Teaching about Rights

Historical Context, Contemporary Challenges

A Primary Source Curriculum Unit for World History, World Geography, and Comparative Government

THE UNIVERSITY OF TEXAS AT AUSTIN
Teaching about Rights
Historical Context, Contemporary Challenges

A Primary Source Curriculum Unit for
World History, World Geography, and Comparative Government

Primary Researchers:

Sally Dickson, Program and Outreach Coordinator
Center for European Studies

Natalie Arsenault, Director of Public Engagement
Teresa Lozano Long Institute of Latin American Studies

Christopher Rose, Outreach Director
Center for Middle Eastern Studies

Allegra Azulay, Program Coordinator
Center for Russian, East European & Eurasian Studies

Rachel Meyer, Senior Program Coordinator
South Asia Institute

Hemispheres
The International Outreach Consortium
at the University of Texas at Austin

http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu
Teaching about Rights: Historical Context, Contemporary Challenges
A Primary Source Curriculum Unit for World History, World Geography, and Comparative Government

Preliminary Edition

Publication Date: August 2012

This unit contains copyrighted material, which remains the property of the individual copyright holders. Permission is granted to reproduce this unit for classroom use only. Please do not redistribute this unit without prior permission.

For more information, please see:
http://www.utexas.edu/cola/orgs/hemispheres/
# Teaching about Rights: Historical Context, Contemporary Challenges

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>vi</td>
</tr>
<tr>
<td><strong>Engage: What Are Human Rights?</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Engage: Where Do You Stand?</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Explore: Human Rights throughout History</strong></td>
<td>5</td>
</tr>
<tr>
<td>Ancient I</td>
<td>6</td>
</tr>
<tr>
<td>Ancient II</td>
<td>8</td>
</tr>
<tr>
<td>Medieval I</td>
<td>10</td>
</tr>
<tr>
<td>Medieval II</td>
<td>12</td>
</tr>
<tr>
<td>Medieval III</td>
<td>14</td>
</tr>
<tr>
<td>Seventeenth Century</td>
<td>16</td>
</tr>
<tr>
<td>Eighteenth Century I</td>
<td>18</td>
</tr>
<tr>
<td>Eighteenth Century II</td>
<td>20</td>
</tr>
<tr>
<td>Eighteenth Century III</td>
<td>22</td>
</tr>
<tr>
<td>Nineteenth Century</td>
<td>23</td>
</tr>
<tr>
<td>Twentieth Century</td>
<td>25</td>
</tr>
<tr>
<td><strong>Explore: Types of Human Rights</strong></td>
<td>28</td>
</tr>
<tr>
<td>Excerpt: Constitution of the People's Republic of BANGLADESH, 1972</td>
<td>38</td>
</tr>
<tr>
<td>Excerpt: Constitution of the Republic of COSTA RICA, 1949</td>
<td>41</td>
</tr>
<tr>
<td>Excerpt: Constitution of the Federal Republic of GERMANY, 1949</td>
<td>44</td>
</tr>
<tr>
<td>Excerpt: Constitution of the Islamic Republic of IRAN, 1979</td>
<td>47</td>
</tr>
<tr>
<td>Excerpt: Constitution of the ITALIAN REPUBLIC, 1947</td>
<td>50</td>
</tr>
<tr>
<td>Excerpt: Constitution of the RUSSIAN FEDERATION, 1993</td>
<td>55</td>
</tr>
<tr>
<td>Excerpt: Constitution of the Republic of TURKEY, 1982</td>
<td>61</td>
</tr>
<tr>
<td><strong>Explain: Human Rights Crusaders</strong></td>
<td>64</td>
</tr>
<tr>
<td><strong>Elaborate: Human Rights in the News</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>Elaborate: Human Rights Challenges</strong></td>
<td>68</td>
</tr>
<tr>
<td><strong>Evaluate: The Future of Human Rights</strong></td>
<td>75</td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td>76</td>
</tr>
</tbody>
</table>
INTRODUCTION

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”
—Article 1 of the United Nations Universal Declaration of Human Rights

Inspired by Hemispheres’s 2008 Summer Teachers’ Institute, Recognizing Rights and Responsibilities in the 21st Century, this curriculum unit was designed to examine the development of the concept of human rights over time. Throughout the unit, students use primary sources to examine the gradual bestowal of rights on different groups, the rights currently guaranteed by individual countries and international bodies, and the areas where rights continue to be in conflict. The unit ends with a discussion of emerging areas of human rights.

ACTIVITIES IN THIS UNIT
This unit follows the Five E instructional model, allowing students to build on their ideas in each phase of learning in order to construct a deep understanding of the topic under study.

Engage
• What are Human Rights? offers a preview of documents covered in this unit and stimulates student interest through a short video and discussion of what constitutes human rights.
• Where Do You Stand? gauges student perceptions of human rights issues, providing the teacher with a starting point for their background knowledge and understanding.

Explore
• In Human Rights through History, students analyze a series of documents that demonstrate change over time in the area of human rights. Documents range from ancient to contemporary times.
• Types of Human Rights helps students understand how rights affect different aspects (social, economic, political, etc.) of people’s lives.

Explain
• In Contemporary Human Rights around the World, students compare and contrast human rights-related legal language from contemporary constitutions.
• Human Rights Crusaders provides student with an opportunity to research and share information on individuals and groups who have fought to advance human rights.

Elaborate
• Students research Human Rights in the News to assess recent trends and how international pressures affect rights-related issues around the world.
• In Human Rights Challenges, students “vote with their feet” on a variety of issues that are challenging current perceptions of what constitutes human rights.

Evaluate
• The Future of Human Rights asks students to respond to questions about their new understanding of human rights, the direction of legal protection for rights, and human rights advocacy.

HOW TO USE THIS IN THE CLASSROOM
This unit was designed to be used as a whole and in sequence, with each section building on previous knowledge. However, based on the needs of your classroom, you may choose an individual activity or an abbreviated sequence of activities that fits with your existing lessons. If you have limited time, but would like to explore the full range of issues with your students, we recommend completing at least one activity from each section.
ADDITIONAL RESOURCES/CLASSROOM ACTIVITIES
The topic of human rights is also covered in stand-alone activities in three issues of the Hemispheres newsletter: Fall 2008 (Defining Human Rights); Fall 2010 (Historical Documents for Teaching about Human Rights); and Spring 2011 (Crusading for Human Rights). Archival issues of the newsletter are available for free download from the Hemispheres website (as PDFs): http://www.utexas.edu/cola/orgs/hemispheres/newsletter/

We hope that this unit is a useful tool to engage your students in an exploration of the complex issues surrounding human rights. We welcome any feedback or comments you may have.
STANDARDS ALIGNMENT

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR WORLD HISTORY

(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, the Jewish Ten Commandments, Justinian’s Code of Laws, Magna Carta, the English Bill of Rights, Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;

(D) explain the significance of the League of Nations and the United Nations.

(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

(B) identify the influence of ideas regarding the right to a “trial by a jury of your peers,” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal tradition and in Greece and Rome;

(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and

(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.

TEKS FOR WORLD GEOGRAPHY

(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:

(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:

(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and

(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations.

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;

(D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports.
TEKS FOR UNITED STATES GOVERNMENT

(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:

(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national and federal identity and are embodied in the United States today.

(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(A) understand the roles of limited government and the rule of law in the protection of individual rights;
(B) identify and define the unalienable rights;
(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights.

ADVANCED PLACEMENT WORLD HISTORY

The AP World History course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students should be taught to analyze the processes and causes involved in these continuities and changes. In order to do so, students and teachers should focus on FIVE overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework.

2. Development and interaction of cultures
   • Religions
   • Belief systems, philosophies, and ideologies

3. State-building, expansion, and conflict
   • Political structures and forms of governance
   • Regional, transregional, and global structures and organizations

5. Development and transformation of social structures
   • Gender roles and relations
   • Family and kinship
   • Racial and ethnic constructions
   • Social and economic classes

ADVANCED PLACEMENT HUMAN GEOGRAPHY

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994.

III. Cultural Patterns and Processes
A. Concepts of culture
   1. Traits
   2. Diffusion
   3. Acculturation, assimilation, and globalization
   4. Cultural regions
B. Cultural differences
   1. Language
   2. Religion
   3. Ethnicity
   4. Gender

C. Cultural landscapes and cultural identity
   1. Values and preferences

IV. Political Organization of Space
C. Changes and challenges to political–territorial arrangements
   1. Changing nature of sovereignty
   2. Fragmentation, unification, alliance

**ADVANCED PLACEMENT COMPARATIVE GOVERNMENT**
The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings.

Public policy will require analysis within each country as well as comparatively. Policy issues need to be approached both as domestic and as global policy matters, since there are broad and enduring policy areas common to most countries: How to ensure successful economic performance where poverty is widespread? How to provide for social welfare needs for citizens? How to extend and protect individual liberties and freedoms? In every state, the approach to these problems will be different, but in all states, these recurring puzzles demand the attention of the state's policymakers.

Public Policy
A. Common policy issues
   2. Social welfare (e.g., education, health, poverty)
   3. Civil liberties, rights, and freedoms
   4. Environment

B. Factors influencing public policymaking and implementation
   1. Domestic
   2. International
ENGAGE: What Are Human Rights?

This teaser activity will engage student interest for the following unit.

PROCEDURE:
(1) In the last five minutes of class, ask students to define human rights on a piece of paper. Collect definitions to assess background knowledge.

(2) Begin the next class by watching “What Are Human Rights?,” a 9-minute, 30-second video produced by United for Human Rights.

The video is available online: http://www.humanrights.com/#/what-are-human-rights

(3) Discussion topics (you can provide these in advance to ensure active viewing):
(a) The evolution of rights: How does the concept of human rights change over the course of time? Where did it start, and how did it build over time?
(b) Key figures: What historical figures are associated with the struggle for human rights? What do you already know about these people? [Possible homework assignment: additional research on these figures.]
(c) Current challenges: Despite a universal declaration, what are some of the rights-related problems we still face today?
ENGAGE: WHERE DO YOU STAND?

This activity generates interest in the unit by assessing students' immediate reactions to basic human rights questions. The activity can be completed in 1–2 class sessions, depending on the level of discussion.

MATERIALS:

- A full set of Decision Cards (attached) for each group of players.
- A game board, drawn on a large sheet of heavy paper, poster board, or construction paper, approximately 18” x 24”. The game board contains three concentric circles, marked as follows:

```
IN EVERY CASE
IN MOST CASES
IN SOME CASES
```

- Sheets of paper and pens for everyone to record their list of rights

PLAYING THE GAME:

(1) Give each group of 3–5 players a set of cards. [Note: An odd number of players makes it somewhat easier to reach consensus.] One person in the group should deal out all the cards. It doesn’t matter if some people get more cards than others.

(2) Without talking to anyone else, each person reads through his/her cards and places each one face up, where he/she thinks it should go on the board. For example, if the card says “Torture is wrong,” the student should place the card face up in the center circle if he/she thinks it is wrong in every case; in the middle circle if it is wrong in most cases; or in the outermost circle if it is wrong only in some cases.

(3) When everyone in the group has decided where to place his/her cards on the board, still without talking, everyone looks carefully at the cards that have been placed on the board by the other members of the group. If a player feels that a card has been placed in the wrong section, he/she turns it over so that it is now face down on the board.

(4) When everyone has had a chance to consider each of the cards on the board, the cards that have not been turned over are those on which the group agrees.

(5) Each group now looks together at each of the cards that is face down. The group’s job now is to reach consensus
(a group decision) on where each of these cards should go. For each card, the group might want to find out who put the card in this section of the board and who turned it over.

(6) The cards in the center of the board describe rights which the group believe should apply to everyone—no matter who they are, regardless of age, gender, religion, etc.—in all circumstances. These comprise the group’s list of human rights. On the paper provided, each person should make a list of these rights.

(7) Optional (jump ahead to step 8 if you don’t want to complete this step): The group now looks at the cards in the other two sections of the board (“in most cases” and “in some cases”) and examines the language of these cards, looking for ways to re-write the language in such a way that these cards can be moved to the center section (“in every case”). If such language can be found and consensus reached to move the cards, these statements are also added to the list of human rights.

(8) Each group shares its list with the class.

(9) After the groups have shared their lists, the Universal Declaration of Human Rights (in its simplified version, see appendix) is introduced. Students should now compare their rights with those articulated in the UDHR.

(10) Students should keep the UDHR list as a reference for the “Human Rights through History” activity.

Optional Extension: Compare lists with another human rights instrument, such as the European Convention on Human Rights or the Convention on the Rights of the Child.

“Where Do You Stand?” is adapted from Understand the Law, Part I: The Individual and Society, SCDC Publications/The Law Society, (Published by Edward Arnold, 1988); further developed by Mike Pasternak and by Susan Patterson, who introduced it at the International Festival of Tolerance, Terezin, Czech Republic, 1998–2000 and by Hemispheres, 2010.
<table>
<thead>
<tr>
<th>Decision Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is wrong to kill a person.</td>
</tr>
<tr>
<td>People should be able to marry whomever they choose.</td>
</tr>
<tr>
<td>All people should be treated equally, no matter how they look, where they come from, or what gender they are.</td>
</tr>
<tr>
<td>People should be allowed to criticize the government.</td>
</tr>
<tr>
<td>It is wrong to force a person to work.</td>
</tr>
<tr>
<td>People should be allowed to travel and leave their country if they wish.</td>
</tr>
<tr>
<td>People should be allowed to have, or not have, whatever religious beliefs they wish.</td>
</tr>
<tr>
<td>All people have the right to medical help if they are ill.</td>
</tr>
<tr>
<td>It is wrong to keep someone else as a slave.</td>
</tr>
<tr>
<td>People should be allowed to say or write whatever they want.</td>
</tr>
<tr>
<td>People in prison should be told why they are being held.</td>
</tr>
<tr>
<td>People should be allowed to talk to and meet anyone they wish.</td>
</tr>
<tr>
<td>A person accused of a crime should be tried by someone who has nothing to do with the case.</td>
</tr>
<tr>
<td>Private letters and phone calls should not be intercepted.</td>
</tr>
<tr>
<td>All people have the right to belong to a country.</td>
</tr>
<tr>
<td>All people have a right to education. Parents have the right to choose the kind of education to be given to their children.</td>
</tr>
</tbody>
</table>
EXPLORE: HUMAN RIGHTS THROUGHOUT HISTORY

Students familiarize themselves with the development of human rights through an analysis of documents that address human rights themes. This activity addresses change over time.

PROCEDURE:

(1) Divide students into 11 groups. Give each group one of the following:
   (1) Ancient I
   (2) Ancient II
   (3) Medieval I
   (4) Medieval II
   (5) Medieval III
   (6) Seventeenth Century
   (7) Eighteenth Century I
   (8) Eighteenth Century II
   (9) Eighteenth Century III
   (10) Nineteenth Century
   (11) Twentieth Century (this document is long; you may consider creating two groups, with each group responsible for half of the document)

   (2) Groups gather to read and then summarize the important points of the document excerpt(s) in their own words. Groups should create a reference list of difficult words, with their definitions, from their document(s).

   (3) Students analyze the document(s) by answering the following key questions:
      (a) What rights, if any, look similar to the universal rights you listed in the last activity? What rights are different?
      (b) In the document, who is the “giver” of rights?
      (c) Who receives the rights listed? That is, what group (men, citizens, residents, etc.) has been given the outlined rights?
      (d) What responsibilities do people, both those in power and those who receive the rights, have toward others?
      (e) Are there any conditions listed? If so, explain them.

   (4) In chronological order, each group presents its document(s) to the class. The class creates a timeline (either individually on sheets of paper or as a group on the board) showing the order of the documents analyzed.

   (5) Assign students one of the following tasks as homework:
      (a) Summarize the documents and describe how they build upon one another (show change over time); or
      (b) Compare and contrast the document you read with one of the other documents by discussing the key questions.
ANCIENT I

The Code of Hammurabi (c. 1780 BCE)

Hammurabi, King of Babylon, established the earliest known body of laws, arranged in order so that his subjects could read them and be familiar with them. The code was carved into black stone, measuring eight feet high, and meant to be in public view.

When Anu the Sublime, King of the Anunaki, and Bel, the lord of Heaven and earth, who decreed the fate of the land, assigned to Marduk, the over-ruling son of Ea, God of righteousness, dominion over earthly man,...they called Babylon by his illustrious name, made it great on earth, and founded an everlasting kingdom in it, whose foundations are laid so solidly as those of heaven and earth; then Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the black-headed people like Shamash, and enlighten the land, to further the well-being of mankind....

When Marduk sent me to rule over men, to give the protection of right to the land, I did right and righteousness in..., and brought about the well-being of the oppressed.

1: If any one ensnare another, putting a ban upon him, but he can not prove it, then he that ensnared him shall be put to death.

2: If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of his house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.

3: If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death.

5: If a judge try a case, reach a decision, and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge's bench, and never again shall he sit there to render judgement.

22: If any one is committing a robbery and is caught, then he shall be put to death.

25: If fire break out in a house, and some one who comes to put it out cast his eye upon the property of the owner of the house, and take the property of the master of the house, he shall be thrown into that self-same fire.

116: If the prisoner die in prison from blows or maltreatment, the master of the prisoner shall convict the merchant before the judge. If he was a free-born man, the son of the merchant shall be put to death; if it was a slave, he shall pay one-third of a mina of gold, and all that the master of the prisoner gave he shall forfeit.

cont.
127: If any one “point the finger” (slander) at a sister of a god or the wife of any one, and can not prove it, this man shall be taken before the judges and his brow shall be marked.

168: If a man wish to put his son out of his house, and declare before the judge: “I want to put my son out,” then the judge shall examine into his reasons. If the son be guilty of no great fault, for which he can be rightfully put out, the father shall not put him out.

175: If a State slave or the slave of a freed man marry the daughter of a free man, and children are born, the master of the slave shall have no right to enslave the children of the free.


The Ten Commandments (c. 1400 BCE)
The Ten Commandments, according to the Hebrew Bible and the Old Testament of the Christian Bible, are a list of religious and moral rules delivered to the Jews through Moses, who received them directly from God on Mount Sinai.

And God spoke all these words, saying: “I am the LORD your God...”

5: Honor your father and your mother.

6: You shall not murder.

7: You shall not commit adultery.

8: You shall not steal.

9: You shall not bear false witness against your neighbor.

