

Syllabus: PA 5890 - 004 Fall 2020

# Women's Human Rights in Practice

Meets remotely Tuesdays and Thursdays 8:15 - 9:30

Remote instruction with synchronous (Tuesdays) and asynchronous sessions

Canvas course [link](#)



*Marcelina Bautista, leader of Centro de Apoyo y Capacitación para Empleadas del Hogar, a domestic workers organization. © 2019 El Universal/RCC Agency/GDA via AP*

## Course Description

This seminar 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 learn about foundational gender and human rights principles and mechanisms, and survey ways that advocates are deploying human rights to tackle gender inequality and intersecting forms of oppression in today's world. We'll examine progress and emerging threats to the rights of women, including trans women, and people with non-binary identities.

We'll do this by looking at examples of specific topics, including the topics of workers' rights, sexual and reproductive health, gender implications of COVID-19, rights to land and water, and gender-based violence. There are, of course, many other important gender and human rights issues. This selection was chosen to complement what is covered in other UMN courses, and avoid duplication (e.g. given that there's a separate UMN course on sex trafficking, that topic isn't a primary focus for this course).

Throughout the course, we'll do short, practical exercises to sharpen your ability to communicate about gender equality and women's human rights, and be able to advocate for change. We'll practice writing for media and advocacy purposes, making short presentations, and other practical skills. We'll also reflect on stress and burnout in the human rights profession, and ways to foster resilience and wellbeing.

I invite you to share examples from your own activism and experience. I'll also be happy to discuss examples from my prior work at Human Rights Watch.

## Instructor Information

Janet Walsh - Senior Fellow, Humphrey School

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Phone: (612) 695-1296 (cell)

Office: Humphrey School, room 153 (enter through the Room 130 door, and my office is by the stairs)

Personal Zoom meeting room [link](#)

Pronouns: She/her/hers

Student Hours: Tuesday (1:00 - 2:15) and Wednesday (9:45 - 11:00) or by appointment. I also welcome spontaneous calls or visits any time.

## Course Goals and Learning Objectives

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

By reading and discussing course materials and doing practical exercises and assignments, you'll improve your ability to:

- Analyze how international human rights law applies to contemporary gender and women's rights challenges.
- Assess and discuss real-life strategies and campaigns to advance gender equality and women's human rights.
- Write and speak persuasively about gender equality as a human rights issue through media and advocacy-oriented communications.
- Apply an intersectional lens to class discussions and assignments, and deepen your understanding of the compounding effects of intersecting forms of discrimination, including on the basis of race, ethnicity, sexuality, gender identity, Indigeneity, immigration status, age, and ability.
- Understand stress and resilience in the human rights field, and strategies to mitigate risk of vicarious trauma in this work.

## Course Structure

Due to the coronavirus pandemic, this is a *remote* course which will meet through Zoom. I'm holding open the possibility of having two in-person sessions in mid-November, with the option to join by Zoom if needed. I'll discuss this with you and confirm closer to the time.

The seminar involves two class sessions per week for the full semester. In general, there will be one **synchronous** session per week, typically on Tuesdays from 8:15 - 9:30 a.m., and one session consisting of an **asynchronous**, pre-recorded VoiceThread module that you can watch any time. The synchronous sessions will introduce new topics and concepts, and the asynchronous sessions will illustrate and deepen your learning through videos and other materials.

The flow of topics will be:

- Course overview and introduction
- Rights of women workers; sexual harassment
- Women's health and rights
- Gender and human rights "architecture" - institutions and mechanisms
- Women's rights to land, water and sanitation
- Women human rights defenders
- Stress and resilience in the human rights field
- Gender-based violence and human rights

## Course Materials

There is no required textbook. All sources that you will read or watch are online or linked on Canvas. Please read the assigned materials *before* the class session where they are listed.

The readings draw mostly from non-academic sources. I'm a practitioner and advocate, not an academic, and I'd like you to see communications and analysis from non-academic spaces, including from grassroots and civil society advocates.

## Prerequisites

While there is no prerequisite for this course, it builds on others that address core international human rights structures, principles, and mechanisms. If you haven't taken those foundational courses, just spend a bit more time on the readings for Weeks 1 and 7.

