

**Human Rights and Education**  
 15:257:567:01 and 05:300:470:01  
 Spring 2018, 3 Credits

**(Graduate School of Education, Room 30, Thursdays 1:10-4:10 pm)**

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Office Hours: See instructor to arrange specific dates and times for mtgs.	Prerequisites or other limitations: Acceptance into GSE graduate program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar (web-enhanced) <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other <input type="checkbox"/>	Permission required: <input type="checkbox"/> Yes--* <input checked="" type="checkbox"/> No

Learning goals: Through participation in this course, students will be able to—

1. Identify, interpret and analyze key international human rights concepts, documents, laws, and policies,
2. Investigate and analyze relationships between international guarantees of human rights for individuals and groups and educational policies and practices in the USA,
3. Comprehend and apply theoretical models of human rights education in order to examine their compatibility with educational policies and practices,
4. Assess the degree to which the rights of children are being guaranteed (or challenged) in diverse educational settings in the USA, and
5. Prepare and critique original human rights education projects developed by class members

Course Summary: “Human Rights and Education” explores critical relationships between education in the United States and the core concepts, policies and practices of international human rights. Course topics include: the historic development of international human rights law and policies, the rights of children, historic and contemporary conflicts in the USA dealing with the right to public education, and the theory and practices related to building a human rights culture in school settings. Course readings, activities and assessments are designed for application to any school setting and are not focused on a single subject field or certification program. Online conferences with experts in the field of human rights education will be implemented during the semester for course participants.

Course Instructional Methodologies:

Methods to be employed include instructor presentations, small and full-class discussions, online discussion forums, presentations by outside experts on course topics, presentations by individual class members and student groups, and individual consultations with students as they prepare their culminating projects for presentation to the class.

Course textbooks: Available from the Rutgers Bookstore on the College Ave. campus.

1. Paul Gordon Lauren, The Evolution of International Human Rights: Visions Seen 3<sup>rd</sup> ed. (Philadelphia: Univ. of Pennsylvania Press, 2011).
2. Audrey Osler, Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice. (New York: Teachers College Press, 2016).
3. R. Brian Howe and Katherine Covell, Empowering Children: Children's Rights Education as a Pathway to Citizenship. Toronto, Canada: University of Toronto Press, 2005.

Other required readings and sources listed in the syllabus (course outline) will be made available on the course Sakai site and/or distributed to students at class sessions.

Grading policy: Attendance at all class sessions is critical—penalties will be imposed for unexcused absences from class. The percentages assigned to specific assessments of student performance in the course are noted in bold after each assessment category.

## **COURSE EXPECTATIONS AND ACADEMIC INTEGRITY POLICY**

Your success in this class will depend on your active engagement as both a learner and a teacher. It is a fundamental assumption of the social studies program that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

**Class attendance is a requirement.** You are expected to be on time and prepared for class. If you must be absent for class, it is your responsibility to email the instructor within 24 hours to explain the reason(s) for your absence and to obtain relevant information from the missed class session. Consult the course Sakai site regularly for updates, and be sure to read your course email, where updates and information about course activities, assignments and related issues is shared. Inconsistent attendance will result in a lowered grade. Missing a significant number of classes will result in no credit for the course.

**This class is a discussion-oriented, active learning seminar.** For this class to be effective, you must come prepared to discuss the week's assigned readings and be ready to participate in each session's activities. Participation will include taking part in a variety of activities – written, verbal, individual, and group.

**All assignments are required to pass this course.** An “A” assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All course work is assessed on adherence to expectations stated in the syllabus and in associated rubrics or assignment sheets, thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final A grade will be assigned for an overall grade point average of **3.7 or greater (93 to 100 on a 100 point grade scale).**

**You are expected to turn in all work on time.** If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late assignments, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one half grade for each day they are late. **PLEASE RETAIN ELECTRONIC COPIES OF ALL ASSIGNMENTS THAT YOU SUBMIT IN THIS COURSE.**

**Learning in this class will require your active participation** and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. Additionally, your commitment to equitable participation in pair and small group activities within the class and outside of class time will be considered a critical component of your course participation grade.

