

Global Human Rights Movement

TEACHER GUIDE

BACKGROUND

Origins of the idea of human rights

The basic concept of natural human rights appears as early as Roman law and extends through 17th-century documents such as the English Bill of Rights, the United States Declaration of Independence, and the French Declaration of the Rights of Man and the Citizen. It wasn't until the mid-20th century, however, that multiple nations joined together in formulating a common set of human rights with the intention of applying them across nations. The Universal Declaration of Human Rights, adopted in 1948 by the United Nations (UN), followed on the heels of the Holocaust and the subsequent Nuremberg Trials, the first time that officials of a nation were held accountable by other nations for "crimes against humanity." The Universal Declaration of Human Rights sets forth a list of human rights agreed upon by the General Assembly, establishing international standards for how nations were expected to treat their citizens. Additional human rights documents have since been adopted by the UN, such as the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights.



Tiannamen Square, China

Human rights

The human rights articulated in these documents include physical, social, economic, and political rights, ranging from the right to privacy and free elections to freedom from slavery and torture. Violations of such rights occur in a variety of contexts around the world. Conflict that leads to human rights abuses may center on religion, as in Northern Ireland, around political freedom or independence, as seen in East Timor, or around territorial disputes. The civil war that took place in Rwanda exemplifies ethnicity-based conflict. All of these types of conflict can lead to political repression, civil war, or even genocide.

Responses to human rights violations

Citizens under repressive governments attempt to assert their rights in a variety of ways, including non-violent protests, rioting, or violent warfare. These approaches often draw world attention to the violations occurring within that country or region. Governments, international organizations, and non-governmental human rights groups respond in different ways to perceived human rights abuses. Some human rights groups, such as Amnesty International and Human Rights Watch, operate independently of any government; their primary purpose is to monitor and draw attention to human rights violations around the world. Governmental organizations, such as the United Nations and the World Court may take a range of actions against governments that abuse human rights. Imposing economic sanctions, exerting political pressure, sending peacekeeping troops, or facilitating peace treaties are some of the strategies employed to deal with these abuses. Instances of human rights violations in South Africa and China illustrate how world responses vary depending on the particular history and conditions of the country or region under scrutiny. In cases such as the former Yugoslav leader, Slobodan Milosevic, officials of governments that perpetrate human rights abuses may even be brought to trial in a world court.

The learning materials in this unit are instructional strategies designed to engage students in an inquiry lesson about the concept of human rights and how the international community confronts abuses of these rights. During the unit, students will access the “Global Human Rights” videos from the *ABC News: Classroom Edition*. This teacher’s guide uses the videos as resources throughout the unit of study.

AT A GLANCE

The national social studies standards state that students should understand concepts related to human rights, social and political conditions around the world, instances of conflict around the world, and ways in which various organizations and governments respond to these issues. In this unit on global human rights, students explore their own experiences with and responses to conflict or oppression, including their personal understandings of the concept of human rights, before viewing the appropriate video. In conjunction with the “Global Concerns” video, students apply note-taking skills to gather information about various conflicts around the world and conduct further research to learn about possible human rights violations that were not addressed in the video. In conjunction with the second video, “South Africa, a Case Study,” students examine conditions in South Africa under apartheid, analyze perspectives in opposition to and in support of apartheid, and evaluate the types of sanctions the world community imposed in an effort to dismantle apartheid. Finally, students watch the third video, “China, a Case Study,” and compare and evaluate world responses to the Tiananmen Square massacre in China with world response to human rights violations in other regions. As a culminating assessment, teachers may choose one or more of the three options that involve investigating historical and current conflicts by engaging in persuasive writing or debate around the question of human rights violations and the obligation of the world community to respond to such violations.

THE BIG QUESTION

Under what conditions does the international community have the right or the obligation to intervene in the domestic policies within other nations?

SOCIAL STUDIES STANDARDS ADDRESSED¹

World History

[Understands major global trends since World War II](#)

Grades 5-6

- Understands the advancement of human rights and democratic ideals and practices in the world during the 20th century.
- Understands efforts to improve political and social conditions around the world (e.g., the progress of human and civil rights around the globe since the 1948 U.N. Declaration of Human Rights; how the apartheid system was dismantled in South Africa and the black majority won voting rights; the progress made since the 1970s in resolving conflict between Israel and neighboring states).

