

Human Rights Education and Social Studies Teacher Preparation: Is There any “There” There?

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Human Rights Education and Social Studies Teacher Preparation

Human Rights Education and Social Studies
Teacher Preparation—Is There any “There” There?

Paper Prepared for the 5th International Conference on Human Rights Education

Presentation on the Panel:
HUMAN RIGHTS EDUCATION IN THE USA:
COLLABORATIVE STRATEGIES TO EFFECT CHANGE
11:15 am—12:45 pm

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Abstract

Using data from a survey of social studies professors and program directors in New Jersey, this paper presents the results of an investigation about the degree to which human rights education is integrated within the professional teacher preparation programs leading to social studies certification at colleges and universities in New Jersey. Seven institutions of higher education are represented, combining both public and private colleges and universities. Findings indicate that human rights education is not heavily represented in the content of social studies certification coursework, nor are students enrolled in such classes very knowledgeable about the history of human rights, the UN/international treaty and legal framework, and humanitarian law issues based upon prior courses in their subject field majors. Students who exit these programs prior to receiving initial licensure in New Jersey have a relatively strong understanding of student-centered, participatory pedagogy compatible with human rights education concepts and strategies, but there is little evidence that study of core topics in U. S. or world history is placed within the broader context of the development of human rights. Recommendations emphasize a more cohesive integration of the NCSS standards for teacher preparation into social studies teacher preparation program design and implementation, with a specific focus on five standards where human rights content and themes can be effectively used. Additionally, more intensive collaboration between subject field faculty in the humanities and social sciences and social studies education faculty is needed to insure that human rights content and themes are actually studied regularly by social studies teacher preparation candidates prior to their exit from certification programs.

Introduction

In her work *Everybody's Autobiography*, Gertrude Stein used the now rather famous phrase “there is no there there” in reference to the loss of her childhood home in Oakland California, a city she visited on a tour of United States in 1937 (Stein, 2004). Clearly, Stein was discussing the inability of any person, in this case an author, to relive the past when one has not only lived abroad for many years, but transformed one’s perspective on the world based on years of accumulated experience. Since Stein put these words into print over 75 years ago, this phrase has been taken out of context and is often used as a criticism of the blandness of contemporary settings, or even of contemporary social experience. However, for the purpose of this paper, Stein’s phrase is restated as a question—to determine whether educators whose primary mission historically has been to develop reflective citizens in a democracy are being adequately prepared to teach and learn about human rights, a key component of 21st century civic education. The “there” in the paper title specifically refers to the knowledge, skills and dispositions which are essential to become an effective human rights educator, as set forth by intergovernmental organizations such as the United Nations, civil society

organizations such as the Organization for Security and Co-operation in Europe, and others.

To determine if pre-service teachers are actually being trained effectively to serve as human rights educators, it is critical to know the content and pedagogical strategies taught to these students in their professional education courses. So, a rephrasing of my initial inquiry is in order--to what extent is human rights education (the "there" in the initial question) actually incorporated into the professional education and training of social studies teachers in the United States? This paper investigates this question, using teacher-training programs in the state of New Jersey as illustrative examples of what is and is not being done to advance human rights education in social studies teacher preparation.

HRE in the USA-A Brief Overview

Although Eleanor Roosevelt, the widow of former US President Franklin D. Roosevelt served as the chairperson of the UN committee which prepared the Universal Declaration of Human Rights between 1946-1948, U. S. commitment to the international protection of human rights and to both ratification and enforcement of international human rights treaties and agreements has been inconsistent. While the U. S. Senate has ratified selective UN treaties (often with numerous reservations), there has been an historical reluctance by the US to fully embrace the full range of United Nations human rights declarations and treaties. Among the UN treaties that the U. S. has failed to ratify are the Convention on the Rights of the Child, the Convention to End Discrimination Against Women, the Convention on the Rights of Persons with Disabilities, and the Rome Treaty that established the International Criminal Court. Most recently, the U.S. Government under the Obama administration initially sent mixed messages about U. S. commitment to the universal standards of conduct set forth in the UN Convention Against Torture before affirming that the treaty's jurisdiction does extend to the activities of U. S. personnel overseas, a position which the George W. Bush administration had rejected. (Savage, 2014, p. A21).

UN human rights treaties and declarations regularly include content mandating that UN member states take steps to educate their populations about the content of these documents. In many UN member states, this mandate is implemented through national plans of action that mobilize both government and civil society organizations to create programs that would fulfill treaty obligations. These treaty obligations are then monitored through reports to various UN committees, as well as the UN Human Rights Council, using the process entitled "Universal Periodic Review" (UPR). Each UPR cycle includes the receipt of reports submitted by civil society organizations and government agencies that respond to recommendations made by the Human Rights Council during the previous cycle, based upon extensive review, analysis and discussion. All UN member states are expected to submit such

reports, and the civil society report about the U. S.' response to recommendations in the area of human rights education was submitted in September 2014.

The report addressing progress made by the U. S. A. concerning human rights education was submitted by Human Rights Educators USA (HRE USA) and the U. S. Human Rights Network (USHRN) in September 2014 to the 22nd session of the UN Human Rights Council. Specifically, the report focused on “the implementation of human rights education (HRE) obligations by the U.S. government in the formal sector in the areas of curriculum standards, teacher training, and the school environment.” (UPR Report, 2014, p. 2). Subdivided into six sections that were then followed by a series of recommendations, the report clearly portrays a substantial gap between the expectations set forth by the United Nations concerning human rights education and the policies and practices currently being implemented in the United States. The five sections of the report include: (1) implementation of recommendations from the first UPR (Universal Periodic Review) cycle, (2) international and national human rights education obligations, (3) curriculum standards for human rights education, (4) teacher training in human rights education, and (5) school environment. The recommendations which conclude the report directly address gaps discussed in sections two through five, and emphasize a more integrated and coordinated effort between the federal and state governments, as well as civil society organizations to make human rights education a central focus of educational policy and practice.

