

Course Title	Promoting Human Rights Education
Day and Period	Thursday, 13:00-14:30
Credit(s)	2
Instructor(s) /Position	Mino TAKAHASHI, Associate professor, Global Learning Center
Objectives and Outline	
<p>The aim of this course is to apply the knowledge about human rights to analyze various topics, to argue and to write about human rights issues from personal perspectives, and to develop a plan to take action for human rights in reality.</p> <p>We will try to create a classroom environment, where students study with each other and each of our views is heard and taken into consideration. Your active participation in the classroom is expected.</p>	
Goal of Study	
<p>After the course, you will gain,</p> <ol style="list-style-type: none"> <li>1. deep understanding of human rights and Universal Declaration of Human Rights</li> <li>2. skills to express your views and listen to others' views</li> <li>3. skills to think creatively and critically</li> <li>4. skills and perspectives to actively participate in classroom and society</li> <li>5. understanding of others and ways to cooperate with others</li> <li>6. ability to take action to practice human rights in reality</li> </ol>	
Content and Course Schedule	
<p>In this globalized world, there is an increasing need to understand diversity from various perspectives and respect people. How can we achieve this? One of the answers could be in Human Rights, which provide us with the norm of conduct for all human beings equally.</p> <p>Education has an important role in making this possible, because it gives us basic knowledge about Human Rights and opportunities for us to analyze the individual cases deeply and express our views in the classroom. We are going to learn the Universal Declaration of Human Rights as basic knowledge. Then, we will expand our discussion regarding the human rights issues from personal perspectives, and think about practical solutions based on the Human Rights documents.</p>	
1) Introduction: What do we mean by "human rights", i.e., who is "human" and what	

are their "rights"?

2) Discuss: How can we achieve “Justice and Peace”?

Some people may think that justice and peace are just an ideal, and it is not possible to achieve. Is it really true? Let’s discuss and find out!

3) Discuss: Is Human rights Education just an ideal?

If we think human rights and human rights education are just abstract concepts, human rights cannot be achieved. What should we do to put this in practice?

4) Discuss: What are the most important of the UDHR's principles?

You can think about which right is the most important for you.

You will find some similarities and differences between you and your classmates.

5) Discuss: Is human rights effective?

If we did not have the concept of human rights, what would society be like?

6) Discuss: Should there be special rights for women?

Why do we need to think about women’s rights? In order to answer this, we need to know the history and the development of women’s status and the rights.

8) Discuss: Is it cultural imperialism to educate for an understanding of human rights?

If not, how should we do so?

How do you define values, cultures, and human rights? Are there any relationships?

9) Discuss: Should there be special rights for children?

Do you think we should protect children more? Why? We will refer to the UN Convention on the Rights of the Child, and discuss the rights especially for children.

11) Discuss: What is democratic education?

It is important to create a democratic atmosphere in classrooms to practice human rights. We discuss the definition of democratic education and the relationships with human rights.

12) Invite Guest Speaker: We will welcome a guest speaker and have lecture about multiculturalism and human rights.

13) Group Presentation
14) Group Presentation
15) Test (1 hour) and Feedback
<b>Evaluation Method</b>
<p>I put high emphasis on your positive participation. As shown in the following criteria, grading is based on your regular attendance and active performance in each discussion.</p> <ol style="list-style-type: none"> <li>1. Attendance and Participation (20%)</li> <li>2. Worksheet and Review Sheet (30%)</li> <li>3. Group Presentation and Peer Review (30%)</li> <li>4. Test (20%)</li> </ol> <p><u>Please note if you are absent from more than 3 classes, you will not be able to pass the course.</u></p> <p><b>Grades for the course will be assigned as follows:</b></p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
<p>Audrey Osler and Hugh Starkey (2010). <i>Teaching and Human Rights Education</i>. Stoke on Trent, UK and Sterling, USA. Trentham Books</p> <p><b>Recommended Reading</b></p> <p>Arthur, J., Dacies, I. and Hahn, C. (Eds.) (2008). <i>SAGE handbook of Education for Citizenship and Democracy</i>. London. Sage</p> <p>Banks, J.A. (Ed.) (2004). <i>Diversity and Citizenship Education: Global Perspectives</i>. San Francisco, CA. Jossey-Bass</p> <p>Osler, A., &amp; Starkey, H. (2005). <i>Changing citizenship: Democracy and inclusion in education</i>. Maidenhead. Open University Press</p> <p>Osler, A., &amp; Starkey, H. (2006). <i>Education for Democratic Citizenship: a review of research, policy and practice 1995-2005</i>, Research papers in Education</p>

Osler, A., & Starkey, H. (2005). *Citizenship and Language Learning: International Perspectives*. Staffordshire, England and Sterling, USA. British Council. Trentham Books

Westheimer, J. (2006). *Politics and Patriotism in Education*. Phi Delta Kappan