

REPRESENTATION OF HUMAN RIGHTS IN LITERATURE - SELENAY

Literature has always been an efficient tool to impose ideas for writers to change the mindset of people and has been used as an instrument to **highlight the problems of a specific society**. To put it differently, a literary text offers countless clues about the era it was written. In this article, I will attempt to probe **how literature has been used by authors to raise awareness about human rights with special focus on selected literary works**.

The first literary work that I will discuss is **Aphra Behn's *Oroonoko* written in 1688**. The novella can be safely regarded as a **slavery and historical text since it includes the issues of slavery, race, gender, and white supremacy**. It recounts the story of an African prince who has been taken as a slave by colonists, which was a common practice during that period. Behn successfully delivers its readers the conditions of the slavery and how it was treated through Oroonoko and she loathes the practice of slavery though subtly. **Race issues of the time can also be found within the novel since it demonstrates the power relations and the fact that uprising against a master was cruelly punished at the time which is shown through Oroonoko's execution and punishment**. Even Oroonoko's physical beauty representation is likened to European traits and given the name Caesar, which in that sense puts forth the white supremacy of the time. It is highly important in the sense that he is adapted to their culture for his idealised traits. In addition to that, the conditions of **women are also reflected through Imoinda's character since she had to be subject to the king's commands, was sexually assaulted and was in strict confinement**. Therefore, the novel has a critical position for human rights because the author criticises the treatment both Oroonoko and Imoinda received at the hands of the colonizers.

Another literary text is Anne Finch's "Introduction", a concise poem that summarizes how men define the roles of women since they wanted women to be alluring objects only. The poem is a challenge to the male-dominated literary scene which typecast men more suitable to this profession and she argues that women also have the same intellectual capacity as

men. It puts forth the mentality of the age in which **masculinity was associated with reason, thinking and intellect** while **femininity was associated with being alluring objects.** Women trying to produce a literary work at that time was considered as an “intruder on the rights of men” and she points out to the fact that her poem would be censured on the pretext of its being “insipid, empty and incorrect”. Her poem can also be taken as **a significant text for human rights since she defended the equality of the mind by rejecting the strict gender roles constructed by men.**

In conclusion, literature, as exemplified in both texts, can also function to challenge the ideas that are rooted in the society. It can create awareness about how every individual deserves the same rights. By taking a journey into the minds of characters, readers are being made to build an empathy for those who have been discriminated against.

Human Rights Violations towards Disabled People- Mariana & Kübra

It's visible that threats to the international system of human rights protection worsened. Safeguards were eroded as those who saw themselves as good changers for the persons with disabilities, in the point of taking care about them, respecting them and collaborating about their needs with the authorities. This article analyzes the human rights in the region, including international and regional institutions and national governments, which were increasingly compromised. At the same time in this article there will be a review based on real facts and cases which demonstrate the injustice climate in which persons with disabilities live. We're going to explore some sources elaborated in the European Convention according to the basic human rights , in antithesis with some awful experiences which people with disabilities had passed through, where the lack of the services does not constitute a theory of change.

Unfortunately, we come across many human rights violations occurring all over the world - regardless of their level of development, socio-economic structure, location, culture, or population. According to European Court of Human Rights (2021), right to life- which is the

second article of convention- violations across disabled people have been seen in Latvia (2010), Bulgaria (2013), Romania (2014), and Bulgaria (2016) recently. To illustrate in Romania's case, the application was lodged by a non-governmental organization, on behalf of Valentin Câmpeanu, who died in 2004 at the age of 18 in a psychiatric hospital. Abandoned at birth and placed in an orphanage, he had been diagnosed as a young child as being HIV-positive and as suffering from a severe mental disability. In this case the Grand Chamber held that there had been a violation of Article 2, in both its substantive and its procedural aspects. It found in particular that Valentin Câmpeanu had been placed in medical institutions which were not equipped to provide adequate care for his condition.