Regarding teacher training, the report noted “the vast majority of teacher training programs do not require teachers to be proficient in human rights education.” Continuing, the report highlights the inconsistency of teacher training concerning human rights education, stating, “When included, HRE is almost always incorporated through initiatives of individual programs, and sometimes only individual professors, rather than state mandated trainings.” Additionally, “teacher preparation rarely includes the incorporation of human rights into teaching pedagogies, content about international human rights standards, or strategies to develop student skills and values so that they learn to apply human rights principles to local, national and global society.” (UPR Report, 2014, p. 6)

Compounding the problem of inconsistent or non-existent teacher preparation in human rights education, the report also claims “The vast majority of training programs for other personnel who work with children and youth in schools do not contain human rights education principles and application to daily life.” (UPR Report, 2014, p. 6) The report also addresses the training of individuals who work with youth in settings outside of formal school, finding that “Training programs for such personnel may include references to social and emotional learning, anti-bullying, and nondiscrimination, but only in rare instances explicitly link with human rights principles and their application in daily life.” (UPR Report, 2014, p. 6).

While the report offers selected examples of best practices in teacher preparation

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concerning human rights education, as well as a listing of civil society organizations that have developed and utilized human rights education content to educate teachers in both pre-service and in-service settings, the impact of these programs is relatively limited in comparison to the vast number of teacher preparation programs which exist in the United States. If a social studies certification candidate is not able to attend training sessions offered by these few civil society organizations or by college/university programs that include human rights education content, it is logical to assume that unless the candidate encounters an instructor who embraces HRE as part of their curriculum, then HRE will likely not be part of their pre-service training.

Recognizing the gaps highlighted in the UPR Report, it is important to examine those findings in relation to what the leading social studies professional organization in the United States expects regarding the preparation of social studies educators. The National Council for the Social Studies adopted its current standards for the preparation of social studies teachers in 2002, which constituted a revision of an earlier set of standards approved by the Council in 1997. (NCSS, 2002) While the NCSS had for decades taken a serious interest in social studies teacher preparation, it was not until the late 1990s that they prepared their first set of “standards” for teacher preparation, which could be used by teacher education programs, state departments of education, and accrediting organizations to inform their requirements for pre-service teacher preparation programs. By 2002, the emphasis of the NCSS standards had shifted from specifying individual courses that should be incorporated into teacher preparation programs to a set of “standards [that] (1) emphasize subject matter knowledge and the ability to teach it, and (2) focus on the professional performance of those individuals whom a teacher education institution recommends for licenses.” (NCSS Teacher Preparation Standards, 2002, p. 6) Given this enhanced emphasis on both academic content and how it should be taught, along with a more intensified examination of the professional performance of teacher education candidates before they enter the educational workforce, it is important to examine the NCSS standards for evidence of human rights education content to determine if the nation’s preeminent social studies professional organization deems it a priority in social studies teacher preparation. Subsequent to the publication of this document, the NCSS issued a set of program standards that offered guidance to teacher preparation programs in colleges and universities on how to revise their social studies certification programs to meet the new teacher preparation standards (NCSS, 2004).

Of the ten standards included by the NCSS in their 2002 publication, one (Global Connections) specifically mentions human rights as an important content topic, while four others have direct relevance to human rights education based upon the concepts and themes employed in the “teacher expectations” set forth for those standards. Those four standards are listed in Table One, with the concepts and themes relevant for human rights education underlined (underlining by the author). Specific attention to the Global Connections standard follows Table One.

TABLE ONE
NCSS Teacher Preparation Standards
With Relevant Concepts and Themes for
Human Rights Education Underlined

IV-Individual Development and Identity

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. They should—

- assist learners in articulating personal connections to time, place, and social/cultural systems;
- help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals;
- assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- have learners apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality;
- guide learners as they analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations;
- help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior;
- have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups;
help learners understand how individual perceptions develop, vary, and can lead to conflict;
- assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- enable learners to examine factors that contribute to and damage one's mental health; and analyze issues related to mental health and behavioral disorders in contemporary society.

V-Individuals Groups and Institutions

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally

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appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions. They should—

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze groups and evaluate the influences of institutions, people, events, and cultures in both historical and contemporary settings;
- help learners to understand the various forms institutions take, their functions, their relationships to one another and how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity;
- help learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies;
- challenge learners to evaluate the role of institutions in furthering both continuity and change;
- guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- assist learners as they explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems.

VI-Power, Authority and Governance

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. They should—

- enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation; --help students to understand the purpose of government and how its powers are acquired, used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;

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- have learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems;
- guide learners to explain and evaluate how governments attempt to achieve their stated ideals at home and abroad.

X-Civic Ideals and Practices

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. They should—

- assist learners in understanding the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

Global Connections

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The Global Connections standard is the one most intimately connected to human rights education content, not only because the phrase “human rights” appear in the standard, but because the entire standard addresses the interdependent nature of global society in the 21st century and the need for social studies educators to address issues that require analysis, decision-making and problem-solving drawing upon content from many subject fields, and which are directly related to the development of public policy alternatives.

The teacher expectations for the Global Connections standard are presented here, with the phrase “human rights” highlighted in bold for emphasis, along with the one teacher expectation that is solely focused on human rights concerns (bold highlighting by the author).

IX-Global Connections

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.

They should—

- enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and **human rights** concerns;
- **have learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;**
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

Thus, five of the ten standards for social studies teacher preparation approved by the leading professional organization in the field include content that is either directly related to or closely associated with the study of human rights. Given this

evidence, it would seem that opportunities exist for teacher preparation programs to forge connections between human rights education content and strategies and the expectations set forth in these five standards. As a result, this question can be posed--what is the likelihood that social studies education candidates in NJ colleges and universities actually encounter human rights education content and pedagogical strategies in their pre-service training?

Study Methodology

In the United States of America, the training of pre-service teachers has historically been regulated by state governments, in collaboration with professional accrediting associations such as the National Council for the Accreditation of Teacher Education (NCATE). During the past twenty years, coinciding with the development of alternate routes to teacher certification and the growth of charter schools in the United States, increasing numbers of pre-service teachers are entering the labor market without having graduated from programs that adhere to NCATE or other accreditation standards. These individuals, often labeled as “alternate route” candidates in NJ, must participate in after-hours teacher training programs following their hiring as classroom teachers, but prior to their hiring they often have little or no prior coursework in the professional study of education (for example, educational foundations, educational psychology, materials and methods in teaching social studies, educational and cultural diversity, and so forth). They also have not participated in or completed a pre-service teaching internship experience under the direction of an experienced cooperating teacher and university supervisor, otherwise known as “student teaching.”

