



Exploring Asia Human Rights

A Teacher's Guide



Newspapers In Education

The Seattle Times



Inspiring Students To Learn



The Henry M. Jackson
School of International Studies
University of Washington

Exploring Asia: Human Rights

Written by David Bachman, Angelina Snodgrass Godoy, Gaurav Pai, Sara Van Fleet
and Natalia M. Wobst

Teaching Guide

by Tese Wintz Neighbor and Jacob Bolotin

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About Exploring Asia: Human Rights

“Exploring Asia: Human Rights” is a collaborative project between The Seattle Times Newspapers In Education (NIE) program and the University of Washington Henry M. Jackson School of International Studies Asia and Global Studies outreach centers. The project consists of a five-article series, a teaching guide and a pre-series workshop for secondary teachers. Designed with young readers in mind, each article in the online newspaper series focuses on a human-rights issue in a country or region of Asia. The teaching guide provides a lesson plan for each article that includes activities to do with students before, during and after reading the featured article. Together, the articles and accompanying lessons allow students to explore human rights in several Asian countries, asking them to look at the issues from multiple perspectives and investigate organizations that protect and promote human rights.

Authors of the Teaching Guide

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Council) and “Global Health: Asia in the 21st Century” (2009, Newspapers In Education).

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The East Asia Center

The East Asia Resource Center

The Ellison Center for Russian, East European and Central Asian Studies

The Center for Global Studies

The South Asia Center

The Southeast Asia Center

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The article authors are UW faculty and associated scholars David Bachman, Angelina Snodgrass Godoy, Gaurav Pai, Sara Van Fleet and Natalia M. Wobst.

Lesson One: What Are Human Rights?



Lady Justice.

Pair with “What Are Human Rights?” by Angelina Snodgrass Godoy. (This article appears in *The Seattle Times* on May 5, 2011.)

Introduction

The lessons in this teaching guide, paired with five articles appearing in *The Seattle Times*, will introduce students to some of the major human-rights issues emerging today in Asia. In this first lesson, students will be introduced to the concept of human rights and the debate over emphasizing civil and political rights at the expense of social and economic rights (or vice versa).

The preamble to the Universal Declaration of Human Rights states that humans have inherent dignity and that we are therefore entitled to certain inalienable rights — simply because we are human. What are these rights? Why are these rights important? The informative article “What Are Human Rights?” by Angelina Snodgrass Godoy — the first in this NIE series — will assist students in tackling these and other questions.

Objectives

1. Students will define human rights.

2. Students will learn about different conceptions of human rights around the world.
3. Students will learn about the history of legally defining human rights and the current international status of human rights.
4. Students will review the current status of human rights in Asia.

Focus Questions

1. What does the term “human rights” mean?
2. Why might some countries consider certain human rights more important than others?
3. How have human rights been respected or neglected in Asia in the 21st century?

Materials

- The *Seattle Times* article “What Are Human Rights?” by Angelina Snodgrass Godoy

Activities

Before Reading

1. Assess students’ prior knowledge of Asia. How many people live there? What countries are located in Asia? What languages are spoken? What do students know about the history and culture of the region?

View these websites to build students’ knowledge:

Asia Society: “Countries and History: Country Profiles”

This site provides an alphabetical listing of all countries in Asia. Each country’s page includes a map, which can be expanded to show all of Asia or zoomed in to focus within the country. Basic data is provided for each country.

<http://asiasociety.org/countries-history/country-profiles>

Lesson One: What Are Human Rights?

CIA: The World Factbook

As a supplement, you may want to visit this site for additional in-depth data on specific countries, including languages spoken, literacy rates, life expectancy and other interesting and useful data.

<https://www.cia.gov/library/publications/the-world-factbook/>

2. Assess students' prior knowledge of human rights. Ask students what they think the term means. Use the following United Nations resources to refine the class's definition.

The United Nations: "Universal Declaration of Human Rights"

<http://www.un.org/en/documents/udhr/index.shtml>

United Nations Human Rights: Office of the High Commissioner of Human Rights

<http://www.ohchr.org/>

The definition of human rights from OHCHR: *"Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.*

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human-rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups."

3. Next, ask students to form small groups and brainstorm what they consider to be specific human rights. Ask one student from each group to write the group's list on the board. As a class, discuss why each entry should or should not be considered a human right. Circle any that all students agree are human rights. (Save this list to revisit after reading the article.)

During and After Reading

1. After reading the article, return to the class's list of human rights. If there are new suggestions, add them to the list. Categorize the items into social and economic rights and civil and political rights.
2. Next, ask students to record in their notebooks three of the human rights from the board that are most important to them. Have students share their top three priorities with the class. Tally up the results. Which three human rights does the class consider to be most important? In what category do they fall: social and economic rights or civil and political rights?

Do students believe one of these categories is more important than the other? Why? Do students believe one type of human right needs to be introduced before another? (For example, does education need to be guaranteed as a human right before freedom of expression can be guaranteed because without education, freedom of expression cannot be fully utilized? Does economic development need to happen before political rights can be guaranteed, because election results could jeopardize state-directed economic gains?) How might introducing one type of human right benefit another? Or can a nation guarantee one human right (such as freedom of expression) while improving another human right (such as education) simultaneously?

