

## ABSTRACT

International organizations and prominent educators have pressed for a critical examination of textbooks in order to assess whether human rights discussions are being interwoven into educational curriculum. The positive implications of incorporating human rights into the classroom are far reaching; such a curriculum not only benefits society in general, but also enhances the learning process and helps students gain a deeper understanding of geographic principles. Although incorporating a human rights dialogue into the classroom is fraught with potential difficulties, careful planning can avoid common pitfalls and ensure a challenging learning experience.

This thesis examines eight introductory, college level Geography textbooks utilizing a text analysis methodology. Careful reading of the texts for both widely recognized rights and controversial human rights uncovered a general lack of human rights discussions. Overall coverage of selected rights in the texts is reviewed and the implications of the general absence of human rights discussions are drawn.