10: You shall not covet your neighbor’s house; you shall not covet your neighbor’s wife, nor his male servant, nor his female servant, nor his ox, nor his donkey, nor anything that is your neighbor’s.
Cyrus Cylinder (c. 539 BCE)
The Cyrus Cylinder, discovered in 1879, is a document issued by the Persian ruler, Cyrus the Great. The cylinder, inscribed in Babylonian cuneiform, contains an account of his conquest of Babylon and capture of Nabonidus, the last Babylonian king. Reflecting a long tradition in Mesopotamia, Cyrus declares the reforms with which he will begin his reign.

I am Cyrus, King of the globe, great king, mighty king, King of Babylon...

When I well disposed, entered Babylon, I had established the seat of government in the royal palace of the ruler, amidst jubilation and rejoicing. Marduk the great god, induced the magnanimous inhabitants of Babylon to love me, and I sought daily to worship him when my numerous soldiers in great numbers peacefully entered Babylon and moved about undisturbed in the midst of Babylon. I did not allow anyone to terrorize the people of the lands of Sumer and Akad and...I kept in view, the needs of the people and all their sanctuaries to promote their well being. I strove for peace in Babylon and in all his other sacred cities. As to the inhabitants of Babylon who against the will of the gods were enslaved, I abolished the corvee [unpaid labor] which was against their social standing. I freed all slaves. I brought relief to their dilapidated housing, putting thus an end to their misfortunes and slavery.


The Edicts of Asoka (c. 269–231 BCE)
The Edicts of Asoka are a collection of 33 inscriptions that were carved on large pillars, boulders, and cave walls during the reign of the Emperor Asoka. In 262 BCE, Asoka's armies attacked and conquered Kalinga (now the state of Orissa). The loss of life and aftermath of war horrified Asoka. After the war, Asoka adopted Buddhist principles and applied them to the administration of his vast empire. The inscriptions are dispersed throughout India, Nepal, and Pakistan. In the inscriptions, Asoka refers to himself as “Beloved-of-the-Gods” and “King Piyadasi.”

Rock Edict XIII
Beloved-of-the-Gods, King Piyadasi, conquered the Kalingas eight years after his coronation. One hundred and fifty thousand were deported, one hundred thousand were killed and many more died (from other causes). Now Beloved-of-the-Gods feels deep remorse for having conquered the Kalingas. Indeed, Beloved-of-the-Gods is deeply pained by the killing, dying and deportation that take place when an unconquered country is conquered. But Beloved-of-the-Gods is pained even more by this—that Brahmans, ascetics, and householders of different religions who live in those countries, and who are respectful to superiors, to mother and father, to elders, and who behave properly and have strong loyalty towards friends, acquaintances, companions, relatives, servants and employees—that they are injured, killed or separated from their loved ones....

Truly, Beloved-of-the-Gods desires non-injury, restraint and impartiality to all beings, even where wrong has been done. I have had this edict written so that my sons and great-grandsons may not consider making new conquests, or that if military conquests are made, that they be done with forbearance and light punishment.

Pillar Edict IV
It is my desire that there should be uniformity in law and uniformity in sentencing. I even go this far, to grant a three-day stay for those in prison who have been tried and sentenced to death. During this time their relatives can make cont.
appeals to have the prisoners’ lives spared. If there is none to appeal on their behalf, the prisoners can give gifts in order to make merit for the next world, or observe fasts. Indeed, it is my wish that in this way, even if a prisoner’s time is limited, he can prepare for the next world, and that people’s . . . self-control and generosity may grow.

Rock Edict II
Everywhere has Beloved-of-the-Gods, King Piyadasi, made provision for two types of medical treatment: medical treatment for humans and medical treatment for animals. Wherever medical herbs suitable for humans or animals are not available, I have had them imported and grown. Wherever medical roots or fruits are not available I have had them imported and grown. Along roads I have had wells dug and trees planted for the benefit of humans and animals.

Rock Edict VII
Beloved-of-the-Gods, King Piyadasi, desires that all religions should reside everywhere, for all of them desire self-control and purity of heart.


Marcus Tullius Cicero, De Officiis (On Duties, 44 BCE)
Cicero (106–43 BCE) was an important philosopher, lawyer, orator, and politician who lived through the fall of the Roman Republic. While Cicero concerned himself mainly with the treatment of free people (not slaves), he coined the term humanitas (good person) and extended the notion of natural law to cover universal human concerns.

The interests of society, however, and its common bonds will be best conserved, if kindness be shown to each individual in proportion to the closeness of his relationship. But it seems we must trace back to their ultimate sources the principles of fellowship and society that Nature has established among men. The first principle is that which is found in the connection subsisting between all the members of the human race; and that bond of connection is reason and speech, which by the processes of teaching and learning, of communicating, discussing, and reasoning associate men together and unite them in a sort of natural fraternity. In no other particular are we farther removed from the nature of beasts; for we admit that they may have courage (horses and lions, for example); but we do not admit that they have justice, equity, and goodness; for they are not endowed with reason or speech. This, then, is the most comprehensive bond that unites together men as men and all to all; and under it the common right to all things that Nature has produced for the common use of man is to be maintained, with the understanding that, while everything assigned as private property by the statutes and by civil law shall be so held as prescribed by those same laws, everything else shall be regarded in the light indicated by the Greek proverb: “Amongst friends all things in common.”

The Qur’an (610–632)

The central religious text of Islam, which Muslims believe was revealed to the Prophet Muhammad by God. In addition to providing divine guidance and direction, it provides the framework for Islamic laws (collectively referred to as shariah).

O, believers, you should not eat up each other's wealth in vanities, but trade by mutual consent; and do not destroy yourselves. God is merciful to you. If someone does so through oppression or unjustice, We shall cast him into Hell: easy it is for God. [4:29]

O you who believe! Stand out firmly for justice, as witnesses to God, even as against yourselves, or your parents, or your kin, and whether it be against rich or poor, for God can best protect both. Follow not the lusts of your hearts, lest you swerve, and if you distort or decline to do justice, remember that God is well acquainted with all that you do. [4:135]

O you who believe! Stand out firmly for God as witnesses to fair dealing, and let not the hatred of others make you swerve to wrongdoing and depart from the part of justice. Be just: that is next to piety, and fear God, for God knows all that you do. [5:9]

Charities shall go to the poor, the needy, the workers who collect them, the new converts, to free the slaves, to those burdened by sudden expenses, in the cause of God, and to the traveling wayfarer. Such is God's commandment, and God is full of knowledge and wisdom. [9:60]

“Oh my people! Give just measure and weight, nor withhold from the people the things that are their due. Do not commit evil in the land with intent to do mischief!” [11:85]

Kill not your children for fear of want: we shall provide sustenance for them as well as for you. The killing of them is a great sin. Nor come to adultery, for it is a shameful deed, and it is an evil, opening the road to other evils. Nor take life—which God has made sacred—except in the course of justice. And if anyone is slain wrongfully, we have given his heir authority to demand reparations or to forgive, but let him not exceed bounds in the matter. [17:31–33]

Give full measure when you measure, and weigh with a balance that is straight. That is the most appropriate course of action. [17:35]

You shall not accept any information, unless you verify it for yourself. Every act of hearing, or of seeing, or of feeling in the heart will be examined on the Day of Judgment. [17:36]

Oh you who believe! Enter not houses other than your own, until you have asked permission and given respect to those in them. If you find no one in the house, do not enter until permission is given. If you are asked to go back, go back. That makes for greater purity for yourselves. It is no fault on your part to enter houses not used for living in, which serve some other use for you—God has knowledge of what you reveal and what you conceal. [24:27–29]

O you who believe! Avoid suspicion, for even a little bit of suspicion is sinful. You shall not spy on one another, nor
shall you speak ill of each other behind your backs; this is as abominable as eating the flesh of your dead brother. [49:12]

O mankind! We created you from the same pair, male and female, and made you into nations and tribes so that you may come to know one another, nor that you may despise each other. The most honored of you in the sight of God is the one who is most righteous. [49:13]

God does not forbid you from befriending those who do not fight you because of your faith, and do not evict you from your homes. You may befriend them and be kind and just towards them. [60:8]

Pact of Umar, documented in 697 by Abdul Rahman ibn Ghanam

This covenant of submission (dhimma) is said to have been originally drawn up for the second Khalifa, Umar (634–644 CE), by the Christians of Syria. Although it is questionable whether the document existed in this form during Umar’s time, by the ninth century it was widely used and cited as a model agreement between Muslim rulers and their non-Muslim subjects.

We heard from ‘Abd al-Rahman ibn Ghanam [died 78/697] as follows: When Umar ibn al-Khattab, may God be pleased with him, accorded a peace to the Christians of Syria, we wrote to him as follows:

In the name of God, the Merciful and Compassionate. This is a letter to the servant of God Umar [ibn al-Khattab], Commander of the Faithful, from the Christians of such-and-such a city. When you came against us, we asked you for safe-conduct (aman) for ourselves, our descendants, our property, and the people of our community, and we undertook the following obligations toward you:

We shall not build, in our cities or in their neighborhood, new monasteries, Churches, convents, or monks’ cells, nor shall we repair, by day or by night, such of them as fall in ruins or are situated in the quarters of the Muslims.

We shall keep our gates wide open for passersby and travelers. We shall give board and lodging to all Muslims who pass our way for three days.

We shall not give shelter in our churches or in our dwellings to any spy, nor bide him from the Muslims.

We shall not teach the Qur’an to our children.

We shall not manifest our religion publicly nor convert anyone to it. We shall not prevent any of our kin from entering Islam if they wish it.

We shall show respect toward the Muslims, and we shall rise from our seats when they wish to sit.

We shall not seek to resemble the Muslims by imitating any of their garments, the qalansuwa, the turban, footwear, or the parting of the hair. We shall not speak as they do, nor shall we adopt their kunyas.

We shall not mount on saddles, nor shall we gird swords nor bear any kind of arms nor carry them on our persons.

We shall not engrave Arabic inscriptions on our seals.

We shall not sell fermented drinks.

We shall clip the fronts of our heads.

We shall always dress in the same way wherever we may be, and we shall bind the zunar round our waists.

We shall not display our crosses or our books in the roads or markets of the Muslims. We shall use only clappers in our churches very softly. We shall not raise our voices when following our dead. We shall not show lights on any of the roads of the Muslims or in their markets. We shall not bury our dead near the Muslims.

We shall not take slaves who have been allotted to Muslims.

cont.
We shall not build houses overtopping the houses of the Muslims.

(When I brought the letter to Umar, may God be pleased with him, he added, “We shall not strike a Muslim.”)

We accept these conditions for ourselves and for the people of our community, and in return we receive safe-conduct.

If we in any way violate these undertakings for which we ourselves stand surety, we forfeit our covenant [*dhimma*], and we become liable to the penalties for contumacy and sedition.

Umar ibn al-Khattab replied: Sign what they ask, but add two clauses and impose them in addition to those which they have undertaken. They are: “They shall not buy anyone made prisoner by the Muslims,” and “Whoever strikes a Muslim with deliberate intent shall forfeit the protection of this pact.”

Magna Carta (1215)

*Magna Carta Libertatum* (Great Charter of Freedoms) was signed by King John of England. One of the most important legal documents in the history of democracy, it was forced on the king by his subjects and it limited his powers—establishing that even the king was not above the law.

... WE HAVE GRANTED TO GOD, and by this present charter have confirmed for us and our heirs in perpetuity, that the English Church shall be free, and shall have its rights undiminished, and its liberties unimpaired....

TO ALL FREE MEN OF OUR KINGDOM we have also granted, for us and our heirs for ever, all the liberties written out below, to have and to keep for them and their heirs, of us and our heirs: ...

(8) No widow shall be compelled to marry, so long as she wishes to remain without a husband. But she must give security that she will not marry without royal consent, if she holds her lands of the Crown, or without the consent of whatever other lord she may hold them of.

(9) Neither we nor our officials will seize any land or rent in payment of a debt, so long as the debtor has movable goods sufficient to discharge the debt.

(20) For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood.

(28) No constable or other royal official shall take corn or other movable goods from any man without immediate payment, unless the seller voluntarily offers postponement of this.

(31) Neither we nor any royal official will take wood for our castle, or for any other purpose, without the consent of the owner.

(38) In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it.

(39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his equals or by the law of the land.

(40) To no one will we sell, to no one deny or delay right or justice.

(41) All merchants may enter or leave England unharmed and without fear, and may stay or travel within it, by land or water, for purposes of trade, free from all illegal exactions, in accordance with ancient and lawful customs. This, however, does not apply in time of war to merchants from a country that is at war with us. Any such merchants found in our country at the outbreak of war shall be detained without injury to their persons or property, until we or our chief justice have discovered how our own merchants are being treated in the country at war with us. If our own merchants are safe they shall be safe too.

*cont.*
(45) We will appoint as justices, constables, sheriffs, or other officials, only men that know the law of the realm and are minded to keep it well.

(52) To any man whom we have deprived or dispossessed of lands, castles, liberties, or rights, without the lawful judgement of his equals, we will at once restore these....

(54) No one shall be arrested or imprisoned on the appeal of a woman for the death of any person except her husband.

(60) All these customs and liberties that we have granted shall be observed in our kingdom in so far as concerns our own relations with our subjects. Let all men of our kingdom, whether clergy or laymen, observe them similarly in their relations with their own men.

We will not seek to procure from anyone, either by our own efforts or those of a third party, anything by which any part of these concessions or liberties might be revoked or diminished. Should such a thing be procured, it shall be null and void and we will at no time make use of it, either ourselves or through a third party.

(63) IT IS ACCORDINGLY OUR WISH AND COMMAND that the English Church shall be free, and that men in our kingdom shall have and keep all these liberties, rights, and concessions, well and peaceably in their fulness and entirety for them and their heirs, of us and our heirs, in all things and all places for ever.

**SEVENTEENTH CENTURY**

**English Bill of Rights (1689)**

* Officially titled "An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown," but known more commonly as the English Bill of Rights. Parliament listed the rights to which subjects and permanent residents of England were entitled.

Whereas the Lords Spiritual and Temporal and Commons assembled at Westminster, lawfully, fully and freely representing all the estates of the people of this realm, did upon the thirteenth day of February in the year of our Lord one thousand six hundred eighty-eight [old style date] present unto their Majesties, then called and known by the names and style of William and Mary, prince and princess of Orange, being present in their proper persons, a certain declaration in writing made by the said Lords and Commons in the words following, viz.: ...

And whereas of late years partial corrupt and unqualified persons have been returned and served on juries in trials, and particularly divers jurors in trials for high treason which were not freeholders;

And excessive bail hath been required of persons committed in criminal cases to elude the benefit of the laws made for the liberty of the subjects;

And excessive fines have been imposed;

And illegal and cruel punishments inflicted;

And several grants and promises made of fines and forfeitures before any conviction or judgment against the persons upon whom the same were to be levied;

All which are utterly and directly contrary to the known laws and statutes and freedom of this realm; ...

And thereupon the said Lords Spiritual and Temporal and Commons, pursuant to their respective letters and elections, being now assembled in a full and free representative of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties declare...

That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;

That the pretended power of dispensing with laws or the execution of laws by regal authority, as it hath been assumed and exercised of late, is illegal;

That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;

*cont.*
That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law;

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

That jurors ought to be duly impanelled and returned, and jurors which pass upon men in trials for high treason ought to be freeholders;

That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void;

And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.

And they do claim, demand and insist upon all and singular the premises as their undoubted rights and liberties, and that no declarations, judgments, doings or proceedings to the prejudice of the people in any of the said premises ought in any wise to be drawn hereafter into consequence or example...

And that the oaths hereafter mentioned be taken by all persons of whom the oaths have allegiance and supremacy might be required by law, instead of them; and that the said oaths of allegiance and supremacy be abrogated.

Declaration of Independence (1776)

The statement was adopted on July 4 by the Continental Congress.

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good....

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within....

He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries....

For quartering large bodies of armed troops among us:

For cutting off our Trade with all parts of the world:

cont.
For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefit of Trial by Jury:

For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments:

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people....

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.
Declaration of the Rights of Man and of the Citizen (1789)
Issued by the National Assembly of the French Revolution, this document claims rights as universal.

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man....Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.

3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.

4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. Any one soliciting, transmitting, executing, or causing to be executed, any arbitrary order, shall be punished. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.

8. The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.

9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner’s person shall be severely repressed by law.

10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

cont.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

12. The security of the rights of man and of the citizen requires public military forces. These forces are, therefore, established for the good of all and not for the personal advantage of those to whom they shall be entrusted.

13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all the citizens in proportion to their means.

14. All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution; to grant this freely; to know to what uses it is put; and to fix the proportion, the mode of assessment and of collection and the duration of the taxes.

15. Society has the right to require of every public agent an account of his administration.

16. A society in which the observance of the law is not assured, nor the separation of powers defined, has no constitution at all.

17. Since property is an inviolable and sacred right, no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it, and then only on condition that the owner shall have been previously and equitably indemnified.

Bill of Rights (1791)

The first ten amendments to the U.S. Constitution, introduced in 1789 and ratified in 1791.

Amendment 1: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 2: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment 3: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5: No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment 7: In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 8: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9: The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.


Constitution of Haiti, 1801

Written before Haiti gained independence, this constitution was composed by a ten-member committee and promulgated by revolutionary leader Toussaint Louverture. The Haitian Revolution was based on principles embodied in France's Declaration of the Rights of Man and it influenced the process of overthrowing colonial rule in the Americas.

Title II. On Its Inhabitants

Art 3—There can be no slaves on this territory; servitude has been forever abolished. All men are born, live and die there free and French.

Art 4—All men can work at all forms of employment, whatever their color.

Art 5—No other distinctions exist than those of virtues and talents, nor any other superiority than that granted by the law in the exercise of a public charge. The law is the same for all, whether it punishes or protects.

Title V. On Men in Society

Art 12—The Constitution guarantees individual freedom and safety. No one can be arrested except by virtue of a formally expressed order, issued by a functionary who the law gives the right to arrest and detain in a publicly designated place.

Art 13—Property is sacred and inviolable. Every person, either by himself or his representatives, has the free disposal and administration of that which is recognized as belonging to him. Whoever infringes upon this right renders himself criminal towards society and responsible as concerns the person troubled in his property.

Title IX. On Tribunals

Art 42—The right of citizens to be amicably judged by arbitrators of their choice cannot be infringed.

Title XIII. General Dispositions

Art 63—Every person's home is an inviolable asylum. During the night, no one has the right to enter there except in case of fire, flood or appeal from within. During the day it can be entered for a specially determined objective, or by a law or an order emanating from a public authority.

Art 64—In order for an act ordering the arrest of a person to be executed it is necessary that it: Formally express the motive for the arrest and the law in execution of which it is ordered; Emanate from a functionary who the law had formally given the power to do so; The person arrested be given a copy of the order.

