and highlight any efforts for human rights education that exist. At the end of the memo, students will offer recommendations for the way

¹ For all written assignments, please stick to the page limit suggested and utilize 12-point font with one-inch margins.

ahead in terms of addressing the rights abuse through educational initiatives—whether governmental or non-governmental efforts.

The memo should include:

1. An introduction stating a clear outline and purpose of the paper (0.5-1 double-spaced page)
2. A concise and clear summary of the human rights issue, what rights it violates, and any laws (local or international) that try to prevent the issue (3-4 double-spaced pages).
3. Efforts or policies that have sought to address the human rights issue through education or community awareness (2-3 pages).
4. Recommendations for additional educational approaches needed to address the human rights issue (1-2 double-spaced pages).
5. Conclusion (0.5-1 double-spaced pages).
6. References

Strategic funding memos should not have long direct quotes from authors, but rather should synthesize materials to present a clear outline of the issue, existing initiatives to address it, and suggestions for additional approaches. Use parenthetical citations to show that you are drawing on academic literature and short direct quotes if needed for emphasis. Tables and figures can be utilized for clarity. Avoid long lists with numbers or bullets and remember to maintain your use of academic language in the paper (e.g. formal tone, no use of “I feel” or “I think” statements, avoid the second person tense, e.g. using “you,” “we,” etc.).

Your strategic funding memo should draw on course readings wherever possible and outside readings as needed. Please use at least 5-7 academic citations, and any additional UN or NGO reports, websites, etc.

For all written assignments, please use APA style (except for its requirement that you include a cover sheet – there is no need for this). In an effort to conserve resources, please use double-sided printing wherever possible or print on scratch paper. References are not included in the page count. Please turn in hard copies of all assignments, unless otherwise noted.

Final presentations will be held on **Saturday December 5** in the form of a strategy meeting for the Bajaj Foundation. Please prepare a concise summary of the issue you have reviewed for your paper and what recommendations you have for further human rights education. Your presentation will be 3-4 minutes and no AV can be utilized for the presentation.

If you turn in your final paper on **Saturday December 5**, you will receive 2 points of extra credit (hard copy only). If you need a few more days, you may have until **Wednesday December 9** (the eve of International Human Rights Day!) before **5 pm**. A hard copy must be placed in my box in the IME department by this time (late papers will not be accepted). There are no extra credit options of those submitting their papers on December 9.

Written Assignment Schedule:

1. August 22, 2015 - Introductory Statement due (1 page)
2. August 29, 2015 - Double-Entry Journal 1 due
3. September 12, 2015 - Double-Entry Journal 2 due
4. September 26, 2015 - Double-Entry Journal 3 due
5. October 10, 2015 - Double-Entry Journal 4 due
6. October 24, 2015 - Double-Entry Journal 5 due
7. November 7, 2015 - One page outline of Final Memo due
8. November 21, 2015 - Final Double-Entry Journal Due
9. December 5-9, 2015 - Strategic Funding Memo Due

REQUIRED TEXTS

The following books are required and available for purchase at the USF Bookstore. You can also purchase books via an online bookseller. Please plan ahead – no accommodations will be made based on poor planning in acquiring books.

All other required readings will be made available through Canvas.

For all students: Bajaj, M. (2012). [*Schooling for Social Change: The Rise and Impact of Human Rights Education in India*](#). New York: Bloomsbury.

If you would like to have a comprehensive textbook on human rights, the following book from which we will read selections is a thorough resource that I recommend (not require) you purchase.

Claude, R. & Weston, B. (2006). [*Human Rights in The World Community: Issues and Action, 3rd edition*](#). Philadelphia: University of Pennsylvania Press.

PLEASE NOTE:

All assignments are due on the date listed in the syllabus. Late assignments due to medical or family emergencies will be exempted from penalties on a *case by case basis*, but there will be *no exceptions* made as the result of poor planning.

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.

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.

Written Work: All work must be typed, in 12 point font, and double spaced unless otherwise directed by instructor. When citing sources, please use APA format and provide a reference list when appropriate. Paginate any paper of more than 2 pages and be sure your name and date are on the paper. Please proofread all work. Do not rely on spell check programs.

Students with 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.

