



Teaching Human Rights

Jagannath Mohanty



Teaching Human Rights:

Teaching Human Rights in Literary and Cultural Studies Alexandra Schultheis Moore, Elizabeth Swanson
Goldberg, 2015-11-01 Since the adoption of the Universal Declaration of Human Rights of 1948 the discourse of human rights has expanded to include not just civil and political rights but economic social cultural and most recently collective rights Given their broad scope human rights issues are useful touchstones in the humanities classroom and benefit from an interdisciplinary and cross cultural pedagogy in which objects of study are situated in historical legal philosophical literary and rhetorical contexts Teaching Human Rights in Literary and Cultural Studies is a sourcebook of inventive approaches and best practices for teachers looking to make human rights the focus of their undergraduate and graduate courses Contributors first explore what it means to be human and conceptual issues such as law and the state Next they approach human rights and related social justice issues from the perspectives of particular geographic regions and historical eras through the lens of genre and in relation to specific rights violations for example storytelling and testimonio in Latin America or poetry created in the aftermath of the Armenian genocide Essays then describe efforts to cultivate students capacity for ethical reading practices and to deepen their understanding of the stakes and artistic dimensions of human rights representations drawing on active learning and experimental class contexts The final section on resources directs readers to further readings in history criticism theory and literary and visual studies and provides a chronology of human rights legal documents

ABC United Nations. Office of the High Commissioner for Human Rights, 2004 This publication contains guidance on key areas of basic human rights education for teachers in primary and secondary schools designed to assist in infusing human rights issues into subjects already taught in the school curriculum The texts of the Universal Declaration of Human Rights 1948 and the UN Convention on the Rights of the Child 1989 are included as annexes Suggestions for practical learning activities are included each of which has been defined in terms of particular issue areas

Human Rights and Schooling Audrey Osler, 2016-05-20 The author examines the theory research and practice linking human rights to education in order to broaden the concept of citizenship and social studies education Osler anchors her examination of human rights in the U N Convention on the Rights of the Child as well as the U N Declaration on Human Rights Education and Training

Teaching Human Rights in Primary Schools Alison E. C. Struthers, 2019-11-07 Teaching Human Rights in Primary Schools delves into the important issue of Human Rights Education HRE implementation exploring the nature and extent of HRE in education policy and practice in English primary schooling and seeking to understand the reasons for deficiencies in practice in this area HRE enables people not only to identify rights violations in their own lives but also equips them with the knowledge values and skills required to accept defend and promote human rights more broadly An awareness of human rights is therefore crucial no matter what a person s age and as such it is vital that information about human rights is included within formal education Beginning with an overview of the relevant international obligations and agreements

related to HRE Struthers then demonstrates that these are ostensibly not currently being met in either policy or practice in England The book then draws upon current literature and empirical research with teachers to explore and analyse the barriers to HRE implementation While the book uses the specific context of English primary education it makes broad interdisciplinary recommendations concerning how the provision of HRE could be improved which will be relevant to other countries instituting programmes of HRE or values and citizenship education Interdisciplinary in nature and addressing HRE at both the international and domestic levels this book will be of great interest to scholars researchers and postgraduate students in both education and law It will be of particular interest to those engaged in the study of human rights children s rights and education law as well as those interested in curriculum policy and development teaching methodologies and the sociology of education It should also be essential reading for teacher educators teachers and policymakers Human Rights Education for the Twenty-First Century George J. Andreopoulos, Richard Pierre Claude, 1997-04 I Theories and contexts

Teaching Human Rights William R. Nesbitt, 2000-07 Provides basic info for teachers in primary and secondary schools who want to foster awareness and knowledge of human rights and the sense of reciprocity and universality upon which it is based and some practical activities Chapters human rights literacy role plays and brainstorming confidence and social respect trust protecting life the individual in soc peace and the right to life development and the environ gov t and the law the freedoms of thought conscience religion opinion and expression the freedom to meet and take part in public affairs econ develop and well being soc and cultural wellbeing discrim color or race gender minority group status and disability