Art 65—All those who, not having been given by the law the power to arrest, will give, sign, execute, or have executed the arrest of a person will be guilty of the crime of arbitrary detention.

Art 66—All persons have the right to address individual petitions to any constituted authority, and especially to the governor.

Art 67—No corporation or association contrary to public order can be formed in the colony.

cont.
No assembly of citizens can qualify itself as popular society. Any seditious gathering shall be immediately broken up at first by verbal order and, if necessary, by the development of armed force.

Art 70—The law provides for the recompense of inventors of rural machinery, or the maintenance of the exclusive property in their discoveries.

Art 73—Absent owners, for whatever cause, preserve their rights over the goods belonging to them situated in the colony. In order to have the seizure lifted, it will suffice for them to present their titles of ownership or, lacking titles, supplicative acts whose formula the law determines. Nevertheless, those inscribed and maintained on the general list of émigrés from France are excepted from this disposition. In this case their goods will continue to be administered as colonial domains until they have been taken from the lists.


Imperial Rescript, “Islahat Fermani,” by Sultan Abdul-Mecid (1856)

The “Islahat Fermani” (Improvement Ferman) addressed internal issues of the Ottoman Empire. Issued by Sultan Abdul-Mecid, who had been educated in Europe, it was also designed to hinder European and Russian interference in internal affairs.

My Sublime Porte will take energetic measures to insure to each sect, whatever be the number of its adherents, entire freedom in the exercise of its religion. Every distinction or designation pending to make any class whatever of the subjects of my empire inferior to another class, on account of their religion, language, or race, shall be forever effaced from administrative protocol. The laws shall be put in force against the use of any injurious or offensive term, either among private individuals or on the part of the authorities.

As all forms of religion are and shall be freely professed in my dominions, no subject of my empire shall be hindered in the exercise of the religion that he professes, nor shall he be in any way annoyed on this account. No one shall be compelled to change their religion....

Proceedings shall be taken, with as little delay as possible, for the reform of the penitentiary system as applied to houses of detention, punishment, or correction, and other establishments of like nature, so as to reconcile the rights of humanity with those of justice. Corporal punishment shall not be administered, even in the prisons, except in conformity with the disciplinary regulations established by my Sublime Porte; and everything that resembles torture shall be entirely abolished.

Universal Declaration of Human Rights (1948)
Adopted by the United Nations General Assembly after World War II, the first global document to address human rights. The following countries voted for the declaration: Afghanistan, Argentina, Australia, Belgium, Bolivia, Brazil, Burma, Canada, Chile, China, Colombia, Costa Rica, Cuba, Denmark, Dominican Republic, Ecuador, Egypt, El Salvador, Ethiopia, France, Greece, Guatemala, Haiti, Iceland, India, Iran, Iraq, Lebanon, Liberia, Luxembourg, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Pakistan, Panama, Paraguay, Peru, Philippines, Thailand, Sweden, Syria, Turkey, United Kingdom, United States, Uruguay, and Venezuela.

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, ...

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations...

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law....

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.
Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11: Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

Article 12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13: (1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14: Everyone has the right to seek and to enjoy in other countries asylum from persecution.

Article 15: (1) Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16: (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. (2) Marriage shall be entered into only with the free and full consent of the intending spouses. (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17: (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property.

Article 18: Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: Everyone has the right to freedom of peaceful assembly and association.

Article 21: (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. (2) Everyone has the right of equal access to public service in his country. (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22: Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control....

Article 26: Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit....

Article 27: Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Article 28: Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29: (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society....

Article 30: Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

EXPLORE: TYPES OF HUMAN RIGHTS

In order to understand better how human rights affect people's lives, students identify how rights fall into different categories that affect various aspects of life.

PROCEDURE:
(1) Present the following information to students:
As the preceding documents demonstrate, the term rights can be used in a number of different contexts. Human rights are those that are generally accepted as being universal: you have human rights simply because you are human.

Human rights fall into various categories:
Individual (civil) rights: those that affect your private life, belief, and actions; affect your physical body

Rule of law: rights that affect your treatment by the government

Rights of political expression: those that affect your access to the government

Economic rights: those that affect how you work, how much money you make, and the protections you have as a worker

Social rights: those that affect your access to services that the government provides and your overall standard of living within society

(2) Regroup students and assign each group a few of the articles from the Universal Declaration of Human Rights (original version or plain-language version, in Appendix). Groups have 10 minutes to identify the type of right indicated in each article.

(3) Discuss the categories and the rights that fall within them (see below) as a class to ensure understanding.

Individual (civil) rights: life, liberty, and security of the person; privacy; freedom of movement; ownership of property; freedom of thought, conscience, and religious belief and practice; prohibition of slavery; prohibition of torture and cruel punishment; marriage; participation in cultural life.

Rule of law: equal recognition before the law; equal protection of the law; effective legal remedy for violation of rights; impartial hearing and trial; presumption of innocence; prohibition of arbitrary arrest; asylum from persecution; right to nationality.

Rights of political expression: freedom of expression; peaceful assembly and association; right to take part in government; and periodic and meaningful elections with universal and equal suffrage.

Economic rights: an adequate standard of living; free choice of employment; protection against unemployment; just and favorable remuneration; limitation of working hours.

Social rights: free elementary education; social security.

EXPLAIN: CONTEMPORARY HUMAN RIGHTS AROUND THE WORLD

Using the UDHR as the basis, students compare and contrast human rights-related legal language from constitutions around the world. You can focus this activity on one country or region or complete a global comparison.

PROCEDURE:
(1) Explain that some rights are enshrined in constitutions and other laws, which guarantee specific rights to citizens of those countries. Many of these relate to rights included in the Universal Declaration of Human Rights, which is a tool for establishing global rights but does not have the force of law.

(2) Have students work individually or divide them into as many groups as you see fit. There are 10 constitutional excerpts included here. Please note: constitutions have been greatly edited down so that students can focus on human rights clauses that compare to the UDHR; please go directly to sources if you would like for students to review constitutions in their entirety.

(3) Students review the list of abbreviated rights on the worksheet, comparing to the UDHR to ensure that they understand them. The list will help students compare the UDHR to the various constitutions.

(4) Students assess the degree to which countries offer and/or expand the rights and protections enshrined in the UDHR by answering the following questions:
(a) What UDHR rights are included in this document? What rights from the UDHR are not included?
(b) What rights in this document are not listed in the UDHR? What types of rights are they? Why are they important?

(5) Class discussion [optional]: if students have been working with several different constitutions, use the list of abbreviated rights (see attached overhead) to assess which rights are commonly cited in constitutions. The rights that are included in most or all of the constitutions can be considered universally recognized, in the sense that most countries agree on them as human rights. Follow this with a brief discussion of which rights from the UDHR were not common across the constitutions and ask students why they believe these were not included. Student opinion (as seen in the “Where Do You Stand?” activity) should demonstrate that not everyone agrees on the same set of rights. Try to steer the discussion away from judging countries “better” or “worse” in terms of human rights guarantees; the purpose of this activity is to assess the degree to which human rights ideas are universally recognized.
Comparing Rights Worksheet

(1) Look at a copy of the Universal Declaration of Human Rights (UDHR) to make sure you understand each of the rights described below.

(2) Write in the name of the country and date of the constitution that you have been assigned, then write the number of the article, and subsection number/letter (if applicable) that corresponds to each right listed below. If the right is not included in your constitution, leave the space blank.

Note: Keep in mind that some articles might include more than one right or some rights may be outlined in more than one article, so there may be more than one correct answer to each right listed below.

(3) List two rights from your constitution that are not included in the UDHR. Indicate the categories under which these rights fall (e.g., civil, social, economic, etc.). Finally, explain why you think each of these rights is important enough to be included in the constitution you read.

Name of my assigned country: _________________________ Year of constitution: ______

<table>
<thead>
<tr>
<th>Country</th>
<th>Article Number</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td>We are all born free and equal.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Don’t discriminate.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>The right to life and liberty.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>No slavery.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>No torture.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>You have rights no matter where you go.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>We’re all equal before the law.</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td>Your human rights are protected by law.</td>
</tr>
<tr>
<td></td>
<td>9.</td>
<td>No unfair detainment.</td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td>The right to trial.</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>We’re always innocent until proven guilty.</td>
</tr>
<tr>
<td></td>
<td>12.</td>
<td>The right to privacy.</td>
</tr>
<tr>
<td></td>
<td>13.</td>
<td>Freedom to move in and out of the country.</td>
</tr>
<tr>
<td></td>
<td>14.</td>
<td>The right to asylum.</td>
</tr>
<tr>
<td></td>
<td>15.</td>
<td>The right to a nationality.</td>
</tr>
<tr>
<td></td>
<td>16.</td>
<td>We have the right to marry whomever we want.</td>
</tr>
<tr>
<td></td>
<td>17.</td>
<td>The right to own property.</td>
</tr>
</tbody>
</table>
20. The right to public assembly.
21. The right to participate in government and elections.
22. The right to enjoy the benefits of our society.
23. The right to work and to join a union.
24. The right to rest and leisure.
25. Food and shelter for all.
26. The right to education.
27. Right to culture and to protect your creative work.
28. A fair and free world.
29. Responsibility to your community.
30. No one can take away your human rights.

Rights from my constitution that are not in the UDHR:

1. Right: ____________________________________________

____________________________________________________

Type of right: ________________________________________

Importance: _________________________________________

____________________________________________________

____________________________________________________

2. Right: ____________________________________________

____________________________________________________

Type of right: ________________________________________

Importance: _________________________________________

____________________________________________________

____________________________________________________
## Class Discussion: Comparative Rights (Overhead Chart)

<table>
<thead>
<tr>
<th>Albania</th>
<th>Bangladesh</th>
<th>Costa Rica</th>
<th>Germany</th>
<th>Iran</th>
<th>Italy</th>
<th>Peru</th>
<th>Russia</th>
<th>Sri Lanka</th>
<th>Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Free and equal.
2. No discrimination.
3. Life and liberty.
4. No slavery.
5. No torture.
6. Rights everywhere.
7. Equal before the law.
8. Rights protected by law.
9. No unfair detainment.
10. Trial.
11. Innocent until proven guilty.
12. Privacy.
13. Freedom to move.
15. Nationality.
17. Property.
18. Belief and religion.
20. Assembly and association.
22. Social benefits.
23. Work.
24. Rest.
25. Food and shelter.
26. Education.
27. Culture and creativity.
28. A fair and free world.
29. Community responsibility.
30. No one can take away rights.
<table>
<thead>
<tr>
<th>Country</th>
<th>Albania</th>
<th>Bangladesh</th>
<th>Costa Rica</th>
<th>Germany</th>
<th>Iran</th>
<th>Italy</th>
<th>Peru</th>
<th>Russia</th>
<th>Sri Lanka</th>
<th>Turkey</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1</td>
<td>11</td>
<td>20</td>
<td>2; 3</td>
<td>19</td>
<td>3</td>
<td>2(1)</td>
<td>172</td>
<td>12(1)</td>
<td>12(1)</td>
<td>12(1)</td>
<td>1. Free and equal.</td>
</tr>
<tr>
<td>18.2</td>
<td>28</td>
<td>33</td>
<td>3; 33(3)</td>
<td>19</td>
<td>3; 8</td>
<td>2(2)</td>
<td>19.2</td>
<td>12(2);</td>
<td>27(5); 27(6)</td>
<td>10(1)</td>
<td>2. No discrimination.</td>
</tr>
<tr>
<td>21; 27</td>
<td>32</td>
<td>21</td>
<td>2</td>
<td>13</td>
<td>2(1)</td>
<td>20.1;</td>
<td>17(1);</td>
<td>19(1)</td>
<td>17(1); 19(1)</td>
<td>3. Life and liberty.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>14; 34</td>
<td>20</td>
<td>12</td>
<td>2(24)b</td>
<td>37.2</td>
<td>18(1)</td>
<td>4. No slavery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>35(5)</td>
<td>40</td>
<td>16a(3)</td>
<td>38</td>
<td>27(3)</td>
<td>2(24)h</td>
<td>21.2</td>
<td>11</td>
<td>17(3)</td>
<td>5. No torture.</td>
<td></td>
</tr>
<tr>
<td>35; 36; 37</td>
<td>43</td>
<td>23; 24</td>
<td>10; 13</td>
<td>25</td>
<td>14; 15</td>
<td>2(6);</td>
<td>20; 22</td>
<td>20; 22</td>
<td>20; 22</td>
<td>12. Privacy.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>36</td>
<td>22</td>
<td>11</td>
<td>16</td>
<td>2(11)</td>
<td>27</td>
<td>14(1)h</td>
<td>14(1)i</td>
<td>23</td>
<td>13. Freedom to move.</td>
<td></td>
</tr>
<tr>
<td>19; 20</td>
<td>32</td>
<td>16(1)</td>
<td>41</td>
<td>2(21)</td>
<td>26.1</td>
<td>26</td>
<td>66(4)</td>
<td>15. Nationality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>45</td>
<td>14</td>
<td>17. Property.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>41</td>
<td>75</td>
<td>4</td>
<td>13; 14; 23</td>
<td>19</td>
<td>2(3);</td>
<td>28</td>
<td>24</td>
<td>18. Belief and religion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46; 47</td>
<td>37; 38</td>
<td>25; 26</td>
<td>8; 9(1)</td>
<td>26; 27</td>
<td>17; 18</td>
<td>2(12)</td>
<td>30; 31</td>
<td>33; 34</td>
<td>20. Assembly and association.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>9; 11</td>
<td>93; 98</td>
<td>33; 38</td>
<td>6</td>
<td>48–51</td>
<td>2(17);</td>
<td>32</td>
<td>67</td>
<td>21. Government and elections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>15c</td>
<td>73</td>
<td>29</td>
<td>38</td>
<td>10</td>
<td>39</td>
<td>27(9)</td>
<td>60</td>
<td>22. Social benefits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49; 50</td>
<td>15b; 20; 40</td>
<td>56; 60</td>
<td>12; 9(3)</td>
<td>28</td>
<td>4; 35;</td>
<td>2(15);</td>
<td>34; 37</td>
<td>14(1)d;</td>
<td>48; 49; 51</td>
<td>23. Work.</td>
<td></td>
</tr>
<tr>
<td>15c</td>
<td>59</td>
<td></td>
<td></td>
<td>2(22)</td>
<td>37.5</td>
<td>27(2)c</td>
<td>57</td>
<td>25. Food and shelter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.1b</td>
<td>15a</td>
<td>64; 65</td>
<td>31; 33</td>
<td>40</td>
<td>27(2)c</td>
<td>57</td>
<td>25. Food and shelter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albania</td>
<td>Bangladesh</td>
<td>Costa Rica</td>
<td>Germany</td>
<td>Iran</td>
<td>Italy</td>
<td>Peru</td>
<td>Russia</td>
<td>Sri Lanka</td>
<td>Turkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>---------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>--------</td>
<td>-----------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>17</td>
<td>78</td>
<td>7</td>
<td>30</td>
<td>34</td>
<td>13</td>
<td>43</td>
<td>27(2)h</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>23</td>
<td>47</td>
<td>9</td>
<td>2(8)</td>
<td>44</td>
<td></td>
<td></td>
<td>27; 64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27(15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>7</td>
<td>28</td>
<td>12(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>22</td>
<td>2</td>
<td></td>
<td>45; 55</td>
<td>14</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Right 26. Education.**

**Right 27. Culture and creativity.**

**Right 28. A fair and free world.**

**Right 29. Community responsibility.**

**Right 30. No one can take away rights.**

**Sample List of Rights not in the UDHR:**

**ALBANIA:** 39.3 collective expulsion of foreigners is prohibited; 54 protection of children; 55 right to state healthcare; 56 right to be informed about environment and its protection

**BANGLADESH:** 10 participation of women in national life; 14 emancipation of peasants and workers; 16 rural development and agricultural revolution; 25 promotion of international peace, security and solidarity

**COSTA RICA:** 46 monopolies are prohibited and consumers should be protected; 50 right to healthy environment; 52 marriage is about equality of spouses

**GERMANY:** 4(3) no one can be compelled to render war service using arms; 15 resources can be transferred to public ownership; 102 no capital punishment

**IRAN:** 10 protection of the family; 21 women’s rights; 39 dignity of the arrested

**ITALY:** 11 repudiation of war; 32 free medical care; 37 equality of women at work

**PERU:** 2(7) good reputation; 2(19) ethnic culture, identity and language; 2(23) self-defense; 4 protection of family, mothers, etc.; 11 free health care

**RUSSIA:** 40 state to provide housing to those in need; 41 health care; 42 environmental info, restitution for damage to health and property due to ecological transgressions; 59 military service (or alternate service)

**SRI LANKA:** 14(1)f promote own culture and use own language; 15 restrictions on fundamental rights for various reasons; 27(7) eliminate economic and social privilege and disparity; 27(14) protect, preserve and improve the environment for the benefit of the community

**TURKEY:** 31(1) right to use mass media other than the press; 45 protection of agricultures and animal husbandry; 56 health services and conservation of the environment; 59 development of sports
Part Two—The Fundamental Human Rights and Freedoms
Chapter I—General Principles
Article 15 1. The fundamental human rights and freedoms are indivisible, inalienable, and inviolable and stand at the basis of the entire juridical order. 2. The organs of public power, in fulfillment of their duties, shall respect the fundamental rights and freedoms, as well as contribute to their realization....

Article 18 1. All are equal before the law. 2. No one may be unjustly discriminated against for reasons such as gender, race, religion, ethnicity, language, political, religious or philosophical beliefs, economic condition, education, social status, or ancestry....

Article 19 1. Everyone born of at least one parent with Albanian citizenship gains automatically Albanian citizenship. Albanian citizenship is gained also for other reasons provided by law. 2. An Albanian citizen may not lose his citizenship, except when he gives it up.

Article 20 1. Persons who belong to national minorities exercise in full equality before the law the human rights and freedoms. 2. They have the right to freely express, without prohibition or compulsion, their ethnic, cultural, religious and linguistic belonging. They have the right to preserve and develop it, to study and to be taught in their mother tongue, as well as unite in organizations and societies for the protection of their interests and identity.

Chapter II—Personal Rights and Freedoms
Article 21 The life of a person is protected by law.

Article 22 1. Freedom of expression is guaranteed. 2. The freedom of the press, radio and television are guaranteed. 3. Prior censorship of a means of communication is prohibited....

Article 24 1. Freedom of conscience and of religion is guaranteed. 2. Everyone is free to choose or to change his religion or beliefs, as well as to express them individually or collectively, in public or private life, through cult, education, practices or the performance of rituals. 3. No one may be compelled or prohibited to take part or not in a religious community or in religious practices or to make his beliefs or faith public.