In contrast, a person who has entered and completed a college or university teacher certification program in social studies education must successfully complete a set number of professional courses in the field of education, as well as structured field experiences that culminate in a semester-length student teaching internship. These programs are regulated by state departments of education who set minimum standards for program entrance and completion, and following the successful completion of these programs, pre-service teachers of social studies in New Jersey apply for their “certificate of eligibility with advanced standing.” This certificate is provisional, since a person with this certificate will only receive a permanent (standard) certificate upon successful completion of one year in a school where the principal has endorsed the candidate as eligible for their permanent certificate. Individuals who do not complete college or university-based teacher preparation programs in New Jersey receive “certificates of eligibility”, but cannot advance to a permanent (standard) certificate until they have completed their required hours of training in the alternate route program while on the job, and they must also be endorsed for a permanent certificate by their building principal.

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The author contacted the NJ Department of Education to request data from the department on social studies certificates issued by the department by between Sept. 1, 2013 and August 31, 2014. Although a request was made to categorize the data by teacher preparation institution (i. e., how many social studies candidates were issued certificates of eligibility with advanced standing by specific college or university programs), the NJ Department of Education was unable to provide such data. As a result, only aggregate data on how many social studies certificates were issued in that twelve-month period was received. That data is shown in Table Two.

TABLE TWO

Social Studies Certificates Issued By
The New Jersey Department of Education
From Sept. 1, 2013 to August 31, 2014

Type of Certificate	Number Issued
<u>Certificate of Eligibility</u> (Alternate route)	134
<u>Certificate of Eligibility with Advanced Standing</u> (College/University Preparation Program)	458
<u>Standard Certificate</u> (Permanent Certificate Issued Following A Successful Provisional Year Or to Experienced Teachers from Other States Seeking Licensure in NJ)	660

Source: Email communication from Ruth Winters, NJ Department of Education, October 6-7, 2014.

Because of the very diverse population of alternate route social studies candidates and the lack of a central data depository about their prior college and university training that might reveal evidence about their study of human rights education, this paper focuses on pre-service teacher preparation programs at NJ colleges and universities. A survey was developed and made available to fourteen individuals who regularly teach social studies methods courses at NJ colleges and universities. Of the fourteen individuals who were contacted, seven responded and completed the survey, which was prepared and made available online using google.docs. A copy of the survey is appended to this paper.

The seven program responses received to the survey included responses to questions about how many students from each institution were recommended for certificates of eligibility with advanced standing from Sept. 1, 2013 through Aug. 31, 2014. The results from that survey question are shown in Table Three.

TABLE THREE

Social Studies Candidates Recommended for
 Certificates of Eligibility with Advanced Standing
 By Selected NJ Colleges and Universities
 September 1, 2013 to August 31, 2014

Institution	Number of Social Studies Candidates Recommended for Certificates of Advanced Standing to the NJ DOE
William Paterson University	25
Rowan University	31
Rutgers University—Newark Campus	2
Rutgers University—New Brunswick Campus	25
Georgian Court University	6
Rider University	25
Seton Hall University	8
TOTAL	122

Of the 122 candidates recommended, 39 were from private universities (Georgian Court, Rider and Seton Hall), while the remaining 83 were from state-funded universities (Rowan, Rutgers-Newark, Rutgers-New Brunswick and William Paterson). The sum total of candidates recommended for certificates of eligibility with advanced standing represents 26.6% of all those who were issued this certificate between Sept. 1, 2013 and August 31, 2014.

Interpretation and Analysis of Data

The respondents to the survey represented individuals who were directly involved in teaching, directing, and/or coordinating college and university-based teacher preparation programs for social studies certification candidates. While their academic ranks varied, each was thoroughly knowledgeable about the content of their respective teacher preparation programs and the students who constituted the social studies candidates at their institutions of higher education. The first 5 questions in the survey requested information about the respondent’s role at their respective institutions, the percentage change in social studies certification program enrollments during the recent past, and the number of certification candidates recommended for licensure during the twelve month period from Sept. 1, 2013

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through Aug. 31, 2014. The remaining questions addressed relationships between human rights education content and strategies and social studies certification coursework. The topics addressed by the remaining questions in the survey are shown here.

- Questions 6—8: the inclusion of human rights education content in social studies certification programs at each institution
- Question 9: instructor perceptions of student knowledge about human rights
- Questions 10 and 11: inclusion of topics dealing with human rights and the Holocaust and genocides within social studies certification courses
- Question 12: inclusion of specific UN human rights treaties and international agreements, as well as major agreements in social studies certification courses
- Question 13: inclusion of major events, legislation and topics in U. S. History considered to be landmarks in the history of human rights as topics in social studies certification courses
- Question 14: the degree to which student-centered, constructivist methods emphasizing active learning by students are emphasized in social studies certification coursework
- Question 15: instructor perceptions of the level of student understanding of human rights content by social studies certification candidates as they exit their teacher preparation programs
- Question 16: instructor perceptions of the level of student understanding of pedagogical strategies emphasizing student-centered, participatory learning by social studies certification candidates as they exit their teacher preparation programs
- Question 17 (Optional): invited respondents to offer suggestions on the inclusion of human rights education in pre-service teacher preparation programs for social studies candidates at their respective institutions.

Questions 6-8

Questions were posed to these individuals about the content of their social studies programs and its relationship to human rights education content and strategies. Using the definition of human rights education prepared by the United Nations in 1997, questions 6-8 in the survey directly referenced elements of the UN definition. Those three questions are shown in Table Four, along with the survey responses.

TABLE FOUR

Human Rights Education Content in Selected NJ Social Studies
Teacher Preparation Programs

United Nations Definition of Human Rights Education (1997)

The United Nations (1997) has defined human rights education as: “training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes directed to: a. the strengthening of respect for human rights and fundamental freedoms, b. the full development of the human personality and the sense of its dignity, c. the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous people and racial, national, ethnic, religious and linguistic groups, and d. the enabling of all persons to participate effectively in a free society.”

