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Promoting Human Rights in Primary and Secondary School Textbooks: A Human Rights-Based Textbook Analysis

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CRITERIA FOR QUALITATIVE ANALYSIS

ITEMS DIRECTLY CONTRARY TO HUMAN RIGHTS; ERRANTS, DELIBERATE DEVIATIONS, DISREGARDS.

1. Ideas/statements against principles in major international human rights documents.¹
 - i. Immunity and related rights
 - ii. Intellectual rights
 - iii. Rights related to securing of rights
 - iv. Social and economic rights
 - v. Political rights
 - vi. Group Rights
 - vii. Statements/items encouraging violation of other rights and freedoms.
2. Discrimination:
 - i) Race
 - ii) Color
 - iii) Sex
 - iv) Language
 - v) Religion
 - vi) Nationality
 - vii) Ethnic origin
 - viii) Political opinion
 - ix) Social class
 - x) Individuals physical/mental health conditions
 - xi) Or from other perspectives.

Overt or covert discrimination, prejudice, expression or component containing, encouraging or possibly causing generalisations, or endorsing or encouraging enmity to other people or groups. Expressions containing or encouraging impatience and intolerance towards personal or group preferences different than the customary (and not violating human rights principles or infringing others' rights). Humiliation of groups and ideas differing from the customary solely due to their difference, expressions arousing in the student, enmity towards these groups and ideas. Offensive statements towards different beliefs, cultures, traditions, practices and customs.

3. Violation of the right to peace (by ways of glorifying death or stressing the inevitability of war, etc.). Justification, glorification of violence for whatever reason. Reduction of patriotism to a merely criterion of "dying for the motherland," "martyrdom"; imposition of a fixed and absolute form to patriotism.

4. Emphasis of an approach whereby the State authority recognizes individuals' rights merely within an accepted field, subject or framework. Description of rights as *granted awards*, as something given/presented by a post of power.

¹ Universal Declaration of Human Rights

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5. Emphasis of duties and responsibilities rather than rights and liberties; emphasis of obligations more than rights. Definition of citizenship not in the context of rights and liberties but in the context of duties and responsibilities.

6. Promotion of human rights, not as an issue of ethics and principles but rather as imperatives to comply to (for any reason or for pragmatist reasons such as “tourism,” “saving face,” “accession to EU” etc.)

7. Overt or covert expressions that render ordinary and justify the limitation of basic rights and liberties in the name of citizenship.

WARNING: In all cases about each individual right, one must ALSO take notice of whether the following two principles are violated:

A. Unclear definition of the owner/subject of a right or liberty.

B. Presentation of human rights as “rights that can be limited in some cases”

UNIVERSAL/LOCAL; US/OTHERS; VALUES REGARDING PEACE

8. Defining and explaining patriotism/nationalism and national values not in a universal/general context; but through being Turk as a national identity and Muslim as a religious identity.

9. A description of national identity based on a conception of the ‘enemy’. Xenophobia

10. Assumption of some values as only belonging to us. Presenting positive adjectives as only “our features” and via this statement creating/producing perceptions possibly leading to regard the ‘other’ as inferior. Lack of encouragement for any interest and empathy towards anything other than ‘national’, towards the ‘other’. Reflection of an isolationist world view as patriotism.

11. Diversity and difference posed as a problem rather than wealth.

12. Infringement of the principle of respect to humanity’s common cultural heritage. Assumption of ‘high cultures’.

DEMOCRACY CONCIIOUSNESS AND SECULARIZATION

13. Presentation of conflicts as negative and undesirable. Approaches that continually place the society before the individual/human being and aim to prepossess the students with this notion.

14. Promoting religious and traditional authority, beliefs and tradition rather than critical thinking and citizen’s free will.

15. Elevating/absolutization of state authority; attributing a metaphysical meaning to the state.

16. Defining concepts such as participation, civil society, democracy, citizen’s free will, state of law wrong/deficient/insufficiently

17. Presenting social institutions, concepts and values (State, nation, democracy, human rights, freedom, rights, laws, ethic, justice...) as absolute, fixed, eternal, sacred indisputable...

18. Presenting rights and freedoms as contrary to security and stability

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19. Culture continuously marking religious culture. An impression that people's cultural aspects are solely/always established by religion.
20. Religious convictions conveyed as positive propositions.

GENDER DISCRIMINATION: SOCIETAL ROLE IMPOSED ON WOMEN

21. Acceptance of social gender inequalities without dispute
22. Patriarchal family apprehension, male-dominant family portrayal.
23. Gender based approach in terms of clothes, games and examples. (Playing house for girls, playing doctor or war for boys, perceiving sports as becoming of men. or similar.
24. Justification of gender discrimination based on biological/physiological grounds.

PHILOSOPHY OF EDUCATION DEVELOPMENT OF CRITICAL THINKING

25. Essentialism
26. Normative propositions presented as informative propositions (Positive Propositions) ; a mix up of facts/ information with propositions/statements /wishes; presentation of "interpretations/beliefs/requests" as "fact/information"; solely descriptive, pseudo-objective narrative style of expression. Denigration/praise being in the foreground rather than informing/analysis.
27. Reference to any authority's unquestionable power instead of applying scientific rationalization and proving methods in order to justify the content. Phrases that leave the impression that any authority is sanctified. Expressions that absolutify the presented knowledge, comments and judgement and are based on the acceptance that no other knowledge, comment, judgement is possible.
28. Symbols of sense of belonging/obedience/homage irrelevant to the course-subjects. Embellishments.
29. Futile statements, tautologies, contradictory statements, incorrect definitions, information and statements, wrong examples, incoherent , irrelevant connections..irrelevant visual materials, questions and tests based on memorization...factual mistakes, outdated information, inappropriate subject choices, lack of causality relationships.
30. Lack of respect to intellectual property rights (In References, or to visual source producers ect.)

EXTRA CRITERIA FOR SOCIAL SCIENCES

31. Continuation of the term 'tolerance' involving discreet hierarchy instead of the notion of existing equally yet differently side by side in peace.
32. Giving priority to "religious-national-local" identities in relation to "universality-belonging to humanity" and parallel values.
33. Disregarding the fact that human rights are continually developing and expanding and removing them from their historical context.

CRITERIA FOR THE GENERAL REPORT

34. Lack of interactive relation between the teacher and the student in the presentation and process of the courses.
35. Lack of initiative for both the teacher and the student.
36. Aiming to make students believe in certain things rather than teach them or develop their skills.
37. A perception of the book as an indoctrination medium, and the teaching as an indoctrination process.

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38. Failing to remember that education should enhance a sensibility towards others/humanity while developing an attachment to one's country/that what is ours.