Article 25 No one may be subjected to cruel, inhuman or degrading torture, punishment or treatment.

Article 26 No one may be required to perform forced labor, except in cases of the execution of a judicial decision, the performance of military service, or for a service that results from a state of emergency, war or natural disaster that threatens human life or health.

Article 27 1. No one's liberty may be taken away except in the cases and according to the procedures provided by law....

Article 28 1. Everyone whose liberty has been taken away has the right to be notified immediately, in a language that he understands, of the reasons for this measure, as well as the accusation made against him. The person whose liberty has been taken away shall be informed that he has no obligation to make a declaration and has the right to communicate immediately with a lawyer, and he shall also be given the possibility to realize his rights....

Article 30 Everyone is considered innocent so long as his guilt is not proven by a final judicial decision.
Article 31 During a criminal proceeding, everyone has the right: a) to be notified immediately and in detail of the accusation made against him, of his rights, as well as to have the possibility created to notify his family or those close to him; b) to have the time and sufficient facilities to prepare his defense; c) to have the assistance without payment of a translator, when he does not speak or understand the Albanian language; d) to be defended by himself or with the assistance of a legal defender chosen by him; to communicate freely and privately with him, as well as to be assured of free defense when he does not have sufficient means; e) to question witnesses who are present and to seek the presentation of witnesses, experts and other persons who can clarify the facts....

Article 35 1. No one may be obliged, except when the law requires it, to make public data connected with his person. 2. The collection, use and making public of data about a person is done with his consent, except for the cases provided by law....

Article 36 The freedom and secrecy of correspondence or any other means of communication are guaranteed.

Article 37 1. The inviolability of the residence is guaranteed. 2. Searches of a residence, as well as the premises that are equivalent to it, may be done only in the cases and manner provided by law. 3. No one may be subjected to a personal search outside a criminal proceeding, with the exception of the cases of entry into the territory of the state and the leaving of it, or to avoid a risk that threatens public security.

Article 38 1. Everyone has the right to choose his place of residence and to move freely to any part of the territory of the state. 2. No one may be hindered to go freely out of the state.

Article 39 1. No Albanian citizen may be expelled from the territory of the state. 2. Extradition may be permitted only when it is expressly provided in international agreements, to which the Republic of Albania is a party, and only by judicial decision. 3. The collective expulsion of foreigners is prohibited. The expulsion of individuals is permitted under the conditions specified by law.

Article 40 Foreigners have the right of refuge in the Republic of Albania according to law.

Article 41 1. The right of private property is guaranteed....

Article 42 1. The freedom, property, and rights recognized in the Constitution and by law may not be infringed without due process. 2. Everyone, to protect his constitutional and legal rights, freedoms, and interests, or in the case of an accusation raised against him, has the right to a fair and public trial, within a reasonable time, by an independent and impartial court specified by law....

Chapter III—Political Rights and Freedoms

Article 45 1. Every citizen who has reached the age of 18, even on the date of the elections, has the right to elect and to be elected. 2. Citizens who have been declared mentally incompetent by a final court decision do not have the right to elect. 3. Convicts that are serving a sentence that deprives them of freedom have only the right to elect. 4. The vote is personal, equal, free and secret.

Article 46 1. Everyone has the right to organize collectively for any lawful purpose. 2. The registration of organizations or societies in court is done according to the procedure provided by law. 3. Organizations or societies that pursue unconstitutional purposes are prohibited pursuant to law.

Article 47 1. Freedom of peaceful meetings and without arms, as well the participation in them is guaranteed....
Article 48. Everyone, by himself or together with others, may direct requests, complaints or comments to the public organs, which are obliged to answer in the time periods and conditions set by law.

**Chapter IV—Economic, Social and Cultural Rights and Freedoms**

Article 49. 1. Everyone has the right to earn the means of living by lawful work that he has chosen or accepted himself. He is free to choose his profession, place of work, as well as his own system of professional qualification.

Article 50. Employees have the right to unite freely in labor organizations for the defense of their work interests.

Article 52. 1. Everyone has the right to social security in old age or when he is unable to work, according to a system set by law. 2. Everyone, who remains without work for reasons independent of their volition, and has no other means of support, has the right to assistance under the conditions provided by law.

Article 53. 1. Everyone has the right to get married and have a family. 2. Marriage and family enjoy special protection of the state. 3. The entering into and dissolution of marriage are regulated by law.

Article 54. 1. Children, the young, pregnant women and new mothers have the right to special protection by the state. 2. Children born out of wedlock have equal rights with those born within marriage. 3. Every child has the right to be protected from violence, ill treatment, exploitation and their use for work, especially under the minimum age for work, which could damage their health and morals or endanger their life or normal development.

Article 55. 1. Citizens enjoy in an equal manner the right to health care from the state. 2. Everyone has the right to health insurance pursuant to the procedure provided by law.

Article 56. Everyone has the right to be informed for the status of the environment and its protection.

Article 57. 1. Everyone has the right to education. 2. Mandatory school education is determined by law. 3. General high school public education is open for all. 4. Professional high school education and higher education can be conditioned only on criteria of abilities. 5. Mandatory education and general high school education in public schools are free.

Article 58. 1. Freedom of artistic creation and scientific research, placing in use, as well as profit from their results are guaranteed for all. 2. Copyright is protected by law.

**Chapter VI—People’s Advocate**

Article 60. 1. The People’s Advocate defends the rights, freedoms and lawful interests of individuals from unlawful or improper actions or failures to act of the organs of public administration.

Part II: Fundamental Principles of State Policy

8. Fundamental principles. (1) The principles of absolute trust and faith in the Almighty Allah, nationalism, democracy and socialism meaning economic and social justice, together with the principles derived from them as set out in this Part, shall constitute the fundamental principles of state policy. (1A). Absolute trust and faith in the Almighty Allah shall be the basis of all actions. (2) The principles set out in this Part shall be fundamental to the governance of Bangladesh, shall be applied by the State in the making of laws, shall be a guide to the interpretation of the Constitution and of the other laws of Bangladesh, and shall form the basis of the work of the State and of its citizens, but shall not be judicially enforceable.

9. Promotion of local Government institutions. The State shall encourage local Government institutions composed of representatives of the areas concerned and in such institutions special representation shall be given, as far as possible, to peasants, workers and women.

10. Participation of women in national life. Steps shall be taken to ensure participation of women in all spheres of national life.

11. Democracy and human rights. The Republic shall be a democracy in which fundamental human rights and freedoms and respect for the dignity and worth of the human person shall be guaranteed, and in which effective participation by the people through their elected representatives in administration at all levels shall be ensured....

13. Principles of ownership. The people shall own or control the instruments and means of production and distribution, and with this end in view ownership shall assume the following forms: (a) state ownership, that is ownership by the State on behalf of the people through the creation of an efficient and dynamic nationalised public sector embracing the key sectors of the economy; (b) co-operative ownership, that is ownership by co-operatives on behalf of their members within such limits as may be prescribed by law; and private ownership, that is ownership by individuals within such limits as may be prescribed by law.

14. Emancipation of peasants and workers. It shall be a fundamental responsibility of the State to emancipate the toiling masses the peasants and workers and backward sections of the people from all forms and exploitation.

15. Provision of basic necessities. It shall be a fundamental responsibility of the State to attain, through planned economic growth, a constant increase of productive forces and a steady improvement in the material and cultural standard of living of the people, with a view to securing to its citizens: (a) the provision of the basic necessities of life, including food, clothing, shelter, education and medical care; (b) the right to work, that is the right to guaranteed employment at a reasonable wage having regard to the quantity and quality of work; (c) the right to reasonable rest, recreation and leisure; and the right to social security, that is to say to public assistance in cases of undeserved want arising from unemployment, illness or disablement, or suffered by widows or orphans or in old age, or in other such cases.

16. Rural development and agricultural revolution. The State shall adopt effective measures to bring about a radical transformation in the rural areas through the promotion of a agricultural revolution, the provision of rural electrification, the development of cottage and other industries, and the improvement of education, communications and public health, in those areas, so as progressively to remove the disparity in the standards of living between the urban and the rural areas.

17. Free and compulsory education. The State shall adopt effective measures for the purpose of: (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law...
20. Work as a right and duty. (1) Work is a right, a duty and a matter of honour for every citizen who is capable of working, and everyone shall be paid for his work on the basis of the principle “from each according to his abilities to each according to his work.” (2) The State shall endeavour to create conditions in which, as a general principle, persons shall not be able to enjoy unearned incomes, and in which human labour in every form, intellectual and physical, shall become a fuller expression of creative endeavour and of the human personality.... 

23. National Culture. The State shall adopt measures to conserve the cultural traditions and heritage of the people, and so to foster and improve the national language, literature and the arts that all sections of the people are afforded the opportunity to contribute towards and to participate in the enrichment of the national culture.... 

25. Promotion of international peace, security and solidarity. (1) The State shall base its international relations on the principles of respect for national sovereignty and equality, non-interference in the internal affairs of other countries, peaceful settlement of international disputes, and respect for international law and the principles enunciated in the United Nations Charter, and on the basis of those principle shall: (a) strive for the renunciation of the use of force in international relations and for general and complete disarmament; (b) uphold the right of every people freely to determine and build up its own social, economic and political system by ways and means of its own free choice; and support oppressed peoples throughout the world waging a just struggle against imperialism, colonialism or racialism.... 

27. Equality before law. All citizens are equal before law and are entitled to equal protection of law. 

28. Discrimination on grounds of religion, etc. (1) The State shall not discriminate against any citizen on grounds only of religion, race caste, sex or place of birth. (2) Women shall have equal rights with men in all spheres of the State and of public life. (3) No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.... 

31. Right to protection of law. To enjoy the protection of the law, and to be treated in accordance with law, and only in accordance with law, is the inalienable right of every citizen, wherever he may be, and of every other person for the time being within Bangladesh, and in particular no action detrimental to the life, liberty, body, reputation or property of any person shall be taken except in accordance with law. 

32. Protection of right to life and personal liberty. No person shall be deprived of life or personal liberty save in accordance with law. 

33. Safeguards as to arrest and detention. (1) No person who is arrested shall be detained in custody without being informed, as soon as may be of the grounds for such arrest, nor shall he be denied the right to consult and be defended by a legal practitioner of his choice. (2) Every person who is arrested and detained in custody shall be produced before the nearest magistrate within a period of twenty four hours of such arrest, excluding the time necessary for the journey from the place of arrest to the court of the magistrate, and no such person shall be detained in custody beyond the said period without the authority of a magistrate.... 

34. Prohibition of forced labour. (1) All forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.... 

35. Protection in respect of trial and punishment. (1) No person shall be convicted to any offence except for violation of a law in force at the time of the commission of the act charged as an offence, nor be subjected to a penalty greater than, or different from that which might have been inflicted under the law in force at the time of the commission of the offence. (2) No person shall be prosecuted and punished for the same offence more than once. (3) Every person cont.
accused of a criminal offence shall have the right to a speedy and public trial by an independent and impartial court or tribunal established by law. (4) No person accused of any offence shall be compelled to be a witness against himself. (5) No person shall be subjected to torture or to cruel, inhuman, or degrading punishment or treatment....

36. Freedom of movement. Subject to any reasonable restrictions imposed by law in the public interest, every citizen shall have the right to move freely throughout Bangladesh, to reside and settle in any place therein and to leave and re-enter Bangladesh.

37. Freedom of assembly. Every citizen shall have the right to assemble and to participate in public meetings and processions peacefully and without arms, subject to any reasonable restrictions imposed by law in the interests of public order health.

38. Freedom of association. Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interests of morality or public order.

39. Freedom of thought and conscience, and of speech. (1) Freedom of thought and conscience is guaranteed. (2) Subject to any reasonable restrictions imposed by law in the interests of the security of the State, friendly relations with foreign states, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence: (a) the right of every citizen of freedom of speech and expression; and freedom of the press, are guaranteed.

40. Freedom of profession or occupation. Subject to any restrictions imposed by law, every citizen possessing such qualifications, if any, as may be prescribed by law in relation to his profession, occupation, trade or business shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business.

41. Freedom of religion. (1) Subject to law, public order and morality: (a) every citizen has the right to profess, practice or propagate any religion; (b) every religious community or denomination has the right to establish, maintain and manage its religious institutions. (2) No person attending any educational institution shall be required to receive religious instruction, or to take part in or to attend any religious ceremony or worship, if that instruction, ceremony or worship relates to a religion other than his own.

42. Rights to property. (1) Subject to any restrictions imposed by law, every citizen shall have the right to acquire, hold, transfer or otherwise dispose of property, and no property shall be compulsorily acquired, nationalised or requisitioned save by authority of law....

43. Protection of home and correspondence. Every citizen shall have the right, subject to any reasonable restrictions imposed by law in the interests of the security of the State, public order, public morality or public health: (a) to be secured in his home against entry, search and seizure; and to the privacy of his correspondence and other means of communication.

Title IV: Individual Rights and Guarantees
Article 20. All men are free within the Republic; no one under the protection of its laws can be a slave.

Article 21. Human life is inviolable.

Article 22. Every Costa Rican may move about and stay anywhere within the Republic or abroad, provided he is free from any liability, and return whenever it may be convenient to him. No requirements can be demanded to Costa Ricans in order to prevent their entrance into the country.

Article 23. The domicile and any other private premises of the inhabitants of the Republic are inviolable. However, they may be searched with a written warrant issued by a competent Judge, either to prevent the commission of crimes or their impunity, or to prevent serious damages to persons or property, subject to the appropriate provisions of law.

Article 24. The right to intimacy, freedom and secret of communications is guaranteed....

Article 25. The inhabitants of the Republic have the right of association for lawful purposes. No one may be compelled to form a part of any association whatsoever.

Article 26. Everyone has the right to meet peacefully and unarmed, whether it is for private business or to discuss political affairs and examine the public conduct of officials....

Article 27. The right to petition any public official or State entity, either individually or collectively and the right to obtain prompt resolution are guaranteed.

Article 28. No one may be disturbed or persecuted for the expression of his opinions or for any act which does not infringe the law....

Article 29. Every person may communicate his thoughts verbally or in writing and publish them without previous censorship; but he shall be liable for any abuses committed in the exercise of this right, in such cases and in the manner established by law.

Article 31. The territory of Costa Rica shall be a shelter for all those persecuted for political reasons. If their expulsion is decreed on legal grounds, they can never be sent back to the country where they were persecuted....

Article 32. No Costa Rican may be compelled to abandon the national territory.

Article 33. All persons are equal before the law and there shall be no discrimination against human dignity. (As amended by Law No. 4123, May 31, 1968.)...

Article 35. No one may be tried by a commission, a court or a judge specially appointed for the case, but exclusively by the courts established in accordance with this Constitution....

Article 37. No one may be detained without substantiated evidence of having committed an offense or without a written order issued by the judge or the authority in charge of maintaining public order, unless the person concerned is a fugitive from justice or is caught in the act; but in all cases, he shall be placed at the disposition of a competent judge within a peremptory period of twenty-four hours.... cont.
Article 39. No one shall be made to suffer a penalty except for crime, unintentional tort or misdemeanor punishable by previous law, and in virtue of final judgment entered by competent authority, after opportunity has been given to the defendant to plead his defense, and upon the necessary proof of guilt....

Article 40. No one may be subjected to cruel or degrading treatment or to life imprisonment, or to the penalty of confiscation. Any statement obtained by violent means shall be null and void....

Article 45. Property is inviolable; no one may be deprived of his property except for legally proven public interest upon prior compensation in accordance with the law....

Article 46. Private monopolies, as well as any act, even if originated by virtue of law, which may threaten or restrict freedom of trade, agriculture or industry, are prohibited....Consumers and users are entitled to the protection of their health, environment, safety and financial interests, to receive adequate and truthful information, to freedom of election and to equal treatment....(As amended by Law No. 7607, May 29, 1996.)

Article 47. Every author, inventor, producer, or merchant shall temporarily enjoy exclusive ownership of his work, invention, trademark or trade name, in accordance with the law.

Article 48. Every person has the right to present writs of habeas corpus to guarantee his freedom and personal integrity and writs of amparo to maintain or reestablish the enjoyment of other rights conferred by this Constitution as well as those of fundamental nature established in international instruments on human rights, enforceable in the Republic. (As amended by Law No. 7128 of August 18, 1989)....

Title V: Social Rights and Guarantees

Article 50. The State shall procure the greatest welfare of all inhabitants of the country, organizing and promoting production and the most adequate distribution of wealth. Every person has the right to a healthy and ecologically balanced environment, being therefore entitled to denounce any acts that may infringe said right and claim redress for the damage caused....(As amended by Article 1°, Law No. 7412, June 3, 1994.)

Article 51. The family, as a natural element and foundation of society, is entitled to State protection. Mothers, children, the elderly and the destitute infirm are also entitled to such protection.

Article 52. Marriage is the essential basis of the family and rests on equality of the rights of spouses....

Article 56. Labor is a right of the individual and an obligation to society. The State shall strive to see that everyone has lawful and useful employment, duly compensated, and prevent the establishment on that account of conditions which may in any way curtail human freedom or dignity or degrade his labor to the status of mere merchandise. The State guarantees the right to free choice of work....

Article 59. All workers shall be entitled to one day of rest after six consecutive days of work and to annual paid vacations, the duration and time of which shall be regulated by law, but which shall not be in any case less than two weeks for every fifty weeks of continuous service, all without prejudice to well-defined exceptions established by law.

Article 60. Both employers and workers may organize freely, for the exclusive purpose of obtaining and preserving economic, social or professional benefits....

Article 64. The State shall promote the creation of cooperatives as a means to provide better living conditions for workers.

cont.
Article 65. The State shall promote the construction of low-cost housing and create a family homestead for workers....

Article 73. Social security is established for the benefit of manual and intellectual workers, regulated by a system of compulsory contributions by the State, employers and workers, to protect them against the risks of illness, disability, maternity, old age, death and other contingencies as determined by law....(As amended by Law No. 2737, May 12, 1961.)...

Title VI: Religion
Article 75. The Roman Catholic and Apostolic Religion is the religion of the State, which contributes to its maintenance, without preventing the free exercise in the Republic of other forms of worship that are not opposed to universal morality or good customs. (As amended with regard to its number by Article 1, Law No. 5703, June 6, 1975)....

Title VII: Education and Culture
Article 78. Preschool education and general basic education are compulsory. These levels and the diversified education level are, in the public system, free and supported by the Nation....