Conflict in Different Regions

[Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up](#)

Grades 5-6

- Understands political and social change in the developing countries of the Middle East, Africa, and Asia after World War II (e.g., how Israel was created, and why persistent conflict developed between Israel and both Arab Palestinians and neighboring states; the African experience under European colonial rule; major social and economic forces that compelled many Vietnamese to seek refuge in foreign countries).

SOCIAL STUDIES STANDARDS ADDRESSED¹

Grades 7-8

- Understands important events in the struggle between Israelis and Palestinians since 1948 and the argument on each side for rights to the disputed land.

[Understands the search for community, stability, and peace in an interdependent world](#)

Grades 9-12

- Understands the role of ethnicity, cultural identity, and religious beliefs in shaping economic and political conflicts across the globe.

Geography

[Understands the forces of cooperation and conflict that shape the divisions of Earth's surface](#)

Grades 9-12

- Knows the causes of boundary conflicts and internal disputes between culture groups (e.g., the civil war between the Hutus and the Tutsis in Rwanda).

World History

South Africa

[Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up](#)

Grades 7-8

- Understands political conditions in Africa after World War II (e.g., the moral, social, political, and economic implications of apartheid).

Grades 9-12

- Understands reasons for the shift in government in Africa and how Africans responded (e.g., how Africans survived and resisted apartheid).

[Understands the search for community, stability, and peace in an interdependent world](#)

Grades 5-6

- Understands efforts to improve political and social conditions around the world (e.g., how the apartheid system was dismantled in South Africa and the black majority won voting rights).

China

[Understands the search for peace and stability throughout the world in the 1920s and 1930s](#)

Grades 9-12

- Understands elements of social and political change in China in the early 20th century.

[Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up](#)

Grades 7-8

- Understands the rise of the Communist Party in China between 1936 and 1949, the factors leading to Mao's programs (e.g., the Great Leap Forward, the Cultural Revolution) and their results.

Grades 9-12

- Understands factors that influenced political conditions in China after World War II (e.g., how much of the Communist success in the Chinese civil war was the result of Mao Zedong's leadership or Jiang Jieshi's lack of leadership, why rifts developed in the relationships between the U.S.S.R. and China in spite of the common bond of Communist-led government).

SOCIAL STUDIES STANDARDS ADDRESSED¹

[Understands the search for community, stability, and peace in an interdependent world](#)

Grades 7-8

- Understands instances of political conflict and terrorism in modern society (e.g., the changes continuing urban protest and reformist economic policies have caused in post-Mao China under authoritarian rule; the causes, consequences, and moral implications of mass killings or famine in different parts of the world; possible factors in modern society that facilitate politically motivated terrorism and random forms of violence; world events that gave rise to the 1989 movement in China and led to the Tiananmen Square protest, the government response to this movement, and the international reaction).

United States History

U.S. Foreign Policy

[Understands how the Cold War and conflicts in Korean and Vietnam influenced domestic and international politics](#)

Grades 7-8

- Understands major events in U.S. foreign policy during the early Cold War period (e.g., U.S. response to the Chinese Revolution).

[Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies.](#)

Grades 5-6

- Understands the events that influenced U.S. foreign policy from the Carter to the Bush administrations.

Grades 7-8

- Understands major foreign policy events and how they influenced public opinion of the administrations from Nixon to Clinton (e.g., Nixon's policy of detente with the U.S.S.R. and the People's Republic of China).

Behavioral Studies

[Understands various meanings of social group, general implications of group membership, and different ways that groups function](#)

Grades 6-8

- Understands that group identity may create a feeling of superiority, which increases group cohesion, but may also occasion hostility toward and/or from other groups.

[Understands conflict, cooperation, and interdependence among individuals, groups, and institutions](#)

Grades 9-12

- Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status.
- Understands that even when the majority of people in a society agree on a social decision, the minority who disagree must be protected from oppression, just as the majority may need protection against unfair retaliation from the minority.

SOCIAL STUDIES STANDARDS ADDRESSED¹

Civics

Human Rights and Governmental Organizations

[Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy](#)

Grades 6-8

- Knows the purposes and functions of major governmental international organizations (e.g., UN, NATO, OAS, World Court) and non-governmental international organizations (e.g., International Red Cross, World Council of Churches, Amnesty International).