**Care, respect and integrity in written and classroom exchanges.** All written work, including postings on Sakai, should be proofread for clarity, spelling, grammatical errors and the like. Outside sources should be referenced appropriately using APA style. Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Sakai postings and classroom discussions.

To access the APA Format Citations manual online, go to:

<http://libguides.rutgers.edu/writing>.

**Academic Integrity:** It is a basic expectation that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from me or from other appropriate resources. Assignments, however, should be your own work, except in cases where a group work product is required. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or to use the work of others, including friends or peers.

For any and all assignments and class activities, including in-class quizzes, take-home quizzes, tests, papers, field projects, Power Points, and any other class related work, no

copying of any kind is allowed, unless copied text is placed within quotations and author/source is appropriately cited. Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND the course.

You can avoid problems by getting your work done early. Exams must also be your own work. Please familiarize yourself with the university policy on academic integrity located at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

**Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.**

It is very important that you let me know if you have questions about the concepts being discussed during the course. Feel free to use e-mail to pose questions if raising them in class is difficult.

### Course Outline

Week	Course Obj.	Activity/Assignment (IMPORTANT—Sources/readings listed in a particular week are to be read/viewed for that week’s class.)
Week 1: 1/18/18	Objectives 1 and 2	<p><b>Central Question: What are International Human Rights Standards and Their Relationship(s) to the United States?</b></p> <p><u>TOPICS</u>-- Overview of syllabus and completion of introductory survey; Introduction to Human Rights—core concepts and historical development of international human rights standards and the international legal framework; US commitments to international treaties and human rights standards</p> <p><u>Sources/Readings</u>--Lauren, Chapters 1, 4-7; Osler, Chapters 1 and 2; key documents available on UN website, including the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and others</p>
Week 2: 1/25/18	Objective 3	<p><b>Central Question: How has human rights education been conceptualized over time internationally and in the USA?</b></p> <p><u>TOPICS</u>--Models of Human Rights Education (HRE--formal and informal)</p> <ol style="list-style-type: none"> <li>Goals, institutions and primary actors in human rights education</li> <li>Factors influencing development of HRE in diverse contexts (USA, other countries, public schools and other settings)</li> <li>Scope of Human Rights Education in the US—civil/political rights and social/cultural/economic rights and patterns of curriculum integration</li> </ol> <p><u>Sources/Readings</u>—Readings from Soohoo, et al, <i>Human Rights in the United States</i>, Chapters 1-2 (PDF); F. Tibbitts, “Evolution of Human Rights Education Models”, in Bajaj, ed., <i>Human Rights Education: Theory, Research, Praxis</i>; F. Tibbitts and W. Fernekes, “Human Rights Education” in Totten and Pedersen, eds., <i>Teaching and Studying Social Issues: Major Programs and Approaches</i> (PDF, pp. 87-118)</p>