Lesson One: What Are Human Rights?

Assessment

Have students explore these questions in a 500-word essay:

- Ask each student to pick a country of Asia and an occupation (farmer, merchant, banker, professor, etc.). For example, if the student were a farmer in Thailand, what human right might be most important to him or her?
- Secondly, ask the students to consider other factors such as gender and religious beliefs. Have students refer to the Asia Society and CIA World Factbook links provided earlier in this lesson to learn about the major religions in the country they've chosen. How might human-rights priorities differ based on gender and/or religion?
- According to the following links, how is each student's country doing with regard to the human right the student felt was most important to his or her occupation? Is it guaranteed or protected? Or is it neglected or abused? What about the status of other human rights in the country? How do they impact the student's occupation?

Human Rights Watch: "Asia"

This section of Human Rights Watch's website is devoted to human rights in Asia.

<http://www.hrw.org/en/asia>

Amnesty International Report 2010: "Europe and Central Asia"

<http://thereport.amnesty.org/regions/europe-central-asia>

Amnesty International Report 2010: "Asia and the Pacific"

<http://thereport.amnesty.org/regions/asia-pacific>

Freedom House: "Freedom in the World"

This searchable database includes past and present reports on the status of civil and political liberties in individual countries.

<http://www.freedomhouse.org/template.cfm?page=15>

United Nations Human Rights: Office of the High Commissioner of Human Rights

This is the United Nations' central location on human rights. Students may review pending and past human-rights issues in individual countries, as well as the OHCHR's work to promote human rights.

<http://www.ohchr.org/>

- Finally, based on data available from Asia Society and the CIA World Factbook, how might certain realities in the student's country (good or bad economy, high or low literacy rates, etc.) impede or improve human rights?

Lesson Two: YouTube, the King and Media Censorship in Thailand



The King of Thailand's flag.

Pair with “YouTube, the King and Media Censorship in Thailand” by Sara Van Fleet. (This article appears in *The Seattle Times* on May 12, 2011.)

Introduction

The article paired with this lesson introduces students to the idea of freedom of expression as a human right. At least in theory, Thailand recognizes that its people have a legal right to freedom of expression — except when it insults the monarchy. Offensive speech, actions, writings and other expressions deemed insulting to the monarchy are punishable by up to 15 years in prison. This lesson looks at the philosophical and political history of protecting freedom of expression and asks students to consider why freedom of expression is regarded as a human right.

Objectives

1. Students will learn about freedom of expression as a human right.
2. Students will consider why freedom of expression should or should not be a human right.

Focus Questions

1. Why is freedom of expression considered a human right?
2. To what degree should sovereign nations like

Thailand be entitled to restrict their citizens' freedom of expression?

Materials

- The Seattle Times article “YouTube, the King and Media Censorship in Thailand” by Sara Van Fleet

Activities

Before Reading

1. Explain to students that the article about Thailand discusses two topics: the idea of freedom of expression as a human right and the restriction of freedom of expression in Thailand when it is deemed insulting to the monarchy.
2. Assess students' prior knowledge of freedom of expression by having them discuss free-speech rights in the United States. Are they familiar with other countries' stands on freedom of expression? Use the U.S. Constitution and Thailand's Constitution as reference.

United Nations High Commissioner for Refugees: “Constitution of the Kingdom of Thailand”

See Section 39, which codifies freedom of expression.

<http://www.unhcr.org/refworld/country,,NATLEGBOD,,THA,4562d8cf2,3ae6b5b2b,0.html>

3. Next, show students the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights that codify freedom of expression as a human right on a global basis. (Note: Point out to students that Thailand and the United States agreed to both documents.)

The United Nations: “Universal Declaration of Human Rights”

Lesson Two: YouTube, the King and Media Censorship in Thailand

See Article 19, which declares freedom of expression a human right.

<http://www.un.org/en/documents/udhr/index.shtml>

The United Nations: Office for the High Commissioner for Human Rights: “International Covenant on Civil and Political Rights”

See Article 19, which codifies freedom of expression in international law.

<http://www2.ohchr.org/english/law/ccpr.htm#partI>

During and After Reading

1. Read the article in The Seattle Times on media censorship in Thailand.
2. After reading, discuss as a class whether students believe Thailand violated international agreements and declarations it had signed that protect freedom of expression when it blocked YouTube and jailed people who insulted the monarchy.
3. Have the class pair up and ask one student from each pair to read one of the reports listed below. After reading, have each pair discuss what these human-rights organizations have said about Thailand’s restriction of expression.

Freedom House: “Freedom of the Press 2010: Thailand”

<http://www.freedomhouse.org/template.cfm?page=251&country=7932&year=2010>

Amnesty International: “Thailand: Reverse backward slide in freedom of expression,” 1/13/10

<http://www.amnesty.org/en/library/asset/ASA39/001/2010/en/4db34fc3-81b6-4695-a1a8-96149f4d9200/asa390012010en.html>

4. According to the Seattle Times article, what is lèse majesté? Why might it have been enacted? Consider what two Thai intellectuals have said about lèse majesté (below). Do students find these arguments convincing? (Review the article links for more in-depth arguments in support of and against the law.)

