Course Description

This course explores live debates and contemporary movements for women’s human rights and gender equality globally and in the US, and builds practical communications skills.

We’ll briefly cover foundational women’s human rights principles and mechanisms, then we’ll explore how advocates are deploying them to tackle new challenges and seize opportunities in today’s world. We’ll examine progress—and gaps—with respect to the rights of women workers, women’s rights to land, water, and sanitation, and their sexual and reproductive rights.
Throughout the course, we’ll do short exercises to deepen your knowledge about gender equality and women’s human rights, and to sharpen your ability to communicate about these issues. We’ll practice project planning, advocacy writing, media and social media communications, presentation skills, and writing for donors. We’ll also reflect on stress and burnout in the human rights profession, and ways to foster resilience and wellbeing.

As an international lawyer and as someone who spent nearly two decades hiring, training, and managing staff and projects at Human Rights Watch, I’ve got insights about skills that matter in the human rights field. I’m here now because I believe that you can play a vital role in making the world more fair, free, and equal for people of all genders, and I can help prepare you.

This class is designed to complement—not duplicate—other classes on gender, public policy, and human rights. I encourage you to take other courses on these topics in the Humphrey School, Law School, CLA, and other schools and colleges. Next spring, join me for related courses on fact-finding and gender-based violence.

**Course Goals and Learning Objectives**

The goals of this course are for students to deepen their understanding of contemporary women’s human rights topics, debates, and advocacy strategies, and to hone practical communications skills needed in the human rights field.

By reading and discussing diverse materials, doing exercises to hone practical communications skills, and participating in other activities, you’ll improve your ability to:

- Apply human rights principles to current debates on gender and women’s rights.
- Analyze gender and human rights problems, and design strategies to address them.
- Operate as versatile, confident, informed advocates for gender equality and women’s rights.
- Produce compelling written materials in a variety of formats and for different audiences.
- Speak succinctly and persuasively about gender and human rights issues.
- Recognize distinctive barriers to realization of women’s human rights and gender equality for marginalized groups.
- Understand stress and resilience in the human rights field and develop wellbeing practices.

To facilitate meeting these goals and to let me know how I can best support you, please fill out the **information sheet** posted on Canvas. **Due by September 5.**

**Course Structure**

The seminar meets once a week for the full semester. Most weeks, we’ll spend the first half of the class in a substantive discussion of the week’s topic. We’ll discuss and analyze the materials you’ve read or viewed. After that, I’ll explain the week’s written or verbal assignment, and offer skills instruction. We’ll also have small group discussions on a variety of topics. Each week, we’ll touch on stress and resilience,
a highly relevant issue in the human rights profession. At any point in the class, I can answer questions about strategies and experiences from my past work, relating this to the course goals.

The flow of the semester is as follows:

Course Overview and Introduction
- Course overview
- Intro to standards, concepts, and mechanisms on gender equality and human rights

Rights of Women Workers
- Domestic workers
- Garment workers
- Sexual harassment and the International Labour Organization
- Discrimination against women in sports

Wellbeing of Advocates
- Trauma, stress, and resilience in the human rights field

Women’s Rights to Land, Water, and Sanitation
- Rights to water and sanitation
- Widows and divorced women’s property and inheritance rights
- Gender and large-scale land deals

Women’s Health and Rights
- Sexual and reproductive health and rights – barriers and disparities
- Adolescent services and information
- Abortion, contraception, and human rights

Wrap-up
- Celebrating women human rights defenders

Course Materials
There is no required textbook. All sources that you will read or watch are linked in the schedule below and on Canvas. The materials were selected to illustrate diverse current or recent campaigns and advocacy in action, and a variety of communications formats and tools. They also represent the kinds of UN documents that activists often refer to in advocacy.