Teaching Human Rights David A. Shiman, 1993 Dinner with the World **Human Rights Education and Peacebuilding** Tracey Holland, J. Paul Martin, 2014-04-24 This book assesses the role of human rights education HRE in the peacebuilding field Today most governments international organisations and non governmental organisations recognise the importance of human rights in peace and democracy building activities in post conflict regions However compared with other components of peacebuilding little attention and funding have been given to the cultivation of human rights knowledge and skills within these populations Almost nothing has been committed to understanding how HRE is best accomplished in such difficult circumstances Human Rights Education and Peacebuilding demonstrates the promise of HRE programs to help bring about peace within challenging post conflict contexts Each chapter of this book a identifies the short and medium term impacts of seven different HRE programs on their respective target groups and b provides an analysis of the peculiar local contextual factors that influenced each program s rationale for human rights education More specifically each chapter addresses these critical questions How are communities around the world using HRE to help rebuild their lives in the aftermath of an armed conflict How does HRE respond local problems and needs How similar are the human rights impacts in the different projects How can we understand the promise and challenges associated with HRE as a component of community peace building This book will be of much interest to students of peacebuilding conflict resolution human rights

education studies and IR in general *Growing Human Rights and Values in Education* Jan Nieuwenhuis, 2007 This title explores human issues in a quest to understand values morals and human rights **Human Rights in this Age of Uncertainty** Vjollca Krasniqi, Jane McPherson, 2022-11-05 This book grounded in a human rights framework takes a close look at social work approaches and practices in Southeast Europe Human rights are central in today's understanding of social work as an academic discipline and as a professional practice Looking at social work through a human rights lens unmasks inequality and discrimination promotes ethical engagements and contributes to the social political and economic betterment of society Moreover human rights and social work are interdependent and have far reaching implications at macro mezzo and micro levels both in the realm of social policy and in professional practice This collection of eight chapters provides an overview of human rights practices in social work in Albania Bosnia and Herzegovina Bulgaria Croatia Kosovo Romania and Slovenia It presents state of the art research on human rights and social work through individual country focused chapters In addition it includes an integrative introductory chapter that identifies and discusses the commonalities and differences across the region as well as future directions The book takes an integrated approach with conversations among the contributors on three main questions What is the state of human rights in social work How are human rights practiced in social work What are the prospects for an integrated approach to human rights in social work in contemporary Southeast Europe Human Rights in this Age of Uncertainty is essential reading for social work academics and practitioners in Southeast Europe due to its geographic focus and standpoints from the specific countries of the region The book also should appeal to a wider European audience especially as the book features chapters from both inside and outside of the European Union as well as to an international audience of social work scholars In addition policy makers may find the book a useful resource because human rights discourse features prominently in the international approaches to welfare systems across Southeast Europe as part of the Europeanisation processes currently at play **Mirrors - Manual on combating antigypsyism through human rights education** Council of Europe, 2015-05-22 Everyday in Europe people associated with Roma or Traveller communities are exposed to acts of discrimination and exclusion on a scale that has stopped shocking people and institutions Too often it is only when lives are claimed that we wake up to the persistence of realities that have no place in any democratic society Antigypsyism is a term used to refer to the multiple forms of biases prejudice and stereotype that motivate the everyday discriminatory behaviour of institutions and many individuals towards Roma Antigypsyism is a form of racial discrimination Most antigypsyism acts are illegal and contrary to human rights even when they are not prosecuted and even if they are widespread and often ignored or tolerated Antigypsyism undermines the moral fabric of societies Democracy and human rights cannot take root where discrimination is institutionalised tolerated or conveniently ignored Education plays a central role in combating and overcoming antigypsyism because the result of centuries of prejudice cannot be fought by laws and courts alone Human rights education learning for through and about human rights

provides an ideal approach to raising awareness about antigypsyism and promoting a culture of universal human rights This manual was produced within the Roma Youth Action Plan of the Council of Europe to provide teachers trainers and facilitators of non formal education processes with essential information and methodological tools to address antigypsyism with young people of all ages and in any social cultural setting It is equally suitable for work with groups of non Roma Roma only or mixed groups Combating antigypsyism is a task for all of us learning about it is a necessary starting point As human beings we have the capability to discriminate and impose prejudice upon others Fortunately we are also capable to learn and change Mirrors is a great help to help us notice this correct distorted views and to recognise ourselves in the eyes of others

The SAGE Handbook of Human Rights Anja Mihr, Mark Gibney, 2014-07-21 The SAGE Handbook of Human Rights will comprise a two volume set consisting of more than 50 original chapters that clarify and analyze human rights issues of both contemporary and future importance The Handbook will take an inter disciplinary approach combining work in such traditional fields as law political science and philosophy with such non traditional subjects as climate change demography economics geography urban studies mass communication and business and marketing In addition one of the aspects of mainstreaming is the manner in which human rights has come to play a prominent role in popular culture and there will be a section on human rights in art film music and literature Not only will the Handbook provide a state of the art analysis of the discipline that addresses the history and development of human rights standards and its movements mechanisms and institutions but it will seek to go beyond this and produce a book that will help lead to prospective thinking