The Economist: “Less of the Lèse Majesté Laws, Please,” 3/23/10

<http://www.economist.com/node/15755845>

Comment by Pravit Rojanaphruk, 3/28/10

<http://www.economist.com/comment/506307#comment-506307>

“Lèse majesté law creates a distorting effect on open and frank discussion about Thai society and politics as it prevents many Thais [from speaking] their minds openly. Thailand is like a sick man who cannot discuss his own medical condition fully and openly. Like a patient needing a surgery but [who] dares not undergo medical diagnosis and discuss the treatment required, he waits bitterly, grudgingly and confounded as the pain mounts and the situation becomes increasing[ly] untenable.”

Pravit Rojanaphruk is a journalist for The Nation newspaper, one of Thailand’s English-language newspapers.

Bangkok Post: “The Law of Inviolability,” Borwornsak Uwanno, 7/4/09

<http://www.bangkokpost.com/opinion/opinion/14660/the-law-of-inviolability-in-thailand>

“Democracy values equality and freedom, particularly the freedom to express and disseminate opinions. But equality is not so simplistic or naive that it renders all forms of discrimination incompatible with the principle. ... Providing heads of state or organs of state with greater protection than for ordinary citizens is also fair discrimination practiced by all countries and not regarded as contradicting equality.” – Dr. Borwornsak Uwanno

Lesson Two: YouTube, the King and Media Censorship in Thailand

Dr. Borwornsak Uwanno is a Fellow of the Royal Institute and Secretary-General of the King Prajadhipok Institute.

5. Introduce students to relevant flag-burning cases in the United States, in which those who view flag desecration as offensive have opposed those who view flag-burning as a political exercise. In the past, Americans have burned flags to protest policies by the United States. The U.S. Supreme Court has ruled that state laws criminalizing flag desecration are unconstitutional because they violate the First Amendment's freedom-of-expression clause. Supporters of these laws have regularly attempted to amend the Constitution in order to criminalize flag desecration. They have always failed — but in their most recent attempt, in 2006, supporters were only one vote short of passing the amendment in the U.S. Senate.

First Amendment Center: “Flag-Burning in Speech: Overview,” by Robert Justin Goldstein

An excellent overview of the history of attempts to outlaw flag burning.

<http://www.firstamendmentcenter.org/speech/flagburning/overview.aspx>

First Amendment Center: “Implementing a Flag Desecration Amendment to the U.S. Constitution,” by Robert Corn-Revere

A summary includes a timeline and current attempts to ban flag burning. Justice William J. Brennan says: “We do not consecrate the flag by punishing its desecration, for in doing so we dilute the freedom that this cherished emblem represents.”

http://www.firstamendmentcenter.org/PDF/FirstReport.Flag.Desecration_ES.PDF

Texas v. Johnson, dissenting opinion by Justice John Paul Stevens, 3/21/89

Justice John Paul Stevens writes: “The ideas of liberty and equality have been an irresistible force in motivating leaders like Patrick Henry, Susan B. Anthony and Abraham Lincoln. ... If those ideas are worth fighting for — and our history demonstrates that they are — it cannot be true that the flag that uniquely symbolizes their power is not itself worthy of protection from unnecessary desecration.”

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0491_0397_ZD1.html

Assessment

Have students write a two- to three-page essay in which they research and discuss restrictions regarding freedom of expression when it is deemed culturally offensive. For instance, Spain, Great Britain and Denmark have laws similar to *lèse majesté*, although they are rarely enforced.

As an alternative, students may consider the proposed Flag Desecration Amendment to the U.S. Constitution, which would outlaw flag burning or other similar activity. If this amendment were passed, would students support it?

Ask students, in their essay, to briefly review the arguments on both sides of the issue, thinking about these questions: Are sovereign nations like Thailand or the United States (or another country the student researches) entitled to restrict their citizens' freedom of expression when it is deemed culturally offensive? Or is freedom of expression an inalienable human right regardless of cultural sensitivities? Ask students to take a stand on whether freedom of expression is an inalienable right or whether in some cases cultural sensitivities may restrict freedom of expression.

Lesson Three: India's Food for All



Farmers harvest wheat in Rajasthan state, India.

Pair with “India’s Food for All” by Gaurav Pai. (This article appears in *The Seattle Times* on May 19, 2011.)

Introduction

The article paired with this lesson introduces students to the idea of guaranteed access to food as a human right. India is home to more than a billion people, approximately one-sixth of the world’s population. More than 200 million undernourished people live in India — more than any in other country. In India today, inequitable distribution of food, poor growing conditions, natural disasters and other occurrences routinely leave millions under- or malnourished every year. How can India feed its hungry population? Should a food program be a national priority? Should access to food be considered a human right? Worldwide consensus is that the planet now produces far more than enough food to feed the entire world. What are people in India and around the world doing to help solve this problem?

