

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	HUMAN RIGHTS EDUCATION
COURSE NUMBER:	003880
DEPARTMENT:	Social Science
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S)	10-12
REQUIRED OR ELECTIVE:	Elective (fulfills 1 year of the elective graduation requirement and meets the UC “g” requirement)
PREREQUISITES:	None

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course focuses on giving students an understanding of human rights documents and human rights issues– such as civil liberties, students’ rights, and genocides. The course includes historical and current issues. Students will realize the importance of becoming an informed citizen. They will participate in projects, readings, debates and other assignments that empower them to make their community and the world a better place as they learn how they can affect change through direct action.

COURSE OUTLINE

1. MAJOR GOALS

- 1.1 To develop an understanding of the fundamentals of the five categories of human rights: civil, political, cultural, social, and economic
- 1.2 To explore the historical roots of current human rights issues and evaluate the processes which will address them
- 1.3 To enhance students’ awareness of career and educational options within the field of human rights
- 1.4 To develop a framework for understanding the continual process and struggle, in all places, and at all levels, for achieving universal human rights
- 1.5 To understand that different cultures view human rights in different terms.
- 1.6 To develop an understanding of current human rights issues and relate them to their geographic, political, economic, and cultural contexts.
- 1.7 To analyze the development and trace the course of the struggle for equal human rights for racial, linguistic, and cultural minorities in the U.S. and around the world.

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- 1.8 To understand that our rights and liberties under the U.S. Constitution and other human rights documents are a precious inheritance that depends on an educated citizenry for their preservation and protection.

2. PERFORMANCE OBJECTIVES

- 2.1 Recognize and explain/describe the differences among the five categories of human rights and apply this knowledge to identify examples of these categories in current events and media
- 2.1.1 Civil
 - 2.1.2 Political
 - 2.1.3 Cultural
 - 2.1.4 Social
 - 2.1.5 Economic
- 2.2 Research and analyze the historical events that contribute to current human rights crises
- 2.2.1 Genocides
 - 2.2.2 21st century slavery
 - 2.2.3 Trade
 - 2.2.4 Lesbian Gay Bisexual Transgender Intersex Questioning and Allies (LGBTIQA)
 - 2.2.5 Religious persecution
 - 2.2.6 Armed conflict
 - 2.2.7 Access to Education
 - 2.2.8 Regional struggles
 - 2.2.9 Individual liberties
- 2.3 Evaluate the processes which will address current human rights crises.
- 2.4 Explore career opportunities and related educational pathways in the field of human rights
- 2.4.1 Human rights enforcement fields
 - 2.4.2 Human rights protection fields
 - 2.4.3 Human rights policy fields
- 2.5 Identify current human rights issues ongoing and developing and analyze progress toward resolution.
- 2.6 Realize the ability of individuals and of grassroots movements to affect change.
- 2.7 Compare and contrast differing cultural perspectives on and recognition of human rights.
- 2.8 Interpret the importance of geographic, political, economic, and cultural factors influencing human rights issues.
- 2.9 Define and describe racial, linguistic, and cultural minorities and their place in society.
- 2.10 Identify and analyze the major issues and movements in the struggles for human

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rights of racial, linguistic, and cultural minorities.

- 2.11 Recognize and identify the rights granted by the U.S. Constitution, and those cited by the Universal Declaration of Human Rights (UDHR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), and the International Covenant on Civil and Political Rights (ICCPR)
- 2.12 Define and describe what an educated citizenry looks like.
- 2.13 Recognize that our rights and liberties under the U.S. Constitution and other human rights documents are upheld and preserved by citizens' action and participation.

