2014 Stanford Human Rights Education Initiative Symposium
Critical Conversations: Human Rights Across the Curriculum
Gender & Human Rights
“Selfie” Project(s)

Lesley Louden,
Instructor in Photography
Cabrillo College, Foothill College, &
West Valley College
Norma Amezcua, Cabrillo College

I see...

Me...

A SUPER WOMAN, tall, proud...

and STRONG!
FAMILY PHOTO-ANALYSIS
Bonjela: Flowers (teething cream)
There'll be plenty of time for pain.

Advertising Agency: Euro RSCG, Johannesburg, South Africa

Published: August 2012
WHO'S MORE RIDICULOUS?

Me wearing a moustache, or
YOU paying me less for not being able to grow one?

Katarzyna Tanalska, Foothill College
Intermediate & Advanced Digital Photography
Article 23 (Equal Rights in Employment)
-Selfie Project TWO: Advertising & Appropriation
‘SOMETIMES IT FEELS LIKE THERE’S A HEAVY CHAIN AROUND ONE’S NECK. I HAVE HAD NO TIME FOR RELAXING OR RECREATION IN MY LIFE AND I STILL DON’T HAVE ANYTHING TO SHOW FOR IT.’

-J. Edgar Cabrillo College

Article 24 (Right to Rest and Leisure, Reasonable Working Hours.)
2014 Stanford Human Rights Education Initiative Symposium
Critical Conversations: Human Rights Across the Curriculum
Key Concepts:

A Feminist Approach to Human Rights Education

SHREI Curriculum Project
By
Julie Maia
Your Gift:

Universal Declaration of Human Rights
Key Concepts:

- Dignity
- Gender
- Feminism
- Global Citizenship

4 Key Concepts = 16 Activities
Dignity

Emotional Connection

- Foundational Value of the UDHR
- Positive Perspective on Human Rights
Gender

Intellectual Inquiry

- Lens of Analysis
- Economic, Social, Cultural Rights
Feminism

Ethical Philosophy

- Vision of Universal Dignity
- Scholarship of Inclusion
- Pedagogy of Respect
Global Citizenship

Interpersonal Engagement

- Responsibility for each other and for the planet
A Hands-on Workshop
Best Practices
for
Human Rights Education
Open the Present!
2014 Stanford Human Rights Education Initiative Symposium
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Dignity and Human Rights: Learning to Write and Research with Cultural Humility

Erica Onugha
English Department, Foothill College

SHREI
June 7, 2014
How would you respond?

• “The women are so oppressed over there.”

• “We are fortunate that we don’t live in an undeveloped country without any laws.”

• “It’s hard to judge other countries. They don’t have civilization like we do.”
A composition recipe:

Dignity + Cultural Humility = Dignified Writing
It Starts with Dignity

“All human beings are born free and equal in *dignity* and rights.”

(“Universal Declaration of Human Rights,” article 1).
Cultural Humility and Research

Reflect

Write

Think
Course Flow

Dignity

Personal

National

International
How We Write Matters

Chimamanda Adichie TED Talk

“The Danger of a Single Story”

“Stories matter. Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity.”
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Critical Conversations: Human Rights Across the Curriculum
Building Global Citizenship / Studies: A Curricular Map for Community College Instructional Design Development

by Patricia Gibbs Stayte, Ph.D.
Foothill College, Los Altos Hills, California
How could you SUCCESSFULLY internationalize the curriculum at a California Community College?
Several global studies instructional design levels and considerations...

Pair with campus groups
Course module
Full Course
Certificate or AA
Foothill College
A case study of Global Studies Curriculum Development
Focus on challenges and ways forward...
Learning from the pending discontinuation of Mission and DeAnza College’s Global Studies Certificate and AA Programs
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Critical Conversations: Human Rights Across the Curriculum
Hailing the World

Towards a Working Pedagogy for Human Rights Education
Jordan Hayes. SHREI.
Buffalo Girls: Documentary, 2012
Buffalo Girls: Documentary, 2012

- Depicts 8-year-old Muay Thai boxers
Buffalo Girls: Documentary, 2012

- Depicts 8-year-old Muay Thai boxers
- Compete to earn money for their families
Buffalo Girls: Documentary, 2012

The Village Voice:

“a glimpse of girlhood as gladiatorship.”
§ Does it seem right to have impoverished children engage in Muay Thai for money?
§ Might this documentary portray a human rights concern?
§ Does it matter in our assessment that Muay Thai is valued as a martial art, cultural practice, and point of Thai national-historic pride?
English Composition: Buffalo Girls
English Composition: Buffalo Girls

Affective (emotional) engagement
Affective (emotional) engagement

Inquiry into governments responsible for guaranteeing human rights
English Composition: Buffalo Girls

1990 UN Convention: The Rights of the Child
English Composition: Buffalo Girls

---------- TENSION ----------
Subjects of their nation
Subjects of their nation

Citizens of the world polity

--------- TENSION ---------
Subjects of their nation

Citizens of the world polity:
Cosmopolitan Perspective

--------- TENSION ---------
Cosmopolitan Philosophy:
Cosmopolitan Philosophy:

Ethics of Global Engagement
Human Rights as the threshold of tolerance
Cosmopolitan Philosophy:

Ethics of Global Engagement

Human Rights as the threshold of tolerance

Critique of national governments
Buffalo Girls
Working Theory of HR Education
Reflect upon existing approaches to HRE
Working Theory of HR Education

§ Reflect upon existing approaches to HRE

§ Generate new approaches to HRE
Hailing the World

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