Objectives

1. Students will learn about India’s hunger problem and potential solutions.
2. Students will consider what other countries have done to guarantee access to food.

Focus Questions

1. How can India feed its starving population?
2. Do other programs around the world work?
3. Should access to food be considered a human right? Why or why not?

Materials

- The Seattle Times article “India’s Food for All” by Gaurav Pai

Activities

Before Reading

1. Explain to students that the article examines India’s hunger problem and discusses how the government could guarantee access to food for its people.
2. Assess students’ prior knowledge of how food programs around the world work. For example, what do they know about food programs in the United States, such as discounted school lunches, the Supplemental Nutrition Assistance Program (traditionally known as food stamps) or other programs? Are they aware of any international food programs? Have they ever considered access to food as a human right?
3. Assess students’ prior knowledge of India. Where is it located? How many people do they think live there? Discuss climate, arable land, environmental problems such as drought, and other environmental factors that could impact access to food. Show this short video clip from New Tang Dynasty Television about how floods, which happen regularly in India, damage large amounts of farmland:

Flood Damage in Northern India, NTDTV, 7/24/10

http://www.youtube.com/watch?v=aHzsxLvI_5Y

Lesson Three: India's Food for All

4. Show students online data about India from the CIA World Factbook. See the geography section and information about environmental problems and arable land. Ask students how they think these issues could impact access to food.

CIA World Factbook: "India"

<https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>

During and After Reading

1. Read the article in The Seattle Times about hunger in India.
2. After reading, ask students to discuss the main points of the article. Did students notice that according to the article, India enjoys a large buffer stock of grain it could use to alleviate malnutrition? Show the following short video about buffer grain stock rotting in India. According to the article and video, what options is India considering to feed its hungry population?
Russia Times: "Grain Drain: Food Rots as Poor Starve Across India," 8/14/10
<http://www.youtube.com/watch?v=jjMXymkHpPU&feature=channel>
3. Ask students why they think they are learning about access to food as part of a lesson on human rights. Discuss whether other human rights (such as education, freedom of expression, freedom of religion, self-determination, etc.) depend upon access to food. Can other human rights be fully utilized without proper nutrition?
4. Ask students, as a class, what their top priorities would be if they were in charge of the budget of a country. Consider priorities such as security (domestic and military), the economy (low unemployment, an environment favorable for businesses to operate, etc.), health care, education, food and other assistance to those in need, etc. What would students' top priorities be with a limited budget? Why would they focus on one priority instead of another? Students could consider the following: Does a country need to be secure from outside threats and internal lawlessness before it can try to improve its economy? Does a country need to have a secure economy before it can begin helping the needy? Must development happen in a particular order? Is it possible to have a vibrant economy with high levels of poverty, low levels of education and other human development problems?
5. Refer back to the CIA World Factbook link for India. What do students notice about India's economy and how it ranks in comparison to the rest of the world? How about India's human development (literacy, life expectancy, infant mortality, etc.) in comparison to other countries? Do students believe there is a contradiction between India's enormous economic success and relatively low human development? Or might this data simply reflect budgetary priorities of past and present Indian governments? If so, do students believe India is doing enough to feed its hungry population?

Assessment

1. Break students into groups of four. One student in each group will represent an expert on one of four food programs around the world (see below). Tell the students to imagine that, as these experts, they have been asked by the Indian government to make policy recommendations the government will use to design its own new food program.
2. Each student will research the food program he or she represents and report to his or her group of four what he or she learned about: (1) the program's stated mission, (2) how the program operates and what populations it

Lesson Three: India's Food for All

serves (for example, does it focus on children or the elderly, on people in certain occupations, such as farmers, etc.), (3) how the program delivers its assistance (does it provide food, discounted food, insurance for farmers' crops or livestock, etc.), (4) whether the program was or is successful, and if so, why or why not.

3. Each group of four will consolidate their findings to see what the programs had in common and how they differed, submitting an overall assessment of how these four different food programs around the world operate. Each group of four will decide what they think would work best for India.
4. Finally, each group will report back to the entire class with their group's policy recommendation about how India can achieve success.

One student per group will research each of the following:

India World Food Programme

Research current United Nations work in India. Direct students to the "Overview and Operations" section of the World Food Programme India page to learn about the programs; skim the news section for information about successes and failures. Use the FAO website to find information on human development and other indicators in India.

<http://www.wfp.org/countries/india>

<http://www.fao.org/countryprofiles/index.asp?lang=en&iso3=IND>

United Nations World Food Programme in China: 1979–2009

Research how China, a developing country with a huge population, like India, managed to transform itself from a World Food Programme recipient into a donor to other countries. Direct students to the short introduction. Ask them to pay particular attention to "Gansu: A Success Story"

and "Responding to Disaster: 1998 Floods" and to finish by reading "Lessons Learned" and skimming the conclusion.