Question 6: In your social studies certification program, do you require certification candidates to take coursework specifically addressing the historic development of human rights and the international human rights law and treaty framework?

Yes—1

No--6

Question 7: In your social studies certification program (not their content major), what course(s) include content addressing sections a through d in the UN definition? List them below. (Institutional responses are separated by spaces.)

None—1

Not applicable—1

Teaching in the Learning Community I
Teaching Students of Cultural and Linguistic Diversity
History of American Education
Teaching and Learning B: Social Studies

Individual and Cultural Diversity
Introduction to Social Studies Education
Analysis of Social Studies Curricula

ED 3115 - (Undergrad) Instructional Design in the Social Studies
EDC 5115 - (Grad) Instructional Design in the Social Studies

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None that I know of, specifically; there are a wide range of electives available to pre-service teachers, and conceivably several of them (Philosophy, Sociology, and Law-related classes especially) address the topics described below.

The social studies methods courses - both elementary and secondary

Question 8-- Referring specifically to section d. of the UN definition, what course content in your social studies certification program addresses the development of a democratic school culture and democratic forms of school governance? If the answer is "none", please write "none" in the box provided. (Institutional responses are separated by spaces.)

None—3 responses

History of American Education

This is a difficult question to answer since I am not sure what you mean by "enabling." We do not engage in economic analysis, for example, which would be vital to "enabling." That said, we do read works by Dewey, Guttmann, Parker, Freire, Anyon, and others who offer critical views on the relationship between schools and society, as well as the question of how to educate for democracy in the context of inequality.

ED 3110 - (Undergrad) Foundations Inclusive Education
EDC 5110 - (Grad) Foundations Inclusive Education

We do provide content through two required classes (Teaching in the High School and Social Studies Methods) which address the concept of a "democratic classroom" and democratic school culture (or otherwise), in the form of readings/assignments.

Educational psychology - required of all majors; both methods courses, and a curriculum course required of all majors (when I teach it),

Discussion (Questions 6-8)

There appears to be little evidence that the history of human rights and the development of the international legal and treaty framework for human rights is part of social studies teacher preparation, as only one institution of seven reported that such content was included in their certification program curricula. For question seven, which referenced four elements of the UN definition of human rights education, one institution responded "not applicable", one reported no content about these elements, while five other institutions presented a range of courses, or in one instance, the possibility that students might address these elements in electives outside of their certification program courses. Clearly, it would require a careful textual analysis of the course syllabi in the courses listed by respondents to determine how closely course content adhered to the four elements cited in the UN definition. For question 8, while three institutions provided no content about the development of a democratic school culture and democratic forms of school governance, four others presented a range of courses, or cited specific topics in

existing courses that included such content. Again, a more detailed examination of course syllabi would be required to verify how much content about this element of the UN definition is actually incorporated in these certification courses.

Question 9

Respondents were asked to assess the knowledge of their students about a set of topics that are considered central to the study of human rights today. The responses to that question are presented in Table Five.

TABLE FIVE

Perceptions of Student Knowledge About Human Rights Content
in Selected Social Studies Teacher Preparation Programs

Question 9: Based upon your review of student coursework in their major fields (history, economics, political science, and so forth) and your experiences in teaching social studies candidates, how knowledgeable are your certification students about the following topics?

	Substantial	Some	Little	None
a—History of Human Rights	0	4	2	1
b—Treaty/Legal Framework	0	1	2	4
c—Humanitarian Law	0	1	2	4
d—Contemporary Violations	1	4	2	0
e—NGO activities	0	3	2	2
f—UN World Program for HRE	0	1	3	3

Discussion (Question 9)

There is little question that students are lacking comprehensive knowledge about many aspects of human rights content, most notably the UN treaty/legal framework and humanitarian law (for example, the Geneva Conventions and crimes of war). At the same time, students appear to be more knowledgeable about contemporary human rights violations and the activities of non-governmental organizations (NGOs). It is unclear from these responses how broadly students conceptualize human rights (for example, do they include economic, social and cultural rights in

their definition of human rights), or how much understanding they have about the United Nations' role and institutional activities about human rights (for example, the work of the UN High Commissioner for Human Rights). However, combined with the data gleaned from the responses to questions 6-8, it appears that few opportunities for in-depth coursework about human rights are offered within social studies certification programs, which suggests that unless students make the effort to seek out subject field coursework about human rights, they may rarely encounter such content before they enter the educational workforce.

Questions 10 and 11

Respondents were asked to provide a listing of topics in social studies certification coursework that addressed human rights topics in U. S. and world history, and whether they incorporated study of the Holocaust and genocides as a requirement to receive a social studies certificate. The rationale for question 11 relates to the long-standing mandate in NJ public schools (since 1994) to incorporate study of the Holocaust and genocides in both elementary and secondary school curricula. The responses to these questions are presented in Table Six.

TABLE SIX

Human Rights Topics Included in Social Studies
Certification Program Coursework at Selected
NJ Teacher Preparation Institutions

Question 10: What topics in your social studies certification program address the study of human rights issues in U. S. and world history, either historic or contemporary? (Institutional responses separated by spaces.)

No response—1

Teaching as a Profession (intro course for teachers)
Teaching of Social Studies (Methods course)

This question is unclear to me...

Genocide within the context of colonialism, imperialism, and war, including the Holocaust

Our problem has teacher candidates pick the topics to conduct their curricular studies on. None have chosen human rights.

We study slavery and racism, as well as the civil rights movement, and look at how they are represented in the curriculum. We do the same for the Columbian exchange, looking at critical work by Schlereth, Loewen, Townsend, Crosby, Diamond, and others who frame the encounter through various units of analysis. We use Foner's book *American History Now* to look at historiographical issues in women's and gender history, black history, Indian history, and other themes. Students do independent research projects on various topics in their Intro class and their curriculum analysis class that require them to

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look critically at the treatment of immigrant children, social inequality, and popular representations of such matters. They present this work to their classmates.