Grades 9-12

- Understands the purposes and functions of major governmental international organizations such as the Organization of American States and major non-governmental international organizations such as the Roman Catholic Church and multinational corporations.

¹Kendall, J.S. & Marzano, R.J. (2000). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. (3rd ed.). Reston, VA.: Association for Supervision and Curriculum Development.

MATERIALS

Videos:

- *ABC News: Classroom Edition* “Global Human Rights Movement” video programs
 - “Part 1: Global Concerns”
 - “Part 2: South Africa, a Case Study”
 - “Part 3: China, a Case Study”
- Explore: Student Activity, “[Definitional Investigation](#)”²
- Explore: Student Activity, “[Global Concerns](#)”
- Explore: Graphic Organizer, “[Cause and Effect](#)”²
- Apply: Graphic Organizer, “[Analyzing Perspectives](#)”²
- Apply: Student Activity, “[World Response](#)”²
- Extend: Graphic Organizer, “[Timeline](#)”²
- Extend: Graphic Organizer, “[Main Idea](#)”²
- Extend: Graphic Organizer, “[Discussion Web](#)”²
- Assess: Graphic Organizer, “[Comparison Matrix](#)”²
- Assess: Graphic Organizer, “[Episode Pattern](#)”²

²Certain graphic organizers on student activities adapted from: Marzano, R.J., et al. (1997). *Dimensions of learning: Teacher’s manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

PROCEDURE

Explore: Help students to make a personal connection to the idea of conflict and universal human rights by engaging them in the following discussions and activities describing situations in which they felt compelled to become involved even though the situation did not directly affect them.

Teacher Tip

Visual learners will need to have these questions written on the board or on a piece of paper.

1. Ask students to think about a time when they witnessed a fight between other students. Ask them to respond to the following questions:
 - Did you get involved with the fight? If so,
 - a. Why did you get involved? What compelled you to take action?
 - b. How did you get involved?
 - c. What happened because of your involvement?
 - Did you choose not to get involved? If so,
 - a. Why did you decide not to get involved?
 - b. If so, what happened or most likely happened, because you did not?
 - Depending on the answer selected, how did you feel in the end? In hindsight, do you feel you should have acted differently?
2. Working in small groups, students should complete a definitional investigation for the term “human rights.” Have them use the definition and steps in the [“Definitional Investigation.”](#) In this organizer, students write out what is meant by “human rights,” what is known or agreed upon about human rights, and what is confusing or contradicting information. As a small group, students should resolve as much of the confusing/contradicting information as possible. Once students have completed the Definitional Investigation, have them answer the associated inquiry questions. As students are completing the definitional investigation and answering the questions, circulate around the room and offer help to students who need assistance.

Associated inquiry questions:

- How are human rights recognized in the United States?
 - What are some of your rights?
 - How do other cultures or nations recognize human rights?
 - When was the concept of human rights originally recognized?
3. Distribute the Student Activity, [“Global Concerns,”](#) to each student. Instruct them to observe closely the examples of rights that are being violated as they watch the “Global Concerns” program. Before watching the video, assign a specific region that is shown in the video to each student. The region/issues are Northern Ireland, East Timor, Rwanda, Human Smuggling, and Australian Aboriginal Policy. Each student should take thorough notes on the entire video, especially about the conflict in their assigned region (several students will have to work on the same topic). They should also take notes on the rest of the video. Students can use the chart from the student activity sheet to record their observations.
 4. After watching the video, have students work in cooperative groups of 3-4 students. These groups should be composed of students who were all assigned the same conflict. Students should compare, discuss, modify, and revise their notes on the chart. Students should then research answers to any questions that were not addressed in the video (see “Resources” section at the end of this unit). After their research has been completed, assign students to a new group in which each person represents a different conflict. Have these students share copies of their notes from that area so that everyone can complete their grid on the second page of the Student Activity, [“Global Concerns.”](#) Ask these groups to discuss what they learned, and what they are now aware of concerning their perspectives around the issue of human rights.

Teacher Tip

You may want to pause the video briefly after each section to allow students time to answer the questions.

5. Have students select one of the conflicts from the chart and complete a “[Cause-and-Effect](#)” graphic organizer on their own. Students should list the events (causes) that when taken together have one effect to complete the cause-and-effect organizer. (Example: For the region/issue of East Timor, some of the causes listed in the video were: 1) East Timor voted for independence, 2) violence in the province, 3) hundreds of people died, 4) Catholic priests were murdered, 5) armed gangs drove out the population. The effect was that in 2002, Indonesia charged seven men, including government officials, with genocide and crimes against humanity for their role in the violence and massacre in East Timor.) Students will need to create a summary paragraph, 3-4 sentences in length that synthesizes the cause-and-effect graphic organizer in the example they chose.

Apply: Students collect relevant information using the two case studies provided in the video programs about South Africa and China. Students then compare the world responses to the violations of human rights in these countries.

1. Introduce the following scenario to the class. “A minority group in your class (for example you may have fewer boys than girls) is going to be allowed to make decisions for the whole group.” Have students discuss the pros and cons of this (for example: “it might be easier for a smaller group to make the decisions” versus “everyone won’t be represented”). What would it be like for the majority to have to follow rules and decisions that they did not agree with or that were unfair to them? Ask students to discuss whether it is fair for a small group, the minority, to make decisions for the larger group, the majority. Why or why not? Have students provide their reasons. Create a chart on chart paper listing their responses. Ask interested students to provide instances from their experiences when this may have occurred.
2. Have the students watch the second video, “South Africa, a Case Study.” Ask them to pay particular attention to the different perspectives voiced regarding the policies of apartheid. For example, Van Der Merwe’s comment that whites “will disappear in a bottomless well of multiracialism” if they are not protected and “we maintain that the sharing of power is the loss of power”; and Radebe’s comment that “The right road to a solution is negotiation.” After watching the video, have students analyze a variety of perspectives to better understand issues related to apartheid in South Africa. Each student should investigate different perspectives expressed in one of the two following statements:

- “We should support apartheid at any cost.”
- “We should oppose apartheid at any cost.”

3. Have students take on the role of one or more of the following people while investigating the above statements:

- White South African (in the minority) who supports apartheid.
- White South African (in the minority) who opposes apartheid.
- Oppressed South African (in the majority) who favors non-violent means to ending apartheid.
- Oppressed South African (in the majority) who favors any means, even if violent, to ending apartheid.
- Other (you might choose to assign students very specific roles, such as: member of the African National Congress, member of South African government, student protester at Soweto uprising).

Teacher Tip

Allowing students to choose their own role will motivate them to represent the role to the best of their ability. Assist students in choosing their role by asking students questions causing them to think about the experiences and rationale of the person they represent.

4. Students investigate the reasons and logic for each individual point of view, and use the chart provided to display their thinking process using the “[Analyzing Perspectives](#)” graphic organizer. As a class, discuss what students have found out about each of these perspectives and the logic or emotion associated with it. Draw conclusions about how the minority in power justified oppressing the ethnic majority. Draw conclusions about the justification the oppressed majority felt in taking various actions of resistance. Also ask students to think about what still needs to happen in order for more people to experience true freedom in the United States. What new challenges exist that weren’t evident in the mid-20th century?
5. In the “South Africa, a Case Study” video, students viewed footage of the Soweto Uprising in South Africa, in which students protested against being forced to learn Afrikaans, the language of their oppressor. In this case, the student protestors were willing to risk police retaliation. Ask students to discuss government policies or events that they might feel strongly enough to protest against. What do they think some of the consequences or outcomes of this protest might be? Would they fear for their safety as protestors? Explain that in the video they are about to watch, “China, a Case Study,” students are protesting against the government for a variety of reasons. Show the program, “China, a Case Study.” Ask students to make note of the various reasons students protest. Students should note the right to freedom of information and free speech were some of the reasons they protested.
6. After viewing the video, have students use the chart below found in the Student Activity, “[World Response](#).” On the chart, students compare how the international community responded to the Tiananmen Square massacre and other instances of oppression in China to world response to other conflicts from South Africa to around the world. Students should describe in each row whether the world community used that type of intervention, and if so, what the specific intervention was. Below is the chart with some possible student responses.

Comparison of World Response to Violations of Human Rights			
Intervention	China	South Africa	Your Choice from Global Concerns Program
Political Pressure	Yes, human rights leaders condemned China.	The UN condemned the policies of South Africa toward non-whites.	The UN Secretary General threatened military action against East Timor because of violence.
Economic Sanctions	Yes, There was a decrease in trade with China.	The UN called for voluntary sanctions such as suspending new investments, guaranteed loans, and no sale of nuclear or computer technology.	
Peace-Keeping Troops	Not mentioned in the video.	Not mentioned in the video.	The British sent troops into Northern Ireland.
Other/ Outcome	Economic sanctions were not effective.	Economic sanctions caused the apartheid to be lifted and a new constitution for South Africa.	

Students should use the information they gathered above to write one or two paragraphs addressing the following questions:

- Why might some of these responses work for a particular country while others do not? (Student responses may indicate that, for large countries like China, economic sanctions are ineffective because the Chinese are more self-reliant and independent than the South Africans.)
- What are arguments in favor of the way world governments and organizations responded to this conflict? (Student responses may include that the world governments and the UN have a duty to police countries for human rights violations. They may use South Africa as an example where international pressure has caused a positive change.)
- What are criticisms of the way world governments and organizations responded to this conflict? (Student responses may include that the world governments should not be involved in the matters of various nations' policies. They may argue that such measures are ineffective, and use China as an example.)

Extend: After students have had a chance to view the programs and compare the status of human rights in South Africa and China, they will develop a timeline that shows how countries have tried to intervene against apartheid. Students will then study how political pressure can be used in response to China's human rights violations.

South Africa

Students will note that the perspectives they have investigated all belong to citizens of South Africa. Ask them to consider the roles and perspectives of outside organizations and governments during the Apartheid Era. Discuss the fact that although the United Nations condemned apartheid as early as 1946, it took almost 50 years after that for apartheid to be dismantled. Have students work in cooperative groups of 3-4 to research information about countries, organizations, and their efforts to intervene during certain time periods in history. Students should then combine their information to create a class timeline that represents all of the time periods. Students should use the "[Timeline](#)" graphic organizer to help them organize their research. Note the country or organization, the year, the sanction or intervention, and the outcome of the intervention. Discuss the consideration that went into each intervention/action. As students fill out the timeline, they should keep in mind the following questions:

- Was there a specific point where it was obvious to the world that human rights were being abused?
- Should outside nations have acted more quickly and decisively against apartheid? If so, what prevented them from doing so?
- What were the suggestions of human rights organizations?

China

The world community has clearly approached human rights issues in China differently than with apartheid in South Africa. Ask students to fill in the "[Discussion Web](#)" around the question of whether political pressure is the appropriate measure to take in response to China's human rights violations. Students can consult literature from human rights groups or other sources that criticize current policies as well as sources that support U.S. foreign policy toward China, and take notes using the "[Main Idea](#)" graphic organizer. Ask students to use information from the chart and their notes to develop a persuasive essay that takes a stand and constructs support for one position or the other.

Assess: Students individually respond to the following assessment options. Teachers may assign one or more options to students based on the experiences the individual student had in the unit.

1. Students are asked to find a conflict in current news sources (for example: Internet, television, magazines, newspapers) that they think may involve a violation of human rights (human rights Web sites may be a good source for identifying conflicts—see “Resource” section at the end of this unit). Each student should write several paragraphs that respond to an issue from the Student Activity, “[Global Concerns](#).” The writing assignment for this particular conflict or issue should include why they believe it constitutes a violation of human rights. You might also have them identify the article in the Universal Declaration of Human Rights (<http://www.un.org/Overview/rights.html>) that discusses this right.
2. Have students choose two historical instances in which human rights have been violated. Students will select a set of criteria upon which to compare these two events, and explain how they are similar and different according to the characteristics they selected.
 - Were there similar patterns in the two events?
 - Was the concept of “human rights” understood at the time of these events?
 - Why were the people in the comparison groups singled out (e.g., religious beliefs, ethnicity, race, social class, etc.)?
 - What was the historical context for either of the events? (See “[Comparison Matrix](#)” graphic organizer).
3. Using a variety of resources, students research a current conflict anywhere in the world that may involve violations of human rights. Human rights Web sites may be particularly useful resources for identifying current abuses. Students can use the “[Episode Pattern](#)” graphic organizer to take notes. Episodes are specific events that have: 1) a setting (e.g., a particular time and place), 2) specific participants, 3) a particular duration, 4) a specific sequence of events, and 5) a particular cause and effect. It is important for students to know the facts about the time and place, how long it lasted, who was involved, the sequence of events, the causes, and the specific effects on the country/issue. Students then write a persuasive essay addressing the big question, “Under what conditions, if any, does the international community have the right or the obligation to intervene in the domestic policies within other nations?” In their essay, students should describe the basic conflict, the causes for the conflict, the parties involved in the conflict, and the suspected violations of human rights. In addition, they should address whether the international community has a responsibility to intervene, and if so, what types of pressure, sanctions, or other interventions might be appropriate. Students will be expected to incorporate information and ideas that they have learned from the different conflicts viewed throughout the set of videos.

Alternate Strategy Tip

Rather than writing essays, have students engage in a debate around the inquiry question, addressing the same types of issues as described above.

RESOURCES

URLs

General Human Rights

<http://www.hrweb.org/>

Human rights documents and resources

Human Rights Organizations

<http://www.amnesty.org/>

Amnesty International

<http://www.caj.org.uk/>

Committee on the Administration of Justice (Northern Ireland)

<http://www.hrea.org/erc/>

Human Rights Education Associates

<http://www.hrw.org/>

Human Rights Watch

Economic Sanctions

<http://www.iie.com/topics/sanctions/sanctions-overview.htm>

Chronological list of economic sanctions

<http://www.treas.gov/offices/enforcement/ofac/>

US Department of Treasury: list of economic sanctions

Governmental Organizations

<http://www.un.org/>

United Nations

<http://www.un.org/Overview/rights.html>

Universal Declaration of Human Rights

Conflicts in Different Regions

Australia

<http://www.turtleisland.org/news/news-australia.htm>

Turtle Island Native Network

China

<http://hrw.org/reports/world/china-pubs.php>

Human Rights Watch

<http://www.dfn.org/focus/china/tian10.htm>

Tiananmen Square: Digital Freedom Network

<http://www.fofg.org/>

Friends of Falun Gong

<http://www.igc.org/hric/topics/june4.html>

Tiananmen Square: Human Rights in China

<http://youth.net/olympic/student.china.html>

Olympic Bid

East Timor

http://www.motherjones.com/east_timor/

The Struggle for East Timor

Northern Ireland

<http://cain.ulst.ac.uk/>

Conflict archive on the Internet

<http://www.bbc.co.uk/history/war/troubles/>

BBC "Wars and Conflict"

<http://www.caj.org.uk/>

Committee on the Administration of Justice

<http://www.cnn.com/SPECIALS/2000/n.ireland/>

CNN site on Northern Ireland

Rwanda

<http://syllabus.syr.edu/AAS/hgcampbe/aas341/w13-2.html>

Basic description of situation in Rwanda

South Africa

http://www.africana.com/Utilities/Content.html?&.../cgi-bin/banner.pl?banner=Blackworld&.../Articles/tt_428.htm

Basic description of apartheid

<http://www.anc.org.za/ancdocs/history/>

African National Congress: historical documents

<http://www.anc.org.za/un/>

United Nations in the Struggle against Apartheid (includes speeches)

<http://www.cnn.com/WORLD/9705/12/safrica.amnesty/>

1997 CNN Article: ANC apologizes for deaths in anti-apartheid fight

<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>

The History of Apartheid in South Africa

<http://www.fordham.edu/halsall/mod/1948apartheid1.html>

The National Party's Colour Policy, 1948

<http://www.fordham.edu/halsall/mod/1953geyer.html>

Different perspectives on apartheid: "The Case for Apartheid"

<http://www.sfcg.org/cgnews/menarticleframe.cfm?articleid=206>

2002 CNN article: Nonviolent Direct Action in South Africa

<http://www.uaa.alaska.edu/just/just490/history/history.html>

Justice Center Web site

Anti-apartheid movements around the world

<http://www.anc.org.za/ancdocs/history/aam/aamhist.html>

Great Britain

<http://www.anc.org.za/ancdocs/history/aam/>

Multiple countries: Anti-apartheid and solidarity movements

<http://www-cs-students.stanford.edu/~cale/cs201/>

Computers and the Apartheid Regime in South Africa

<http://usinfo.state.gov/usa/infousa/facts/democrac/56.htm>

Economic Sanctions against Apartheid (1986)

<http://www.facts.com/cd/o94317.htm>

Apartheid Timeline

<http://www-personal.umich.edu/~jrajzer/nre/apartheid.html>

Environmental effects of apartheid

<http://www.unicef.org/trans/trans02.htm>

UNICEF: Transcending the Legacy of Apartheid