Prerequisites
While there is no prerequisite for this course, it builds on others that address core international human rights structures, principles, and mechanisms. To avoid duplication, this course briefly reviews those foundations, then moves to current applications. If you haven’t yet taken the foundational courses, just spend a bit more time on the readings for Weeks 1 and 2.
# Weekly Schedule

<table>
<thead>
<tr>
<th>Units</th>
<th>Dates</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Overview and Introduction</strong></td>
<td><strong>Week 1</strong>&lt;br&gt;Sept. 9 - 13</td>
<td><strong>Required materials to read / watch (total pages - 35 / viewing minutes - 15):</strong>&lt;br&gt;  ● <a href="#">Chapter</a> in the Oxford Handbook on the United Nations, “Women’s Rights and Gender Integration” 2018 (15 pages)&lt;br&gt;  ● UN Women <a href="#">website feature</a>, “Timeline: Women of the world, unite!” 2019 (scroll through, listen to clips; 10 minutes)&lt;br&gt;  ● UN - OHCHR <a href="#">website</a>, “What are Human Rights?” (1 page)&lt;br&gt;  ● UNFPA <a href="#">website</a>, “Human Rights Principles,” (2 pages)&lt;br&gt;  ● UN - OHCHR <a href="#">fact sheet</a>, “Women’s Rights are Human Rights,” 2014 (read “Key Concepts” chapter - pages 25-39; 14 pages)&lt;br&gt;  ● Equality Can’t Wait <a href="#">video</a> (5 minutes)&lt;br&gt;  ● Equal Rights Advocates, “10 <a href="#">Toni Morrison Quotes</a> That Will Never Stop Inspiring Us” (1 page)&lt;br&gt;  ● UMN Center for Spirituality and Healing <a href="#">website</a>, “What Are Reflective Practices?” (2 pages, and click on what interests you)&lt;br&gt;&lt;br&gt;<strong>Recommended materials to read / watch:</strong>&lt;br&gt;  ● UN Women <a href="#">video</a>, “Phumzile Mlambo-Ngcuka, UN Women Executive Director’s message for IWD 2016” (4:17 minutes)&lt;br&gt;&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;  ● Prior to our first class meeting, send in the “information sheet” posted on Canvas. <strong>Due Sept. 5.</strong>&lt;br&gt;  ● Personal essay - why you’re taking this course (250 - 300 words). <strong>Due Sept. 12.</strong></td>
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<tr>
<td><strong>Intro to standards, concepts and mechanisms on gender equality and human rights</strong></td>
<td><strong>Week 2</strong>&lt;br&gt;Sept. 16-20</td>
<td><strong>Required materials to read / watch (total pages - 41/ viewing minutes - 8):</strong>&lt;br&gt;  ● UN Women, “Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development,” 2018 (read <a href="#">summary</a>; 20 pages)&lt;br&gt;  ● <a href="#">UN Convention on the Elimination of All Forms of Discrimination against Women</a> (CEDAW) (read articles 1 - 5, 11 - 14 and 16; approx. 2 pages)&lt;br&gt;  ● UN Women <a href="#">video</a>, “This #womensday, we’re innovating for change,” 2019&lt;br&gt;  ● Regional treaty example: <a href="#">Maputo Protocol</a> (read articles 6, 7, and 13 - 21) (approx. 3 pages)&lt;br&gt;  ● <a href="#">Yogyakarta Principles</a> website. Read the overview of the Principles, addressing human rights standards on sexual orientation and gender identity (3 pages)</td>
</tr>
</tbody>
</table>
● UN Human Rights Council, “Analytical study on gender-responsive climate action for the full and effective enjoyment of the rights of women,” 2019 (read paragraphs 1 -31; 10 pages) (example of gender mainstreaming)
● UN Women website, “Beijing+25: Celebrating 25 years of championing women’s rights,” 2019 (2 pages)
● Tip Sheet: Planning projects (available on Canvas) (1 page)

Recommended materials to read / watch:
● CEDAW Committee General Comment No. 28 on the core obligations of States Parties under article 2, 2010 (paragraphs 8 - 29; 5 pages)
● Website of UN Free and Equal (browse for 5 minutes)
● OutRight International blog, “Beyond the Binary. Seen. Included. Empowered” 2019 (3 pages)

Assignment:
● Project planning email to “supervisor” (200 - 300 words) - Draft 1. Due Sept. 19.