Title VIII: Political Rights and Duties
Article 93. Suffrage is a primary and compulsory civic function and is exercised before Election Boards through direct and secret vote by the citizens registered in the Civil Registry. (As amended by Law No. 2345, May 20, 1959)....

Article 98. All citizens have the right to organize themselves in parties in order to participate in national politics, provided that such parties are committed in their platforms to respect the constitutional order of the Republic....

Chapter I—Basic Rights

Article 1 [Human Dignity]
(1) Human dignity is inviolable. To respect and protect it is the duty of all state authority. (2) The German People therefore acknowledge inviolable and inalienable human rights as the basis of every human community, of peace, and of justice in the world. (3) The following basic rights are binding on legislature, executive, and judiciary as directly valid law.

Article 2 [Liberty]
(1) Everyone has the right to free development of his personality insofar as he does not violate the rights of others or offend against the constitutional order or morality. (2) Everyone has the right to life and to physical integrity. The freedom of the person is inviolable. Intrusion on these rights may only be made pursuant to a statute.

Article 3 [Equality]
(1) All humans are equal before the law. (2) Men and women are equal. The state supports the effective realization of equality of women and men and works towards abolishing present disadvantages. (3) No one may be disadvantaged or favored because of his sex, parentage, race, language, homeland and origin, his faith, or his religious or political opinions. No one may be disadvantaged because of his handicap.

Article 4 [Faith, Religion, Conscience, Creed]
(1) Freedom of creed, of conscience, and freedom to profess a religious or non-religious faith are inviolable. (2) The undisturbed practice of religion is guaranteed. (3) No one may be compelled against his conscience to render war service involving the use of arms. Details are regulated by a federal statute.

Article 5 [Expression]
(1) Everyone has the right to freely express and disseminate his opinion in speech, writing, and pictures and to freely inform himself from generally accessible sources. Freedom of the press and freedom of reporting by means of broadcasts and films are guaranteed. There may be no censorship....

Article 6 [Marriage, Family, Children Out of Wedlock]
(1) Marriage and family are under the special protection of the state. (2) Care and upbringing of children are the natural right of the parents and primarily their duty. The state supervises the exercise of the same....(4) Every mother is entitled to protection by and care of the community....

Article 7 [Education]
(1) The entire schooling system stands under the supervision of the state. (2) Persons entitled to the upbringing of a child have the right to decide whether the child has to attend religion classes....

Article 8 [Assembly]
(1) All Germans have the right, without prior notification or permission, to assemble peaceably and unarmed....

Article 9 [Freedom of association]
(1) All Germans shall have the right to form corporations and other associations. (2) Associations whose aims or activities contravene the criminal laws, or that are directed against the constitutional order or the concept of international understanding, shall be prohibited. (3) The right to form associations to safeguard and improve working and economic conditions shall be guaranteed to every individual and to every occupation or profession....

cont.
Article 10 [Letters, Mail, Telecommunication]
(1) The privacy of letters as well as the secrecy of post and telecommunication are inviolable.

Article 11 [Movement]
(1) All Germans enjoy freedom of movement throughout the federal territory.

Article 12 [Work, Forced Labor]
(1) All Germans have the right to freely choose their occupation, their place of work, and their place of study or training. The practice of an occupation can be regulated by or pursuant to a statute. (3) Forced labor may be imposed only on persons deprived of their liberty by court sentence.

Article 13 [Inviolability of the home]
(1) The home is inviolable. (2) Searches may be authorised only by a judge or, when time is of the essence, by other authorities designated by the laws, and may be carried out only in the manner therein prescribed.

Article 14 [Property – Inheritance – Expropriation]
(1) Property and the right of inheritance shall be guaranteed. Their content and limits shall be defined by the laws. (2) Property entails obligations. Its use shall also serve the public good. (3) Expropriation shall only be permissible for the public good. It may only be ordered by or pursuant to a law that determines the nature and extent of compensation.

Article 15 [Socialisation]
Land, natural resources and means of production may for the purpose of socialisation be transferred to public ownership or other forms of public enterprise by a law that determines the nature and extent of compensation.

Article 16 [Citizenship, Extradition]
(1) German citizenship may not be taken away. The loss of citizenship may only be imposed pursuant to a statute and against the will of the person affected only where such person does not become stateless as a result thereof. (2) No German may be extradited to a foreign country. The law can provide otherwise for extraditions to a member state of the European Union or to an international court of justice as long as the rule of law is upheld.

Article 16a [Asylum]
(1) Persons persecuted on political grounds enjoy the right of asylum. (3) By a law requiring the consent of the Bundesrat, states may be specified in which, on the basis of their laws, enforcement practices and general political conditions, it can be safely concluded that neither political persecution nor inhuman or degrading punishment or treatment exists. It shall be presumed that a foreigner from such a state is not persecuted, unless he presents evidence justifying the conclusion that, contrary to this presumption, he is persecuted on political grounds.

Article 19 [Restriction of basic rights – Legal remedies]
(1) Insofar as, under this Basic Law, a basic right may be restricted by or pursuant to a law, such law must apply generally and not merely to a single case. In addition, the law must specify the basic right affected and the Article in which it appears. (2) In no case may the essence of a basic right be affected.

Article 33 [Equal citizenship – Public service]
(1) Every German shall have in every Land the same political rights and duties. (2) Every German shall be equally eligible for any public office according to his aptitude, qualifications and professional achievements. (3) Neither the enjoyment of civil and political rights, nor eligibility for public office, nor rights acquired in the public service shall be dependent upon religious affiliation. No one may be disadvantaged by reason of adherence or nonadherence to a particular religious denomination or philosophical creed.
Article 38 [Elections]
(1) Members of the German Bundestag shall be elected in general, direct, free, equal and secret elections. They shall be representatives of the whole people, not bound by orders or instructions, and responsible only to their conscience.
(2) Any person who has attained the age of eighteen shall be entitled to vote; any person who has attained the age of majority may be elected.

Article 102 [Abolition of capital punishment]
Capital punishment is abolished.

Article 103 [Fair trial]
(1) In the courts every person shall be entitled to a hearing in accordance with law.
(2) An act may be punished only if it was defined by a law as a criminal offence before the act was committed.

Article 104 [Deprivation of liberty]
(1) Liberty of the person may be restricted only pursuant to a formal law and only in compliance with the procedures prescribed therein. Persons in custody may not be subjected to mental or physical mistreatment.
(2) Only a judge may rule upon the permissibility or continuation of any deprivation of liberty.
(3) Any person provisionally detained on suspicion of having committed a criminal offence shall be brought before a judge no later than the day following his arrest; the judge shall inform him of the reasons for the arrest, examine him, and give him an opportunity to raise objections. The judge shall, without delay, either issue a written arrest warrant setting forth the reasons therefore or order his release.

Chapter I: General Principles

Article 4 [Islamic Principle]
All civil, penal, financial, economic, administrative, cultural, military, political, and other laws and regulations must be based on Islamic criteria. This principle applies absolutely and generally to all articles of the Constitution as well as to all other laws and regulations, and the wise persons of the Guardian Council are judges in this matter....

Article 6 [Administration of Affairs]
In the Islamic Republic of Iran, the affairs of the country must be administered on the basis of public opinion expressed by the means of elections, including the election of the President, the representatives of the Islamic Consultative Assembly, and the members of councils, or by means of referenda in matters specified in other articles of this Constitution....

Article 10 [Family Principle]
Since the family is the fundamental unit of Islamic society, all laws, regulations, and pertinent programs must tend to facilitate the formation of a family, and to safeguard its sanctity and the stability of family relations on the basis of the law and the ethics of Islam....

Article 13 [Recognized Religious Minorities]
Zoroastrian, Jewish, and Christian Iranians are the only recognized religious minorities, who, within the limits of the law, are free to perform their religious rites and ceremonies, and to act according to their own canon in matters of personal affairs and religious education.

Article 14 [Non-Muslims’ Rights]
In accordance with the sacred verse “God does not forbid you to deal kindly and justly with those who have not fought against you because of your religion and who have not expelled you from your homes” [60:8], the government of the Islamic Republic of Iran and all Muslims are duty-bound to treat non-Muslims in conformity with ethical norms and the principles of Islamic justice and equity, and to respect their human rights. This principle applies to all who refrain from engaging in conspiracy or activity against Islam and the Islamic Republic of Iran.

Chapter III: The Rights of the People

Article 19 [No Discrimination, No Privileges]
All people of Iran, whatever the ethnic group or tribe to which they belong, enjoy equal rights; color, race, language, and the like, do not bestow any privilege.

Article 20 [Equality Before Law]
All citizens of the country, both men and women, equally enjoy the protection of the law and enjoy all human, political, economic, social, and cultural rights, in conformity with Islamic criteria.

Article 21 [Women’s Rights]
The government must ensure the rights of women in all respects, in conformity with Islamic criteria, and accomplish the following goals: 1) create a favorable environment for the growth of woman’s personality and the restoration of her rights, both the material and intellectual; 2) the protection of mothers, particularly during pregnancy and child-rearing, and the protection of children without guardians; 3) establishing competent courts to protect and preserve the family; 4) the provision of special insurance for widows, aged women, and women without support; 5) the awarding of guardianship of children to worthy mothers, in order to protect the interests of the children, in the absence of a legal guardian.

cont.
Article 22  [Human Dignity and Rights]
The dignity, life, property, rights, residence, and occupation of the individual are inviolate, except in cases sanctioned by law.

Article 23  [Freedom of Belief]
The investigation of individuals' beliefs is forbidden, and no one may be molested or taken to task simply for holding a certain belief.

Article 24  [Freedom of the Press]
Publications and the press have freedom of expression except when it is detrimental to the fundamental principles of Islam or the rights of the public. The details of this exception will be specified by law.

Article 25  [Secrecy of Communication]
The inspection of letters and the failure to deliver them, the recording and disclosure of telephone conversations, the disclosure of telegraphic and telex communications, censorship, or the wilful failure to transmit them, eavesdropping, and all forms of covert investigation are forbidden, except as provided by law.

Article 26  [Freedom of Association]
The formation of parties, societies, political or professional associations, as well as religious societies, whether Islamic or pertaining to one of the recognized religious minorities, is permitted provided they do not violate the principles of independence, freedom, national unity, the criteria of Islam, or the basis of the Islamic Republic. No one may be prevented from participating in the aforementioned groups, or be compelled to participate in them.

Article 27  [Freedom of Assembly]
Public gatherings and marches may be freely held, provided arms are not carried and that they are not detrimental to the fundamental principles of Islam.

Article 28  [Work]
(1) Everyone has the right to choose any occupation he wishes, if it is not contrary to Islam and the public interests, and does not infringe the rights of others. (2) The government has the duty, with due consideration of the need of society for different kinds of work, to provide every citizen with the opportunity to work, and to create equal conditions for obtaining it.

Article 29  [Welfare Rights]
(1) To benefit from social security with respect to retirement, unemployment, old age, disability, absence of a guardian, and benefits relating to being stranded, accidents, health services, and medical care and treatment, provided through insurance or other means, is accepted as a universal right. (2) The government must provide the foregoing services and financial support for every individual citizen by drawing, in accordance with the law, on the national revenues and funds obtained through public contributions.

Article 30  [Education]
The government must provide all citizen with free education up to secondary school, and must expand free higher education to the extent required by the country for attaining self-sufficiency.

Article 31  [Housing]
It is the right of every Iranian individual and family to possess housing commensurate with his needs. The government must make land available for the implementation of this article, according priority to those whose need is greatest, in particular the rural population and the workers.

cont.
Article 32  [Arrest]
No one may be arrested except by the order and in accordance with the procedure laid down by law. In case of arrest, charges with the reasons for accusation must, without delay, be communicated and explained to the accused in writing, and a provisional dossier must be forwarded to the competent judicial authorities within a maximum of twenty-four hours so that the preliminaries to the trial can be completed as swiftly as possible. The violation of this article will be liable to punishment in accordance with the law.

Article 33  [Residence]
No one can be banished from his place of residence, prevented from residing in the place of his choice, or compelled to reside in a given locality, except in cases provided by law.

Article 34  [Recourse to the Courts]
It is the indisputable right of every citizen to seek justice by recourse to competent courts. All citizens have right of access to such courts, and no one can be barred from courts to which he has a legal right of recourse.

Article 35  [Right to Counsel]
Both parties to a lawsuit have the right in all courts of law to select an attorney, and if they are unable to do so, arrangements must be made to provide them with legal counsel....

Article 37  [Presumption of Innocence]
Innocence is to be presumed, and no one is to be held guilty of a charge unless his or her guilt has been established by a competent court.

Article 38  [Torture]
All forms of torture for the purpose of extracting confession or acquiring information are forbidden. Compulsion of individuals to testify, confess, or take an oath is not permissible; and any testimony, confession, or oath obtained under duress is devoid of value and credence. Violation of this article is liable to punishment in accordance with the law.

Article 39  [Dignity of Arrested]
All affronts to the dignity and repute of persons arrested, detained, imprisoned, or banished in accordance with the law, whatever form they may take, are forbidden and liable to punishment.

Article 40  [Public Interest]
No one is entitled to exercise his rights in a way injurious to others or detrimental to public interests.

Article 41  [Citizenship]
Iranian citizenship is the indisputable right of every Iranian, and the government cannot withdraw citizenship from any Iranian unless he himself requests it or acquires the citizenship of another country.

EXEMPLARY: CONSTITUTION OF THE ITALIAN REPUBLIC, 1947

Fundamental Principles

Article 2 [Human Rights]
The republic recognizes and guarantees the inviolable human rights, be it as an individual or in social groups expressing their personality, and it ensures the performance of the unalterable duty to political, economic, and social solidarity.

Article 3 [Equality]
(1) All citizens have equal social status and are equal before the law, without regard to their sex, race, language, religion, political opinions, and personal or social conditions.

Article 4 [Work]
(1) The republic recognizes the right of all citizens to work and promotes conditions to fulfill this right. (2) According to capability and choice, every citizen has the duty to undertake an activity or a function that will contribute to the material and moral progress of society.

Article 8 [Religion]
(1) Religious denominations are equally free before the law. (2) Denominations other than Catholicism have the right to organize themselves according to their own by-laws, provided they do not conflict with the Italian legal system.

Article 9 [Research and Culture]
(1) The republic promotes cultural development and scientific and technical research. (2) It safeguards natural beauty and the historical and artistic heritage of the nation.

Article 10 [International Law]
(1) The legal system of Italy conforms to the generally recognized principles of international law. (3) Foreigners who are, in their own country, denied the actual exercise of those democratic freedoms guaranteed by the Italian constitution, are entitled to the right to asylum under those conditions provided by law.

Article 11 [Repudiation of War]
Italy repudiates war as an instrument offending the liberty of the peoples and as a means for settling international disputes; it agrees to limitations of sovereignty where they are necessary to allow for a legal system of peace and justice between nations, provided the principle of reciprocity is guaranteed; it promotes and encourages international organizations furthering such ends.

Title I: Civil Rights

Article 13 [Personal Liberty]
(1) Personal liberty is inviolable. (2) No one may be detained, inspected, or searched nor otherwise restricted in personal liberty except by order of the judiciary stating a reason and only in such cases and in such manner as provided by law.

Article 14 [Personal Domicile]
(1) Personal domicile is inviolable. (2) No one's domicile may be inspected, searched, or seized save in cases and in the manner laid down by law conforming to the guarantee of personal liberty.

Article 15 [Freedom of Correspondence]
(1) Liberty and secrecy of correspondence and other forms of communication are inviolable. (2) Limitations may only be imposed by judicial decision stating the reasons and in accordance with guarantees defined by law.

cont.
Article 16 [Freedom of Movement]
(1) Every citizen has the right to reside and travel freely in any part of the national territory except for limitations provided by general laws protecting health or security. No restriction may be imposed for political reasons. (2) Every citizen is free to leave the territory of the republic and return to it except for obligations defined by law.

Article 17 [Right of Assembly]
(1) All citizens have the right to assemble peaceably and unarmed.

Article 18 [Freedom of Association]
(1) Citizens have the right freely and without authorization to form associations for those aims not forbidden by criminal law. (2) Secret associations and associations pursuing political aims by military organization, even if only indirectly, are forbidden.

Article 19 [Freedom of Religion]
Everyone is entitled to freely profess religious beliefs in any form, individually or with others, to promote them, and to celebrate rites in public or in private, provided they are not offensive to public morality.

Article 21 [Freedom of Communication]
(1) Everyone has the right to freely express thoughts in speech, writing, and by other communication. (2) The press may not be controlled by authorization or submitted to censorship.

Article 25 [Defendant's Rights]
(1) No case may be removed from a court, but must be heard as provided by law. (2) No punishment is allowed except provided by a law already in force when the offence has been committed.

Article 27 [Rights of the Accused]
(1) Criminal responsibility is personal. (2) The defendant may not be considered guilty until sentenced. (3) Punishments may not contradict humanity and must aim at re-educating the convicted. (4) Death penalty is prohibited except by military law in time of war.

Title II: Ethical and Social Relations
Article 29 [Marriage]
(1) The family is recognized by the republic as a natural association founded on marriage.

Article 32 [Health]
(1) The republic protects individual health as a basic right and in the public interest; it provides free medical care to the poor.

Article 34 [Education]
(1) Schools are open to everyone. (2) Primary education, given for at least eight years, is compulsory and free of tuition.

Title III: Economic Relations
Article 35 [Labor]
(1) The republic protects labor in all its forms. (2) It provides for the training and professional enhancement of workers.

Article 36 [Wages]
(1) Workers are entitled to remuneration commensurate with the quantity and quality of their work, and in any case cont.
sufficient to ensure to them and their families a free and honorable existence.

Article 37  [Equality of Women at Work]
(1) Working women are entitled to equal rights and, for comparable jobs, equal pay as men. Working conditions have to be such as to allow women to fulfill their essential family duties and ensure an adequate protection of mothers and children.

Article 38  [Welfare]
(1) All citizens unable to work and lacking the resources necessary for their existence are entitled to private and social assistance. (2) Workers are entitled to adequate insurance for their needs in case of accident, illness, disability, old age, and involuntary unemployment.

Article 39  [Trade Unions]
(1) The organization of trade unions is free. (2) No obligation may be imposed on trade unions except the duty to register at local or central offices as provided by law.

Article 42  [Property]
(1) Property is public or private. Economic goods may belong to the state, to public bodies, or to private persons. (2) Private ownership is recognized and guaranteed by laws determining the manner of acquisition and enjoyment and its limits, in order to ensure its social function and to make it accessible to all.

Title IV: Political Rights

Article 48  [Voting Rights]
(1) All citizens, men or women, who have attained their majority are entitled to vote. (2) Voting is personal, equal, free, and secret. Its exercise is a civic duty.