		<b>Assignment of Media Reviews and Creation of Student Presentation Schedule for Reviews</b>
<b>Week 3: 2/1/18</b>	Objective 4	<p><b>Central Question: How effectively do other UN member states and the USA meet the challenge of guaranteeing children’s rights?</b></p> <p><u>TOPICS</u>-- Children’s Rights in the USA—Historical Development and Current Challenges</p> <ol style="list-style-type: none"> <li>1. Three dimensions of children’s rights: Protection, Provision and Participation</li> <li>2. The rights of children and school culture</li> <li>3. Issues of equity, access and justice—case studies drawn from work done by NGOs and through litigation on behalf of children</li> </ol> <p><u>Sources/Readings</u>-- Readings drawn from Edmonds and Fernekes, <u>Children’s Rights: A Reference Handbook</u> (Chapters 1 and 5, PDF); Howe and Covell, Chapters 1 and 2; selected monitoring reports from the Committee on the Rights of the Child (UN)</p> <p><b>Assignments: Issue Paper #1 Due by 10 pm on 2-8-2018; 1 critical media review presentation scheduled for 2-8-2018</b></p>
<b>Week 4: 2/8/18</b>	Objective 4	<p><b>Central Question: To what degree has the USA realized the ideals of “liberty and justice for all” in educating minorities, refugees and immigrant groups?</b></p> <p><u>TOPICS</u>-- Human Rights and Education for Minorities, Refugees and Immigrants in the USA</p> <ol style="list-style-type: none"> <li>1. The struggle for the right to education – the legacy of the Brown v. Board of Education case <ol style="list-style-type: none"> <li>2. International framework for the rights of refugees and migrants, with specific focus on access to education</li> <li>3. Application of international standards to the education of refugees and immigrants in the USA—what are the current challenges these communities face?</li> <li>4. 1 Critical Media Review presentation (Possible guest speaker on educating new migrants and refugees)</li> </ol> </li> </ol> <p><u>Sources/Readings</u>: Osler, Ch. 3; Lauren, chs. 9 and 10; Soohoo, et al, Ch. 3; excerpts from Patterson, <u>Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy</u> (PDF); Reports from Amnesty International and Human Rights Watch on the status of refugees and immigrants in the USA</p> <p><b>Assignments: 2 Critical Media Review Presentations Scheduled for 2-15-2018; Submit Issue Paper #1 by 10 pm, 2-8-2018</b></p>
<b>Week 5: 2/15/18</b>	Objective 4	<p><b>Central Question: How can human rights education contribute to the implementation of social change processes?</b></p> <p><u>TOPICS</u>— Human Rights Education and Social Change</p> <ol style="list-style-type: none"> <li>1. Constructivist methodologies and education for transformation (based on work of P. Freire and others)</li> <li>2. Case studies of HRE implementation—varied degrees of success in diverse settings across the globe</li> </ol>

<p><b>Week 6: 2/22/18</b></p>	<p>Objectives 3 and 4</p>	<p>3. 2 Critical Media Review Presentations  <u>Sources/Readings</u>—Osler, Chapters 4-5; Howe and Covell, Chapters 5 and 6; Council of Europe education reports; UN High Commissioner for Human Rights (Decade for Human Rights education documents, Phases III and IV of the World Programme for Human Rights Education)  <b>Assignments: 2 Critical Media Review Presentations Scheduled for 2-22-2018; Complete culminating project planning worksheet and submit to instructor by 10 pm on 2-20-2018</b></p> <p><b>Central Question: What are the key relationships between school culture and concepts/practices of human rights education?</b>  <u>TOPICS</u>— School Culture(s) and Human Rights: Contradictions and Possibilities</p> <ol style="list-style-type: none"> <li>1. Education for democracy and countervailing forces—how does HRE interface with prominent patterns of school governance and classroom practices?</li> <li>2. Can human rights education be implemented in schools where democratic principles are not prominent?</li> <li>3. 2 Critical Media Review Presentations</li> </ol> <p><u>Sources/Readings</u>—Osler, Chapter 7; Howe and Covell, Chapters 3 and 4; case studies of efforts to implement HRE in schools  <b>Assignments: 2 Critical Media Review Presentations Scheduled for 3-1-2018</b></p>
<p><b>Week 7: 3/1/18</b></p>	<p>Objectives 2 and 4</p>	<p><b>Central Question: How do conflicts regarding human rights develop and influence educational settings?</b>  <u>TOPICS</u>--Rights in Conflict—Case Studies in Controversy</p> <ol style="list-style-type: none"> <li>1. Right to expression vs. right to personal security</li> <li>2. Right to personal identity vs. community standards for schools</li> <li>3. Right to freedom from abuse/exploitation vs. parental and community authority regarding children</li> <li>4. 2 Critical Media Review Presentations</li> </ol> <p>Meetings regarding student project designs</p> <p><u>Sources/Readings</u>—Osler, Ch. 6; Katz and Spero, Chs. 7 and 11 (PDFs)  <b>Assignments: 2 Critical Media Presentations on 3-8-2018; First draft of culminating project paper due 3-29-2018 by 10 pm</b></p>

