



**Human Rights Education Now! Podcast
Topic Listing
Episode: Twenty-five/Audrey Osler,
Part One**

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Audrey Osler, Episode 25

Time Span	Topics
01:45—05:51	Origins of interest in human rights and human rights education; Home life was influenced by parents' political views and priorities, which supported human rights; Participation in a HRE course in Denmark in the 1980s sparked her interest in human rights education; HRE language became important for her in dealing with anti-racist education in the UK, and later with the interconnections among many social issues
05:52-- 11:33	Impact of transnational activities on Osler's approach to HRE; Early 1990s visit to Louisiana as a visitor to an historically Black university was deeply challenging and moving regarding the US' racial history; Visiting professorship in Beijing was enlightening, taught her the importance of careful listening to people in various contexts; work in Japan with survivors of the atomic bomb blast in Hiroshima helped her to put challenges in the UK in a broader context; hearing peoples' stories and understanding their meanings have enriched her life
11:34-- 13:03	Relationship of universal human rights standards to personal and local experience; the intersection of these two concepts is critical to advance HRE and how to sustain concepts of humanity in conflict-ridden situations
13:04—17:11	Connections between democratic citizenship education and human rights education; developed idea of education for cosmopolitan citizenship for all UK students with Hugh Starkey; cosmopolitan citizenship is all-embracing, with human rights as a foundation for citizenship for all people, not just those with

legal citizenship

17:12-- 25:18

HRE and marginalized communities; Need to understand the centrality of migration in history and contemporary society; problems of vulnerable migrant communities, who have minimal contact with many other parts of society; need to close the gap between marginalized groups and mainstream populations and increase contact; book on her own family's migration history was spurred by her work on human rights and marginalized groups; Significance of collecting and gathering stories from these groups Is critical to reduce labeling of them as "the other"

25:19-- 32:19

Legacy of colonialism and the impact on her own family, as well as the broader UK population; noted the gaps in her study of history about the British Empire and colonialism; decried the oversimplification of history currently taught to students; important to explore the rationale and content of history education and its connections to HRE; pervasive influence of colonialism is interpreted differently by various social groups (i. e., people of color vs. white UK residents); impact of colonialism should be examined across social institutions; studying her family history revealed how multicultural her family's engagement with diversity for hundreds of years, not only in daily interaction but in mixed marriages and relationships; challenges fixed ideas about race, commerce, and many other issues; this demands a serious reconsideration of the history curriculum, one that embraces a critical approach

32:20—33:56

Closing Remarks and Credits

Tags

Human rights; human rights education; transnational scholarship and teaching; democratic citizenship education; cosmopolitan citizenship education; marginalized communities; racism; migration; colonialism history education