Article 49  [Political Parties]
All citizens have the right to freely associate in political parties in order to contribute by democratic methods to determine national policy.

Article 51  [Public Offices]
(1) Citizens of one or the other sex are eligible for public office and for elective positions under equal conditions, according to the rules established by law. To this end, the republic adopts specific measures in order to promote equal chances for men and women.

Chapter I: Fundamental Rights of the Individual

Article 1. The protection of the individual and respect for his dignity are the supreme goal of society and the government.

Article 2. Every individual has the right:
(1) to life, his identity, his physical, psychological, and moral integrity, and his free fulfillment and well-being. Such rights exist from the time of conception in all ways that are beneficial.
(2) to equality before the law. No one may be discriminated against because of his origin, race, sex, language, religion, opinion, economic status, or any other reason.
(3) to freedom of conscience and religion, individually or as a member of a group. No one may be persecuted for his ideas or beliefs.
(4) to freedom of information, opinion, expression, and the dissemination of thought through the spoken or written word or in images, by any means of social communication, and without previous authorization, censorship, or impediment whatsoever, in accordance with the law....
(6) to assurance that information services, whether or not they are computerized, public or private, will not release information affecting one’s personal and family privacy.
(7) to his honor and good reputation, personal and family privacy, and his own voice and image.
(8) to freedom of intellectual, artistic, technical, and scientific creation, as well as ownership of such creations and the profits derived therefrom. The government provides access to culture and promotes its development and dissemination.
(9) the inviolability of his home. No one may enter the home or conduct any investigation or search without authorization from the inhabitant or a court warrant except in the case of flagrante delicto or very grave danger of the same. Exceptions for reasons of health or serious risk are governed by law.
(10) to the inviolability and secrecy of private documents and communications.
(11) to choose his place of residence, to travel throughout the national territory and to leave and enter it, except in the case of restrictions for reasons of health or with a legal warrant or in application of the law governing aliens.
(12) to assemble peacefully without arms....
(15) to work freely, in accordance with the law.
(16) to own and inherit property.
(17) to participate, individually or as a member of an organization, in the political, economic, social, and cultural life of the nation. In accordance with the law, citizens have the right to elect, remove or recall officials by a legislative initiative or referendum.
(18) to keep his political, philosophical, religious, or any other type of convictions private and to maintain professional confidentiality.
(19) to his ethnic and cultural identity. The government recognizes and protects the ethnic and cultural plurality of the nation. Any Peruvian unable to express himself in Spanish has the right to use his own language before any authority through an interpreter. Foreigners enjoy the same right when summoned before any authority....
(21) to his nationality. No one may be deprived of it. Nor may any individual be deprived of the right to obtain or renew his passport inside or outside the national territory.
(22) to peace, tranquility, enjoyment of leisure time and rest, as well as to a balanced and suitable environment within which he may conduct his life.
(23) to self-defense.
(24) to personal freedom and security. Consequently: a) No one may be required to do anything not ordered by law or prevented from doing what the law does not prohibit. b) No restriction whatsoever may be placed on personal freedom except where prescribed by law. Slavery, servitude and trading in human beings in any form are prohibited....
(25) to his nationality. No one may be deprived of it. Nor may any individual be deprived of the right to obtain or renew his passport inside or outside the national territory.
(26) to peace, tranquility, enjoyment of leisure time and rest, as well as to a balanced and suitable environment within which he may conduct his life.
(27) to self-defense.
(28) to personal freedom and security. Consequently: a) No one may be required to do anything not ordered by law or prevented from doing what the law does not prohibit. b) No restriction whatsoever may be placed on personal freedom except where prescribed by law. Slavery, servitude and trading in human beings in any form are prohibited....
(29) to his nationality. No one may be deprived of it. Nor may any individual be deprived of the right to obtain or renew his passport inside or outside the national territory.
(30) to peace, tranquility, enjoyment of leisure time and rest, as well as to a balanced and suitable environment within which he may conduct his life.
(31) to self-defense.
(32) to personal freedom and security. Consequently: a) No one may be required to do anything not ordered by law or prevented from doing what the law does not prohibit. b) No restriction whatsoever may be placed on personal freedom except where prescribed by law. Slavery, servitude and trading in human beings in any form are prohibited....
(33) to his nationality. No one may be deprived of it. Nor may any individual be deprived of the right to obtain or renew his passport inside or outside the national territory.
(34) to peace, tranquility, enjoyment of leisure time and rest, as well as to a balanced and suitable environment within which he may conduct his life.
(35) to self-defense.
(36) to personal freedom and security. Consequently: a) No one may be required to do anything not ordered by law or prevented from doing what the law does not prohibit. b) No restriction whatsoever may be placed on personal freedom except where prescribed by law. Slavery, servitude and trading in human beings in any form are prohibited....
(37) to his nationality. No one may be deprived of it. Nor may any individual be deprived of the right to obtain or renew his passport inside or outside the national territory.
(38) to peace, tranquility, enjoyment of leisure time and rest, as well as to a balanced and suitable environment within which he may conduct his life.
(39) to self-defense.
(40) to personal freedom and security. Consequently: a) No one may be required to do anything not ordered by law or prevented from doing what the law does not prohibit. b) No restriction whatsoever may be placed on personal freedom except where prescribed by law. Slavery, servitude and trading in human beings in any form are prohibited....
(41) to his nationality. No one may be deprived of it. Nor may any individual be deprived of the right to obtain or renew his passport inside or outside the national territory.
(42) to peace, tranquility, enjoyment of leisure time and rest, as well as to a balanced and suitable environment within which he may conduct his life.
(43) to self-defense.
a written warrant issued by a judge for cause or by police authorities in cases of flagrante delicto....h) No one may be the victim of moral, physical, or psychological violence or be subjected to torture or inhumane or humiliating treatment.

Chapter II: Social and Economic Rights
Article 4. The community and the government extend special protection to any abandoned child, adolescent, mother, or aged person. They also protect the family and promote marriage. They recognize the latter as natural, fundamental institutions of society....

Article 6. It is the purpose of the national policy on population to encourage and promote responsible parenting by the father and mother....It is the duty and right of parents to nourish, educate, and provide security for their children, just as children have the duty to respect and aid their parents.

Article 7. Everyone has the right to protection of his health and of the family environment and community and a duty to contribute to the betterment and defense....

Article 10. The government recognizes the universal and progressive right of every individual to social security for his protection from the contingencies defined by law and in order to improve his quality of life.

Article 11. The government guarantees free access to health care and retirement through public, private, or joint public-private agencies. It also oversees their efficient operation....

Article 13. The purpose of education is the integral development of the human person. The government recognizes and guarantees free education. Parents have the duty to educate their children and the right to choose their schools and to participate in the educational process....

Article 24. The worker has the right to fair and adequate pay that will provide material and spiritual well-being for him and his family.

Article 25. The regular work schedule is eight hours a day or 48 hours a week maximum. In the case of cumulative or atypical schedules, the average number of hours worked during an equivalent period may not exceed that maximum. Workers have the right to weekly and annual paid vacations....

Chapter III: Concerning Political Rights and Duties
Article 30. Peruvians over the age of 18 are citizens. In order to exercise their citizenship, they must register to vote.

Article 31. Citizens have the right to participate in public affairs through the referendum, legislative initiative, the recall or removal of officials, and the right to hold the latter accountable. They have the right to be elected and to elect their representatives freely in accordance with the conditions and procedures set forth by organic law. Voting is personal, equal, free, secret, and compulsory up to the age of 70. It is optional thereafter....

Article 36. The government recognizes political asylum. It accepts the status extended by the government granting asylum. In the case of deportation, the individual granted asylum will not be turned over to the country whose government is pursuing him....

Chapter 2. Rights and Freedoms of Man and Citizen

Article 17  1. In the Russian Federation recognition and guarantees shall be provided for the rights and freedoms of man and citizen according to the universally recognized principles and norms of international law and according to the present Constitution.  2. Fundamental human rights and freedoms are inalienable and shall be enjoyed by everyone since the day of birth.  3. The exercise of the rights and freedoms of man and citizen shall not violate the rights and freedoms of other people.

Article 18  The rights and freedoms of man and citizen shall be directly operative. They determine the essence, meaning and implementation of laws, the activities of the legislative and executive authorities, local self-government and shall be ensured by the administration of justice.

Article 19  1. All people shall be equal before the law and court.  2. The State shall guarantee the equality of rights and freedoms of man and citizen, regardless of sex, race, nationality, language, origin, property and official status, place of residence, religion, convictions, membership of public associations, and also of other circumstances. All forms of limitations of human rights on social, racial, national, linguistic or religious grounds shall be banned....

Article 20  1. Everyone shall have the right to life....

Article 21  1. Human dignity shall be protected by the State. Nothing may serve as a basis for its derogation.  2. No one shall be subject to torture, violence or other severe or humiliating treatment or punishment. No one may be subject to medical, scientific and other experiments without voluntary consent.

Article 22  1. Everyone shall have the right to freedom and personal immunity.  2. Arrest, detention and remanding in custody shall be allowed only by court decision. Without the court’s decision a person may not be detained for a term more than 48 hours.

Article 23  1. Everyone shall have the right to the inviolability of private life, personal and family secrets, the protection of honour and good name.  2. Everyone shall have the right to privacy of correspondence, of telephone conversations, postal, telegraph and other messages. Limitations of this right shall be allowed only by court decision....

Article 26  1. Everyone shall have the right to determine and indicate his nationality. No one may be forced to determine and indicate his or her nationality.  2. Everyone shall have the right to use his or her native language, to a free choice of the language of communication, upbringing, education and creative work.

Article 27  1. Every who legally stays in the territory of the Russian Federation shall have the right to free travel, choice of place of stay or residence.  2. Everyone may freely leave the Russian Federation. Citizens of the Russian Federation shall have the right to freely return to the Russian Federation.

Article 28  Everyone shall be guaranteed the freedom of conscience, the freedom of religion, including the right to profess individually or together with other any religion or to profess no religion at all, to freely choose, possess and disseminate religious and other views and act according to them.

Article 29  1. Everyone shall be guaranteed the freedom of ideas and speech....3. No one may be forced to express his views and convictions or to reject them.  4. Everyone shall have the right to freely look for, receive, transmit, produce and distribute information by any legal way. The list of data comprising state secrets shall be determined by a federal law.  5. The freedom of mass communication shall be guaranteed. Censorship shall be banned.
Article 30  1. Everyone shall have the right to association, including the right to create trade unions for the protection of his or her interests. The freedom of activity of public association shall be guaranteed.

Article 31  Citizens of the Russian Federation shall have the right to assemble peacefully, without weapons, hold rallies, meetings and demonstrations, marches and pickets.

Article 32  1. Citizens of the Russian Federation shall have the right to participate in managing state affairs both directly and through their representatives. 2. Citizens of the Russian Federation shall have the right to elect and be elected to state bodies of power and local self-government bodies, and also to participate in referenda.

Article 34  1. Everyone shall have the right to a free use of his abilities and property for entrepreneurial and economic activities not prohibited by law.

Article 35  1. The right of private property shall be protected by law. 2. Everyone shall have the right to have property, possess, use and dispose of it both personally and jointly with other people. 3. No one may be deprived of property otherwise than by a court decision. Forced confiscation of property for state needs may be carried out only on the proviso of preliminary and complete compensation. 4. The right of inheritance shall be guaranteed.

Article 37  1. Labour is free. Everyone shall have the right to freely use his labour capabilities, to choose the type of activity and profession. 2. Forced labour shall be banned. 3. Everyone shall have the right to labour conditions meeting the safety and hygienic requirements, for labour remuneration without any discrimination whatsoever and not lower than minimum wages and salaries established by the federal law, as well as the right to protection against unemployment. 4. Recognition shall be given to the right to individual and collective labour disputes with the use of methods of their adjustment fixed by the federal law, including the right to strike. 5. Everyone shall have the right to rest and license. Those working by labour contracts shall be guaranteed the fixed duration of the working time, days off and holidays, and the annual paid leave established by the federal law.

Article 39  1. Everyone shall be guaranteed social security at the expense of the State in old age, in case of an illness, disableness, loss of the bread-winner, for upbringing of children and in other cases established by law.

Article 40  1. Everyone shall have the right to a home. No one may be arbitrarily deprived of his or her home. 2. The bodies of state authority and local self-government shall encourage housing construction and create conditions for exercising the right to a home. 3. Low-income people and other persons mentioned in law and in need of a home shall receive it gratis or for reasonable payment from the state, municipal and other housing stocks according to the norms fixed by law.

Article 41  1. Everyone shall have the right to health protection and medical aid. Medical aid in state and municipal health establishments shall be rendered to individuals gratis, at the expense of the corresponding budget, insurance contributions, and other proceeds.

Article 42  Everyone shall have the right to favourable environment, reliable information about its state and for a restitution of damage inflicted on his health and property by ecological transgressions.

Article 43  1. Everyone shall have the right to education.

Article 44  1. Everyone shall be guaranteed the freedom of literary, artistic, scientific, technical and other types of creative activity, and teaching. Intellectual property shall be protected by law. 2. Everyone shall have the right to participate in cultural life and use cultural establishments and to an access to cultural values.
Article 45  1. State protection of the rights and freedoms of man and citizen shall be guaranteed in the Russian Federation.  2. Everyone shall be free to protect his rights and freedoms by all means not prohibited by law....

Article 47  1. No one may be deprived of the right to the consideration of his or her case in that court and by that judge in whose cognizance the given case is according to law.  2. The accused of committing a crime shall have the right to the examination of his case by a court of jury in cases envisaged by the federal law....

Article 49  1. Everyone accused of committing a crime shall be considered innocent until his guilt is proved according to the rules fixed by the federal law and confirmed by the sentence of a court which has come into legal force....

Article 55  1. The listing in the Constitution of the Russian Federation of the fundamental rights and freedoms shall not be interpreted as a rejection or derogation of other universally recognized human rights and freedoms.  2. In the Russian Federation no laws shall be adopted cancelling or derogating human rights and freedoms.  3. The rights and freedoms of man and citizen may be limited by the federal law only to such an extent to which it is necessary for the protection of the fundamental principles of the constitutional system, morality, health, the rights and lawful interests of other people, for ensuring defence of the country and security of the State....

Article 59  1. Defence of the Fatherland shall be a duty and obligation of citizens of the Russian Federation.  2. A citizen shall carry out military service according to the federal law.  3. A citizen of the Russian Federation shall have the right to replace military service by alternative civilian service in case his convictions or religious belief contradict military service and also in other cases envisaged by the federal law....

Article 61  1. A citizen of the Russian Federation may not be deported from Russia or extradited to another State.  2. The Russian Federation shall guarantee to its citizens protection and patronage abroad....

Article 63  1. The Russian Federation shall grant political asylum to foreign nationals and stateless persons according to the universally recognized norms of international law.  2. In the Russian Federation it shall not be allowed to extradite to other States those people who are persecuted for political convictions, as well as for actions (or inaction) not recognized as a crime in the Russian Federation. The extradition of people accused of a crime, and also the handover of convicts for serving sentences in other States shall be carried out on the basis of the federal law or the international agreement of the Russian Federation.

Chapter II: Buddhism
9. The Republic of Sri Lanka shall give to Buddhism the foremost place and accordingly it shall be the duty of the State to protect and foster the Buddha Sasana, while assuring to all religions the rights granted by Articles 10 and 14(1)(e).

Chapter III: Fundamental Rights
Every person is entitled to freedom of thought, conscience and religion, including the freedom to have or to adopt a religion or belief of his choice.

11. Freedom from torture.
No person shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

12. Right to equality.
(1) All persons are equal before the law and are entitled to the equal protection of the law.
(2) No citizen shall be discriminated against on the grounds of race, religion, language, caste, sex, political opinion, place of birth or any such grounds....

(1) No person shall be arrested except according to procedure established by law. Any person arrested shall be informed of the reason for his arrest. (2) Every person held in custody, detained or otherwise deprived of personal liberty shall be brought before the judge of the nearest competent court according to procedure established by law, and shall not be further held in custody, detained or deprived of personal liberty except upon and in terms of the order of such judge made in accordance with procedure established by law. (3) Any person charged with an offence shall be entitled to be heard, in person or by an attorney-at-law, at a fair trial by a competent court....(5) Every person shall be presumed innocent until he is proved guilty: Provided that the burden of proving particular facts may, by law, be placed on an accused person....

14. Freedom of Speech, assembly, association, movement, etc.
(1) Every citizen is entitled to - (a) the freedom of speech and expression including publication; (b) the freedom of peaceful assembly; (c) the freedom of association; (d) the freedom to form and join a trade union; (e) the freedom, either by himself or in association with others, and either in public or in private, to manifest his religion or belief in worship, observance, practice or teaching; (f) the freedom by himself or in association with others to enjoy and promote his own culture and to use his own language; (g) the freedom to engage by himself or in association with others in any lawful occupation, profession, trade, business or enterprise; (h) the freedom of movement and of choosing his residence within Sri Lanka; and (i) the freedom to return to Sri Lanka....

15. Restrictions on fundamental Rights.
(1) The exercise and operation of the fundamental rights declared and recognized by Articles 13(5) and 13(6) shall be subject only to such restrictions as may be prescribed by law in the interests of national security. (2) The exercise and operation of the fundamental right declared and recognized by Article 14(1)(a) shall be subject to such restrictions as may be prescribed by law in the interests of racial and religious harmony or in relation to parliamentary privilege, contempt of court, defamation or incitement to an offence. (3) The exercise and operation of the fundamental right declared and recognized by Article 14(1)(b) shall be subject to such restrictions as may be prescribed by law in the interests of racial and religious harmony. (4) The exercise and operation of the fundamental right declared and recog
nized by Article 14(1)(c) shall be subject to such restrictions as may be prescribed by law in the interests of racial and religious harmony or national economy. (5) The exercise and operation of the fundamental right declared and recognized by Article 14(1)(g) shall be subject to such restrictions as may be prescribed by law in the interests of national economy. (6) The exercise and operation of the fundamental right declared and recognized by Article 14(1)(h) shall be subject to such restrictions as may be prescribed by law in the interests of national economy. (7) The exercise and operation of all the fundamental rights declared and recognized by Articles 12, 13(1), 13(2) and 14 shall be subject to such restrictions as may be prescribed by law in the interests of national security, public order and the protection of public health or morality, or for the purpose of securing due recognition and respect for the rights and freedoms of others, or of meeting the just requirements of the general welfare of a democratic society. (8) The exercise and operation of the fundamental rights declared and recognized by Articles 12(1), 13 and 14 shall, in their application to the members of the Armed Forces, Police Force and other Forces charged with the maintenance of public order, be subject to such restrictions as may be prescribed by law in the interests of the proper discharge of their duties and the maintenance of discipline among them.