3. CONTENT COMPONENTS

- 3.1 Documents that identify and define rights
 - 3.1.1 Human Rights documents
 - 3.1.1.1 Universal Declaration of Human Rights (UDHR)
 - 3.1.1.2 International Covenant on Economic Social and Cultural Rights (ICESCR)
 - 3.1.1.3 International Covenant on Civil and Political Rights (ICCPR)
 - 3.1.2 Working definitions of civil rights, political rights, cultural rights, social rights, economic rights.
- 3.2 Research strategies and steps and analytic tools
 - 3.2.1 Research
 - 3.2.1.1 Documentation
 - 3.2.1.2 Note-taking skills
 - 3.2.1.3 Citing sources
 - 3.2.1.4 Avoiding bias
 - 3.2.1.5 Surveys
 - 3.2.1.6 Interviews
 - 3.2.2 Analysis
 - 3.2.2.1 Data collection
 - 3.2.2.1.1 Qualitative
 - 3.2.2.1.2 Quantitative
 - 3.2.2.2 Interpretation
 - 3.2.2.3 Cause and effect
 - 3.2.2.4 Compare and contrast strategies
- 3.3 Current human rights crises
 - 3.3.1 Genocides
 - 3.3.2 21st Century slavery
 - 3.3.3 Trade
 - 3.3.4 LGBTIQA
 - 3.3.5 Religious persecution
 - 3.3.6 Armed Conflict

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- 3.3.7 Access to Education
- 3.3.8 Regional struggles
- 3.3.9 Individual liberties
- 3.4 'Process continuum' - Process steps addressing current human rights crises
 - 3.4.1 Identification of the problem
 - 3.4.2 Identification of the oppressed and the oppressor
 - 3.4.3 Identification of the causes of the problem
 - 3.4.4 Consideration of other variables
 - 3.4.5 Identification of desired outcome
 - 3.4.6 Activism
 - 3.4.7 Publicizing atrocities
 - 3.4.8 Lobbying / Garnering support
 - 3.4.9 Application of external pressure
 - 3.4.10 Fostering internal dissent
 - 3.4.11 Achievement of desired outcome
 - 3.4.12 Preservation of desired outcome
- 3.5 Career fields and related educational pathways
 - 3.5.1 Career
 - 3.5.1.1 The United Nations (UN)
 - 3.5.1.2 Nongovernmental Organizations (NGOs)
 - 3.5.1.3 Philanthropic organizations
 - 3.5.1.4 Public service sector
 - 3.5.1.5 National service
 - 3.5.1.6 Civil Service
 - 3.5.1.6.1 City, County, State, Federal employment
 - 3.5.2 Educational pathways
 - 3.5.2.1 College programs
 - 3.5.3 Service
 - 3.5.3.1 Peace Corps
 - 3.5.3.2 Non-profit
 - 3.5.3.3 Charity
 - 3.5.3.4 International aid and development
 - 3.5.3.5 Faith-based
 - 3.5.3.6 Community
- 3.6 Ongoing and developing current domestic and global events
- 3.7 Placement of current events on 'process continuum'
- 3.8 Study of effective grassroots movements
 - 3.8.1 Group campaigns
 - 3.8.2 Individual campaigns
 - 3.8.3 Organizational campaigns
- 3.9 Student-driven project-based activities to bring about change

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- 3.10 Identification and analysis of differing cultural standards regarding human rights
- 3.11 Geographical, political, and/or economic factors influencing human rights issues (e.g. resource dependent vs. non-resource diverse)
- 3.12 Definitions of racial, linguistic, and cultural minorities
- 3.13 Descriptions of racial, linguistic, and cultural minority communities and interactions and conflicts within the individual community and with society
- 3.14 Major issues and movements in the struggle for human rights (suggested topics)
 - 3.14.1 Education rights
 - 3.14.2 Environmental rights
 - 3.14.3 Expression rights (speech, assembly, press)
 - 3.14.4 Immigration
 - 3.14.5 LGBT rights
 - 3.14.6 Marriage rights
 - 3.14.7 Medical rights
 - 3.14.8 National self-determination
 - 3.14.9 Prisoner's rights / Rights of the accused
 - 3.14.10 Religious rights
 - 3.14.11 Slavery
 - 3.14.12 Women's rights
 - 3.14.13 Worker's rights
- 3.15 Rights identified by the U.S. Constitution and the International Bill of Rights (Universal Declaration of Human Rights; International Covenant on Economic, Social and Cultural Rights; International Covenant on Civil and Political Rights)
- 3.16 Characteristics of an educated citizen
 - 3.16.1 Accessing information
 - 3.16.1.1 Media
 - 3.16.1.2 Legal knowledge
 - 3.16.1.3 Historical knowledge
 - 3.16.2 Accessing education
 - 3.16.3 Participating actively
 - 3.16.4 Voting
 - 3.16.5 Becoming informed
 - 3.16.6 Knowledge of issues
 - 3.16.7 Utilizing media
 - 3.16.8 Holding media accountable
 - 3.16.9 Holding government accountable
 - 3.16.10 Freedom of the press
 - 3.16.11 Identifying bias
 - 3.16.12 Being willing to challenge the status quo
 - 3.16.13 Thinking critically
- 3.17 Campaigns to preserve or uphold human rights (suggested topics)