Peace Education
Human Rights Education
Inclusive Education
Civil Rights Education
Case Law
American Revolution
Bill of Rights / US Constitution
Americans with Disabilities Act
IDEA Law

Human rights issues are often discussed/broached as part of larger discussions on content-specific pedagogy (either by discipline--e.g., world history--or topics that involve human rights, e.g., the treatment of U.S. detainees). But the UN framework is not, to my knowledge, specifically discussed.

Focus on diversity; holocausts and Shoah, selected genocides, review of current issues

Question 11: Does your social studies certification program incorporate study of the Holocaust and genocides as a requirement to receive a social studies certificate?

Yes—1

No—3

Debate about whether or not the US should have intervened in the Holocaust

It is not specifically required, but ample opportunity to study this topic is provided through our online center.

Infused into coursework

Discussion (Questions 10 and 11)

There responses to question 10 ranged from “no response” (1 institution) to detailed discussion of a range of topics and themes incorporated within existing coursework, or within a menu of elective courses. What remains very clear, though, is that the preferences and emphases of individual instructors have considerable impact on which topics are actually included within certification coursework. This becomes even clearer in the responses to question 11, which addresses a legislative mandate which affects all students in the NJ public schools, but which (based on these responses) may or may not ever be incorporated within social studies teacher preparation programs. Similar to the evidence examined for question 9, it is quite clear that a student who desires to teach social studies and is enrolled in a college or university teacher preparation program must seek out study of the Holocaust and genocides on their own to insure they have at least some content knowledge about those topics, since there is no guarantee they will encounter it within their

certification programs, even as an illustrative topic within a course on social studies materials and methods, or social studies curriculum.

Question 12

This question requested responses on the inclusion of specific major international human rights treaties and agreements in social studies education coursework. Additionally, it requested responses on whether content about two major humanitarian law topics (The Geneva Conventions and the Nuremberg Trials Tribunal of 1946-48) were included in social studies education coursework.

The results are displayed in Table Seven.

TABLE SEVEN

Inclusion of Topics Concerning Major Human Rights
and Humanitarian Law Treaties and International Agreements
in Social Studies Education Coursework

Topics	No. of Respondents Stating Topics Are Included
-Universal Declaration of Human Rights	6
-International Covenant on Civil and Political Rights	
-International Covenant on Social, Economic and Cultural Rights	0
-Convention on the Rights of the Child	0
-Rome Treaty Creating the International Criminal Court	0
-The Geneva Conventions	2
-Convention on the Crime and Punishment of Genocide	0
-Convention to End Discrimination Against Women	0
-Convention on the Rights of Persons with Disabilities	0
-Convention on Torture	0
-Charter of the Nuremberg War Crimes Tribunal (1946-48)	1
-Convention on the Elimination of All Forms of Racial Discrimination	0

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Discussion (Question 12)

The responses to this question make it clear that students who bring little understanding of human rights content from their subject field and other coursework into the social studies education program will only receive minimal exposure to the major international human rights and humanitarian law treaties and agreements. The Universal Declaration of Human Rights is the most commonly referenced document based upon survey responses, but the major United Nations human rights treaties that have been signed and ratified by most UN member states are not addressed in social studies certification coursework. Some instructors include study of the Geneva Conventions and the Nuremberg War Crimes Tribunal Charter, but those important humanitarian law agreements are studied in only a select few of the responding institutions.

Question 13

This question presented a list of topics drawn from United States history that can be viewed as landmarks in the development of human rights in the United States. The topics were both historical and contemporary, and respondents were asked to identify those that they have employed as content when teaching social studies certification courses at their institutions. The results are presented in Table Eight, organized in descending order of the frequency of response.

TABLE EIGHT

Human Rights Topics Drawn From U. S. History
Included within Social Studies Certification Coursework

Topics	No. of Respondents Stating Topic Was Included
Civil Rights Acts (Reconstruction period)	6
Declaration of Independence	5
U.S. Bill of Rights	5
Emancipation Proclamation	5
19 th Amendment (Women's Suffrage)	5
Civil Rights Act (1964)	5
Seneca Falls Declaration	4
Reconstruction Amendments	4
Voting Rights Act	4
Americans with Disabilities Act	3
Four Freedoms Speech of Franklin D. Roosevelt	1
Social Security Act	1
Legislation Creating Medicare and Medicaid	1

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Japanese Internment	1
Desegregation of the U.S. Armed Forces	1
Affordable Care Act	1

Discussion (Question 13)

More than half of the respondents included a broad range of major human rights topics drawn from U. S. history in their social studies certification coursework. With a few exceptions, the respondents most often cited topics from the 18th and 19th centuries, and those topics cited from the 20th century tended to focus primarily on civil and political rights (Voting Rights Act, Civil Rights Act of 1964). The interesting exception is the inclusion by three respondents of the Americans with Disabilities Act, which was signed into law during the administration of president George H. Bush. This was the only topic on the list with a strong emphasis on social and economic rights that was identified by more than one respondent. Other topics emphasizing social and economic rights, such as Franklin Roosevelt’s Four Freedoms Speech of 1941, the Social Security Act, and the Legislation Creating Medicare and Medicaid were cited by only one respondent. Based upon the responses to this question, it is clear that opportunities exist in social studies certification coursework for the study of human rights topics, but it remains unknown as to whether the respondents actually characterize and examine the identified topics as human rights issues, or whether they are placed in the context of the historical development of human rights in U. S. and world history.

Questions 14 and 16

These two questions asked respondents to address how strongly student-centered, constructivist pedagogy was incorporated in social studies certification coursework (question 14) and the strength of social studies certification candidate understanding of student-centered, participatory teaching methods and strategies associated with human rights education (question 16).

For question 14, respondents were provided with an excerpt from a position statement on human rights education being considered by the NCSS Board of Directors at the time this survey was distributed. Here is that excerpt, which was provided as a stimulus for question 14.

The National Council for the Social Studies is currently considering approval of a position statement on human rights education. Here is an excerpt from the draft statement. “No matter what the setting – classroom, service learning program or community center – common principles inform the methods for effectively teaching and learning human rights. These include using participatory methods for learning such as role-plays, discussion,

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debates, mock trials, games, and simulations. Students should be encouraged to engage in an open-minded examination of human rights concerns and critically reflect on their environment with opportunities to draw their own conclusions and envision their choices in presented situations.”