Chapter V: Citizenship of Sri Lanka

26. (1) There shall be one status of citizenship known as “the status of a citizen of Sri Lanka.” (2) A citizen of Sri Lanka shall for all purposes be described only as a “citizen of Sri Lanka,” whether such person became entitled to citizenship by descent or by virtue of registration in accordance with the law relating to citizenship. (3) No distinction shall be drawn between citizens of Sri Lanka for any purpose by reference to the mode of acquisition of such status, as to whether acquired by descent or by virtue of registration.

Chapter VI: Directive Principles of State Policy and Fundamental Duties

27(...(2) The State is pledged to establish in Sri Lanka a democratic socialist society, the objectives of which include - (a) the full realization of the fundamental rights and freedoms of all persons; (b) the promotion of the welfare of the People by securing and protecting as effectively as it may, a social order in which justice (social, economic and political) shall guide all the institutions of the national life; (c) the realization by all citizens of an adequate standard of living for themselves and their families, including adequate food, clothing and housing, the continuous improvement of living conditions and the full enjoyment of leisure and social and cultural opportunities; (d) the rapid development of the whole country by means of public and private economic activity and by laws prescribing such planning and controls as may be expedient for directing and coordinating such public and private economic activity towards social objectives and the public weal; (e) the equitable distribution among all citizens of the material resources of the community and the social product, so as best to subserve the common good; (f) the establishment of a just social order in which the means of production, distribution and exchange are not concentrated and centralised in the State, State agencies or in the hands of a privileged few, but are dispersed among, and owned by, all the People of Sri Lanka; (g) raising the moral and cultural standards of the People, and ensuring the full development of human personality; and (h) the complete eradication of illiteracy and the assurance to all persons of the right to universal and equal access to education at all levels....

(5) The State shall strengthen national unity by promoting co-operation and mutual confidence among all sections of the People of Sri Lanka, including the racial, religious, linguistic and other groups, and shall, take effective steps in the fields of teaching, education and information in order to eliminate discrimination and prejudice.

(6) The State shall ensure equality of opportunity to citizens, so that no citizen shall suffer any disability on the ground of race, religion, language, caste, sex, political opinion or occupation.

(7) The State shall eliminate economic and social privilege and disparity, and the exploitation of man by man or by the State.

(8) The State shall ensure that the operation of the economic system does not result in the concentration of wealth and the means of production to the common detriment.

(9) The State shall ensure social security and welfare.

(10) The State shall assist the development of the cultures and the languages of the People.

cont.
(11) The State shall create the necessary economic and social environment to enable people of all religious faiths to make a reality of their religious principles.

(12) The State shall recognize and protect the family as the basic unit of society.

(13) The State shall promote with special care the interests of children and youth, so as to ensure their full development, physical, mental, moral, religious and social, and to protect them from exploitation and discrimination.

(14) The State shall protect, preserve and improve the environment for the benefit of the community.

(15) The State shall promote international peace, security and co-operation, and the establishment of a just and equitable international economic and social order, and shall endeavour to foster respect for international law and treaty obligations in dealings among nations.

**Fundamental duties**

28. The exercise and enjoyment of rights and freedoms is inseparable from the performance of duties and obligations, and accordingly it is the duty of every person in Sri Lanka -

(a) to uphold and defend the Constitution and the law; (b) to further the national interest and to foster national unity;

(c) to work conscientiously in his chosen occupation; (d) to preserve and protect public property, and to combat misuse and waste of public property; (e) to respect the rights and freedoms of others; and (f) to protect nature and conserve its riches.

In line with the concept of nationalism and the reforms and principles introduced by the founder of the Republic of Turkey, Atatürk, the immortal leader and the unrivalled hero, this Constitution, which affirms the eternal existence of the Turkish nation and motherland and the indivisible unity of the Turkish state, embodies;

The recognition that all Turkish citizens are united in national honour and pride, in national joy and grief, in their rights and duties regarding national existence, in blessings and in burdens, and in every manifestation of national life, and that they have the right to demand a peaceful life based on absolute respect for one another’s rights and freedoms, mutual love and fellowship and the desire for and belief in at home, peace in the world.

Article 10  Equality before the Law
(1) All individuals are equal without any discrimination before the law, irrespective of language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such considerations. (4) State organs and administrative authorities shall act in compliance with the principle of equality before the law in all their proceedings.

Article 12  Nature of Fundamental Rights and Freedoms
(1) Everyone possesses inherent fundamental rights and freedoms which are inviolable and inalienable. (2) The fundamental rights and freedoms also comprise the duties and responsibilities of the individual to the society, his or her family, and other individuals.

Article 14  Prohibition of Abuse of Fundamental Rights and Freedoms
(2) No provision of this Constitution shall be interpreted in a manner that enables the State or individuals to destroy the fundamental rights and freedoms embodied in the Constitution or to stage an activity with the aim of restricting them more extensively than stated in the Constitution.

Article 17  Personal Inviolability, Material and Spiritual Entity of the Individual
(1) Everyone has the right to life and the right to protect and develop his material and spiritual entity. (3) No one shall be subjected to torture or ill-treatment. [or] penalties or treatment incompatible with human dignity.

Article 18  Prohibition of Forced Labour
(1) No one shall be forced to work. Forced labour is prohibited.

Article 19  Personal Liberty and Security
(1) Everyone has the right to liberty and security of person. (2) No one shall be deprived of his or her liberty except in the following cases where procedure and conditions are prescribed by law: Execution of sentences restricting liberty and the implementation of security measures decided by court order. (7) Persons under detention shall have the right to request trial within a reasonable time or to be released during investigation or prosecution.

Article 20  Privacy of Individual Life
(1) Everyone has the right to demand respect for his or her private and family life. Privacy of an individual or family life cannot be violated.

Article 22  Freedom of Residence and Movement
(1) Everyone has the right to freedom of residence and movement. (4) Citizens may not be deported, or deprived of their right of entry to their homeland.
Article 24 Freedom of Religion and Conscience
(1) Everyone has the right to freedom of conscience, religious belief and conviction. (3) No one shall be compelled to worship, or to participate in religious ceremonies and rites, to reveal religious beliefs and convictions, or be blamed or accused because of his religious beliefs and convictions.

Article 25 Freedom of Thought and Opinion
Everyone has the right to freedom of thought and opinion. No one shall be compelled to reveal his thoughts and opinions for any reason or purpose, nor shall anyone be blamed or accused on account of his thoughts and opinions.

Article 26 Freedom of Expression and Dissemination of Thought
(1) Everyone has the right to express and disseminate his thoughts and opinion by speech, in writing or in pictures or through other media, individually or collectively. This right includes the freedom to receive and impart information and ideas without interference from official authorities.

Article 27 Freedom of Science and the Arts
(1) Everyone has the right to study and teach freely, explain, and disseminate science and arts and to carry out research in these fields.

Article 31 Right to Use Media Other Than the Press Owned by Public Corporations
(1) Individuals and political parties have the right to use mass media and means of communication other than the press owned by public corporations. The conditions and procedures for such use shall be regulated by law.

Article 33 Freedom of Association
(1) Everyone has the right to form associations, or become a member of an association, or withdraw from membership without prior permission.

Article 34 Right to Hold Meetings and Demonstration Marches
(1) Everyone has the right to hold unarmed and peaceful meetings and demonstration marches without prior permission.

Article 35 Property Rights
(1) Everyone has the right to own and inherit property.

Article 40 Protection of Fundamental Rights and Freedoms
(1) Everyone whose constitutional rights and freedoms have been violated has the right to request prompt access to the competent authorities.

Article 42 Right and Duty of Training and Education
(1) No one shall be deprived of the right of learning and education. (5) Primary education is compulsory for all citizens of both sexes and is free of charge in state schools.

Article 45 Protection of Agriculture, Animal Husbandry, and of Persons Engaged in These Activities
(2) The state shall take necessary measures to promote the values of crop and livestock products, and to enable growers and producers to be paid the real value of their products.

Article 48 Freedom to Work and Conclude Contracts
(1) Everyone has the freedom to work and conclude contracts in the field of his/her choice. Establishment of private enterprises is free.

cont.
<table>
<thead>
<tr>
<th>Article</th>
<th>Title</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Right and Duty to Work</td>
<td>(1) Everyone has the right and duty to work. (2) The State shall take the necessary measures to raise the standard of living of workers, and to protect workers and the unemployed in order to improve the general conditions of labour, to promote labour, to create suitable economic conditions for prevention of unemployment and to secure labour peace.</td>
</tr>
<tr>
<td>50</td>
<td>Working Conditions and Right to Rest and Leisure</td>
<td>... (3) All workers have the right to rest and leisure. (4) Rights and conditions relating to paid weekends and holidays, together with paid annual leave, shall be regulated by law.</td>
</tr>
<tr>
<td>51</td>
<td>Right to Organize Labour Unions</td>
<td>(1) Employees and employers have the right to form labour unions, employers’ associations and higher organizations, without obtaining permission, and they also possess the right to become a member of a union and to freely withdraw from membership...</td>
</tr>
<tr>
<td>56</td>
<td>Health Services and Conservation of the Environment</td>
<td>(1) Everyone has the right to live in a healthy, balanced environment. (2) It is the duty of the state and citizens to improve the natural environment, and to prevent environmental pollution. (3) To ensure that everyone leads their lives in conditions of physical and mental health..., the state shall regulate central planning and functioning of the health services.</td>
</tr>
<tr>
<td>57</td>
<td>Right to Housing</td>
<td>(1) The state shall take measures to meet the need for housing within the framework of a plan which takes into account the characteristics of cities and environmental conditions and supports community housing projects.</td>
</tr>
<tr>
<td>59</td>
<td>Development of Sports</td>
<td>(1) The state shall take measures to develop the physical and mental health of Turkish citizens of all ages, and encourage the spread of sports among the masses. (2) The state shall protect successful athletes.</td>
</tr>
<tr>
<td>60</td>
<td>Right to Social Security</td>
<td>(1) Everyone has the right to social security. (2) The state shall take the necessary measures and establish the organisation for the provision of social security.</td>
</tr>
<tr>
<td>64</td>
<td>Protection of Arts and Artists</td>
<td>The state shall protect artistic activities and artists. The state shall take the necessary measures to protect, promote and support works of art and artists, and encourage the growth of appreciation for the arts.</td>
</tr>
<tr>
<td>66</td>
<td>Turkish Citizenship</td>
<td>(1) Everyone bound to the Turkish state through the bond of citizenship is a Turk....(4) No Turk shall be deprived of citizenship, unless he commits an act incompatible with loyalty to the motherland.</td>
</tr>
<tr>
<td>67</td>
<td>Right to Vote, to be Elected and to Engage in Political Activity</td>
<td>(1) In conformity with the conditions set forth in the law, citizens have the right to vote, to be elected, and to engage in political activities independently or in a political party, and to take part in a referendum....(3) All Turkish citizens over 18 years of age shall have the right to vote in elections and to take part in referenda.</td>
</tr>
</tbody>
</table>

EXPLAIN: HUMAN RIGHTS CRUSADEERS

Throughout history, people have fought to advance human rights when those in power do too little to protect them. As students have seen in the preceding activity, the English Parliament forced the King and Queen to accept their list of rights in 1689 and the founders of the United States did the same with the Declaration of Independence in 1776. Throughout history, key individuals and groups have fought for rights, both those that had been guaranteed to them and those not yet bestowed. In doing so, they changed their societies for the better.

PROCEDURE:

1. Students should choose one of the following figures/groups for a brief research assignment. Or, if you wish to ensure coverage of specific figures, you can assign them.

   These names are specified in the Texas Essential Knowledge and Skills (TEKS): Nelson Mandela (South Africa), Mohandas Gandhi (India), Oscar Romero (El Salvador), Natan Sharansky (Ukraine), Las Madres de la Plaza de Mayo (Argentina), student protesters in Tiananmen square (China), William Wilberforce (England)

   These figures provide further context to the issue and, if incorporated, will allow you to have each student work on a different activist: César Chavez (U.S.), Susan B. Anthony (U.S), Martin Luther King, Jr. (U.S.), Rigoberta Menchú (Guatemala), Wangari Maathai (Kenya), Doctors without Borders, Thich Nhat Hanh (Vietnam), Desmond Tutu (South Africa), Leymah Gbowee (Liberia), Souleymane Guengueng (Chad), Vann Nath (Cambodia), Giichi Nomura (Japan), Julian Burnside (Australia), Molly Melching (Senegal), Muhammad Yunus (Bangladesh), Arundhati Roy (India), Vandana Shiva (India), Aung San Suu Kyi (Burma/Myanmar), Shirin Ebadi (Iran), Saad Eddin Ibrahim (Egypt), Hanan Ashrawi (Palestinian), Anna Politkovskaya (Russia), Evgeny Zhovtis (Kazakhstan), Staša Zajović (Serbia), Bartolomé de las Casas (Spain, Americas), Václav Havel (Czechoslovakia/Czech Republic), Mary Robinson (Ireland), Bono (Ireland)

2. Each student will conduct online research in order to create a PowerPoint slide, with a brief profile of his/her activist(s), that will be incorporated into a class presentation on human rights crusaders around the world. Students can be creative, or you may want to assign a template. The slide must contain: name, photo, country, year of birth and death (if applicable), three bullet points with brief information that answer these questions:
   (a) What rights does/did this figure/group work on? (Hint: use the UDHR.)
   (b) What notable things has this figure/group accomplished?
   (c) Why is this work important?

3. Collect student slides and merge into one presentation. Each student will have two minutes to present his/her slide. Presented information should be related to, and also expand upon, the bullet points. Students may want to include some historical and/or geographical context for the work done by their activists.
Oscar Romero, El Salvador (1917–1980)

- Archbishop of San Salvador; assassinated in 1980
- Spoke out against social injustice, killings and torture, persecution of the Church
- Dedicated to helping the poor and protecting Salvadorans from an abusive government

Anna Politkovskaya, Russia (1958–2006)

- Journalist for investigative newspaper, Novaya Gazeta
- Reported on war in Chechnya and abuses by Russian-backed Chechen government
- Assassinated in 2006
ELABORATE: HUMAN RIGHTS IN THE NEWS

Students study human rights news stories to assess recent trends and how international pressures affect rights issues around the world. In this activity, students review human rights headlines and then find their own news stories.

PROCEDURE:

(1) Introduce the topic by telling students that you are going to read headlines and synopses of news stories pulled from Amnesty International, “a worldwide movement of people who campaign for internationally recognized human rights for all.”

(2) Read each of the headlines and teasers to the class. As a class, decide what UDHR rights are being addressed by each headline (some may have multiple possibilities). Discuss whether the news articles reflect positive or negative events. Discuss if they think that the publicizing of these stories through international organizations like Amnesty International have an effect.

(3) Optional homework: Have students write synopses of one of the articles. You can either have the entire class write on one article, or assign different articles to each student. Discuss the articles the next day. Have the articles added to their real-world understanding of human rights? Despite the fact that many of these rights are included in constitutions, there are still abuses—why do the students think this is so?

(4) Ask students to collect human rights stories from the local paper (or an assortment of major online papers like The New York Times, USA Today, Washington Post, etc.) over the course of the week. The stories can be national or international in scope. Each student should cut out two articles to be turned in with a short paragraph that states the type of right being addressed and why the student thinks it’s important.

HEADLINES

Ecuador first to ratify new UN mechanism to enforce economic, social, and cultural rights
Other countries urged to follow suit to ensure justice for all whose rights are violated and who are denied an effective remedy in their own countries.

Cuba urged to respect press freedom as repression of journalists intensifies
Amnesty International today called on the Cuban authorities to end harassment of independent journalists following a month in which several reporters were arbitrarily detained and intimidated for criticizing the government.
2010-04-30

Jailed Sri Lankan Journalist Released on Bail
Amnesty International welcomes the release on bail of a Sri Lankan journalist, who was sentenced to 20 years in jail on terrorism charges last year after criticizing the government.

Workers and Activists at Risk in Bangladesh
Police have detained garment factory employees and labor rights activists following street protests in and around the Bangladeshi capital, Dhaka. Some workers and activists have gone into hiding. Several others have received death threats from security forces.
Turkey ends prosecution of child demonstrators under anti-terror laws
Amnesty International has welcomed a move by the Turkey's Parliament to end the prosecution of children under anti-terrorism laws solely for taking part in demonstrations.

Prominent Iranian blogger jailed for more than 19 years
Amnesty International has today expressed concern over the sentencing of an Iranian-Canadian blogger to more than 19 years in prison for his online comments.

Slovakia: Unlock their future: End the segregation of Romani children in Slovakia's schools
Thousands of Romani children across Slovakia remain trapped in substandard education as a result of widespread discrimination and a school system that keeps failing them. Entrenched anti-Roma attitudes within the education system have led to a situation in which Romani children are sometimes literally locked into separate classrooms to prevent them from mixing with non-Roma pupils. In this document Amnesty International urges the Slovakian government to include legal and policy provisions that define segregation and to introduce adequate support measures in order to promote truly inclusive education.

Belarus frees conscientious objector
Yevgeny Yakovenko, who refuses to carry arms because of his pacifist convictions, was amnestied by a panel of judges.

France must withdraw order targeting Roma for eviction
France has been urged to withdraw its orders to target Roma camps, which they call “illegal,” for eviction.

Swiss businessman held in Libya returns home
Amnesty International has welcomed the safe return home of a Swiss businessman, who served a four month prison sentence in Libya and who had been effectively banned from leaving the country since 2008.
ELABORATE: HUMAN RIGHTS CHALLENGES

VOTE WITH YOUR FEET
This activity is designed to get students out of their seats by having them position themselves physically in the room relative to their answers regarding specific questions. By using space in the classroom, students need to take a position—something they may be less likely to do during a discussion—and they gain a sense of how their position fits with the positions of other students in the class. This exercise also allows the teacher to see how students, even those who are more reticent during discussion, position themselves.

PROCEDURE:
(1) Designate two places in your room: one that is Yes, the other No.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
</table>

(2) Ask the students a series of questions about the topic under consideration. They may stand anywhere, clearly in the yes/no categories, or somewhere in the middle, depending on their leanings.

(3) You can have students remain silent through the exercise, allowing only their body position to reveal their opinion. Or you can elicit explanations of answers from individual students (suggested questions below).

(4) Finally, as a way of communicating information about the issue under discussion, fill in with facts that are related to the questions asked. Information on rights issues around the world has been included in the following pages.