Other activities:
● Click on each “pie slice” in the interactive graphic of the UMN “Taking Charge of Your Health & Wellbeing” website and read about the dimensions of wellbeing. Do the online wellbeing assessment for each dimension. Think about wellbeing priorities for yourself.

Unit 2: Rights of Women Workers

<table>
<thead>
<tr>
<th>Domestic workers</th>
<th>Week 3</th>
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<tbody>
<tr>
<td></td>
<td>Sept. 23-27</td>
<td>Required materials to read / watch (total pages - 16 / viewing minutes - 8):</td>
</tr>
</tbody>
</table>

* HRW video, “Domestic Workers Trapped, Exploited and Abused in the UAE,” 2014 (4:57 minutes)
* HRW press release, “Tanzania: Migrant Domestic Workers in Oman, UAE Abused,” 2017 (3 pages)
* Browse the website of the International Domestic Workers Federation
* UN Women profile of Indonesian activist Anis Hidaya, 2019 (2 pages)
* Open Democracy video, “Fighting for Domestic Workers’ Rights,” 2018 (3 minutes)
* National Domestic Workers Alliance, Take Action site “A National Bill of Rights for Domestic Workers” and bill summary (4 pages)
* Tip Sheet: Tweeting for Rights (available on Canvas) (1 page)

Recommended materials to read / watch:
● The Guardian news article, “When escaping an abusive employer is a crime: the trap Britain sets for Filipino domestic workers,” 2019 (3 pages)
● IDWF Video –Domestic Workers and Convention 180: Making it Real – Africa (10:16; you can watch a portion of it)
| Garment workers | Week 4  
| Sept. 30 – Oct. 4 |

**Assignment:**
- Project planning email to “supervisor” (100 - 500 words - depending on “supervisor” response) - Draft 2. *Due Sept. 26.*

**Other activities:**
- Write a draft Tweet pegged to either the UN Climate Summit (Sept. 23), World Contraception Day (Sept. 26), or the International Safe Abortion Day (Sept. 28) (post on Canvas; posting on Twitter is optional)
- Wellbeing practice of your choice (30-60 minutes)

**Required materials to read / watch (total pages - 26 / viewing minutes - 6):**
- Video, “The UN Guiding Principles on Business and Human Rights: An Introduction” (3:36 minutes)
- HRW World Report essay, “Soon There Won’t Be Much to Hide,” 2018 (6 pages)
- Video about Kalpona Akter, Bangladeshi labor rights activist (2:20 minutes)
- Coalition report, “Follow the Thread: The Need for Supply Chain Transparency in the Garment and Footware Industry,” 2017 (15 pages); including the “transparency pledge” in the report or at this link.
- Change.org petition on fashion industry transparency (1 page)
- HRW letter to a global apparel brand about improving transparency practices, 2016 (3 pages) (PDF available on Canvas)
- Tip Sheet: Writing an advocacy letter (available on Canvas) (1 page)

**Recommended materials to read / watch:**
- HRW oped, “Questions to Ask Clothing Brands,” 2019 (1 page)
- Social media transparency campaign video clip (40 seconds)

**Assignments:**
- **Outline** an advocacy letter to government or company. *Due Oct. 3.*
- Sign up for a 30-minute in-person meeting with me for this week or next. First 5-10 minutes will be to check in on how the course is going, and the rest will simulate a project planning meeting with your hypothetical supervisor.