The responses to questions 14 and 16 are presented in TABLE NINE.

TABLE NINE

Prevalence of Student-Centered, Participatory Pedagogy in Social Studies Certification Coursework and Degree of Social Studies Certification Candidate Understanding of This Pedagogy

Question 14 Responses

Level of Incorporation in Program	No. of Responses
Very Strong	2
Strong	3
Weak	2
No Emphasis	0

Question 16 Responses

Degree of Candidate Understanding	No. of Responses
Deep understanding	3
General understanding	3
Weak understanding	1
No understanding	0

Discussion (Questions 14 and 16)

Respondents clearly feel that student-centered, participatory pedagogical strategies are emphasized in most of the programs represented in this survey. They also contend that the vast majority of the social studies certification candidates they in their programs have either a general or deep understanding of these pedagogical strategies upon completion of their certification coursework. What is not clear from the responses is the degree to which both instructors and certification candidates view the study of human rights education as requiring the use of student-centered, participatory pedagogy, which is a clear emphasis in the proposed NCSS position statement on human rights education, and in much of the literature on human rights education curriculum and pedagogy.

Question 15

This question asked respondents to assess the level of understanding of human rights content by certification candidates upon completion of their social studies certification programs. The results are shown in Table Ten.

TABLE TEN

Degree of Understanding of Human Rights Content by Social Studies Certification Candidates as Reported by Program Faculty

Degree of Understanding	No. of Responses
Deep understanding	0
General understanding	5
Superficial understanding	2
No understanding	0

Discussion (Question 15)

It appears that the respondents feel that most social studies program candidates exit their social studies certification programs with a general understanding of human rights content. Two respondents felt that their candidates' degree of understanding was weak, while no respondent felt that candidates departed with a deep understanding of human rights content. At the same time, no respondent reported that students exited their programs without any understanding of human rights content, which suggests that even students who had virtually no study of human rights content before entering a social studies certification program departed with at least a superficial understanding of human rights. In comparing the responses to this question to those from question 9, it would be helpful to investigate student perceptions of their own knowledge about human rights content, since faculty responses to question nine indicated that contemporary violations of human rights and the history of human rights were the topics they felt students knew the most about when entering social studies certification programs. How much more students felt they learned about human rights in their certification coursework would be important information, as it could be juxtaposed with faculty assessments of such learning reported here.

Question 17 (Optional)

This question received responses from four of the seven participants in the survey. They were asked to offer suggestions, if they deemed it appropriate, regarding the inclusion of human rights education in pre-service teacher preparation programs

for social studies candidates. The four responses received are presented in Table Eleven, and each institutional response is separated by spaces.

TABLE ELEVEN

Suggestions Regarding Inclusion of Human Rights Education In Pre-Service Social Studies Teacher Preparation Programs

--There is so much influence by NCATE/CAEP to include certain content, activities and assessments in my methods classes that there is not ample room to cover all the topics that are worthy. We are moving to two semesters of methods courses, so this should create some more space, but in reality much of this will be filled up with NCATE/CAEP assessments moved from other classes.

-- Have models and resources made available.

--We run these issues throughout all of our courses, and we have the luxury of having four Social Studies specific courses in our 2-year program. We do not include specific mention of international laws and resolutions, but we address issues of inequality and oppression, as well as how to effectively teach for democracy.

-- The teacher education program at Georgian Court University is an inclusive program based on the foundation that all people are important to and needed in society.

Discussion (Question 17)

Based upon the limited range of responses to this question, it is difficult to identify any pervasive pattern or trend. One issue that emerges in three of the four responses is the need for more time, models and resources to assist teacher education programs in providing a broader, more international emphasis in the study of human rights content. Given that each institution of higher education responding to this survey has a considerable degree of autonomy in the design and delivery of their certification programs, more investigation of the challenges each respondent faces in implementing change would be required, along with examination of how specific institutional priorities and accreditation requirements impact program design and delivery.

Conclusions

While the responses to the survey represented only half of the potential population (7 of 14 institutions responded), the total number of social studies pre-service candidates graduating from the responding institutions constituted 26.6% of all certificates of eligibility with advanced standing issued by the NJ Department of Education to social studies graduates from approved college and university teacher preparation programs in NJ. This group, while not constituting a majority of the those certificates issues, is representative of the total population of college and university program social studies graduates, given that both private and public institutions were included in the survey sample, and respondents included institutions from southern NJ (Rowan and Georgian Court), central NJ (Rider and Rutgers-New Brunswick) and northern NJ (Seton Hall, William Paterson and Rutgers-Newark). While it would be unwise to claim the survey results were comprehensive enough to represent every social studies college and university-based teacher education program, sufficient data was compiled to warrant a set of conclusions that can serve as a foundation for future research on this topic.

The following conclusions emerge from the presentation of findings and the analysis presented earlier in this paper.

1. There is quite limited understanding by social studies certification candidates of the history of human rights, the work of the United Nations in the field of human rights, the development of the international human rights legal and treaty framework, and human rights education as a field of inquiry.
2. Human rights education does not occupy a significant place in social studies teacher education coursework and curricula.
3. Where there appear to some connections between the UN definition of human rights education and social studies certification program coursework, it remains unclear how human rights education content and strategies are actually integrated in course curricula, or the degree to which these courses employ scholarly sources on HRE in course syllabi.
4. Evidence exists that specific instructors in social studies certification programs incorporate topics that can provide opportunities for the study of human rights content. At the same time, these choices appear to be the result of instructor preferences rather than being stipulated as essential topics for study by candidates.
5. Where international human rights and humanitarian law treaties and agreements were included in certification coursework, those identified were predominantly focused on civil and political rights, suggesting that there is not a deep commitment to addressing the broader range of social, economic and cultural rights in these courses.
6. Many opportunities exist to integrate the study of human rights into social studies coursework based on the listing of topics identified in U. S.

History that instructors currently include within course content. The degree to which these topics are viewed as human rights issues remains unknown, nor is there clarity on how these topics are placed within a context of the historic development of human rights.

7. Instructors believe that students graduating from their programs have, at best, a general understanding of human rights content. This finding suggests, in combination with instructor perceptions of student human rights knowledge upon entrance into their programs, that only marginal improvement in student understanding of human rights content is occurring within certification program coursework.
8. The programs examined in this survey demonstrate a relatively strong commitment to student-centered, participatory pedagogical strategies, and the instructors noted that most of their students graduated with a general to deep understanding of these methods. This suggests that students have a relatively high degree of readiness to implement the methods associated with human rights education, which are compatible with the development of democratic school cultures and classrooms.
9. While obstacles likely exist in each reporting institution to expanding the number of required courses taken by social studies certification candidates, professional support for more intensive integration of human rights education into social studies teacher preparation programs already exists. Five of the ten required program standards in The NCSS Standards for the Preparation of Social Studies Teachers list many teacher expectations that can readily be linked to human rights education content and pedagogies, as reported earlier in this paper.
10. The creation in 2013 of the NCSS Human Rights Education Community provides a dedicated interest group of social studies educators who can serve as resources for the further development of human rights education in social studies teacher preparation programs, and for advocating the integration of HRE within future revisions of the NCSS Standards for the Preparation of Social Studies Teachers.

Recommendations

Should colleges and universities with social studies teacher preparation programs in New Jersey desire to make human rights education a core component of their required courses for certification, the following recommendations are offered as guidance, recognizing that such changes require substantial deliberation and collaboration within schools of education, and across college and university faculties and departments where certification candidates take their non-professional major coursework.

1. Use existing resources developed by the Office for Democratic Institutions and Human Rights of the OSCE to inform the integration of human rights education content and strategies in teacher preparation

programs. These publications are the Guidelines on Human Rights Education for Secondary School Systems (2012) and Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice (2009). These documents contain specific guidance on the development of teacher preparation programs, along with examples of good practice that can be used to inform program design and practices.

2. Revise existing certification courses for pre-service social studies teachers to fully reflect the expectations set forth in the NCSS Standards for the Preparation of Social Studies Teachers (NCSS, 2002), and the Program Standards for the Initial Preparation of Teachers (NCSS, 2004), placing special emphasis on integrating human rights content in program content addressing standards IV, V, VI, IX and X. In particular, standard IX (Global Connections), offers rich opportunities to highlight human rights content and strategies given the central place of human rights in the language of this standard.
3. Assess the current state of knowledge of social studies program faculty in the area of human rights and humanitarian law, and develop in-service training and study programs to deepen instructor knowledge and understanding of these subjects.
4. In collaboration with non-governmental organizations and networks of human rights educators (1), prepare and implement a diagnostic instrument for students entering the social studies certification program that assesses student understanding of the history of human rights, the role of the UN in developing and advocating support for human rights, the international legal and treaty framework of human rights, and contemporary issues and activities of governments and NGOs regarding human rights. The results of this assessment can be used to further develop program elements to address gaps in student knowledge and understanding, and to help academic departments outside of the social studies program integrate human rights content in their core courses.
5. Utilize the recently-approved NCSS position statement on human rights education to support program and course revision so that HRE becomes a central focus of social studies teacher preparation programs, as well as in-service programs offered to social studies educators currently in the schools.
6. Collaborate with the New Jersey Commission on Holocaust Education, existing Holocaust and genocide studies resource centers and faculty in college and university academic departments to develop courses and related content for pre-service social studies teachers that addresses human rights topics and themes within the study of the Holocaust and genocides, and make this a required element for all pre-service social studies candidates.
7. Identify and establish partnerships with school districts in NJ that currently have high quality curricular programs and/or individual

- courses focusing on the study of human rights so that pre-service teachers can observe best practices in operation, and invite classroom teachers who teach these courses to share insights with pre-service teachers on a regular basis.
8. Collaborate with other colleges and universities in New Jersey, non-governmental organizations and national networks of human rights educators to develop a summer training institute where college and university faculty, K-12 supervisors and classroom teachers, as well as Administrators from K-12 settings and in higher education can be trained in human rights education content and strategies. Such training programs could be housed at a statewide or regional human rights education center, or be rotated from one college/university to another in NJ and neighboring states.
 9. Building upon existing research concerning the characteristics of globally-minded teachers (Cogan and Grossman, 2009), create and implement a diagnostic assessment that provides data about the degree to which pre-service candidates possess the seven qualities identified by Cogan and Grossman, and then use that data to influence changes in program content and practices.

Notes

1. A set of recommendations regarding the development of improved human rights education in world regions, including North America, was prepared by representatives at the Global Strategic Planning on Teacher Training in Human Rights Education, held June 1-3, 2005 in New York City. See <http://www.hrusa.org/workshops/HREWorkshops/> for further information about that event and the resulting recommendations. Additionally, Human Rights Educators USA (HRE USA), a national network of human rights educators, was established in September 2011 at a conference held at Harvard University and interested educators can become part of HRE USA by accessing their website at www.hreusa.net.

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Appendix: Survey Instrument

If you have trouble viewing or submitting this form, you can fill it out online:

https://docs.google.com/forms/d/14X6-0fOBaUnwyOEx_H1Y0hvrnzILZqTDb11Pbh3KfkQ/viewform?c=0&w=1&usp=mail_form_link

HRE 2014 Conference Paper Survey

Human Rights Education and Social Studies Certification Survey

Please respond to each question based upon your knowledge of the current social studies certification program at your college or university.

- **Required**—all questions are required with the exception of No. 17.

1. What is the name of your college or university?

2. What is your official title at your college or university?

3. What is your role in the social studies program? * Choose as many as apply.

- Teach courses leading to certification
- Teach content courses in candidate major fields (i. e., history, political science, economics, others)
- Supervise student teachers during their internship experiences
- Oversee and manage the certification program in social studies
- Participate in design and delivery of social studies program offerings and related projects

Other:

4. During the period Sept. 1, 2013 through August 31, 2014, how many social studies certification candidates from your institution were recommended to the NJ Dept. of Education to receive social studies certificates of eligibility?

