

Human Rights Education: Pedagogy and Praxis

Spring 2016



"Mission Makover Mural"

Artists: Lucia Ippolito and Tirso Araiza
with help of volunteers

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

Course Syllabus

Instructor:

Susan Roberta Katz, Professor (in collaboration with Voice of Witness)
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415-422-2209 (phone)

Office Hours: Thursday 2-4, Teaching Saturdays 11am-1pm, and as needed

Times: 1-5:15 pm, Saturdays, Doctoral Teaching Week-ends

Course #: IME-620/720-01

Credit Hours: 3

Place: School of Education 110

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, 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. In general, it explores the use of oral history, literature, visual and performing arts, interactive curriculum, and community activism as means of human rights education. ***This Spring 2016, we are focusing primarily on oral history through an innovative collaboration with Voice of Witness. As a result, the main texts are VOW publications, and VOW staff will be leading many of the class activities. We are honored with this opportunity!***

To demonstrate human rights education in action, the course focuses on three different case studies intertwined with racism, discrimination against women and children, and poverty. The case studies for Spring 2016 are: 1) criminal injustice and racism in the U.S., with a special focus on the incarceration of women; 2) global economic and labor rights; and 3) children's rights in occupied Palestine. After an introduction to human rights education, we will spend two class sessions on each case study, interweaving academic content, international human rights documents, and oral histories.

All students will conduct an oral history based upon a human rights issue of their choice. For the final project, students are required to expand upon this issue and develop an effective research-based pedagogical tool based upon oral history to train others.

Course Requirements:

- 30% 1. Class Participation.
a. Participate in class discussions, activities, and sessions with guest speakers. Be prepared by reading assignments thoroughly, taking notes, and preparing writing assignments designed to enhance group work (i.e., literature circles).
b. Contribute to online forums on Canvas. Post relevant resources and news.
c. 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 8).
- 30% 2. Oral History Project
Conduct an oral history of approximately 30 minutes with someone with life experience related to your selected human rights issue. (See guidelines on page 8).
- 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)
- 30% 3. Final Project: Pedagogy into Praxis. (See guidelines on page 9-10)

Required Textbooks:

- 1) Eggers, D. (2015). (Ed.) *The Voice of Witness reader: Ten years of amplifying unheard voices*. San Francisco: McSweeney's & Voice of Witness. (No need to buy – you will receive a free copy to use during this semester!)
- 2) Gorla, C. (Eds.) (2014). *Invisible hands: Voices from the global economy*. San Francisco: McSweeney's & Voice of Witness.
- 3) Malek, C., & Hoke, M. (Eds.) (2014). *Palestine speaks: Narratives of lives under occupation*. San Francisco: McSweeney's & Voice of Witness.
- 4) Waldman, A., & Levi, R. (Eds.) (2011). *Inside this place, not of it: Narratives from women's prisons*. San Francisco: McSweeney's & Voice of Witness.
- 5) Additional readings and curriculum materials are posted on **Canvas**.

Course Schedule:

Class One: January 23, 2016

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

Readings:

Universal Declaration of Human Rights:

<http://www.un.org/en/universal-declaration-human-rights/index.html>

Activities: Multilingual choral reading of the Universal Declaration of Human Rights.

Class Two: February 6, 2016

Themes: What is human rights education (HRE)? How is oral history a powerful pedagogical tool for HRE?

Required 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 (4th ed.)*, pp. 13-34. Philadelphia, PA: University of Pennsylvania Press (**Canvas, Class #2**)
- 2) Talamante, O. (2015). Foreword. In 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. (**Canvas, Class #2**)
- 3) Katz, S.R., & Spero, A.M. (2015). Chapter 2: The challenges and triumphs of teaching for human rights in U.S. schools. (pp. 18-35). (**Canvas, Class #2**)
- 4) Yang, K. W. (2015). Afterword: Will human rights education be decolonizing? (pp. 283-296). (**Canvas, Class #2**)
- 5) Eggers, D. (2015). Introduction. *The Voice of Witness reader: Amplifying unheard voices*. San Francisco: McSweeney's & Voice of Witness. (pp. 9-30).

Recommended Readings:

- 6) Flowers, N. (2015). The global movement for human rights education. *Radical Teacher*, 103. 5-13. (**Canvas, Class #2**)
- 7) Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. *Human Rights Quarterly*, 33. 481-508. (**Canvas, Class #2**)

UN Documents:

UN Declaration on Human Rights Education and Training

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

Assignments:

- 1) Complete identity worksheet) (**Canvas, Class #2**)
- 2) Due: Your human rights story: Write a short (one-two paragraphs) 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 one-two UDHR articles that best align 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 Presenter: Ellen Sebastian Chang, Creative Director, The World As It Could Be
- 3) Sharing and dramatization of “Human rights story.”

Class Three: February 20, 2016

Themes: Criminal Injustice and Racism: Mass Incarceration and Mass Criminalization.

Readings:

- 1) Alexander, M. (2010). *The new Jim Crow: Mass incarceration and the age of colorblindness*. New York: The New Press. Chapter 1 (pp. 20-57), Chapter 3 (pp. 95-136), and Chapter 5 (pp. 173-208). (**Canvas, Class #3**)
- 2) Crenshaw, K. (2013). From private violence to mass incarceration: Thinking intersectionally about women, race, and social control. *Journal of Scholarly Perspectives*, 9(01). 23-50. (**Canvas, Class #3**)
- 3) Waldman, A., & Levi, R. (Eds.) (2011). *Inside this place, not of it: Narratives from women’s prisons*. San Francisco: McSweeney’s & Voice of Witness.
READ: Foreword & Introduction, pp. 11-23; Olivia Hamilton, pp. 25-38; Charlie Morningstar, pp. 187-202.

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>

Activities:

- 1) Literature Circle: *The New Jim Crow*.
- 2) Guest speakers: Claire Kiefer, VOW Education Associate, interviews via Skype
Inside this Place narrator Ashley Jacobs (Olivia Hamilton), modeling a VOW-style oral history interview. Short Q&A to follow.

Assignments:

Due: Complete role sheet for literature circle.

Class Four: March 5, 2016

Theme: Criminal Injustice and Racism: Oral History Training Day

Readings:

- 1) Waldman, A., & Levi, R. (Eds.) (2011). *Inside this place, not of it: Narratives from women's prisons*. San Francisco: McSweeney's & Voice of Witness.
READ: Sarah Chase, pp. 73-86; Taisie Baldwin, pp. 163-174; Irma Rodriguez, pp. 203-214.

Teaching Materials:

Inside This Place Curriculum Materials (**Canvas, Class #4**)

Activities:

Oral History Training with Cliff Mayotte, VOW Education Director

Assignments:

Due: Identify your human rights issue and select your oral history narrator.

Class Five: March 12, 2016

Theme: Global Economic and Labor Rights

Readings:

- 1) Gorla, C. (Eds.) (2014). *Invisible hands: Voices from the global economy*. San Francisco: McSweeney's & Voice of Witness.
READ: Foreword & Introduction, pp. 13-26. Kalpona Akter (Bangladesh), pp. 35-62; Pournima Akolbar (India), pp. 113-132; Bere Suanu Kingston (Nigeria), pp. 257-272.
- 2) Hertel, S. (2009). Human rights and the global economy: Bringing labor rights back in. *Maryland Journal of International Law*, 24(1). 283-295. (**Canvas, Class #5**)

UN Documents

- 1) International Covenant of Economic, Social & Cultural Rights (1966)
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
- 2) International Labor Organization Declaration on Social Justice for a Fair Globalization (2008) (**Canvas, Class #5**)

Teaching Materials:

Invisible Hands Curriculum (**Canvas, Class #5**)

Activities:

- 1) Conversation and Q&A with *Invisible Hands* narrator Bere Suanu Kingston.
- 2) Documentary film, *The End of Poverty* (Philippe Diaz, 2009).

Assignments:

Due: Proposal for Final Project.

USF Human Rights Film Festival: March 31-April 2

<https://www.usfca.edu/arts-sciences/about/human-rights-film-festival/>

Class Six: April 2, 2016

Theme: Global Economic and Labor Rights.

Readings:

- 1) Gorla, C. (Eds.) (2014). *Invisible hands: Voices from the global economy*. San Francisco: McSweeney's & Voice of Witness.
READ: Francisca Cocón (Guatemala), 139-156; Hye-kyeong Han (South Korea), 327-338.
- 2) Granville, K. (2015). The Trans-Pacific Partnership trade accord explained. *The New York Times*. Retrieved from:
http://www.nytimes.com/2015/10/06/business/international/the-trans-pacific-partnership-trade-deal-explained.html?_r=0
- 3) 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* (3rd ed.), pp. 434-445. Philadelphia, PA: University of Pennsylvania Press. (**Canvas, Class #6**)

Activities:

- 1) Looking at the Trans-Pacific Partnership (TPP): <http://www.citizen.org/tpp>
- 2) Editing workshop with VOW Managing Editor Luke Gerwe (via Skype)

Assignments:

- 1) Due: Conduct oral history and bring transcript to class for editing workshop.
- 2) Develop research for final project (ongoing).

Class Seven: April 16, 2016

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

Readings:

- 1) Malek, C., & Hoke, M. (Eds.) (2014). *Palestine speaks: Narratives of lives under occupation*. San Francisco: McSweeney's & Voice of Witness.
READ: Introduction, pp. 11-22; Ibtisam Ilzghayeer, pp. 23-40; Abeer Ayyoub, pp. 43-62; Ebtihaj Beterat, pp. 131-148; Ahmad Al-Qaraeen, pp. 217-226; Muhanned Al-Azzah, pp. 227-248.

Teaching Materials:

Palestine Speaks Curriculum, Voice of Witness (**Canvas, Class #7**)

Activities:

Guest Speaker: *Palestine Speaks* co-editor Cate Malek (via Skype) on arts as a tool of resistance.

Assignments:

Due: Oral history project.

Class Eight: April 30, 2016

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 #8)**.
- 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 #8)**

UN Documents:

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

Activities:

Screening of film, "Flying Paper," with updates and discussion with co-director, Roger Hill.

Assignments:

Due: Draft of final project. Bring hard copy to class for peer response and submit digital version (Microsoft Word) on Canvas for instructor feedback.

Class Nine: May 14, 2016

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 on Canvas

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 website of Prof. John Tyler of Brown University.)

Oral History Project

- 1) Select a human rights issue of special interest that you want to research and develop for your final project.
- 1) Choose someone with life experience related to this issue who agrees to an interview and will be your "narrator."
- 2) Conduct and audiotape an interview of approximately 30-45 minutes with your narrator. Make sure to have consent form signed beforehand.
- 3) Transcribe this interview and bring to class for editing workshop on April 2.
- 4) Edit and submit to narrator for approval.
- 5) Add introductory description of one paragraph.
- 6) Submit revised version on April 16.

Final Course Project: Guidelines

Deadlines

- * HR Issue Due: Class #4, March 5
- * Proposal Due: Class #6, March 12
- * 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 that incorporates oral history: curriculum unit, 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! Building on your oral history project, select the pedagogical approach and content that is most appropriate for your intended audience and setting. The objective is to translate your research and oral history project 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.

If appropriate, feel free to include the film you chose for your film review and specify how you would use that film, or segments of that film.

Student models are posted on **Canvas, Final Project Models**.

Remember the dual purpose is to EDUCATE and ACTIVATE! Keep in mind the criteria below for human rights education:

About Human Rights:	The project offers human rights content, identifies relevant human rights instruments, articulates specific violations, and places the case study within the larger sociohistorical and political context.
Through Human Rights:	The project's content and activities motivate audience participation in ways that recognize human dignity.
For Human Rights:	The project 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.

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!

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.

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.

Elbers, F. (Ed.). *Human rights education resourcebook*. Cambridge, MA: HREA.
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.

Weston, B.H. & Gear, A.M. (2016). *Human rights in the world community: Issues and action*. 45th ed. Philadelphia, PA: University of Pennsylvania Press.

Organizations and Websites:

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

Films

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

Oral History Resources

Organizations, Archives and Websites

STORY CENTER: Story Center (formerly The Center for Digital Storytelling) is a California-based nonprofit arts organization rooted in the art of personal storytelling. They assist people of all ages in using the tools of digital media to craft, record, share, and value the stories of individuals and communities. (www.storycenter.org)

CHICAGO HISTORY MUSEUM: THE STUDS TERKEL / WFMT ORAL HISTORY ARCHIVES: Audio recordings of interviews, readings, and musical programs aired during Studs Terkel’s tenure at WFMT Radio from the early 1950s through 1999 are part of the museum’s collection. Over five decades, Terkel interviewed individuals from every walk of life. These interviews narrate the cultural, literary, and political history of Chicago and the United States. (<http://chicagohistory.org/research/aboutcollection/archivesmanuscripts/#sound>)

COLUMBIA CENTER FOR ORAL HISTORY: The Columbia University Center for Oral History is one of the world’s leading centers for the practice and teaching of oral history. Its archive, located in the Columbia University Libraries and open to the public, holds more than 8,000 interviews, in audio, video, and text formats, on a wide variety of subjects. (<http://library.columbia.edu/locations/ccoh.html>)

LIBRARY OF CONGRESS: WPA American Life Histories from the Federal Writers Project, and Recordings (<http://www.loc.gov/collections/federal-writers-project/about-this-collection/>). Oral History for Educators (lesson plans, etc.) (<http://www.loc.gov/teachers/classroommaterials/lessons/#topic230>)

ORAL HISTORY ASSOCIATION: The Oral History Association, established in 1966, seeks to bring together all persons interested in oral history as a way of collecting and interpreting human memories to foster knowledge and human dignity (www.oralhistory.org)

STORYCORPS: StoryCorps is an independent nonprofit whose mission is to provide Americans of all backgrounds and beliefs with the opportunity to record, share, and preserve the stories of our lives. (www.storycorps.org)

GROUNDSWELL: Groundswell is a dynamic network of oral historians, activists, cultural workers, community organizers, and documentary artists. Their mission “is to provide mutual support, training, and resources in the practice of grassroots oral history in order to build the creativity and power of social justice movements.” (www.oralhistoryforsocialchange.org)

Books

Blauner, B. (1989). *Black lives, white lives: Three decades of race relations in America*. Berkeley, CA: University of California Press.

Gibson, D.W. (2012). *Not working: People talk about losing a job and finding their way in today’s changing economy*. New York: Penguin Books.

Griffin, J. (2012). *Redefining Black Power: Reflections on the state of Black America*. San Francisco, CA: City Lights Publishers.

Isay, D. (2007). *Listening is an act of love: A celebration of American life from the StoryCorps Project*. New York: Penguin Books.

Jones, L., Newman, L., & Isay, D. (1997). *Our America: Life and death on the South Side of Chicago*. New York: Washington Square Press/Pocket Books.

Portelli, A. (1991). *The death of Luigi Trastulli and other stories: Form and meaning in oral history*. Albany, NY: State University of New York Press.

Levinger, L. (2009). *What war? Testimonies of Maya survivors*. Eugene, OR: Wipf & Stock Publishers.

Portal, C. (1994). *Las mujeres de la tierra del sol/Women from the land of the sun: An oral history and photo documentation recording the lives of New Mexico's Hispanas*. Albuquerque, NM: Center for Regional Studies, The University of New Mexico.

Portelli, A. (2010). *They say in Harlan County: An oral history*. New York: Oxford University Press.

Taylor, C. (2012). *Londoners: The days and nights of London now —As told by those who love it, hate it, live it, left it, and long for it*. New York: Ecco/Harper Collins.

Terkel, S. (2007). *Coming of age: Growing up in the twentieth century*. New York: The New Press.

Terkel, S. (2005). *Hard times: An oral history of the Great Depression*. New York: The New Press.

Terkel, S. (2003). *Working: People talk about what they do all day and how they feel about what they do*. New York: The New Press.

Terkel, S. (1997). *The good war: An oral history of World War II*. New York: The New Press.

Wilkerson, I. (2011). *The warmth of other suns*. New York: Vintage Books.

Yiwu, L. (2009). *The corpse walker: Real life stories, China from the bottom up*. New York: Anchor Books.

Zinn, H., & Arnove, A. (2004). *Voices of a people's history of the United States*. New York: Seven Stories Press.

Oral History-based Plays

Forsyth, A. (Ed.). *The Methuen Drama Anthology of Testimonial Plays*. New York: Bloomsbury Methuen Drama, 2014.

Kaufman, M. (2001). *The Laramie Project*. New York: Vintage Books.

Smith, A.D. (1994). *Twilight: Los Angeles*. New York: Anchor Books.

Blank, J., & Jensen, E. (2003). *The Exonerated*. New York: Faber and Faber.

Blank, J., & Jensen, E. (2010). *Aftermath*. New York: Dramatists Play Service.

Curriculum Guides

Ayers, R. (2001). *Studs Terkel's Working: A teaching guide*. New York: The New Press.

Brown, C.S. (1988). *Like it was: A complete guide to writing oral history*. New York: Teachers & Writers Collaborative.

Mayotte, C. (2015). *The power of the story: The Voice of Witness teacher's guide to oral history* (2nd ed.). San Francisco: McSweeney's/Voice of Witness.

Katz Weinberg, S. (1996). Unforgettable memories: Oral history in the middle school classroom. *Voices in the Middle* 3(3). 18-25.

Ritchie, D. (2003). *Doing oral history* (2nd ed.). New York: Oxford University Press.

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.

Coates, T. (2015). *Between the world and me*. New York: Spiegel & Grau.

Davis, A.Y. (2003). *Are prisons obsolete?* New York: Seven Stories Press.
Davis, A.Y. (2016). *Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement.* Chicago, IL: Haymarket Books.

Curriculum Guides

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

Organizations and Websites

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

Films

<https://www.youtube.com/watch?v=7telb-vyao8>
Stand Your Grand and Human Rights
https://www.youtube.com/watch?v=3WEepxo0f_k
Malcolm X on Civil Rights v. Human Rights (Boston Radio Show, June 25, 1964)

Global Economic and Labor Rights

Books

Berlak, A., Galloso, A., & Camacho, D. (2015). *Joelito's big decision/La gran decision de Joelito.* Brooklyn, NY: Hard Ball Press. (children's book about fight for living wages)
Klein, N. (2015). *This changes everything: Capitalism versus the climate.*
www.thischangeeverything.org (Book and film)

Curriculum Guides

Bigelow, B., & Peterson, B. (2002). (Eds.). *Rethinking globalization: Teaching for justice in an unjust world.* Milwaukee, WI: Rethinking Schools.
Bigelow, B. (2006). *The line between us: Teaching about the border and Mexican immigration.* Milwaukee, WI: Rethinking Schools.
Bigelow, B., & Swinehart, T. (2014). *A people's curriculum for the earth: Teaching climate change and the environmental crisis.* Milwaukee, WI: Rethinking Schools.

Organizations and Websites

www.globalworkers.org	Global Workers Justice Alliance
www.domesticworkers.org	National Domestic Workers Alliance
www.globallaborrights.org	Institute for Global Labor and Human Rights

Documentary Films

Romano, U.R. (2011). *The harvest* (La cosecha). (agricultural child labor in U.S.)
Blue elephants (2011). PC global films. (migrant workers in Malaysian electronics industry) <https://vimeo.com/18617196>
<http://www.sprword.com/mustwatch.html> an extensive list of documentary films from all continents of the world.

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.
- Bennis, P. (2009). *Understanding the Palestinian-Israeli conflict*.
- El-Haddad, L. (2013). *Gaza mom*. Charlottesville, VA: Just World Books.
- Knopf-Newman, M.J., & Knopf-Newman, M. (2011). *The politics of teaching Palestine to Americans: Addressing pedagogical strategies*. New York: Palgrave Macmillan.
- MECA (2011). *A child's view from Gaza: Palestinian children's art and the fight against censorship*. Berkeley, CA: MECA.

Organizations and Websites

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| www.mecaforpeace.org | Middle East Children's Alliance |
| www.jewishvoiceforpeace.org | Jewish Voice for Peace |
| http://palsolidarity.org/ | International Solidarity Movement |
| http://www.ifpb.org/ | Interfaith Peace Builders |
| http://www.bdsmovement.net/ | Palestine Boycott Divestment National Committee |
| http://www.peace-ed-campaign.org/making-global-citizenship-education-possible-for-refugees/#.VowkiXMni2E.facebook | Global Campaign for Peace Education |

Documentary Films

- Burnat, E. & Davidi, G. (2013). *5 broken cameras*.
- Omeish, S., & Omeish, A. (2003). *Occupation 101: Voices of the silenced majority*
- Zlutnik, D. (2012). *Occupation has no future*.

Resources for Organizing

Toolkits

- 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