## Weekly Schedule

Unit 1: Overview and Introduction		
<b>Overview of course,</b>	Week 1 / Class 1	<i>Synchronous</i>

<b>introductions, and shared agreements</b>	Sept. 8	<p><i>Read (total of 60 pages):</i></p> <ul style="list-style-type: none"> <li>● UN Convention on the Elimination of All Forms of Discrimination against Women (<a href="#">CEDAW</a>) (10 pages)</li> <li>● UN Women <a href="#">report</a>, “Gender equality: Women’s rights in review 25 years after Beijing,” 2020 (read pages 1 - 5)</li> <li>● Joint NGO <a href="#">statement</a>, “Feminist declaration on the occasion of the twenty-fifth anniversary of the Fourth World Conference on Women,” 2020 (16 pages)</li> <li>● OHCHR <a href="#">fact sheet</a>, “Women’s Rights are Human Rights,” 2014 (read “Key Concepts” chapter - pages 25-39; 14 pages)</li> <li>● UN Women <a href="#">oped</a>, “Intersectional feminism: what it means and why it matters right now,” July 2020 (3 pages)</li> <li>● OHCHR <a href="#">report</a>, “Born Free and Equal: Sexual Orientation, Gender Identity and Sex Characteristics in International Human Rights Law,” 2019 (read pages 1 - 11)</li> <li>● ARC International / Yogyakarta Principles <a href="#">website</a>, “About the Yogyakarta Principles” (1 page)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● <b>Personal essay or short video:</b> Describe why you’re taking this course, and relevant interests (approx. 200 words for an essay, or 1-2 minutes for a video). <i>Due Sept. 10.</i></li> </ul>
<b>Key concepts and principles</b>	Week 1 / Class 2  Sept. 10	<i>Asynchronous module</i>
<b>Unit 2: Rights of Women Workers; Sexual Harassment</b>		
<b>Rights of domestic workers</b>	Week 2 / Class 3  Sept. 15	<p><i>Synchronous</i></p> <p><i>Read (total of 48 pages):</i></p> <ul style="list-style-type: none"> <li>● International Domestic Workers Federation <a href="#">report</a>, “United, Strong &amp; Growing: Annual Report 2018,” published 2019 (read pages 5 - 29; 24 pages total)</li> <li>● International Domestic Workers Federation (IDWF) <a href="#">policy brief</a>, “The Impacts of COVID-19 on Domestic Workers and Policy Responses,” 2020 (11 pages)</li> <li>● UN Women <a href="#">profile</a> of Indonesian activist Anis Hidayat, 2019 (2 pages)</li> <li>● HRW <a href="#">oped</a>, “It is Time for the World to Start Caring for the Caregivers,” May 2020 (2 pages)</li> <li>● HRW <a href="#">press release</a>, “Tanzania: Migrant Domestic Workers in Oman, UAE Abused,” 2017 (3 pages)</li> <li>● Gender Policy Report <a href="#">article</a>, “California’s New Gig Worker Protections Leave Domestic Workers Behind,” 2020 (3 pages)</li> </ul>