**Other activities:**
- Write a draft Tweet on garment workers’ rights timed for the Paris fashion week (post on Canvas; posting on Twitter is optional)
- Wellbeing practice of your choice (30-60 minutes)
- Think about feedback for me about how the course is going. Give me feedback in class next week, or however you’re most comfortable.
| **Sexual harassment and the International Labour Organization** | Week 5  
Oct. 7-11 | **Required materials to read / watch (total pages - 13; viewing minutes - 3):**  
- HRW *op-ed*, “Turning the Tide on Violence and Harassment at Work,” 2019 (3 pages)  
- IndustriALL *video*, “For an ILO Convention prohibiting violence and harassment in the world of work,” 2019 (3 minutes)  
- ILO Convention Concerning Violence and Harassment in the World of Work (No. 190) (9 pages)  
- HRW letter to the UK government re adoption of ILO Convention 190, 2019 (1 page) (PDF available on Canvas)  
**Recommended materials to read / watch:**  
- Foreign Policy *article*, “Celebrating #MeToo’s Global Impact,” 2019 (8 pages)  
- HRW *Tweet with short video* re new ILO convention on harassment and violence in the world of work (49 seconds)  
- CEDAW Committee communication in the *Anna Belousova v. Kazakhstan* case, 2017 (read “consideration of merits,” paras 10.1-13, 11, and 12; 6 pages)  
- CARE International *video*, “A New Global Law To End Workplace Harassment,” 2019 (1:21 minutes)  
- OpenGlobalRights *article*, “Myths and realities of #MeToo: Young feminists in the global South speak out,” 2019 (3 pages)  
**Assignments:**  
- Write an advocacy letter to a government or company. *Due Oct. 10.*  
- Schedule the 30-minute in-person check-in meeting with me if you didn’t get to do so last week.  
**Other activities:**  
- Write a draft Tweet for the International Day of the Girl Child on Oct. 11 (post on Canvas; posting on Twitter is optional)  |
| **Discrimination against women in sports** | Week 6  
Oct. 14-18 | **Required materials to read / watch (total pages - 21 / 2 viewing minutes):**  
- HRW World Report *essay*, “Raising the Bar: Mega-Sporting Events and Human Rights” 2015 (7 pages)  
- HRW *op-ed*, “Women Soccer Players’ Biggest Challenge is Changing FIFA Itself,” 2019 (1 page)  
- Communication from UN experts regarding athletes with differences of sex development (2018) (10 pages)  
- HRW *press release*, “Caster Semenya Loses Appeal for Equal Treatment,” 2019 (2 pages)  
- DW News *video*, “Afghan women's soccer team members accuse officials of sexual abuse,” 2018 (2 minutes)  
- Tip Sheet: Online campaigns (available on Canvas) (1 page)  
**Recommended materials to read / watch:** |
● Change.org petition, “ACT to end abuse in women’s football NOW” 2019 (1 page)
● WBUR commentary, “The U.S. Women's National Team Isn’t The Only Team Fighting For Equality,” 2019 (4 pages, plus embedded video on German soccer team, 1:30 minutes)
● HRW press release, “Iran: Progress on Ban for Women at Stadiums,” 2018 (2 pages)
● Court brief in the case filed by the US women’s national soccer team against the US Soccer Federation, 2019 (read paras. 37 - 83; 10 pages)
● HRW oped, “Saudi sports reforms give girls in the kingdom a running start,” 2017 (2 pages)

Assignment:
- Write an email about a digital advocacy campaign plan (200-300 words).
  Due Oct. 17.

Other activities:
- Write a draft Tweet for Indigenous Peoples’ Day (post on Canvas; posting on Twitter is optional)

Unit 3: Wellbeing of Advocates

Trauma, stress, and resilience in the human rights field
Week 7
Oct. 21-25

Required materials to read / watch:
- Lancet article, “Crucial need to improve mental health research and training for human rights advocates,” 2018 (1 page)
- Human Rights Resilience Project website, read “Purpose” and “Tools and Programs for Resilience” (3 pages)
- Read, view, or engage with anything that brings you peace. Poetry, art, nature, dance... up to you.