(5) As a final step, you can re-do the physical vote based on new knowledge. Have student positions changed? For comparison, you record answers in the first round (perhaps with a digital camera), and then again in the second.

QUESTIONS:
• Do you consider the right to live in a clean environment a basic human right?
  Once students have positioned themselves, ask individual students why they have positioned themselves where they are. Whose responsibility is it to ensure a clean environment?

• Do you consider the right to education a fundamental human right?
  Once students have positioned themselves, ask individual students why they have positioned themselves where they are. How can we make sure that everyone gets a good education?

• Do you think that access to safe water is a fundamental human right?
  Once students have positioned themselves, ask individual students why they have positioned themselves where they are. Whose responsibility should it be to guarantee safe water?

• Do you consider the ability to participate in cultural life—whether through performances, literature, or even TV—a basic human right?
  Once students have positioned themselves, ask individual students why they have positioned themselves where they are. Why is it important (or not) to participate in cultural activities in your community?

VOTE WITH YOUR FEET © 2008 Ann D. David; modified by Hemispheres.
The Right to a Healthy Environment

This is not addressed in the Universal Declaration of Human Rights (UDHR). Our increasing understanding of how humans affect the environment—including global warming and overuse of natural resources—has created new areas for human rights conflicts. In order to provide for human rights, we need a healthy environment, but the granting of certain rights to individuals may damage the environment. The responsibilities of multinational corporations have not been addressed directly by human rights legislation.

Contemporary Environmental Issues

MEXICO

Mexico City suffers from pollution problems that make it hard to breathe for the more than 20 million people who live there. Situated at a high altitude of 7,800 feet, Mexico City is surrounded by two major mountain chains that rise high around it to create a bowl that traps pollution in a perpetual cloud over the city. Factory emissions and heavy traffic, always increasing due to urban migration, have been the leading causes of Mexico City’s air pollution since the early 1960s. The government has worked on the problem by imposing car restrictions, upgrading buses, improving fuels and automobile emissions standards, and working with industry to reduce pollutants. Government programs cut toxic emissions in half between 1994 and 1998, but have made little progress since then.

While many residents feel that air quality has improved, new studies have revealed that, in addition to other health issues, children in the city develop unusually small lungs and the pollution has damaged people's sense of smell, making it hard for them to identify common aromas like coffee and oranges. The government has an active educational campaign that urges residents to take a role in improving air quality by changing their habits of energy consumption. However, as one engineer has noted, trying to reduce air pollution is like trying to “fix an airplane while it's in flight.”

INDIA

Deforestation is a severe problem in India, where forests are a critical resource for rural people, especially in mountainous areas. Dense forest coverage supports agriculture that feeds families and supplies fuel, fodder, building timber, and even medicinal herbs, particularly for indigenous groups. The forest also plays an important role in stabilizing soil and water resources.

Before state intervention, indigenous people had full access to forests, and strong community organization supported sensible use of forest resources. Starting in the mid-1800s, the Indian government nationalized much of the country’s forests and began to regulate community access to forested areas. Although the government maintained that it would allow deforestation only for scientific and legal purposes, it regularly allowed cutting for commercial profit.

As forests increasingly have been cut back for commerce, Indian villagers have tried to protect their livelihoods through non-violent resistance. Beginning in the 1970s, protests, led primarily by women responsible for their family’s subsistence, spread throughout India and became known as the Chipko Movement. The name comes from a word meaning “embrace,” due to villagers' method of putting their bodies between trees and contractors' axes in order to protect them. The Chipko protests achieved a major victory in 1980 with a fifteen-year ban on green cutting in the Himalayan forests. Since then the movement has spread to other parts of India and generated pressure for a natural resource policy that is more sensitive to local people’s needs.

In addition to arguing for protection of the forest on environmental and subsistence grounds, Chipko activists also argue for protection of forests on cultural grounds. Through religion, folklore, and oral tradition, forests are dedicated to local deities and trees are regarded with great respect as living beings.

The Right to Education
Article 26 of the UDHR states that everyone has the right to education.

Contemporary Education Issues
EASTERN EUROPE
The Roma, commonly called “Gypsies,” are one of the most widespread minority groups in Eastern Europe. While some Roma still travel to find work, many live in settled communities, often on the outskirts of large towns and cities. Roma children face a unique situation in regard to education. One factor is poverty: while public education is free, transportation to school and textbook fees might be out of reach for financially struggling families. Roma children also face language difficulties; often their first language is a dialect of Romani, with limited skills in the language of the prevailing culture. This puts them at a disadvantage from the very beginning. Roma parents also fear that mainstream schooling will result in a loss of their cultural identity. While Roma parents recognize the value of literacy, many consider much in mainstream education to be irrelevant to the practicalities of their lives. From an administrative viewpoint, schools complain of spotty attendance, poor student skills and resulting bad grades, lack of parental support, difficulty in tracking school and medical records for traveling families, and early dropout rates.

The Council of Europe is working to address some of these issues. One important project is training Roma “mediators” to be liaisons between Roma communities and schools. They also encourage the creation of teaching materials in the Romani language. To dispel cultural prejudices about “Gypsies,” the Council recommends using the media to promote a positive image of Roma traditions, culture, and practices instead of reinforcing stereotypes.

EGYPT
Public education in Egypt is free and compulsory for all students for the first nine years. Promotion from primary (grades 1–6) to intermediate (grades 7–9) is based on passing scores on standardized tests. Students may choose to enter secondary school (grades 10–12), which is free but not compulsory.

Although education is compulsory, the government does not enforce school attendance, particularly in rural areas. Further, promotion between levels is based only on test scores: academic performance is not considered, and the test may only be retaken a set number of times.

The quality of education in the free public schools is poor. Classrooms are overcrowded, students frequently have to share textbooks, and in some rural schools, students’ families donate supplies such as chalk, pencils, and paper because they are frequently not provided. Teachers are underpaid and scarce. Some classrooms have more than sixty students, and classes are held in morning and afternoon shifts. The quality of the public education system is such that nearly all families who can afford to do so either send their children to private schools or hire tutors for them. In 2006, the government newspaper Al-Ahram estimated that private tutors account for 20 percent of total household expenses. Tutoring also has a negative effect on the classroom experience. Says Noha Hussein, whose twelve-year-old daughter has had a tutor since the third grade, “There’s no teaching in schools. . . . The school assumes that the student is relying on outside tutoring, so the teacher himself says, ‘Why teach?’”

BRITAIN
Great Britain has a long history of supporting education. In 1997, they introduced the Education Maintenance Allowance (EMA) which paid an enticement for students aged 16 to 18 from underprivileged families to remain in school. Since it began, research has shown that the number of students who received EMA and completed high school rose by 5 to 7 percent.

At the university level, public institutions in Britain all charge a maximum of 3,000 pounds per year, or roughly $4,800, allowing even those in lower income households to have the opportunity for advanced education.
Due to economic struggles, however, the British government has recently declared that it is going to make sweeping changes to education in an effort to cut down on public spending. EMA's funding will be cut dramatically and students who depend on the funding in order to finish school may find it necessary to drop out. Fees at universities will triple, raising the cap to 9,000 pounds ($14,000) per year. And funding that was previously given directly to universities and schools to assist the institutions will be reduced.

Students in Britain are upset over the changes and have begun protests. In London, 50,000 students, faculty, and supporters marched in London to show their objection. They argue that the changes in fees will severely diminish the number of students who can afford to continue their education.²

¹ Gigi Douban, “In Egypt’s classrooms, lessons only go so far,” Christian Science Monitor, September 21, 2006, World Section, 4.
² James Mills, “This is unfair to the poorest teenagers in our country,” New Statesman, October 21, 2010.
The Right to Water
This is not addressed in the UDHR. In November 2002, the United Nations Committee on Economic, Social, and Cultural Rights issued a non-binding comment affirming that access to water was a human right: “The human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights.”

Contemporary Water Issues

CENTRAL ASIA
The Aral Sea is one of the most visible examples of water mismanagement in the world. Fed by two mighty rivers, the Amu Darya and the Syr Darya, it was once the world’s fourth largest lake. Constant irrigation of cotton fields in Uzbekistan and Turkmenistan beginning in the 1950s—as an attempt to increase agriculture in the region—reduced inflow from the rivers to a trickle, and today the sea is just one-quarter of its original size. The methods of irrigation (including unlined canals and poor drainage) led to water wastage. Overuse of pesticides and fertilizers on the fields polluted the groundwater. Agricultural development led to population increases, as more people were needed to work the fields, and more water usage.

The current state of the Aral Sea is critical. As less and less water flows into the sea, the level of the sea has dropped, the overall volume has decreased, and the shoreline has receded. Towns that once stood on the coast are now more than 70 kilometers from the sea. The minerals in the water are more concentrated and salt content (salinity) has increased 400 percent, killing most fish and wildlife; the toxic mix of salt and chemicals from fertilizers has contaminated the drinking water. Strong winds blow the chemicals into the surrounding communities and as far away as the Himalayas. The resulting health problems—cancer, birth defects, anemia, asthma, and drug-resistant tuberculosis—in the region are catastrophic. Although scientists around the world agree that this is an ecological and humanitarian crisis, neither the countries directly involved (Kazakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan) nor international agencies (Food and Agriculture Organization, World Bank, Red Cross, among many others) have yet found a satisfactory remedy.

BOLIVIA
Water activist Oscar Olivera wrote, “In Bolivia, we consider water to be a common good—a human right, not a commodity. It is central to life and all that it embraces. It is collective property, yet in another sense it belongs to no one. These ideas, which have their roots in indigenous people’s thinking, are what mobilised working people, both in the countryside and in the cities. The struggle to take control of our water supplies in 2000 became known as the ‘water war’ of Cochabamba.”

In 2000, the Bolivian government, which previously had managed Bolivia’s water supply (much like our water is managed by our city governments) privatized water in the city of Cochabamba, Bolivia’s third largest city. The cost of water increased dramatically, and citizens took to the streets in protest. The demonstrations grew and spread around the country; the government had to declare a state of emergency. In the end, the people won and the multinational company that had bought the water rights lost. The legal battle that followed—over damage claims on both sides—was finally settled in 2006. The battle was over, but the war has not been won. As Oscar Olivera warns, “There are many ways of commercialising water—not only where a public utility is privatised, but also when water is lost, or when it is polluted. Then people must buy bottled drinking water, which costs far more.”

The Right to Culture

Article 27 of the UDHR declares that everyone has the right to participate in the cultural life of the community, and also has the right to copyright of any scientific, literary, or artistic production.

Contemporary Cultural Rights Issues

TURKEY
Turkey has a large minority population of ethnic Kurds, who live primarily in the south and southeast of the country, near the borders with Iran and Iraq. The Republic of Turkey has a secular government that defines anyone born within its borders as “Turkish,” regardless of their actual ethnicity. Because of their unique culture and language, Kurdish expressions of “Kurdishness” often have met with suspicion and oppression.

Until 1991, it was illegal to speak the Kurdish language in public. Playing Kurdish music also was against the law, as was broadcasting the news, and publishing books or newspapers in Kurdish. Many of these restrictions resulted from the guerrilla war that some Kurds waged against the Turkish government during the 1980s and 1990s in the hopes of establishing an independent Kurdistan.

Between 2000 and 2005, there was a relaxing of many of the restrictions: the ban on Kurdish language media was lifted, and forty-five minutes of Kurdish language programming was scheduled on Turkish TV. However, prejudice and many obstacles remain: the mayor and city council in one town in the Kurdish region were fired for using Kurdish to spread information about local city services ranging from tourism to trash pickup. “[Turkish Kurds] don’t expect so many things—[just] their own culture, language, and richness, but it’s not allowed in Turkey,” says Hasan Gungor, head of the Diyarbakir branch of the Teachers’ Association. “A child is born, but can’t be taught in [his or her] own language. It’s a big infringement of human rights.”

FRANCE
There are an estimated 3.5 million Muslims living in France, or about 6 percent of the country’s population. Even with such numbers, the French government is proceeding with plans to outlaw the wearing of the Muslim burqa in public. The burqa is a traditional garment worn by women in some Islamic traditions that covers the body, head, and face. The new law would fine a woman who wears the burqa 150 euros (about $190). The fine for forcing a woman to wear a burqa would be up to one year in prison or a 15,000-euro fine ($19,000).

French lawmakers argue that forcing women to cover their faces makes equality impossible and is demeaning to women. Furthermore, they say that women who wear a burqa are not able to fully integrate themselves into French society. France is not alone in their idea of banning the burqa as other countries in Europe, such as Spain, are beginning the process to pass a similar law there.

Opponents of the new law argue that fining women who wear the burqa is a violation of their human rights. Amnesty International stated that “A complete ban on the covering of the face would violate the rights to freedom of expression and religion of those women...” Some say that this is simply a rejection of Islam, part of the growing “Islamaphobia,” and that banning the burqa is “nurturing fear.”

INDIA
In 1995 the U.S. Department of Agriculture and a pharmaceutical company were granted a patent to extract an antifungal agent from the Neem tree, which grows throughout India. The Indian government challenged the patent on the grounds that the technology for which the patent was granted had been in use in Indian villages for more than 2,000 years. The result was widespread public outcry and the patent eventually was overturned. At stake in this case, and others like it, is the increasing trend for large multinational drug companies to acquire, by means of patents, legal rights over indigenous biomedical knowledge—without compensation to the groups who originally developed such knowledge.
The pharmaceutical company involved in the Neem case argued that traditional knowledge of the medicinal properties of the Neem tree never had been published in an academic journal. In response, India has been translating ancient manuscripts containing old remedies and publishing them in electronic form in an effort to protect its heritage from being exploited by foreign companies.

Another case, from 1995, resulted in a more positive outcome for an indigenous group. The Kani of the South Indian state of Kerala, a traditionally nomadic group that numbers around 16,000, had long known of a wild plant with profound immunity-enhancing, anti-stress, and antifatigue properties. An Indian pharmaceutical company developed and marketed an herbal drug, Jeevani, based on the Kani’s knowledge of the plant, and agreed to pay 50 percent of Jeevani’s royalties to the tribal community.

EVALUATE: THE FUTURE OF HUMAN RIGHTS

As a final activity to assess understanding, students will respond to one of the following questions in an essay or other creative format (e.g., tri-fold or PowerPoint presentation):

(1) If you had to compose Article 31 for the Universal Declaration of Human Rights, what would it say? Explain your answer.

(2) According to the Declaration of Independence, we have certain unalienable rights: rights that we all have and that cannot be surrendered, sold, or transferred. What are they, and why do you think they are fundamental? Explain what other human rights you think should be included in that list (you must describe at least two) and why.

(3) Why is international communication important in promoting human rights? What role have the Universal Declaration of Human Rights, the U.S., and/or organizations like Amnesty International played in advancing the cause of human rights around the world?
|   | Universal Declaration of Human Rights  
|---|---
|   | Plain Language Version  
| 1. | When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.  
| 2. | Everyone can claim the following rights, despite: a different sex; a different skin colour; speaking a different language; thinking different things; believing in another religion; owning more or less; being born in another social group; coming from another country. It also makes no difference whether the country you live in is independent or not.  
| 3. | You have the right to live, and to live in freedom and safety.  
| 4. | Nobody has the right to treat you as his or her slave and you should not make anyone your slave.  
| 5. | Nobody has the right to torture you.  
| 6. | You should be legally protected in the same way everywhere, and like everyone else.  
| 7. | The law is the same for everyone; it should be applied in the same way to all.  
| 8. | You should be able to ask for legal help when the rights your country grants you are not respected.  
| 9. | Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.  
| 10. | If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.  
| 11. | You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.  
| 12. | You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.  
| 13. | You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.  
| 14. | If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.  
| 15. | You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.  
| 16. | As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.  
| 17. | You have the right to own things and nobody has the right to take these from you without a good reason.  
| 18. | You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.  

*cont.*
19. You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.

20. You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

21. You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

22. The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

23. You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

24. Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

25. You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.

26. You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

27. You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.

28. So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.

29. You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

30. In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

ABOUT HEMISPHERES

Hemispheres, the international outreach consortium at the University of Texas at Austin, is coordinated by five independent units that receive funding from multiple sources, including the Title VI International Area Studies Program of the U.S. Department of Education:

- CENTER FOR EUROPEAN STUDIES
- TERESA LOZANO LONG INSTITUTE OF LATIN AMERICAN STUDIES
- CENTER FOR MIDDLE EASTERN STUDIES
- CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES
- SOUTH ASIA INSTITUTE

Under the aegis of our Title VI mission, we are able to provide quality, free and low-cost resources that enhance understanding of diverse world regions to K-12 and post-secondary educators, business, the media, and civic and community groups.

Since our beginnings as a loose consortium in the mid-1990s, Hemispheres has seen its activities expand from a single jointly-funded annual workshop and a twice-yearly broadsheet to encompass a slate of activities and resources that make us one of the most active educational outreach programs of our kind in the United States. By coordinating projects, workshops, and curriculum units via Hemispheres, each of the component centers contributes aligned content that greatly enhances its classroom usability in a way that preparation and distribution of region-specific content does not allow under the state mandated standards.

By using Hemispheres as a conduit for all of our activities, we are able to offer a comprehensive, “one-stop shopping” approach for all of our efforts that allows you, the end user, to bookmark one web address to access all of our services.

For more information, visit the Hemispheres website at:
  http://www.utexas.edu/cola/orgs/hemispheres/
  or e-mail: hemispheres@austin.utexas.edu
CENTER FOR EUROPEAN STUDIES
Sally Dickson, Program and Outreach Coordinator
The University of Texas at Austin
1 University Station A1800
Austin, TX 78712
(512) 232-3470
Sally.Dickson@mail.utexas.edu

Teresa Lozano Long Institute of Latin American Studies
Natalie Arsenault, Director of Public Engagement
The University of Texas at Austin
1 University Station D0800
Austin, TX 78712-0331
(512) 232-2404
n.arsenault@austin.utexas.edu

CENTER FOR MIDDLE EASTERN STUDIES
Christopher Rose, Outreach Director
The University of Texas at Austin
1 University Station F9400
Austin, TX 78712-0527
(512) 471-3582
csrose@austin.utexas.edu

CENTER FOR RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES
Allegra Azulay, Program Coordinator
The University of Texas at Austin
1 University Station F3600
Austin, TX 78712
(512) 471-7782
aazulay@mail.utexas.edu

SOUTH ASIA INSTITUTE
Rachel Meyer, Senior Program Coordinator
The University of Texas at Austin
1 University Station G9300
Austin, TX 78712
(512) 475-6038
rachelmeyer@austin.utexas.edu

http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu