Human Rights

Fall 2022/Spring 2023

Welcome to the History of Human Rights! I look forward to getting to know you all and learning together. Human Rights are rights that all people are entitled to just on the basis of being human. These are rights that have developed and evolved throughout the world, both in secular and religious settings, in the western, eastern, northern and southern parts of the world. We will look at the development of human rights, how those rights have been codified and regulated, and both historical and modern human rights abuse worldwide and those who fight to defend human rights.

**First, I would like to state my expectations:**

I expect you to be prepared, not just with your notebook, and writing utensils, but mentally prepared as well. If there was a reading you had to do for homework, I expect it to not just have been read, but thought of and fresh in your mind.

I expect you to be respectful of your peers and of myself. If someone says something you don’t like or you’re especially cranky, or whatever, you don’t take it out on other people, and you find an intelligent appropriate response to other peoples beliefs or statements. If we’re doing something that is not interesting to you in class, I still expect you to put your all into it, to try as best you can, and to keep complaints to a minimum.

I expect you to take accountability for your actions. Everyone makes mistakes, everyone messes up, own it. There are always consequences to ones actions, sometimes good, sometimes bad.

I expect you to be a positive member of your peer group. This means you try to encourage others, to go out of your way to help someone, to set a good example.

**What you can expect from me:**

 You can expect me to be prepared for class everyday, both with materials and mentally.

You can expect me to be respectful of who you are and of your beliefs.

You can expect me to be positive and to always encourage and challenge you to do your best.

You can expect me to facilitate an open, safe, and secure environment for you to learn and feel comfortable in.

You can expect me to take your work seriously and know that I thoughtfully grade and look over your assignments.

**Behavior Policy:**

School is supposed to be a safe, educational environment. No one has a right to take that from you, if someone in the class compromises that, it needs to be addressed.

This is a complicated subject and people are complicated. Things we cover and discuss might insight anger, defensiveness, shock, sadness, and make us feel uncomfortable. Remember to respect each other and to allow each other to talk and to truly listen. That being said, opinions voiced that are downright offensive, use expletives, racist, homophobic, or sexist, will not be tolerated. There is a difference between ignorance and asking uncomfortable questions and knowingly saying something to upset or offend others.

This goes both ways, if I say or do something that upsets you or offends you, please come talk to me. If you feel like there is something going on or someone making comments that I’m not addressing, please tell me.

I would ideally like to deal with behavior problems in the class, during lunch, or before or after school. But if chronic disruption, rude or unsafe behavior, or tardies/absences begin to occur, then office intervention will be used.

**Class Outline:**

Unit One: Early development of Human Rights up to WWII Including: Religious Texts, Ancient Civilizations, Ideas of equality and democracy

 We will first cover how human rights 1st developed, through ancient civilizations. This will be done through lecture and group research, covering Hammurabi, Cyrus the Great, American and French Revolutions, Indigenous cultures, Geneva Convention, etc.

 We will then cover how Human Rights have been influenced by world religions and students will make connections between certain doctrine and the Declaration of Human Rights.

Unit Two: United Nations Declaration of Human Rights Including: Est. of UN, the writing of the UNDHR, breakdown of Declaration and consequences

 We will focus on the Holocaust, what led up to it and anti-Semitism in Europe, Raphael Lemkin and his crusade to acknowledge and define genocide, how the UN was established and the writing of the Declaration of HR, and how we can see its influences worldwide

Unit Three: Human Rights abuses and reparations Internationally Including: Germany, Spain, El Salvador, South Africa, Israel/Palestine – what has been done and what could be done – role of defenders both individuals and NGOs

 We will look at the Spanish Civil War and reign of Franco, watch The Silence of Others, we will study apartheid in South Africa and research the Truth and Reconciliation Committee, we will study the Arab – Israeli Conflict and watch Paradise Now

Unit Four: Human Rights abuses and reparations in the U.S. Including: Indigenous peoples, African Americans, Immigration from Central and South America – what has been done and what could be done – role of defenders both individuals and NGOs

 We will look at Native American genocide, historically and more recent examples, learn about healing processes that have happened, research reparations in the U.S. in regards to slavery and historical oppression and examples of states/counties that have implemented that.

Unit Five: Modern Human Rights Issues Including: Sovereignty and Culture v. Universal Human Rights

 We will cover current events – War in Ukraine and the role the U.S. and NATO should or should not play

Unit Six: Impact of Globalization

 We will research the World Trade Organization and both the benefits and detriments of globalization and its role on human rights. We will watch Bhopal, and prepare and act out a mock trial on the issue

Unit Seven: Final Research Project

 This will culminate in a research paper on a human rights defender.

**Materials:**

Notebook and folder or binder, pen/pencil, chromebook, yourselves!

**Assignments:**

There will be research assignments, essays, presentations, class discussion and possibly tests. No one category is weighed over the other.

**Circles:**

We will try to start every Mo with a group circle. This will be a time for us to check in with one another, to be able to build trust and a sense of community in our class and a time for you to be heard.

**Hellgate High School**

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Judson Miller, Principal Susan I. Bageant, Associate Principle

Nicholas Latch, Associate Principal/AD

August 30th 2022

Dear Parent or Guardian,

In Human Rights, we will be watching a variety of films and YouTube clips to increase our understanding of these issues. Some of these movies may have an R rating, however, in most cases; only a relevant clip will be shown to reinforce the concept discussed in class. I will only show clips that are relevant to a specific event but those clips may include violence as well as adult situations.

I have attached a list of selected films because I feel they will help demonstrate important historical events. This is a very long list and the majority of the films will not be used. However, I would like permission to pick clips from this list of films. I understand that some families may object to their child viewing some material presented in these films. I encourage you to take a look at this list and if you have any concerns, please contact me.

Please return this form with your signature to indicate your approval or disapproval for the films listed.

Sincerely,

Juliana Arechaga

I give my permission for my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to watch movies chosen at the instructor’s discretion.

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 *Parent Signature*

I would prefer alternate assignments for the following films: (Please list the specific titles here and use additional space if necessary.)

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Possible Films Human Rights:

The Black Power Mixtape 1967-1975 (2011) Black Power Movement Trail of Tears: Cherokee Legacy (2006) Forced removal of Cherokee Black Indians: An American Story (2001) Story of African American and Native American racial experiences Native American Healing in the 21st Century (1997) Historical and modern contributions and impact of indigenous healing methods Our Spirits Don’t Speak English: Indian Boarding School (2008) History and impact of boarding schools The Laramie Project (2002) Murder of Matthew Shepard – Interviews of friends/family/bigoted people The Other Side of Immigration (2010) Addresses immigration from Mexico and NAFTA America Before Columbus (2009) Indigenous people of America before and after Europeans Cesar Chavez (2013) – Story of Chavez and his fight for the rights of farm workers Romero (1999) – Story of Oscar Romero and struggle for human rights in El Salvador Darfur Diaries: Message from Home (2005) – Stories of Darfurians in the midst of a genocide The Armenian Genocide (2005) – Story of the genocide of Armenians perpetrated by Turkey Arab and Jew: Return to the Promised Land (2002) – struggle for both Palestinians and Jews to coexist in their homelands Anti-Semitism in the 21st Century :The Resurgence (2006) Rise of anti-Semitism worldwide Ghosts of Rwanda (2004) Documentary based on interviews of survivors, soldiers, politicians who witnessed the genocide A Force More Powerful (2000) Chronicles non violent human rights struggles in the world Bringing Down A Dictator (2001) Human Rights activists who fought against Milosevic A Good Man in Hell: General Romeo Dallaire and the Rwanda Genocide (2002) Interview with Canadian General Dallaire who warned of the Rwanda Genocide but was ignored Darfur Now (2008) Follows human rights activists fighting to end the genocide in Darfur The Tank Man (2006) Tells the story of the student who died while protesting in Tiananmen Square The Killing Fields (1984) Story of the Khmer Rouge and the horrors they inflected in Cambodia The Silence of Others (2018) Franco and seeking justice after his dictatorship Night and Fog (1956) French documentary about the Holocaust, uses footage from Nazi film and photographs – asks who is responsible? Paradise Now (2005) – Follows two Palestinian suicide bombers days before they are to carry out their attack