<http://www.un.org.cn/public/resource/95a43ecf458d0e2ccf17110229948579.pdf>

U.S. Department of Agriculture Food and Nutrition Service

Research various programs in the United States that offer free or discounted food to less-fortunate individuals below the poverty line or to vulnerable segments of the population (such as children or the elderly) through school lunch programs, the Supplemental Nutrition Assistance Program (food stamps) and other programs. Students should choose at least two programs to research. Students researching the National School Lunch Program should visit the Program Fact Sheet for answers to their research questions; students researching the Farmers' Market Nutrition Program should visit the page's FAQ section.

<http://www.fns.usda.gov/fns/services.htm>

Brazil food program

Research Brazil's recent successful food program (mentioned in the article below). This very self-explanatory website provides answers to all of the research questions on the first page. Encourage students to explore the links listed in the "Resources" section of the page for additional information.

<http://www.fao.org/spfs/national-programmes-spfs/success-npfs/brazil/en/>

Lesson Four: Language, Education and Human Rights in Central Asia



Flag of the Kyrgyz Republic.

Pair with “Language, Education and Human Rights in Central Asia” by Natalia M. Wobst. (This article appears in *The Seattle Times* on May 26, 2011.)

Introduction

The article paired with this lesson introduces students to disparities in education in the Central Asian country of Kyrgyzstan. In Kyrgyzstan, education is a constitutional right and minority cultures and languages are protected by law. However, Kyrgyzstan is a very poor country that has had difficulty meeting its constitutional obligations to provide education to all of its citizens. In practice, minority Uzbek students, who make up a significant portion of the population, often do not have enough textbooks and receive inadequate funding to repair their schools. In this lesson, students will consider why and whether education should be considered a human right.

Objectives

1. Students will learn about the diverse peoples of Central Asia and where different ethnic groups live.

2. Students will consider whether or not education should be considered a human right (and why or why not).

Focus Questions

1. Should education be considered a human right to which all people, regardless of country of origin or residence, are entitled?
2. How are nonprofits and international organizations working to promote education in Kyrgyzstan and Central Asia?

Materials

- The Seattle Times article “Language, Education, and Human Rights in Central Asia” by Natalia M. Wobst

Activities

Before Reading

1. Explain to students that the article examines inequitable education in Kyrgyzstan and the idea of education as a human right.
2. Assess students’ prior knowledge of Kyrgyzstan and Central Asia. An excellent map from the University of Texas (link provided below) shows where different ethnic groups in Central Asia live. Although Kyrgyz is the official language, Uzbeks predominately use their ethnic tongue.

University of Texas: “Major Ethnic Groups of Central Asia”

Zoom in on Kyrgyzstan to see where Kyrgyz and Uzbeks live. Be sure to point out the geography of the region and how ethnic Uzbeks were split between two countries when the Soviet Union collapsed.

http://www.lib.utexas.edu/maps/middle_east_and_asia/casia_ethnic_93.jpg

Lesson Four: Language, Education and Human Rights in Central Asia

3. Next, examine the two maps listed below and discuss what can be learned from looking at a topographical map as opposed to a political map. Here are some questions to consider for all three maps: In which countries do students notice the greatest concentration of ethnic Uzbeks? What additional information can be learned from studying the topographical map (roads and railroads linking particular areas, mountainous regions separating countries or parts of countries from one another, etc.)?

University of Texas: Kyrgyzstan topographical map

http://www.lib.utexas.edu/maps/commonwealth/kyrgyzstan_rel96.jpg

University of Texas: Kyrgyzstan political map

http://www.lib.utexas.edu/maps/cia10/kyrgyzstan_sm_2010.gif

4. For more information on what can be learned from studying maps, visit the following website:

National Geographic Lesson Plan: “Investigating Central Asia through Maps”

<http://www.nationalgeographic.com/xpeditions/lessons/05/g68/investigating.html>

The CIA World Factbook’s Kyrgyzstan page offers a wide range of information, including economic and population data.

CIA World Factbook: “Kyrgyzstan”

<https://www.cia.gov/library/publications/the-world-factbook/geos/kg.html>

For additional historical information on Kyrgyzstan, visit this website:

Central Asian History: “Preserving Kyrgyzstan’s History”

<http://www.centralasianhistory.org/>

5. Ask students to think about how the following data might illuminate the state of education in Kyrgyzstan:

- The literacy rate in Kyrgyzstan is very high, at nearly 99 percent; however, ethnic and lingual differences throughout the country may make equitable education difficult, as the article demonstrates.
- Gross domestic product (GDP) is very low, at only \$11.85 billion, or 143rd in the world; however, the government has committed to spending 6.6 percent of the GDP on education, the 29th most in the world. (You may also want to discuss how percentages like these do not tell the entire story. While Kyrgyzstan devotes a large percentage of its budget to education, the relative amount of money is still very small.)
- Although the literacy rate is very high, does this mean ethnic Uzbeks are literate in their native tongue?

6. Show students this statement from the United Nations Educational, Scientific and Cultural Organization on education as a human right: “Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits.” Refer students to this UNESCO page:

UNESCO: “The Right to Education”

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/>

Refer back to the Universal Declaration of Human Rights, Article 26, to show students what the UDHR says about education as an inalienable human right:

Lesson Four: Language, Education and Human Rights in Central Asia

The United Nations: “Universal Declaration of Human Rights”

<http://www.un.org/en/documents/udhr/index.shtml>

Ask students why they believe the framers of these documents wanted to emphasize education as a human right. Do students see a connection between these statements on education as a human right and other human rights they have learned about?