5. Over the five year period from Sept. 2009 through August 2014, has your social studies certification program enrollment: *

- Increased by more than 3%
- Decreased by more than 3%
- Remained stable (no change beyond a margin of 3%, plus or minus)

6. In your social studies certification program, do you require certification candidates to take coursework specifically addressing the historic

development of human rights and the international human rights law and treaty framework? * Questions 6—8 make reference to the UN definition of human rights education provided here. The United Nations (1997) has defined human rights education as: “training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes directed to: a. the strengthening of respect for human rights and fundamental freedoms b. the full development of the human personality and the sense of its dignity c. the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous people and racial, national, ethnic, religious and linguistic groups, and d. the enabling of all persons to participate effectively in a free society”

- a. Yes
- b. No

7. In your social studies certification program (not their content major), what course(s) include content addressing sections a through d in the UN definition? List them below. * Refer to the UN definition of human rights education to respond to this question.

8. Referring specifically to section d. of the UN definition, what course content in your social studies certification program addresses the development of a democratic school culture and democratic forms of school governance? If the answer is "none", please write "none" in the box provided.

9. Based upon your review of student coursework in their major fields (history, economics, political science, and so forth) and your experiences in teaching social studies candidates, how knowledgeable are your certification students about the following topics? * Use the ratings provided to assess each item provided in this question.

	Substantial Knowledge	Some Knowledge	Little Knowledge	No Knowledge
a. History of human rights				
b. The International Human Rights Treaty and Legal Framework				
c. International humanitarian law				
d. Contemporary human rights violations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Activities	<input type="checkbox"/>	<input type="checkbox"/>		

of human rights non-governmental organizations		
f. The UN's World Program for Human Rights Education (1995--present)	<input type="checkbox"/>	<input type="checkbox"/>

10. What topics in your social studies certification program address the study of human rights issues in U. S. and world history, either historic or contemporary? * Note that this question applies to not only middle and secondary education social studies candidates, but those who would be teaching in elementary grades as well.

11. Does your social studies certification program incorporate study of the Holocaust and genocides as a requirement to receive a social studies certificate? * The state of New Jersey since 1994 has required the study of the Holocaust and genocides in the state's public schools. If you answer "yes" to this question, describe the human rights content that is included in the space provided next to "Other."

- a. Yes
- b. No
- Other:

12. For each of the international agreements listed in question 12, identify those which you have included in social studies certification coursework syllabi and activities.

- Universal Declaration of Human Rights
- International Covenant on Civil and Political Rights
- International Covenant on Social, Economic and Cultural Rights
- Convention on the Rights of the Child
- Rome Treaty Creating the International Criminal Court
- The Geneva Conventions
- Convention on the Crime and Punishment of Genocide
- Convention to End Discrimination Against Women
- Convention on the Rights of Persons With Disabilities
- Convention on Torture
- Charter of the Nuremberg War Crimes Tribunal (1945-46)
- Convention on the Elimination of All Forms of Racial Discrimination

13. For each item listed, please check those which you have employed as content within your teaching of social studies certification courses.

* Listed below are documents from U. S. history that can be interpreted as

having human rights content. This list is selective, and not exhaustive.

- a. Declaration of Independence
- b. Bill of Rights of the U. S. Constitution (1787)
- c. Emancipation Proclamation (1863)
- d. The Seneca Falls Declaration
- e. Civil Rights Act (Reconstruction, 1866-1877)
- f. Reconstruction Amendments (13th-15th)
- g. 19th Amendment (Women's Suffrage)
- h. Fair Labor Standards Act (New Deal)
- i. Social Security Act (New Deal)
- j. Four Freedoms Speech by Franklin Roosevelt (1941)
- k. Moscow Declaration of the Allies (1943)
- l. Executive Order Desegregating US Armed Forces (1948)
- m. Civil Rights Act (1964)
- n. Voting Rights Act (1960s)
- o. Legislation Creating Medicare and Medicaid (1960s)
- p. Americans With Disabilities Act (1990)
- q. Affordable Care Act (2010)

Other:

14. After reading the following excerpt from a draft position statement of the National Council for the Social Studies, please respond to this question: to what degree are the methods highlighted in the excerpt taught to and practiced by candidates in your social studies certification program?

The National Council for the Social Studies is currently considering approval of a position statement on human rights education. Here is an excerpt from the draft statement. "No matter what the setting – classroom, service learning program or community center – common principles inform the methods for effectively teaching and learning human rights. These include using participatory methods for learning such as role plays, discussion, debates, mock trials, games, and simulations. Students should be encouraged to engage in an open-minded examination of human rights concerns and critically reflect on their environment with opportunities to draw their own conclusions and envision their choices in presented situations."

- a. They receive a very strong, prominent emphasis.
- b. They have a strong, continuing emphasis.
- c. They are weakly represented in the program.
- d. There is no evidence of these methods in the program.

15. Based on your experience in teaching within and/or supervising the social studies certification program at your institution, which answer below best represents the level of understanding of human rights content by certification candidates when they have completed your program?

* Content defined as: the history of human rights, international human rights framework and treaties, and contemporary human rights issues

- a. Students have a deep understanding of human rights content

- b. Students have a general understanding of human rights content
- c. Students have a superficial understanding of human rights content
- d. Students have no understanding of human rights content

16. Based on your experience in teaching within and/or supervising the social studies certification program at our institution, which answer below best represents the level of understanding of teaching strategies associated with human rights education by certification candidates when they have completed your program? * Methods/strategies defined as:

Participatory methods for learning (role plays, discussion, debates, mock trials, games, and simulations) and the pedagogical skills to help students become critical, independent thinkers about contemporary issues and problems.

- a. Students have a deep understanding of these methods and have had extensive practice in how to teach students to become critical, independent thinkers
- b. Students have a general understanding of these methods and have had limited practice in how to teach students to become critical, independent thinkers
- c. Students have a superficial understanding of these methods and have had little practice in how to teach students to become critical, independent thinkers
- d. Students have no understanding of these methods and have had no practice in how to teach students to become critical, independent thinkers

17. This question is OPTIONAL. If you feel human rights education has no place in a social studies certification program, you should not respond. But if you feel it should be included, please answer the following question. Based on your experience as a teacher/leader of the social studies certification program at your college or university, what suggestions would you make regarding the inclusion of human rights education in pre-service teacher preparation programs for social studies candidates?

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