<p><b>Week 8: 3/8/18</b></p>	<p>Objectives 3 and 4</p>	<p><b>Central Question: In what ways can human rights education address the causes and consequences of global conflicts?</b>  <b>TOPICS</b>— Human Rights and Humanitarian Law: Case Study of Global Conflict and its Consequences</p> <ol style="list-style-type: none"> <li>1. Displaced populations resulting from warfare and natural disasters and provision of fundamental rights (i. e., right to education)</li> <li>2. Efforts to seek justice during and after massive human rights violations</li> <li>3. 2 Critical Media Review Presentations</li> </ol> <p><u>Sources/Readings</u>-- Holland and Martin, “Human Rights Education’s Role in Peacebuilding: Lessons From the Field”, in Bajaj, ed. <i>Human Rights Education: Theory, Research, Praxis</i>; Totten and Fernekes, “Human Rights, Genocide and Social Responsibility”, in Totten, ed., <i>Teaching About Genocide: Issues, Approaches and Resources</i></p>
<p><b>3-15-18 No Class Session</b></p> <p><b>Week 9- 3/22/18 Online Class Session</b></p>	<p>Objective 3</p>	<p><b>RUTGERS SPRING BREAK</b></p> <p><b>Central Question(s): To what degree can human rights education influence the development of children as future citizens, and if so, what are the pros and cons of such influences?</b></p> <p><u>TOPICS</u>: Human rights education and the development of citizens</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Online forum discussion</li> </ol> <p><u>Sources/Readings</u>: Osler, Chapters 7 and 8; Howe and Covell, Chs. 5 and 6</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Complete online forum individual contributions and responses to peer contributions as outlined in the discussion specifications (see Forums tab on Sakai)--deadlines for individual contributions and responses to peer contributions are noted there.</li> <li>2. First draft of culminating project paper due 3-29-2018 at 10 pm</li> <li>3. 2 Critical Media Review Presentations Scheduled for 3-29-2018</li> </ol>
<p><b>Week 10: 3/29/18</b></p>	<p>Objectives 3 and 5</p>	<p><b>Central Question: What effective models exist to inform the implementation of human rights education in US educational settings?</b>  <b>TOPICS</b>—Models of Human Rights Education in Practice, Part I</p> <ol style="list-style-type: none"> <li>1. Review and examination of existing HRE projects from various settings in the USA and abroad</li> <li>2. Guest speaker presentation on human rights program development</li> <li>3. 2 Critical Media Review Presentations</li> </ol> <p><u>Sources/Readings</u>: Katz and Spero, <u>Bringing Human Rights Education to U. S. Classrooms</u>, selected chapters (PDF)</p> <p><b>Assignments:</b></p>

		<p>1. <b>First draft of written component of culminating project due 3-29-2018 by 10 pm</b></p> <p>2. <b>2 Critical Media Review Presentations Scheduled for 4-5-2018</b></p>
<p><b>Week 11:</b> <b>4/05/18</b></p>	<p>Objectives 3 and 5</p>	<p><b>Central Question: What effective models exist to inform the implementation of human rights education in US educational settings?</b></p> <p><b>TOPICS</b>—Models of Human Rights Education in Practice, Part II</p> <ol style="list-style-type: none"> <li>1. Review and examination of existing HRE projects from various settings in the USA and abroad</li> <li>2. Critique of findings from HRE projects and individual meetings with instructor about first drafts of project written work products</li> <li>3. 2 Critical Media Review Presentations</li> </ol> <p><b>Assignments: 2 Critical Media Review Presentations Scheduled for 4-12-2018</b></p>
<p><b>Week 12:</b> <b>4/12/18</b></p>	<p>Objectives 3 and 4</p>	<p><b>TOPIC</b>— Planning a Program for HRE: Examples from the Field</p> <p><b>Central Question: Same as for Week 10.</b></p> <ol style="list-style-type: none"> <li>1. Discussion of methodologies in practice—successes and challenges</li> <li>2. Addressing the needs of various communities and learners— young children, adolescents, adult learners</li> <li>3. Online conference with HRE expert/program developer</li> <li>4. 2 Critical Media Review Presentations</li> </ol> <p><b>Central Question: In what ways does human rights education pose challenges to the prevailing patterns of practice in US schools?</b></p> <p><b>TOPIC</b>— Does the implementation of HRE in schools entail risks for educators and challenge existing structures of power and authority?</p> <ol style="list-style-type: none"> <li>1. Empowerment of students and faculty—what are the challenges and consequences?</li> <li>2. What is a human rights “friendly school?”</li> </ol> <p><b>Sources/Readings</b></p> <p>-- Readings from Human Rights Resource Center (formerly located at the Univ. of Minnesota Law School); Spreen and Monaghan, “Leveraging Diversity To Become a Global Citizen: Lessons for Human Rights Education” in Bajaj, ed., <i>Human Rights Education: Theory, Research, Praxis</i></p>
<p><b>Week 13:</b> <b>4/19/18</b></p>	<p>Objectives 3 and 5</p>	<p><b>TOPICS</b>— <b>Student culminating project oral presentations with peer critique</b></p> <p><b>Central Question: How do culminating projects demonstrate the potential and limitations of human rights education in U. S. educational settings?</b></p>
<p><b>Week 14:</b> <b>4/26/18</b></p>	<p>Objectives 3 and 5</p>	<p><b>TOPICS</b>— <b>Student culminating project oral presentations with peer critique</b></p> <p><b>Central Question: How do culminating projects demonstrate the potential and limitations of human rights education in U. S.</b></p>