During and After Reading

1. Read the article in The Seattle Times about education in Central Asia.
2. Ask the students what the Kyrgyz government is doing or not doing to fulfill its own constitutional obligations and its international obligations to provide education to its entire population.
3. The Universal Declaration of Human Rights says free elementary education should be provided to all and higher education should be accessible to all and based on merit. Do students believe these guarantees are sufficient? Should more than elementary education be provided without charge? Why or why not?
4. Discuss the Osh riots of 2010 with students, using the websites below. Ask them to consider how post-conflict situations may exacerbate problems such as inequitable education.

The New York Times: “Ethnic Rioting Ravages Kyrgyzstan,” 6/13/10

<http://www.nytimes.com/2010/06/14/world/asia/14kyrgyz.html>

Russia Times: “Humanitarian Disaster Looms as Clashes Claim Over 100 Lives in Kyrgyzstan,” 6/14/10

<http://www.youtube.com/watch?v=0wHurRDHVxg>

Assessment

Watch these short videos, which explore what the United Nations and Mercy Corps are doing in Kyrgyzstan today to assist with education.

UNICEF: “A New School Year Brings Normalcy, But Challenges, in Kyrgyzstan,” 9/13/10

<http://www.youtube.com/watch?v=NFZSB3yhIX8>

Mercy Corps: “Young Working Children Learn English in a Weekly Role-playing Class,” 10/15/08

<http://www.youtube.com/watch?v=BWXwqQH0A5Y>

Ask students to research a nongovernmental organization, foreign governmental entity or international organization working in or assisting Kyrgyzstan and/or Central Asia today and to share their findings with the class. Students should answer these questions in their reports: Is the organization a nongovernmental organization (NGO), an international organization or directly affiliated with a government? Where is the organization based? What is the purpose of the organization? What work is it doing today? Does the organization promote human rights? Do you feel it has been successful? Why or why not? Does the organization work primarily with the government or directly with the people? What evidence does the organization offer to demonstrate its success? Ask students to write a short summary of their organizations and share their findings with the class in a brief presentation.

Lesson Four: Language, Education and Human Rights in Central Asia

Interesting organizations to suggest to students include:

UNICEF

http://www.unicef.org/infobycountry/kyrgyzstan_35375.html

Mercy Corps

<http://www.mercycorps.org/countries/kyrgyzstan>

George Soros, USAID

(Section III of the PDF linked on this page deals specifically with educational issues in Central Asia.)

http://www.soros.org/initiatives/esp/articles_publications/publications/development_20020401

The Peace Corps in Kyrgyzstan

<http://www.peacecorps.gov/index.cfm?shell=learn.wherepc.easteurope.kyrgyzrepublic>

Lesson Five: Liu Xiaobo, the Nobel Peace Prize and Human Rights in China



Dr. Liu Xiaobo, 2010 Nobel Peace Prize laureate.
Copyright © The Nobel Foundation. Photo: Bi Yimin.

Pair with “Liu Xiaobo, the Nobel Peace Prize and Human Rights in China” by David Bachman. (This article appears in *The Seattle Times* on June 2, 2011.)

Introduction

Human rights and China often make front-page headlines, but how much do we really understand about this complicated topic? In this lesson, students will use primary sources to study Liu Xiaobo’s life and writings. They will study the 1989 Tiananmen protest movement and Charter 08 from the participants’ and the government’s points of view. Finally, they will learn about other “Nobel types” who are actively working to bring about change in China.

Objectives

1. Students will expand their awareness of the Nobel Peace Prize.
2. Students will use primary sources while examining the complexity of working for human rights under an authoritarian government.

Focus Questions

1. What are the challenges that political activists face living in China?
2. How does China juggle its new position on the world stage with an increasingly active citizenry?

Materials

- The Seattle Times article “Liu Xiaobo, the Nobel Peace Prize and Human Rights in China” by David Bachman

Activities

Before Reading

1. Assess students’ prior knowledge of the Nobel Peace Prize by asking these questions: What is the Nobel Peace Prize? Why is it awarded? Who has won this prize in the past? Then, as a large- or small-group activity, have students list the prize winners they recall (with corresponding dates). Ask them to list the last five recipients. Discuss the correlation between world events and prize winners. Ask students if they had heard of Liu Xiaobo before he won the Peace Prize on October 8, 2010.
2. Ask students to spend a few minutes writing down what they know about the Chinese government. Discuss the students’ responses. For a comprehensive background report, see:

Congressional Research Service:
“Understanding China’s Political System”

www.fas.org/sgp/crs/row/R41007.pdf

During and After Reading

1. Read the article in *The Seattle Times* on human rights in China. Students may find it helpful to highlight the main points of the article while they are reading.