Writing Center: Some students may wish to obtain editorial assistance with grammar, syntax, and style, which is acceptable. Editorial assistance for content is unacceptable. If you need help with the former, the Writing Center is located in Cowell Hall 227 on the main campus. Phone 415-422-6273 to arrange an appointment. The Writing Center will arrange for a writing coach to work with you at no cost. Help is also available online.

Academic Honesty: Whenever you quote from, make reference to, or use ideas attributable to others in your writing, you must identify these sources in citations or references or both. If you do not identify the source, whether deliberately or accidentally, then you have committed plagiarism. Plagiarism, defined as the act of stealing or using as one's own the ideas of another, is not permitted in work submitted for courses at USF or in any published writing. Please read the complete text related to academic honesty in the Fogcutter Student Handbook under "Student Conduct, University Standards, Policies and Procedures": <http://www.usfca.edu/fogcutter/> University faculty may use internet-based services to identify those portions of the person's written assignments that might not meet the full standards of academic integrity.

Social Media: I do not regularly accept Facebook "friend requests" from current students. It's neither in your interest nor mine for me to see what you've been up to the night before a paper is due ☺. If you'd like to access articles I post with further information on the themes of our course, you can follow me on Twitter (@monishabajaj).

Incomplete (I) Grades: Incomplete (I) grades may only be issued after consultation with, and approval by, the instructor. An Incomplete Grade/Course Completion Form must be filled out, signed by both the student and instructor, and submitted to the Dean's Office. Incomplete (I) grades will automatically be changed to a Failing (F) grade after one full semester unless the Incomplete Grade/Course Completion Form stipulates a longer period of time. The instructor must request the continuation of the incomplete grade remain in the subsequent semester. If the Incomplete Grade/Course Completion plan is not completed within the agreed upon timeframe, the Failing (F) grade will stand and the student must re-enroll in the course.

COURSE SCHEDULE

August 22: Session 1: Introduction

Objectives/Key Questions:

- Identify key issues to be discussed in the course.
- Explain the layout of the course.

No Required Readings for this session.

Please listen to these 2 episodes of This American Life and consider the right to education and human rights education.

1. Episode 562: <http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>
2. Episode 563: <http://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two>

****Assignment Due:** please submit a 1 page (single-spaced) summary that includes (1) your name, (2) degree program, (3) countries you have traveled, studied or worked in, (4) your definition of human rights education, (5) your goals for this semester, and (6) anything else you would like for me to know about you. If you are unable to bring it by class on August 22, please email it to me before August 25th – mibajaj@usfca.edu

August 29: Diverse Foundations of Human Rights & Human Rights Education

Objectives/Key Questions:

- What are the various origins of human rights?
- How do diverse scholars understand and interpret social realities through the lens of human rights?
- What is human rights education?

Required Readings for this session:

1. Benedek, W. (2012). *Understanding Human Rights: Manual on Human Rights Education*. (pp. 27-42). Graz: European Training and Research Centre for Human Rights and Democracy.
2. Flowers, N. (2011). Preparation for a Responsible Life. In *SJI Quarterly Online*.
3. Burke, R. (2010). "According to their own norms of civilization": The Rise of Cultural Relativism and the Decline of Human Rights. In *Decolonization and the Evolution of International Human Rights*. (pp. 122-144). Philadelphia: University of Pennsylvania Press.
4. Baxi, Upendra. (1994). Human Rights Education: The Promise of the Third Millennium? Presented at the Conference of the United Nations and later published in the 1997 book, *Human Rights Education for the Twenty First Century*.
5. Merry, S.E. (2006). Transnational Human Rights and Local Activism: Mapping the Middle. *American Anthropologist*, 108(1), 38-51.
6. Grant, C. & Gibson, M. (2013). "The path of social justice": A Human Rights History of Social Justice Education. *Equity & Excellence in Education*, 46(1), 81-99.

7. United Nations Declaration on Human Rights Education and Training, available at: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/467/04/PDF/N1146704.pdf?OpenElement>
8. Explore the Universal Declaration of Human Rights full text and the website about its drafting: <http://www.un.org/en/documents/udhr/index.shtml>

Recommended Readings:

1. Review the *Journal of Social Science Education* special issue on Human Rights Education (11 articles). Available online at: <http://www.jsse.org/2006-1/index.html>
2. Donnelly, J. (2007). Theories of Human Rights. In *International Human Rights*. (pp. 21-35). CO: Westview.
3. Merry, S. (2007). Introduction: States of Violence. Goodale, M. & S. Merry (eds.) *The Practice of Human Rights: Tracking Law between the Global and the Local* (pp. 41-48). Cambridge: Cambridge University Press.

