

**Title:** *Crossroads: The Intersection of Psychology and Human Rights*

**Study Guide Theme:** Human Rights

**Featured Photos:** Waterwell, Local Produce, Man Bathing, Sao Paulo Brazil, Train Station, Refugee Camp



“Waterwell” - Crowding around a communal well in India



“Local Produce” - Women vendors work behind their vegetable display at a market place in Chosica, Peru.



“Man Bathing” - A man bathes from a broken water pipe line in a Noida slum.



“Sao Paulo, Brazil” - The Paraisopolis favela borders the affluent district of Morumbi.



“Train Station” - Mass crowds are commonplace



“Refugee Camp” - Following the Iraq war, hundreds of thousands of Kurds fled into Turkey.

**Overview:** Students will identify human rights and rights violations. They will examine personal attitudes and survey others to analyze perceptions of connection and social responsibility. They will then create a grassroots plan for change.

**Grade level(s):** College

**Subject(s):** Psychology (can be adapted for other social sciences, and for online or face-to-face courses)

**Corresponding National Standards:** APA Learning Goals addressed by this project:

- Goal 1: Knowledge Base in Psychology - describing applications of psychology
- Goal 3: Ethical and Social Responsibility in a Diverse World - adopting values that build community at local, national, and global levels
- Goal 4: Communication - demonstrating effective writing and presentation

**Corresponding Global Competency Skills:** (<https://asiasociety.org/education/what-global-competence>)

1. Investigate the world
2. Recognize perspectives
3. Communicate ideas
4. Take action

**Essential Question(s):**

1. What are human rights? (Explain human rights as outlined in the Universal Declaration of Human Rights)
2. What could the effects on society be if more people fully understood the concept of human rights?
3. How can psychology help us to understand human rights violations and take steps to change them?

**Specific Strategies and Activities by Grade Level: (Time: approximately 2-3 hours)**

- **Photo analysis strategy(ies)**
  - Students will label each provided photo with the human right that is relevant to it based on the Universal Declaration of Human Rights
- **Discussion questions**
  - Within teams, analyze the Universal Declaration of Human Rights. Question: What are some examples of human rights and violations of them?
  - Within team/groups, students will discuss the human rights reflected in the images. Question: What human rights are relevant to each image?
  - How do the psychological constructs of prejudice, obedience to authority, and altruism relate to these images and the human rights violations they portray?
- **Specific student activities :**
  - Students will complete the *Identification with All Humanity Scale*. They will then give the scale to at least five other anonymous people and bring the results to class. Finally, they will complete the scale acting as the “most morally and virtuous person they know or admire.” Baseline data will be obtained using the

real responses and separately for the ideal responses. Discuss the comparison.

- Students will view [“Human Rights”](#)
- Students will examine the Universal Declaration of Human Rights and identify the rights violated in each image presented to them from the *Overbook*.
- Students will evaluate the images in the context of their survey results and link psychological constructs (previous learning within the course or pre-requisite courses) to the images through team discussions.
- Student will develop a plan for a grassroots effort to stop the type of human rights violations seen in the chosen images.
- Students will choose one article from the Universal Declaration of Human Rights and the images that are relevant to it and will create a presentation (tri-fold or poster) that explains the article, displays the images, and links the psychological constructs, and explains their plan for an effort to stop the human rights violation they have chosen. Presentations can be made within the classroom or at a larger campus-wide event.

### Materials:

Images from Overbook

[Human Rights](#) (video, PBS)

Universal Declaration of Human Rights. (1948). Retrieved from <http://www.un.org/en/universal-declaration-human-rights/>

[Human Rights Education](#)

Icayan, J. (2010). Psychology and human rights | The Psychologist. Retrieved from

<https://thepsychologist.bps.org.uk/volume-23/edition-4/psychology-and-human-rights>

Hulsizer, M.R., & Woolf, L.M. (2012). Enhancing the role of international human rights in the psychology curriculum. *Psychology Learning and Teaching*, 11, 382-387.

McFarland, S., Webb, M., & Brown, D. (2012). All humanity is my ingroup: A measure and studies of identification with all humanity. *Journal Of Personality And Social Psychology*, 103(5), 830-853. doi: 10.1037/a0028724 ([Identification with All Humanity Scale](#))

### Bibliography

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<https://thepsychologist.bps.org.uk/volume-23/edition-4/psychology-and-human-rights>

Kanyoro, M., Butler, T., Ryerson, W., & Crist, E. (2015). *Overdevelopment, overpopulation, overshoot*. San Francisco, Calif.: Foundation for Deep Ecology.

McFarland, S., Webb, M., & Brown, D. (2012). All humanity is my ingroup: A measure and studies of identification with all humanity. *Journal Of Personality And Social Psychology*, 103(5), 830-853. doi: 10.1037/a0028724 ([Identification with All Humanity Scale](#))

PBS. (2010). *Human Rights* [Video]. New York.

Universal Declaration of Human Rights. (1948). Retrieved from <http://www.un.org/en/universal-declaration-human-rights/>

## Images

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