The complexities of human rights demand scholarly engagement. At the same time, the pedagogy of human rights is crippled without active engagement with the quickly shifting landscape of human rights thinking, strategy and practice. What are the challenges in bringing human rights to the classroom – and taking the class to contemporary human rights debates? How can teachers engage students whose knowledge of and familiarity with human rights may widely diverge? This talk explores human rights pedagogy from the perspective of a practitioner who has developed a range of engaged or immersive learning experiences. The talk will explore a place-based approach using the American South, Chile and Northern Ireland as a framework for study and engagement. The talk will also include some best practices as well as suggestions for class exercises, readings and syllabi.

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