September 12: The Human Rights Education Models & Theories

Objectives/Key Questions:

- Become familiar with models and theories of human rights and HRE.
- Explore how critical perspectives—particularly critiques from the global South— informed the field of human rights.

Required Readings for this session:

1. Dembour, M. (2010). What are Human Rights? *Human Rights Quarterly*, 32(1), 1-20.
2. Bajaj, M. (2011). Human Rights Education: Ideology, Location, and Approaches. *Human Rights Quarterly*, 33, 481-508.
3. Tibbitts, F. (2002). Understanding What We Do: Emerging Models for Human Rights Education. *International Review of Education* 48(3-4), 159-171.
4. Keet, A. (2010). A Conceptual Typology of Human Rights Education and Associated Pedagogical Forms. *Journal of Human Rights Education* 1(1), 30-41.
5. Zembylas, M. (2015). Foucault and Human Rights: Seeking the Renewal of Human Rights Education. *Journal of Philosophy of Education*. DOI: 10.1111/1467-9752.12148
6. Knight, F. (2005). The Haitian Revolution and the Notion of Human Rights. *The Journal of The Historical Society* 3, 391-416.
7. Abu-Lughod, L. (2013). *Do Muslim Women Need Saving?: Do Muslim Women Need Saving? The Western crusade to rescue Muslim women has reduced them to a simplistic stereotype.* Time Magazine Online: <http://ideas.time.com/2013/11/01/do-muslim-women-need-saving/>

Recommended Readings

1. Osler, A. (2015). Human Rights Education, Postcolonial Scholarship, and Action for Social Justice. *Theory & Research in Social Education*, 43, 244–274.
2. Rajagopal, B. (2007). Encountering Ambivalence: Introduction. *The Practice of Human Rights* (pp. 273-284). Cambridge: Cambridge University Press.

3. Hinton, A. (2013). The Paradox of Perpetration: A View from the Cambodian Genocide. In Goodale, M. (Ed.) *Human Rights at the Crossroads*, (pp. 153-162). Oxford: Oxford University Press.
4. Sen, A. (1999). Culture and Human Rights. In *Development as Freedom* (pp. 227-248), Oxford University Press.

September 26: Session 4: Case Study 1: Localizing Human Rights Education in India

Objectives/Key Questions:

- Explore how grassroots activists and educators have translated human rights education to local realities and contexts in India.
- Explore how power, social location, and marginalization affect the implementation of human rights education.

Required Readings for this session:

1. Bajaj, M. (2012). *Schooling for Social Change: The Rise and Impact of Human Rights Education in India*. New York & London: Bloomsbury. Read pages 1-14; 28-39; 53-132; 151-161.
2. Explore this website: <http://www.amnesty4education.org/#tab1>

Recommended readings:

1. Wahl, R. (2013). Policing, Values, and Violence: Human Rights Education with Law Enforcers in India. *Journal of Human Rights Practice*, 5(2), 220-242.
2. Bajaj, M. (2012). Human Rights Education in Small Schools in India. *Peace Review* 24, 6-13.

October 10: Session 5: Case Study 2: Tostan—Changing “Culture” through HRE

Objectives/Key Questions:

- How has the non-governmental organization Tostan utilized human rights education with community members to address women’s rights?
- How can non-formal and popular education contribute to human rights promotion?

Required Readings for this session:

1. Meintjes, G. (1997). Human rights education as empowerment: reflections on pedagogy. In G. Andreopoulos & R. P. Claude (Eds.), *Human rights education for the twenty first century* (pp. 64-79). Philadelphia: University of Pennsylvania Press.
2. Gunning, I. (1991-1992). Arrogant Perception, World Traveling and Multicultural Feminism: The Case of Female Genital Surgeries. *Columbia Human Rights Law Review*, 23, 189-248.
3. Appiah, K.A. (2010). The Art of Social Change. In the *New York Times Magazine*: <http://www.nytimes.com/2010/10/24/magazine/24FOB-Footbinding-t.html>
4. Tostan Brochure: <http://www.tostan.org/sites/default/files/resources/tostan%20brochure.pdf>
5. Gillespie, D. & Melching, M. (2010). The Transformative Power of Democracy and Human Rights in Nonformal Education. *Adult Education Quarterly* 60(5), 477-498.

6. Read pages 1-12 & 64-95 (and skim other sections of interest) of Beniamino Cislighi, Diane Gillespie, Gerry Mackie. (2014) *Values Deliberation and Collective Action in Rural Senegal*.
7. Watch this short film about Tostan's work:
<https://www.youtube.com/user/TostanInternational>
8. Dixon, O. (2015). Female Genital Mutilation: A Pedagogical Tool to Explore Global Violence Against Women. In Katz, S. & Spero, A. (2015). *Bringing human rights education to US classrooms: exemplary models from elementary grades to university*. (pp. 209 – 224). New York: Palgrave Macmillan.

Recommended Readings:

1. Thapliyal, N., Vally, S. & C. Spreen. (2013). "Until We Get Up Again to Fight": Education Rights and Participation in South Africa, *Comparative Education Review*, 57(2), 212-231.
2. Merry, S. (2001). Changing Rights, Changing Culture. In *Culture and Rights: Anthropological Perspectives*. (pp. 31-55). Cambridge: Cambridge University Press.

October 25: Session 6: Conflict, Justice & Reconciliation: The Role of HRE

Objectives/Key Questions:

- Discuss the role of human rights education in diverse contexts.
- Examine how diverse human rights initiatives seek to advance social justice.

Required Readings for this session:

1. Ty, Reynaldo. (2011). Social injustice, human rights-based education and citizens' direct action to promote social transformation in the Philippines. *Education, Citizenship and Social Justice*, 6, 205-220.
2. Ilkkaracan, P. & L. Amado. (2005). Human rights education as a tool of grassroots organizing and social transformation: a case study from Turkey. *Intercultural Education*, 16(2), 115-128.
3. Hantzopoulos, M. (2012). Considering Human Rights Education as U.S. Public School Reform, *Peace Review: A Journal of Social Justice*, 24(1), 36-45.
4. Pizmony-Levy, O. & Jensen, M. (*forthcoming*). Contentious Human Rights Education: The Case of Professional Development Programs on Sexual Orientation and Gender Identity-Based Refugee Protection. In Bajaj, M. *Human Rights Education: Theory, Research, Praxis*.
5. Duffy, T. (2001). Museums of 'human suffering' and the struggle for human rights. *Museum International*, 59(1).
6. Article: "Canadian Museum of Human Rights: A Decade of Building" available at <http://globalnews.ca/news/785095/canadian-museum-for-human-rights-a-decade-of-building/>
7. Article: "Atlanta Summons the Past to Showcase the Present: Civil and Human Rights Museum to Open in Atlanta" available at <http://www.nytimes.com/2014/06/22/us/atlanta-civil-rights-museum.html?partner=rss&emc=rss&smid=tw-nytimes&r=1>

Recommended Readings

1. Gervais, C. (2011). On their own and in their own words: Bolivian adolescent girls' empowerment through non-governmental human rights education. *Journal of Youth Studies*, 14(2), 197-217.
2. Nader, L. (2007). Introduction: Registers of Power. *The Practice of Human Rights*. (pp. 117-129). Cambridge: Cambridge University Press.
3. Mertus, J. (2009). Applying the Gatekeeper Model of Human Rights Activism: the U.S.-Based Movement for LGBT Rights. In Bob, C. (ed.). *The International Struggle for New Human Rights*. (pp. 52-67). Philadelphia: University of Pennsylvania Press.
4. Samba, C. (2008). Resistance and the Transnational Fight for LGBT Rights in Africa. In Meyer, M. and Ndura-Ouédraogo, E. (eds.) *Seeds of New Hope: Pan-African Peace Studies for the Twenty-First Century*. (pp. 309-320). New Jersey: Africa World Press.

November 7: Session 7: Case Study 3: Popular Education for Human Rights in Latin America: the Case of the Landless Workers' Movement (MST) in Brazil

Objectives/Key Questions:

- In what ways have human rights education informed debates about educational access, equity and quality in Latin America?
- Engage with [Dr. Rebecca Tarlau](#) (post-doctoral fellow at the Lemann Center at Stanford University) about the history of popular education in Latin America (an educational practice directly linked to HRE practices, although not with that name), and how the MST has both institutionalized popular education practices in formal school systems and also how MST leaders have drawn on the language of human rights to reframe their educational struggle.

Required Readings for this session:

1. Magendzo, A. (2005). Pedagogy of human rights education: a Latin American perspective. *Intercultural Education*, 16(2), 137-143.
2. Tarlau, R. (2015). Education of the countryside at a crossroads: rural social movements and national policy reform in Brazil. *Journal of Peasant Studies*. DOI:10.1080/03066150.2014.990444
3. Tarlau, R. (2015). How Do New Critical Pedagogies Develop? Educational Innovation, Social Change, and Landless Workers in Brazil. *Teachers College Record*, 117(11).
4. Friedrich, D. (2011). The Memoryscape in Buenos Aires: Representation, Memory, and Pedagogy. *Journal of Curriculum Theorizing*, 27(3), 171-189.
5. Tsolakis, M. (2013). Citizenship and Transformative Human Rights Education: Surveys as 'Praxis' in the Sao Paulo Periphery. *Journal of Social Science Education*, 12(3), 39-50.
6. Bellino, M. (2014). Educating for Human Rights Consciousness. *Listen: Journal of Communication Ethics, Religion and Culture*, (Fall 2014), 136-157.

Recommended Readings:

1. Speed, S. (2007). Exercising Rights and Reconfiguring Resistance in the Zapatista Juntas de Buen Gobierno. In Goodale, M. & S. Merry (eds.). *The Practice of Human Rights*. (pp. 163-192). Cambridge: Cambridge University Press.
2. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

November 22: Session 8: Interrogating Global Inequalities through HRE

Objectives/Key Questions:

- Examine how globalization shapes the protection and promise of human rights.
- In what ways have corporations upheld, violated, and influenced human rights?
- What has/can human rights education efforts do to address issues of disparate economic globalization?

Required Readings for this session:

1. Watch interactive video on gender and garment workers in Bangladesh:
<http://www.theguardian.com/world/ng-interactive/2014/apr/bangladesh-shirt-on-your-back>
2. Gorla, C. (2014). *Invisible Hands: Voices from the Global Economy*. (pp. 191-256). San Francisco: Voices of Witness.
3. Dale, J. (2007). Transnational Legal Conflict between Peasants and Corporations in Burma: Human Rights and Discursive Ambivalence under the U.S. Alien Tort Claims Act. *The Practice of Human Rights*. (pp. 285-319). Cambridge: Cambridge University Press.
4. Santos, B. (2002) Toward a Multicultural Conception of Human Rights. *Beyond Law*, 9(25), 9-32.
5. Review excerpts from the “Rethinking Globalization: Teaching for Justice in an Unjust World” curriculum manual.
6. Review/Skim the United Nations Guiding Principles on Business and Human Rights:
<http://business-humanrights.org/sites/default/files/media/documents/ruggie/ruggie-guiding-principles-21-mar-2011.pdf>

Recommended Readings

1. Claude, R.P. & B. Weston. (2006). Human Rights Leap-Frogging in the Era of Globalization. *Human Rights in the World Community: Issues and Action, 3rd edition*. (pp. 53-64). Philadelphia: University of Pennsylvania Press.
2. Chen, M. (2014). How Corporate Responsibility Campaigns can actually end up Hurting Workers. *The Nation*. Available at: <http://www.thenation.com/blog/180709/how-corporate-responsibility-campaigns-can-actually-end-hurting-workers>

December 5: Session 9: Final Presentations, Innovation in Education, the Way Forward

Objectives/Key Questions:

- Discussion of the way ahead for the field of human rights education.

Required Readings for this session:

1. Keet, A. (2013). Plasticity, critical hope and the regeneration of human rights education. In *Discerning Critical Hope in Educational Practices*. (pp. 69-81). New York: Routledge.
2. Yang, K.W. (2015). Afterword: Will Human Rights Be Decolonizing? In Katz, S. and Spero, A. (Eds.) *Bringing Human Rights Education to US Classrooms* (pp. 225-235). New York: Palgrave.

Additional References:

In addition to the recommended readings under each session, these readings may be helpful in the development of your final papers or your research proposals for doctoral students. If you need help accessing these readings, I have some of the articles/chapters in PDF format.

1. Andreopoulos, G. & Claude, R.P. (1997). *Human Rights Education for the Twenty-First Century*. Philadelphia: University of Pennsylvania Press.
2. Cardenas, Sonia. (2005). "Constructing Rights? Human Rights Education and the State." *International Political Science Review* 26(4), 363–79.
3. Holland, T. & Martin, J.P. (2014) *Human Rights Education and Peacebuilding*. New York: Routledge.
4. Tibbitts, F. & P. Kirchsclaeger (2010). Perspectives of Research on Human Rights Education. In *Journal of Human Rights Education* 2(1), 1-31.
5. Flowers, N. (2004). How to Define Human Rights Education? A Complex Answer to a Simple Question. In V. B. Georgi & M. Seberich (Eds.), *International Perspectives in Human Rights Education Vol 112* (pp. 105-127). Gütersloh: Bertelsmann Foundation Publishing.
6. Reardon, B. (2010). *Human Rights Learning: Pedagogies and Politics of Peace*. University of Puerto Rico.
7. Jones, T. (2006). Combining conflict resolution education and human rights education: thoughts for school-based peace education. *Journal of Peace Education* 3(2), 187-208.
8. Gerber, P. (2004). Black Rights/White Curriculum: Human Rights Education for Indigenous Peoples. In *Deakin Law Review* 9(1), 61-89.
9. Zembylas, M. (2011). Peace and human rights education: Dilemmas of compatibility and prospects for moving forward. *Prospects* (41), 567-579.
10. HuRights. (2009). [Human Rights Education in Southeast Asia](#). Osaka: HuRights.
11. Claude, R.P. & B. Weston. (2006). The Right to Education and Human Rights Education. *Human Rights in the World Community: Issues and Action, 3rd edition*. (pp. 211-220). Philadelphia: University of Pennsylvania Press.
12. McCowan, T. (2010). Reframing the Universal Right to Education. *Comparative Education* 46(4), 509-525.
13. Bajaj, M. (2014). The Productive Plasticity of Rights: Globalization, Education and Human Rights. In Stromquist, N. & K. Monkman (eds.) *Globalization and Education: Integration and Contestation across Cultures (2nd edition)*. (pp. 51-66). Lanham, MD: Rowman and Littlefield.
14. Suarez, D. (2006) Education Professionals and the Construction of Human Rights Education. *Comparative Education Review* 51(1), 48-70.
15. Osler, A. & H. Starkey. (2010). *Teachers and Human Rights Education*. UK: Trentham Books.
16. Spring, J. (2004). Globalizing Morality: Human Rights Education. In *How Educational Ideologies Are Shaping Global Society: Intergovernmental Organizations, NGOs and the Decline of the Nation State*, (pp. 66-98). New York: Routledge.

Here are links to many Human Rights Education Manuals and Guidelines available online (several of these are explored in depth in the Human Rights Education: Pedagogy and Praxis course, but they may be useful for your final papers).

1. Human Rights Education Associates Library: http://hrea.org/index.php?base_id=102
2. Compasito Training Manual from the Council of Europe:
<http://www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf>
3. The Human Rights Education Handbook:
<http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html>
4. Siniko: Towards a Culture of Human Rights in Africa:
<http://www.amnesty.org/en/library/asset/AFR01/003/1999/en/c9e5d998-e1a5-11dd-9f8a-a19d21ac1fa4/afr010031999en.pdf>
5. UN Manual on Teaching Human Rights:
http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf
6. UNESCO - Guía de Educación en Derechos Humanos – Dominican Republic:
<http://unesdoc.unesco.org/images/0013/001374/137492so.pdf>
7. Popular Education for Human Rights:
http://www.hrea.org/pubs/Popular_Education/PopEd2.pdf
8. Guidelines for Secondary Schools on Human Rights Education:
<http://www.osce.org/odihr/93969>
9. Understanding Human Rights: Manual on Human Rights Education: http://www.etc-graz.at/typo3/fileadmin/user_upload/ETC-Hauptseite/manual/versionen/english_3rd_edition/Manual_2012_FINAL.pdf
10. A series of lessons from Oxfam on Children's Rights:
<http://www.oxfam.org.uk/education/resources/childrens-rights>
11. Amnesty International. (2009). *Guidelines for Human Rights Friendly Schools*. London: Amnesty International.