China and International Human Rights Na Jiang, 2013-12-12 This book is designed to introduce law students legal actors and human rights activists particularly participants in human rights dialogues with China to the process and reality of a newly confident China s participation in the international human rights system albeit with inherent challenges From an international and comparative perspective one of the key findings of the author s research is that progress towards human rights depends more on judges than on legislators Chinese legislators have enacted a series of reforms in order to better protect human rights Unfortunately these reforms have not led to greater adherence to China s international human rights obligations in practice The reforms failed because they have generally been misunderstood by Chinese judges who often have a limited understanding of international human rights norms Specifically this book will examine how judicial misunderstandings have blocked reforms in one specific area the use of severe punishments based on international human rights theory and case studies and data analyses This examination has several purposes The first is to suggest that China ratify the ICCPR as the next step for its substantive progress in human rights and as a good preparation for its re applying to be a member of the UN Human Right Council in the future The second is to explain how judges could be better educated in international human rights norms so as to greatly reduce the use of severe punishments and better comply with China s human rights obligations The third is to demonstrate how the international community could better engage with China in a manner that is more

conducive to human rights improvements The author's ultimate goal is to enhance dialogue on human rights in China between judges and the Chinese government between Chinese judges and their foreign counterparts and between China's government and the international community Another significant aim of this book is to clarify the controversial question of what obligations China should undertake before its ratification of the ICCPR and to re-examine trends in its developing human rights policy after standing down from the Council in late 2012 The tortuous progress of China's criminal law and criminal justice reforms has confirmed that Chinese judges need further instruction on how to apply severe punishments in a manner consistent with international standards Judges should be encouraged to exercise more discretion when sentencing so that penalties reflect the intent of relevant domestic laws as well as the international human rights standards enumerated in the ICCPR In order to better educate and train judges this book contains introductory chapters that examine the severe punishments currently available to Chinese judges from an international human rights perspective To illustrate how Chinese justice currently falls short of international norms this paper also examines several cases that are considered to be indicative of China's progress towards greater respect for human rights and the rule of law These cases demonstrate that China still has a long way to go to achieve its goals at least before abolishing the death penalty forced labor and torture

International Handbook of Inter-religious Education Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon, 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain and call their followers to compassion for every human being It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and therefore it has great potential to contribute to the common good of the global community Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893 This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity

Teaching Human Rights United Nations. Office of Public Information, 1959 [Educating for Human Dignity](#) Betty A. Reardon, 2010-08-03 Issues of universal human rights are critically important topics in education today Educators scholars and activists urge schools to promote awareness and understanding of human rights in their curricula from the earliest levels Written by Betty A Reardon one of the foremost scholars on human rights education for the primary and secondary levels Educating for Human Dignity is designed for both teachers and teacher educators It is the

first resource offering both guidance and support materials for human rights education programs from kindergarten through high school. It opens possibilities for an holistic approach to human rights education that directly confronts the values issues raised by human rights problems in a context of global interrelationships.

Human Rights Education Jagannath Mohanty, 2000 Education and Human Rights M.L. Narasaiah, 2010 *Human Rights Education Techniques in Schools* Anyakwee Nsirimovu, 1994 **Human Rights Education (Theory And Practice)** C. Naseema, 2008-01-01

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The human rights education can help both to reduce human rights violations and contribute to building free and peaceful societies. Human rights should be a subject to all levels of education. The book presents an overview of the human rights and implementation and Pedagogical aspects of Human Rights Education. It also deals specifically with methods and activities the teachers can use in classrooms for teaching human rights and the role of the teacher. The pedagogical aspect of Human rights education focussed in this book is a product of a series of workshops conducted on Human Rights education for the preparation of Modules for incorporating Human Rights Education in the school curriculum.

Adopting the Tune of Expression: An Emotional Symphony within **Teaching Human Rights**

In a world eaten by monitors and the ceaseless chatter of instantaneous interaction, the melodic splendor and mental symphony produced by the written word usually diminish into the back ground, eclipsed by the persistent sound and interruptions that permeate our lives. But, situated within the pages of **Teaching Human Rights** a wonderful literary treasure full of natural thoughts, lies an immersive symphony waiting to be embraced. Crafted by a wonderful musician of language, this captivating masterpiece conducts viewers on a mental trip, well unraveling the hidden melodies and profound impact resonating within each carefully constructed phrase. Within the depths of the touching review, we shall investigate the book is key harmonies, analyze its enthralling publishing fashion, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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Teaching Human Rights Introduction

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