Recommended materials to read / watch:
- Commentary in The Advocate, “What is Healing Justice?” 2019 (1 page)
- NYT oped, “You Are Doing Something Important When You Aren’t Doing Anything,” 2019 (1 page)
- Civios video featuring Carrie Oelberger, “Navigating Work-Life Conflict” (5 minutes)

Activities:
- Give yourself a break from social media.

Unit 4: Women’s Rights to Land, Water and Sanitation
### Rights to water and sanitation

**Week 8**  
Oct. 28 – Nov. 1

**Required materials to read / watch (total pages - 32; 11 viewing minutes):**
- UN Women [issue brief](#), “Gender Equality in the 2030 Agenda: Gender-Responsive Water and Sanitation Systems,” 2018 (4 pages)
- HRW [oped](#), “Human Right to Water at Risk in First Nations Communities,” 2016 (1 page, and embedded 30 second [video](#))
- PSAC [video](#), “Interview with Judy de Silva,” 2016 (11 minutes - fine to watch about half)
- HRW and WASH United [report](#), “Understanding Menstrual Hygiene Management and Human Rights,” 2017 (pages 5-16; 11 pages)
- Tip Sheet: Writing opinion pieces (available on Canvas) (1 page)

**Recommended materials to read / watch:**
- NPR [radio segment](#) on menstrual hygiene management, “People Are Finally Talking About The Thing Nobody Wants To Talk About,” 2015 (4:24 minutes)
- HRW [dispatch](#), “Stigma Around Periods Should End. Period,” 2016 (1 page)
- Media Indigena [podcast](#), “Human rights watchdog urges equal access to clean drinking water for First Nations,” 2016 (14 minutes)
- UN Special Rapporteur on the Right to Water, [report](#) on gender equality in the realization of human rights to water and sanitation, 2016 (read paras. 12-14 on intersectionality / multiple forms of discrimination) (1 page)
- HRW [oped](#), “Girls in Afghanistan—and Everywhere Else—Need Toilets,” 2017 (1 page)
- The Citizen [oped](#), “Why the VAT exemption on menstrual pads should be kept,” 2019 (1 page)
- WaterAid [oped](#), “Action needed: Time is running out for global water ambitions,” 2019 (1 page)

**Assignments:**
- Analyze an oped. Due Oct. 31.

**Other activities:**
- Write a draft Tweet in advance of World Toilet Day - Nov. 19 (post on Canvas; posting on Twitter when the day comes is optional)

### Widows and divorced women’s property and inheritance rights

**Week 9**  
Nov. 4 - 8

**Required materials to read / watch (total pages - 13; viewing minutes - 2):**
- UN Working Group on the Issue of Discrimination against Women in Law and in Practice, [Statement](#) on women’s land rights, 2017 (5 pages)
- World Bank [blog](#), “Where in the world do women still face legal barriers to own and administer assets?” 2019 (2 pages)
- Oxfam Pan Africa [video](#), “Women Land Rights,” 2019 (1:28 minutes)
- Review - [Maputo Protocol](#) (re-read articles 7, 20 and 21; 2 pages)
Updated 9/29/19

- **Campaign website**, standf4herland.org (home page; 1 page)

**Recommended materials to read / watch:**
- HRW **dispatch**, “Côte d’Ivoire Marriage Reform a Step for Women,” 2019 (1 page)
- UN Women **report**, “Realizing Women’s Rights to Land and Other Productive Resources,” 2013 (read pages 17-21 on “good practices”; 5 pages)
- **Place animation**, “Women and land in India” (1:44 minutes)
- Place **article**, “Kenyan tribe divided over women’s land rights after landmark ruling,” 2019 (2 pages)