Lesson Five: Liu Xiaobo, the Nobel Peace Prize and Human Rights in China

2. Ask students to discuss the article. Did anything surprise them? What do they know about the 1989 Tiananmen protest movement? Are they familiar with Charter 08? What would they like to know more about?
3. In the article, Bachman writes: “For 20 years, Liu engaged in political activities designed to promote peaceful change in China, first during the 1989 Tiananmen protest movement and most recently by co-writing Charter 08, which called on the Chinese Communist Party to guarantee judicial independence and civil liberties and open the political system to peaceful competition for power.” Discuss why the government reacted the way it did to the promotion of peaceful change. (Liu and many others were imprisoned; hundreds were killed when the army was called in to stop the 1989 Tiananmen protests.) List the students’ responses on the board (and keep for the next activity).
4. Next, divide the class into four groups; each group will research a specific topic from the resources listed below. Encourage students to collect primary sources (direct quotes) from protesters and government leaders. These can be kept brief.

The 1989 Tiananmen Protest Movement

Group One will look for specific examples of how Liu and/or other protesters were calling for peaceful change. Ask them to collect or write down on poster paper at least six to eight calls for change. Possible sources include:

Modern China: An Encyclopedia of History, Culture and Nationalism: “Tiananmen Incident of 1989”

<http://www.bookrags.com/tandf/tiananmen-incident-of-1989-tf/>

Time: “China’s June 4, 1989: Remembered — and Misremembered,” Jeffrey Wasserstrom, 6/3/10

<http://www.time.com/time/world/article/0,8599,1994133,00.html>

Charter 08

Group Two will read Charter 08 (available online) and collect or write down on poster paper at least eight to 10 calls for change.

Charter 08, translated from Chinese by Perry Link

<http://en.rsfs.org/IMG/pdf/Charter08-2.pdf>

“Official Comments” on the 1989 Tiananmen Protest Movement

Group Three will research the Chinese government’s view of Tiananmen and collect or write down on poster paper at least six to eight “official comments.” Groups Three and Four will use the same websites as sources; see below.

“Official Comments” on Charter 08

Group Four will research the official Chinese government view of Charter 08 and collect or write down on poster paper at least six to eight “official comments” obtained from the following Chinese press sites:

Xinhuanet news agency

<http://www.xinhuanet.com/english2010/>

China Daily

<http://www.chinadaily.com.cn/>

People’s Daily online

<http://english.peopledaily.com.cn/>

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5. Finally, have one member from each group present their findings. Discuss and add any new thoughts to the list on the board. Are students aware of how the government responded to Liu Xiaobo's Nobel Peace Prize award? He was the first Chinese to win the Peace Prize and one of only three recipients to receive it while in prison. (Beijing warned the Nobel committee not to give him the prize because he was a "criminal," serving 11 years for "subversion of state power." After Liu was awarded the prize, the Chinese government called the award an "obscenity.") Why do students think the Chinese government reacted the way it did?

6. Meet Liu Xiaobo by viewing three short videos at this site:

<http://www.tsquare.tv/film/xiaobo.php>

Ask the students what they think of Liu after viewing these clips. Do they know anyone like him? If time permits, students may want to examine his life in more depth by exploring this excellent website:

http://www.tsquare.tv/film/About_Liu_Xiaobo.html

Assessment

Ask students to review Bachman's article, carefully reflecting on his concluding thoughts. Do students agree with his conclusion?

Prepare students for their final assignment. Most Americans — and, for that matter, most Chinese — had never heard of Liu Xiaobo before October 8, 2010, when it was announced that he had won the Nobel Peace Prize. Ask each student to research and write a short essay focusing on another Chinese citizen who has been working in what Bachman calls "the long battle to establish human rights in China." Besides writers, numerous lawyers, environmentalists, artists, bloggers and

songwriters have joined this cause. Some are in jail, some live outside of their country and many are walking a fine line in the People's Republic of China. Students' essays, entitled "The Next Peace Prize Winner from China," should include background information, direct quotes, photos (if possible) and the student's argument regarding why the person he or she has chosen should win the Nobel Peace Prize. To begin their search, encourage students to look at past and present articles posted on China Digital Times. CDT is a bilingual news website covering China's social and political transition and its emerging role in the world.

China Digital Times

<http://chinadigitaltimes.net/>

If time allows, you may want to inspire your students for the final assignment by sharing examples of some of the freethinkers in China today:

Artist and activist Ai Weiwei

Trailer for upcoming documentary "Never Sorry." Note: Teachers should preview for offensive language.

http://hypebeast.com/2011/01/ai-weiwei-never-sorry-trailer/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:%20hypebeast/feed%20%28Hypebeast%29

Blogger and activist Han Han

"A Message Too Powerful to Stop"

<http://latestchina.com/article/?rid=17991>

Lesson Six: Concluding Activity

This is a post-series activity.

Introduction

Learning about human-rights issues on the other side of the Pacific can leave students feeling overwhelmed and discouraged. In this final lesson, students will explore ways that they can get involved and strive to make a difference at home and abroad.

Objectives

1. Students will discover that there are many individuals — and organizations — dedicated to working on human rights around the world.
2. Each student will help build class and/or community awareness regarding a human-rights issue.

