

NEW AND REVISED COURSE ADOPTION FORM – COURSE DESCRIPTION - PAGE 2

A separate course description is advisable for most high school courses, following the A-G guidelines listed below.

Course Title	Human Rights A - Human Rights in the 20th Century
A. One paragraph narrative course description	This engaging course is designed for students who wish to conduct an in-depth study of the nature of human rights in the 20 th century. The political and human consequences of warfare, repressive governments, slavery, poverty, and the special needs of women and children will all be addressed. Specific events of human rights abuses will be examined within their historical context, so that students understand the events, the participants, the causes, and the consequences. American foreign policy objectives and the role of human rights within those objectives will be scrutinized and debated.
B. Course goals written in student behavioral terms	<ul style="list-style-type: none"> • Students will understand the evolution of democratic ideals and institutions which serve to protect individual and human rights. • Students will evaluate the effects of warfare on civilian populations, soldiers, and prisoners of war, and the use controversial use of new technologies of warfare. • Students will investigate the economic and physical causes of poverty, along with the theory of the origins of inequality. Students will also assess the economic, political, social and biological consequences of poverty. • Students will examine the relationship between health and human rights, including the major diseases associated with poverty, and the social and medical efforts to combat the spread of epidemics through human rights organizations. • Students will assess the human and political consequences of the means used to repress political opposition in governments where no social contract exists between the state and its citizens (ie. totalitarian and dictatorial regimes). • Students will evaluate the efforts made to specifically acknowledge and protect the rights of women and children around the world, including access to education.
C. Content (expressed in units/topics)	<p><u>Governments and Political Repression</u> (3 weeks)</p> <p>Students will understand the evolution of democratic ideals and institutions which serve to protect individual and human rights, and will assess the human and political consequences of the means used to repress political opposition in governments where no social contract exists between the state and its citizens (ie. totalitarian and dictatorial regimes). Special emphasis will be placed upon the evolution of natural rights as exemplified in the United States Declaration of Independence and Bill of Rights, as well as the United Nations Universal Declaration of Human Rights. Other topics to be covered include, but are not limited to, the political repression instituted by Nazi Germany, Fascist Italy, the Soviet Union, the Khmer Rouge in Cambodia, Chile and Argentina in the 1970's and 80's, and modern China.</p> <p><u>Slavery</u> (3 weeks)</p> <p>Students will examine the evolution and global impact of slavery since the abolition of the Trans-Atlantic Slave Trade. Topics to be addressed may include, but are not limited to, the historical evolution of slavery and slave trading including the Trans-Atlantic Slave Trade, the evolution of the modern global slave trade and its human impact, the use of sweatshops as part of the global economy, sexual slavery and its impact on women and children, international treaties and US legislation concerning slavery, and the impact of contemporary anti-slavery organizations.</p> <p><u>Human Rights and War</u> (3 weeks)</p> <p>Students will investigate the effects of warfare on civilian populations, soldiers, and prisoners of war, and the use controversial use of new technologies of warfare. The ethical and legal ramifications of war crimes will be considered from multiple perspectives. Specific events may include, but are not limited to, the Geneva Conventions, the introduction of poison gas and weapons such as the machine gun in World War I, the Rape of Nanking and the Bataan Death March in World War II, the use of the nuclear bomb, the Me Lei Massacre in Vietnam, and contemporary examples of abuses in war.</p> <p><u>Poverty</u> (3 weeks)</p> <p>Students will use critical thinking skills to analyze the origins and impact of poverty from multiple perspectives, including international, national, state and local concerns. Topics that may be addressed include, but are not limited to, the environmental origins of inequality, the economic realities of poverty and efforts to counter poverty through micro-credit, the political realities of addressing poverty on both a national and international level, the biological impact of starvation, the relationship between poverty and epidemic diseases such as AIDS, and contemporary efforts by human rights</p>

	<p>related groups to counter and halt the spread of poverty.</p> <p><u>Rights of Women and Children</u> (3 weeks)</p> <p>Students will evaluate the special rights reserved for women and children within the global context of human rights. The United Nations Conventions Against Discrimination of Women and subsequent treaties concerning the rights of women, as well as the United Nations Convention on the Rights of the Child will be analyzed in a global context. Additional topics covered may include, but are not limited to, child abuse, the use of child soldiers in war, and specific incidents of legal restrictions against women in contemporary nations.</p>
D. Methods of student assessment	Students understanding and analysis will be assessed through unit tests and research projects, as well as a final exam.
E. Description of how this course is related to California State Standards or Frameworks	This course was created based upon suggestions within the <i>Model Curriculum for Human Rights and Genocide</i> , published by the California State Board of Education, and fully compliments the <i>History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve</i> .
F. If there are similar courses, description of how this course differs from those that are similar (i.e. Creative Writing vs Advanced Composition)	The new course entitled Race, Discrimination and Genocide will incorporate similar themes to Human Rights in the 20 th Century, but its curriculum will be focused on how the process of discrimination builds through social, economic and political repression to violence and genocide. Those components that would overlap in the Race, Discrimination and Genocide course have been removed from this revised Human Rights course. The revised course focuses on a broad spectrum of human rights issues that would be hard to categorize into a stand alone course. It also provides a framework by which other human rights and social consciousness course may be created.
G. How does this course support the District's initiative to advance student awareness and appreciation of diversity in the United States and throughout the world?	The issues covered in this revised course strongly encourage an approach to learning that respects the rights of all human beings (regardless of race, nationality, gender and religion). The very nature of a course in human rights or social consciousness is to help break down barriers that separate people and to encourage students to take action to rectify problems that they see in the world. With this revision and the new course on Race, Discrimination and Genocide, the District will have a years long, continuous curriculum that can work to raise awareness and respect for all peoples in all situations around the world, in their country, and in their community.

Revised form 3/10/2008