**Assignments:**
- Outline an oped idea. Due Nov. 7.

**Gender and large-scale land deals**

**Week 10**
**Nov. 11 - 15**

**Required materials to read / watch (total pages - 5 / viewing minutes - 5):**
- LandRightsNow coalition **report**, “Common Ground: Securing land rights and safeguarding the earth” 2016 (read pages 33-34 “Women Demand Their Land; 2 pages)
- HRW **video**, “Indonesia: Indigenous Peoples Losing Their Forests,” 2019 (5 minutes)
- HRW oped, “Zambia Should Protect Customary Land Rights, 2018”(1 page)
- Devex **opinion**, “Protect indigenous, community, and women’s land rights for food security and nutrition,” 2018 (1 page)
- UN Special Rapporteur on the Rights of Indigenous Peoples, **report** on the rights of indigenous women, 2015 (paras 15 - 17 and 35; 1 page)

**Recommended materials to read / watch:**
- HRW **dispatch**, “South Africa’s Constitutional Court Protects Land Rights,” 2018 (1 page)
- Mongabay **news article**, “In rural Indonesia, women spearhead the fight to protect nature,” 2017 (3 pages)

**Assignments:**
- None. Take a break.

**Unit 5: Women’s Health and Rights**
### Sexual and reproductive health and rights – barriers and disparities

**Week 11**  
**Nov. 18 – 22**

**Required materials to read / watch (total pages - 32 / viewing minutes - 4):**
- UN Committee on Economic, Social and Cultural Rights, [General Comment No. 22](https://undocs.org/A/RES/66/10) on the right to sexual and reproductive health, 2016 (16 pages)
- Tip Sheet: Radio interviews (available on Canvas) (1 page)

**Recommended materials to read / watch:**
- UNFPA Executive Director [statement](https://www.unfpa.org/publications), 2019 (2 pages)
- HRW [video on US Title X gag rule](https://www.hrw.org/video?l=en)

**Assignments:**
- Give a 2-minute interview to a radio “reporter” (schedule call this week or next; I’ll play the reporter role). Do this between Nov. 19-27.

**Other activities:**
- Write a draft Tweet for the Trans Day of Remembrance (post on Canvas; posting on Twitter is optional)

### Adolescent health services and information

**Week 12**  
**Nov. 25 – 27**

**Required materials to read / watch (total pages - 15 / viewing minutes - 12):**
- UN Committee on the Rights of the Child, [General comment No. 20](https://rsc.ohchr.org/RH/Commentary/GBA/General%20Comment%2020.en.pdf) on the rights of the child during adolescence, 2016 (read paragraphs 56-63; 2 pages)
- TEDx Talks [video](https://www.ted.com/talks/), “Let’s Talk about Sex...Education. Teens Know Best,” 2017 (4:42 minutes)

**Recommended materials to read / watch:**
<table>
<thead>
<tr>
<th>Abortion, contraception, and human rights</th>
<th>Week 13 Dec. 2 - 6</th>
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**Required materials to read / watch (total pages - 24 / viewing minutes - 4):**
- IPS article, “Family Planning is a Human Right,” 2018 (2 pages)
- UN OHCHR infographic, “Abortion,” Information Series on Sexual and Reproductive Rights and Health, 2015 (4 pages)
- World Health Organization fact sheet, “Preventing Unsafe Abortion,” 2019 (5 pages)
- HRW web feature, “Life or Death Choices for Women Living under Honduras’ Abortion Ban,” 2019 (10 pages)
- Girls’ Globe oped, “SRHR for Women with Disabilities,” 2018 (1 page)
- EngenderHealth video, “Cute Chubby Babies Explain Contraception” and social media campaign site, “WTFP?!” 2015 (1:52 minutes)

**Recommended materials to read / watch:**
- Amplify Change fundraising guidance, “How to Write Your Application” (briefly skim -- no need to read it all)
- HRW Facebook Live recording, “Here’s What Banning Abortion Looks Like in 2019” (watch the first 8 minutes)
- HRW dispatch, “Ireland Votes Overwhelmingly to Repeal Abortion Ban,” 2018 (1 page)

**Assignments:**
- None.

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**Wrap-up**
Celebrating women human rights defenders

Week 14
Dec. 9 - 13

Required materials to read / watch (total pages - 5 / viewing minutes 9-):
- Browse the #DefendHer website and this overview (read info about 3 defenders) (5 minutes)
- Divest Invest Protect video, “Indigenous Women Testify on Criminalization of Human Rights Defenders,” 2019 (12:50 minutes; you can watch half of it)
- UN Women video, “#TimeIsNow: A Message from UN Women’s Executive Director on International Women's Day 2018” (3:02 minutes)

Recommended materials to read / watch:
- HRW online campaign, “Car Makers Should Stand with Saudi Activists,” 2018 (2 pages)
- ILGA video, “Listen to the voices of LBTI women’s human rights defenders,” 2018 (6 minutes; if pressed for time, you can watch half of it)
- UN Women website, “16 ways, 16 Days: Your guide to ending violence against women” and social media package for the 16 Days campaign, 2018
- Read 2-3 current “alerts” on the IM-Defensoras website (2 pages)

Assignment:
- Verbal presentation on a contemporary woman human rights defender (2 minutes). Present on Dec. 9.

Assignments and Grading

The assignments for this course are designed to emulate the day to day work of many human rights advocates: juggling a variety of topics and tasks, quickly learning essential facts and policy issues, responding to timely or fast-moving developments, deploying a variety of tools, and tailoring messages for multiple audiences. There is intentionally no lengthy written assignment, but rather a series of short written and verbal exercises. There is no final exam.

Students have the option for the final grade to be on the A-F grade scale or S/N (Satisfactory or Not Satisfactory). For additional information, please refer to: https://policy.umn.edu/education/gradingtranscripts.

Detailed instructions for each written or verbal assignment are in a separate guidance document posted on Canvas. We will discuss the assignments in class before you start them.

Please submit all your written assignments via Canvas. If there’s any hitch with that, you can submit by email, ideally linking to a Google Doc.
Grading Overview

- Posting comments on readings / materials 20%
- Class participation 20%
- Weekly written and verbal assignments 55%
- Twitter exercises (7 Tweets) 5%

Posting comments on readings / materials (20%)

Starting in week 2, please post on the Canvas class bulletin board your reflections on the assigned reading or viewing materials each Sunday by 1:00 pm. This will give me and your classmates time to read them before class on Monday. Your posts should include 1 to 2 substantive comments or questions on any (not all) of the readings for that week. Postings should be just a few sentences - a quarter of a page or less.

Posts will receive grades based on thoughtfulness and relevance of the comments. They will be 0 for no posting, 1 for unsatisfactory to weak, and 3 for satisfactory. Postings received after the 1:00 pm Sunday deadline will not be accepted for grading purposes, but will be read and used in class.

Class participation (20%)

Elements of class participation include (1) speaking, engaging, and asking questions during class; and (2) responding thoughtfully to posts by other classmates on the Canvas discussion board.

All class discussion must be respectful of diverse opinions. This class explores issues about which many people hold strong views. Please listen respectfully, be curious, and share your thoughtful and evidence-based perspectives and arguments. Don’t engage in personal criticism.

Tweet exercises (5%)

Most weeks you will write one or more tweets linked to a “day of recognition” or other timely event, and post them on the Canvas discussion site. The writing is required, but actual posting on Twitter is optional. See the assignment guidance document for further information. If you’ve spent more than 5-8 minutes on any single Tweet, you’re doing more than is needed. (Note: if you want to do short-form social media writing for a platform other than Twitter, that’s fine - just tell me which it is.)

Weekly written and verbal exercises (55%)

Detailed instructions for each of these assignments is in a separate guidance document on Canvas. When writing or speaking from your personal perspective, know that you can respectfully make the case for any point of view. There’s no single “right” opinion or perspective.