		<ul style="list-style-type: none"> <li>• National Domestic Workers Alliance <a href="#">press release</a>, “Racial Disparities in Coronavirus Pandemic Show Black Women Workers Face Heightened Risks in Crisis,” 2020 (2 pages)</li> <li>• National Domestic Workers Alliance, <a href="#">Take Action</a> site “A National Bill of Rights for Domestic Workers,” 2019 (1 page)</li> <li>• National Domestic Workers Alliance, <a href="#">bill summary</a> (2 pages)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• <b>Media monitoring:</b> Stage 1. <i>Due Sept. 17.</i></li> </ul>
<b>Rights of domestic workers (continued)</b>	Week 2 / Class 4  Sept. 17	<i>Asynchronous module</i>
<b>Rights of garment workers</b>	Week 3 / Class 5  Sept. 22	<p><i>Synchronous</i></p> <p><i>Read (total of 36 pages):</i></p> <ul style="list-style-type: none"> <li>• OHCHR <a href="#">report</a>, “UN Guiding Principles on Business and Human Rights: An Introduction,” 2013 (4 pages)</li> <li>• Sharan Burrow <a href="#">oped</a>, “UN treaty on business and human rights vital for economic and social justice,” 2019 (3 pages)</li> <li>• HRW <a href="#">report</a>, “Fashion’s Next Trend: Accelerating Supply Chain Transparency in the Apparel and Footwear Industry,” 2019 (20 pages)</li> <li>• HRW <a href="#">oped</a>, “Questions to Ask Clothing Brands,” 2019 (1 page)</li> <li>• HRW World Report <a href="#">essay</a>, “Soon There Won’t Be Much to Hide,” 2018 (6 pages)</li> <li>• Guardian <a href="#">oped</a>, “‘We are on our own’: Bangladesh’s pregnant garment workers face the sack,” July 2020 (2 pages)</li> <li>• Clean Clothes Campaign, “<a href="#">Live-blog</a>: How the Coronavirus affects garment workers in supply chains” (read several entries of your choice - approx. 1 page)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• <b>Media monitoring:</b> Stage 2. <i>Due Sept. 24.</i></li> </ul>
<b>Rights of garment workers (continued)</b>	Week 3 / Class 6  Sept. 24	<i>Asynchronous module</i>
<b>Sexual Harassment in the Work and Education Contexts</b>	Week 4 / Class 7  Sept. 29	<p><i>Synchronous</i></p> <p><i>Read (total of 70 pages):</i></p> <ul style="list-style-type: none"> <li>• HRW <a href="#">report</a>, “Safety and Dignity at Work: A Guide to the 2019 ILO Violence and Harassment Convention,” 2020 (16 pages)</li> <li>• <a href="#">ILO Convention</a> Concerning Violence and Harassment in the World of Work (No. 190) (9 pages)</li> </ul>

		<ul style="list-style-type: none"> <li>● Washington Post <a href="#">article</a>, “After landmark Supreme Court ruling, transgender workers stand up for their rights,” June 2020 (4 pages)</li> <li>● UN Women, “<a href="#">Guidance note</a> on campus violence prevention and response,” 2019 (read pages 15 - 31 on essential actions; 16 pages)</li> <li>● CEDAW Committee, “<a href="#">General recommendation No. 36</a> on the right of girls and women to education,” 2017 (read paras. 69 recommendations; 1 page)</li> <li>● UMN <a href="#">Administrative Policy</a>, “Sexual Harassment, Sexual Assault, Stalking and Relationship Violence,” August 2020 (13 pages)</li> <li>● National Women’s Law Center <a href="#">fact sheet</a>, “DeVos’s New Title IX Sexual Harassment Rule, Explained,” May 2020 (9 pages)</li> <li>● HRW <a href="#">oped</a>, “West Africa’s #SexForGrades Scandal Epitomizes Global Plight,” 2019 (1 page)</li> <li>● <a href="#">Tip Sheet</a>: Writing opinion pieces (1 page)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● <b>Opinion writing:</b> Stage 1 - Analyze an oped. <i>Due Oct. 1.</i></li> </ul>
<b>Sexual Harassment in the Work and Education Contexts (continued)</b>	Week 4 / Class 8  Oct. 1	<i>Asynchronous module</i>
<b>Unit 3: Women’ Health and Rights</b>		
<b>Sexual and reproductive health and rights</b>	Week 5 / Class 9  Oct. 6	<p><i>Synchronous</i></p> <p><i>Read (total of 45 pages):</i></p> <ul style="list-style-type: none"> <li>● UN Committee on Economic, Social and Cultural Rights, <a href="#">General Comment No. 22</a> on the right to sexual and reproductive health, 2016 (16 pages)</li> <li>● OHCHR <a href="#">fact sheet</a>, “Maternal Mortality and Morbidity,” 2020 (4 pages)</li> <li>● Joint civil society <a href="#">letter</a> to the US Department of State concerning the Commission on Unalienable Rights, May 2020 (4 pages)</li> <li>● Scientific American <a href="#">oped</a> by Monica R. McLemore, “To Prevent Women from Dying in Childbirth, First Stop Blaming Them,” 2019 (6 pages)</li> <li>● HRW <a href="#">oped</a>, “With the Highest Rate of Cervical Cancer Deaths in the US, Black Women in Alabama Are Losing Out on Health Care,” 2019 (1 page)</li> <li>● HRW <a href="#">news release</a>, “US: Alabama Missing Ways to Improve Young People’s Health: Comprehensive Sex Ed, HPV Vaccine Can Reduce Preventable Deaths,” July 2020 (3 pages)</li> <li>● UN OHCHR <a href="#">infographic</a>, “Lesbian, Gay, Bisexual, Transgender and Intersex People,” Information Series on Sexual and Reproductive Rights and Health, 2015 (4 pages)</li> </ul>