Focus Questions

1. What human rights issue is important to you? How can you help?
2. What local human-rights issues have been in the news lately? How can you take action or foster awareness with regard to these issues?
3. What does consumer responsibility have to do with human rights? Discuss the link between environmental protection and social justice.

Materials

- Documentaries (available online, at local libraries or through some online DVD rental services or other video outlets)
- Books for a book club

Activities

We encourage you to choose from the variety of activities listed below to help extend your

students' study of human rights beyond Asia to other places in the world.

1. Ask students to make three columns in their notebooks. In the first column, have them list organizations that they have learned about during these five lessons. Have students go to the organizations' websites, many of which list ways that individuals can become involved. In the second column, have them list ways that they can get involved. Finally, ask students to check off an idea or two that they might want to pursue; encourage them to think of new ideas, as well. You may want to make a "human-rights corner" in the classroom and post these lists. You could begin a list with these sites:

International Service for Human Rights

<http://www.ishr.ch/quarterly>

Amnesty International

<http://www.amnesty.org/>

2. Discuss with the students what consumer responsibility has to do with human rights. What does environmental responsibility have to do with human rights? Discuss the link between environmental protection and social justice. To stimulate this conversation, share these sites:

China Green | Asia Society: "The Melt"

This excellent seven-minute video focuses on the impact of glacier melt in Tibet.

<http://sites.asiasociety.org/chinagreen/feature-the-melt/>

Lesson Six: Concluding Activity

OnEarth Magazine: “Sun Come Up” Trailer

This trailer captures the plight of Carteret Islanders, who have been called the world’s first climate refugees. The movie was nominated for an Academy Award in 2011 for Best Documentary Short.

<http://www.onearth.org/media/video-sun-come-up-trailer>

“The Story of Stuff”

This 20-minute animated film looks at consumerism in American society today.

<http://www.storyofstuff.com/>

3. Discuss with the students the role of youth and social media today in promoting human rights, using Tunisia and Egypt as examples. View this 10-minute news report:

“Social Media’s Role in Egypt Protests,” PBS NewsHour

http://www.pbs.org/newshour/extra/video/blog/2011/02/social_medias_role_in_egypt_pr.html

4. Have students organize a book club. Ask each student to come to class with an idea for a book with a human-rights theme; encourage them to talk to the school or city librarian for ideas. This book club could take one of many forms:
 - a. The whole class could read one book but divide into small groups; one or two students could lead the book club with prepared questions focused around the human-rights theme (for example, asking how the book inspires readers to take action).
 - b. Several small groups could read different books, with discussions led by one or two students in each group; later, each group could give a small report about their book.

- c. Students could organize a book club that includes family and/or friends. Appropriate and inspirational books might include the following:

“Half the Sky: Turning Oppression into Opportunity for Women Worldwide”

“The Future Is Ours: A Handbook for Student Activists in the 21st Century”

“Me to We: Finding Meaning in a Material World”

“Mountains Beyond Mountains”

“Take It Personally: How to Make Conscious Choices to Change the World”

Students may also be interested in reading books by Nobel Peace Prize laureates, including:

“Unbowed,” Wangari Maathai

“Talking Peace: A Vision for the Next Generation,” Jimmy Carter

Note: If access to books is difficult, students may want to organize a film club focused on human rights.

5. Take action! If you have room on your classroom walls, ask students to be creative and make a huge map of the world. (If space is limited, they could make a small map or a globe.) First, ask each student to choose a separate country (or a people within that country) that is struggling with one or more human-rights issues. Encourage students to choose an issue, country or ethnic group that is important to them. Then have them write

Lesson Six: Concluding Activity

a reflection piece: Why did they choose this topic? Who are the stakeholders and what are their positions? Discuss individuals as well as local and international organizations that are working on this issue. What are these people doing? In what ways have they been successful? What can students do to help? After they have finished their reflection papers, ask the students to share their thoughts with the class or in small groups. Finally, ask each student to make a little flag that highlights the human-rights issue and what they can do to help build awareness. Let them know that all actions — great or small — are important (for example, organizing fund drives, fostering dialogue with students in that country, creating a video or PowerPoint presentation, starting a book club, planning an awareness assembly, writing congressional representatives, founding a local organization, etc.).

6. Take action closer to home! Adapt the preceding activity by asking the students these questions: What local human-rights issues have been in the news lately? What local organization could you join in order to help be a part of the solution? What could you do to help build awareness? Let the students know that all actions — great or small — are important (for example, organizing fund drives, fostering school or community dialogues, creating a video or PowerPoint presentation, starting a book club, planning an awareness assembly, writing to presidents of Parent-Teacher-Student Associations, contacting congressional representatives, the mayor, city council members, etc.).

Resources for Teaching about Asia

Henry M. Jackson School of International Studies

The outreach centers of the Jackson School of International Studies offer professional development programs for educators and lending libraries of curriculum materials and films. For current offerings and a list of materials available for loan, please contact the outreach centers or visit the centers' websites.

The Center for Global Studies

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The Ellison Center for Russian, East European, and Central Asian Studies

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