Each weekly written or verbal assignment can earn up to 5 points.
Weekly assignments are as follows:

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<tr>
<th>Week</th>
<th>Written or Verbal Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Personal essay - why you’re taking this course (250 - 300 words)</td>
<td>Sept. 12 - noon</td>
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<tr>
<td>(Sept. 9 - 13)</td>
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<tr>
<td>Week 2</td>
<td>Project planning email to “supervisor” (200 - 300 words) - Draft 1</td>
<td>Sept. 19 - noon</td>
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<td>(Sept. 16-20)</td>
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<tr>
<td>Week 3</td>
<td>Project planning email to “supervisor” (100 - 500 words - depending on “supervisor” response to prior email) - Draft 2</td>
<td>Sept. 26 - noon</td>
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<td>(Sept. 23-27)</td>
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<td>Week 4</td>
<td>Outline an advocacy letter to a government or company</td>
<td>Oct. 3 - noon</td>
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<td>(Sept. 30 – Oct. 4)</td>
<td>Meet with “supervisor” (schedule this week or next)</td>
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<tr>
<td>Week 5</td>
<td>Write an advocacy letter to a government or company</td>
<td>Oct. 10 - noon</td>
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<tr>
<td>(Oct. 7-11)</td>
<td>Meet with “supervisor” (schedule this week, if not done last week)</td>
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<td>Week 6</td>
<td>Write an email about a digital advocacy campaign plan (200-300 words)</td>
<td>Oct. 17</td>
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<td>(Oct. 14-18)</td>
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<td>Week 7</td>
<td>None.</td>
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<td>(Oct. 21-25)</td>
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<td>Week 8</td>
<td>Analyze an oped</td>
<td>Oct. 31</td>
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<tr>
<td>(Oct. 28 – Nov. 1)</td>
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<tr>
<td>Week 9</td>
<td>Outline an oped idea (half-page outline)</td>
<td>Nov. 7</td>
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<tr>
<td>(Nov. 4 - 8)</td>
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<tr>
<td>Week 10</td>
<td>None.</td>
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<td>(Nov. 11 - 15)</td>
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<td>Week 11</td>
<td>Give a 2-minute interview to a radio “reporter” (schedule call this week or next)</td>
<td>Nov. 19-22</td>
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<td>(Nov. 18 - 22)</td>
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<tr>
<td>Week 12</td>
<td>Give a 2-minute interview to a radio “reporter” (schedule call this week if it didn’t happen last week)</td>
<td>Nov. 27</td>
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<td>(Nov. 25 – 27)</td>
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<tr>
<td>Week 13</td>
<td>None.</td>
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<td>(Dec. 2 - 6)</td>
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<tr>
<td>Week 14</td>
<td>Verbal presentation on a contemporary woman human rights defender (2 minutes)</td>
<td>Dec. 9</td>
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<tr>
<td>(Dec. 9 - 13)</td>
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</tbody>
</table>
Set Your Canvas Notification Preferences

This course depends upon your ability to receive communications from your instructor and/or about the class. It's important that you set up your Canvas “notification preferences” to choose how and when you’d like to receive messages via text, email, or both. Find easy-to-follow instructions at “How do I set my Canvas notification preferences as a student?:

We strongly recommend that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don’t risk missing important class communication. For assistance, please contact me or help@umn.edu.

University and School policies

For links to University of Minnesota and Humphrey School policies, please click the “U of M Policies” link on our course Canvas site, or see https://z.umn.edu/PolicyStatements. Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.

Land Acknowledgment

The University of Minnesota - Twin Cities is located on the traditional, ancestral, and contemporary lands of the Dakota people. It is important to acknowledge the peoples on whose land we live, learn and work as we seek to improve and strengthen our relations with our tribal nations. We also acknowledge that words are not enough. We must ensure that our institution provides support, resources, and programs that increase access to all aspects of higher education for our American Indian students, staff, faculty, and community members.