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- 3.17.1 Civil rights movements
- 3.17.2 Supreme court cases
- 3.17.3 Protest movements
- 3.17.4 Legislation
- 3.17.5 Citizen activism
- 3.17.6 Petitions
- 3.17.7 Non-governmental organization efforts
- 3.17.8 Grass-roots organization efforts
- 3.17.9 United Nations resolutions

4. TIME ESTIMATES

- 4.1 The five categories of Human Rights – 10 % / 4 weeks
- 4.2 Historical roots of current human rights issues 20 % / 7-8 weeks
- 4.3 Awareness of career and educational options 5 % / 2 weeks
- 4.4 Framework for understanding Human Rights 10 % / 4 weeks
- 4.5 Different cultural views 10 % / 4 weeks
- 4.6 Relating human rights issues to their contexts 20 % / 7-8 weeks
- 4.7 Understanding of racial, linguistic, and cultural minorities 10 % / 4 weeks
- 4.8 Preservation and protection of rights 15 % / 5-6 weeks

5. INSTRUCTIONAL MATERIALS

- 5.1 District adopted texts
- 5.2 *International Human Rights*, Jack Donnelly
- 5.3 U.S. Constitution
- 5.4 Universal Declaration of Human Rights
- 5.5 International Covenant on Economic, Social, and Cultural Rights
- 5.6 International Covenant on Civil and Political Rights
- 5.7 *Opposing Viewpoints – Human Rights*
- 5.8 *Opposing Viewpoints – Student’s Rights*
- 5.9 *Opposing Viewpoints - Immigration*
- 5.10 Online resources
- 5.11 Media and technology
- 5.12 Speakers
- 5.13 Field trips
- 5.14 Supplemental materials

Recommended for teachers:

- 5.15 Global Exchange Fair Trade Chocolate Book
- 5.16 A Human Rights-based Approach to Education For All
- 5.17 Amnesty International companion curriculum to Blood Diamond
- 5.18 State of California Model Curriculum for Human Rights and Genocide

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- 5.19 Amnesty International Curriculum Guide The Conflict in Darfur and eastern Chad
- 5.20 *The Politics of Nonviolent Action* Gene Sharp

6. EVALUATION OF STUDENT PROGRESS:

Performance-based and Ongoing

Evaluation will be based primarily on class discussion and written assignments. Students will demonstrate comprehension and competence primarily through the following:

- 6.1 Classroom participation
- 6.2 Writing assignments (e.g., journals, notes, essays, *et al*)
- 6.3 Quizzes and tests
- 6.4 Projects
- 6.5 Discussions
- 6.6 Presentations
- 6.7 Peer evaluations
- 6.8 Multimedia

Committee Members:

Scott Ananos	Teacher	MDHS
David Cabezas	Teacher	OHS
Laima Haider	Teacher	CHS
Kody Meginnes	Teacher	OHS
Dan Reynolds	Teacher	MDHS
Joel Swett	Teacher	CPHS
Linda Hutcherson	School Support Administrator	SASS