The third article, also, has been infringed by various communities such as UK, France (sterilisation for the purposes of contraception), Hungary, Russia, Poland, Latvia, Turkey (conditions of detention), Denmark, Bulgaria, North Macedonia (living conditions in psychiatric institutions or social care homes), Sweden (risk of ill-treatment in case of expulsion or extradition), Romania (sexual abuse), Croatia (verbal and physical harassment) and so on. In France's case concerned the sterilisation for the purposes of contraception of five young women with mental disabilities who were employed at a local work-based support centre (Centre d'aide pour le travail – CAT). They submitted in particular that there had been an interference with their physical integrity as a result of the sterilisation which had been carried out without their consent having been sought, and alleged a violation of their right to respect for their private life and their right to found a family. They further submitted that they had been subjected to discrimination as a result of their disability. The Court found that the application had been lodged out of time and therefore declared it inadmissible pursuant to Article 35 (admissibility criteria) of the Convention.

Prohibition of forced labour (article 4), right to liberty and security (article 5), right to a fair trial (article 6), right to respect for private and family life (article 8), freedom of expression (article 10), right to marry (article 12), prohibition of discrimination (article 14), protection of property (article 1/ protocol no. 1), right to education (article 2/ protocol no. 1), right to vote (article 3/ protocol no. 1) are the dominant invaded items in Convention. Nevertheless, we want to emphasize cases related to

the right to education since this is one of the most ignored issues especially when the subject is a disabled individual. In Turkey's (2016) sample, it concerned the refusal to enrol a seven-year-old boy, suffering from autism, in a private school. The applicant complained in particular of a discriminatory breach of his right to education. The Court declared the applicant's complaints inadmissible as being manifestly ill founded, finding that there had not been a systemic denial of the applicant's right to education on account of his autism or a failure by the State to fulfil its obligations under article 2/ protocol no. 1 taken together with article 14. Italy's (2020) case related to the inability for the applicant, a young girl suffering from nonverbal autism, to receive specialised learning support during her first two years of primary education even though the support was provided for by law. The Italian Government relied, in particular, on a lack of financial resources. The Court held that there had been a violation of article 14 in conjunction with article 2, finding that the applicant had not been able to continue attending primary school in equivalent conditions to those available to other children and that this difference was due to her disability. The Court considered in particular that the Italian authorities had not sought to determine the young girl's real needs and provide tailored support in order to allow her to continue her primary education in conditions that would, as far as possible, be equivalent to those in which other children attended the same school.

To sum up, the concept of disability is declined as long as the violation of human rights doesn't impinge on their situation. this article supports their needs with the aspect of spreading awareness in a world that is not able to serve the actual services of people with disabilities. As you can see from this comprehensive work, the violations of disabled human rights are obstacles for their journey to independence. The European Convention of Disabled Human Rights is supporting visibly the fact between medical and social in the model of disability and the convention also advocates human rights by protecting the unity of life.

SHOCK SHOCK SHOCK

a big conflict between 2 children in the yard of a school

Who was to blame and what were the consequences?

Our editor together with a psychologist interviewed each child.

Our editor to Erick

Where are you from when you were hit by Justin and how did it happen?

ERICK-I was on a break and I was riding my bike a little in the school yard. He came and knocked me down, and I fell.

P-What did it happen then?

E-He started laughing at me....

P-And then?

E-All children started laughing at me

P-How did you feel?

E-I felt angry.

P-why do you think he hit you?

E-

I was walking and he came and hit me suddenly.

He did it on purpose.

Editor to Justin-

Where are you from when you were hit by Erick and how did it happen?

Justin- we were in the school yard, and I wanted to play with him.

P- What did it happen?

J- I wanted to make a sign to stop him from playing with me.

I wanted him to look at me.

P- what sign do you make?

J- I touched him. He lost his balance and fell

P-And then?

J- I helped him up

he got up and started kicking me

P-Why?

J- I don't know!

P-Why did you laugh at him?

J- it was funny, I didn't think it hurt. I didn't want to hit him. I reached out to help him and he hit me.

and kicked me several times.

I was just kidding.

I didn't mean to hurt them. He mustn't be angry

P- Was anyone there to defend you?

J-

My father came and scolded him and then hit him because he hit me.

P- what happened in the next few days?

J- I created a game, and all children listened to me, except Erick

We didn't play with him. And he would walk around us and try to ruin our game I think.

p- Maybe he wanted to play with you

j- I don't think so, he would have come and told us that