		<b>educational settings?</b>
<b>Week 15: 5/3/18</b>	Objectives 3 and 5	<p><b><u>TOPICS</u>— Student culminating project oral presentations with peer critique</b></p> <p><b>Central Question: How do culminating projects demonstrate the potential and limitations of human rights education in U. S. educational settings?</b></p> <p><b>Assignments: Submit final project written work products to instructor by 5-9-2018 at 10 pm</b></p>

### Specifications for Course Assessments of Student Performance

**A. Issue paper (1) (20%):** An essay on a specific topic related to human rights and education that has a direct relationship to the quality of life for children (examples include access to education, discrimination against specific groups, universalism vs. nationalism in education, and others)

Specifications—Each student will prepare their essay on an issue of their choice dealing with problematic relationship(s) between human rights and educational policies/practices in the United States, with specific focus on the quality of life for children. The issue paper must deal with one or more rights included in the UN Convention on the Rights of the Child (1989). Your essay should:

1. state a question worthy of investigation and provide a rationale for study of this issue;
2. present an argument and evidence that responds to the investigatory question, and which illustrates the critical relationships between human rights norms and educational policies and/or practices;
3. suggest pathways in policy and/or practice to address the gaps between realization of human rights norms and educational policies/practices;
4. provide documentation of claims from credible, scholarly sources using in-text citations and a reference list (following APA style); and
5. meet minimum page length requirements: 7 double-spaced pages, not including the title page, reference list page and appendices (if needed).

Sample Topic List (These represent examples of topics with investigative questions. Relevant UN documents are noted in parentheses. CRC=UN Convention on the Rights of the Child.

- a. Why is human rights education not prevalent in U. S. classrooms? (CRC, Article 29; UN Declaration on Human Rights Education and Training)
- b. How effective is education of children in poverty in the US? (CRC, Art. 26)

- c. To what degree are the cultures of minority groups in the U. S. respected in the daily practice of schools? (CRC, Art. 30)
- d. Does the U. S. meet international standards set forth in various UN treaties for the education of child migrants and refugees? (CRC, Article 22; International Convention on the Rights of All Migrant Workers and Members of Their Families, 1990)
- e. To what degree has the U. S. guaranteed the right of children to adequate health care? (CRC, Article 24; Convention on the Elimination of all Forms of Discrimination Against Women, 1979)

**B. Class participation (30%):** Active in-class oral and online contributions to class discussions, presentation panels, online discussion forums, and individual/small group projects

Specifications—Students are expected to come prepared to discuss readings and other media employed as the basis for class discussions and activities. When assigned, online discussions require the posting of responses to prompts and the presentation of comments and questions in response to the contributions of the instructor, class members and guest experts/participants. Oral presentations (individual and small group) require that students have all relevant materials and media ready for use on the presentation date, as well as demonstrating a commitment to equitable sharing of work responsibilities (small group presentations) during both the planning and presentation stages.

**C. Critical review(s) of media (10%):** Critiques (see template) of media dealing with human rights and their relationship to the rights of children, educators and other groups

Specifications—Each student will select one example of media whose topical focus is human rights and present a critical review of that media production.

Categories of media include: feature films, documentary films, temporary exhibitions of photography, temporary exhibitions of artwork (one genre or multiple genres), a permanent museum exhibition with an historic or contemporary theme, graphic novels, animated films/multimedia productions, live or taped musical concerts, or audio recordings (single or multi-disc sets). Please note that films and videos must have a minimum length of 30 minutes to be considered as subjects for a critical media review.

The critical review will be delivered as an oral presentation accompanied by a one page, single-spaced outline, and the review should include relevant examples of the media being reviewed as evidence. These can be incorporated within the one page outline or made available through links to a website or other digital repository. Each individual will present their findings from the critical media review based on a schedule to be prepared by the instructor early in the course.

TEMPLATE

Required Elements: Each review should include the following sections. The outline should incorporate key ideas from the presentation, concisely stated.

- a. Presenter name, date of the review, title of the media being reviewed, the name of the media's creator, the date of its creation, and relevant publication information (or for exhibits, where the exhibit is being presented and/or can be viewed/heard.)
- b. Description of the content of the media being reviewed.
- c. Analysis of the relationship between the media's content and presentation format and human rights norms, with specific emphasis on how this media does or does not contribute to education about human rights (note strengths and areas for improvement).
- d. Discussion of the appropriateness of this media for various audiences (younger children, adolescents, and adults)
- e. Suggestions on how an educator might use this media to enhance study of human rights (note specific topics that might be informed by use of the media being reviewed).

Minimum page length: The outline should be one page, single-spaced, and include the title of the media being reviewed, the name of the presenter, all relevant bibliographic information, and a summary of the content of the oral presentation (see items b, c, and d. above). Each presenter will submit their media review outline via email attachment to the instructor by 6 pm on the evening prior to the scheduled presentation date. Presenters should make copies of their outline for the class, and these will be distributed just prior to the oral presentation.

**D. Culminating Project (40%):** Completion of a comprehensive project applying both theory and practice(s) in human rights education to a specific educational setting, focusing on improving the quality of life for children. The project should address a persistent problem where the gap between realization of human rights norms and current policies/practices is clear and compelling, develop a plan to remedy the problem and present a detailed analysis of the project's potential impact on learners. A written work product plus oral presentation to the class are required. Each member of the class is expected to provide constructive feedback/critiques of projects presented by their peers.

Specifications—This project constitutes your culminating demonstration of student performance in the course. **It has two parts:** a written work product that will be reviewed by the instructor in draft form ahead of the oral presentation, and an oral presentation to the class. The written component should include in-text citations of sources, along with a reference list that adheres to APA format.

### **Written Work Product**

- a. Description of the problem being addressed (the problem should directly concern the quality of life for children)
- b. Presentation of argument and evidence about the problem, including how and why human rights norms are not being realized.
- c. Summary of proposal to remedy the problem using human rights education theory and practice (and specifying the model of human rights education being applied in the project)
- d. Timeline and step by step process for implementation of proposed remedy
- e. Analysis of desired impact on learners of the solution, along with discussion of possible consequences (both pro and con) of implementation.
- f. Reference List
- g. Minimum length: 10 double-spaced pages

### **Oral Presentation**

- a. Time limits: Minimum of 10 minutes, maximum of 15 minutes
- b. Use of multimedia: PowerPoint, Prezi and/or other multimedia presentation tools should be utilized to present key points about your project (drawn from the content of your written work product). Avoid using text-heavy slides—present key points only, and creatively employ visuals, audio and other media to enrich your presentation.
- c. A one page typed outline of your proposed solution and implementation plan should be made available to the audience on the date of your presentation.
- d. All sources utilized in the multimedia component should be documented, either in the presentation (at the end) or on a separate reference list distributed to the audience.
- e. There will be a 15 minute question and answer period following the presentation where each presenter will respond to audience questions and engage the class in discussion about the merits and areas for improvement of the proposal.
- f. Audience members will complete a feedback form during the presentation to inform the post-presentation discussion session and to offer constructive criticism of the proposal.