		<ul style="list-style-type: none"> <li>WEI, "<a href="#">Submission</a> to the Special Rapporteur on Violence against Women, its Causes and Consequences: Mistreatment of and Violence against Women and Girls with Disabilities in Reproductive Health Care, Including Facility-based Childbirth," 2019 (read sections I and II; 7 pages)</li> <li>UNFPA interactive <a href="#">web feature</a>, "State of World Population 2020" (browse and click on topics of interest to you)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li><b>Opinion writing:</b> Stage 2 - Outline a short oped. <i>Due Oct. 8.</i></li> </ul>
<b>Sexual and reproductive health and rights (continued)</b>	Week 5 / Class 10  Oct. 8	<i>Asynchronous module</i>
<b>COVID-19 and gender</b>	Week 6 / Class 11  Oct. 13	<p><i>Synchronous</i></p> <p><i>Read (total of 54 pages):</i></p> <ul style="list-style-type: none"> <li>United Nations, "<a href="#">Policy Brief</a>: The Impact of COVID-19 on Women," 2020 (21 pages)</li> <li>Amnesty International <a href="#">statement</a>, "Women's Unpaid and Underpaid Work in the Times of Covid-19," June 2020 (5 pages)</li> <li>HRW "<a href="#">Submission</a> to the UN special rapporteur on violence against women, its causes and consequences regarding COVID-19 and the increase of domestic violence against women," July 2020 (12 pages)</li> <li>HRW <a href="#">oped</a>, "Protecting Women's Reproductive Health During the Pandemic," May 2020 (1 page)</li> <li>Women Enabled International, "<a href="#">Submission</a> to the Special Rapporteur on Violence against Women: Violence at the Intersection of Gender and Disability during COVID-19," June 2020 (10 pages)</li> <li>UN Women <a href="#">statement</a>, "UN Women statement for the International Day Against Homophobia, Biphobia, Interphobia and Transphobia," May 2020 (1 page)</li> <li>McKinsey <a href="#">article</a>, "COVID-19 and gender equality: Countering the regressive effects," July 2020 (4 pages)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li><b>Opinion writing:</b> Stage 3 -- Write an oped of up to 300 words. <i>Due Oct. 15.</i></li> </ul>
<b>COVID-19 and gender (continued)</b>	Week 6 / Class 12  Oct. 15	<i>Asynchronous module</i>
<b>Unit 4: Gender and Human Rights "Architecture" - Institutions and Mechanisms</b>		

<p><b>International and regional human rights mechanisms</b></p>	<p>Week 7 / Class 13</p> <p>Oct. 20</p>	<p><i>Synchronous</i></p> <p><i>Read (total of 24 pages):</i></p> <ul style="list-style-type: none"> <li>● UN Women <a href="#">website</a>, “About UN Women” (2 pages)</li> <li>● OHCHR <a href="#">overview</a> of UN mechanisms relevant to women’s human rights (1 page)</li> <li>● <a href="#">Overview</a> of the UN Commission on the Status of Women (3 pages)</li> <li>● International Service for Human Rights, “<a href="#">A Simple Guide to the UN Treaty Bodies</a>,” 2015 (read pages 4 - 6)</li> <li>● OHCHR, “A Practical <a href="#">Guide</a> for Civil Society: Civil Society Space and the United Nations Human Rights System” 2014 (read chapter 5; pages 21-27; 6 pages)</li> <li>● ISHR Global <a href="#">website</a>, “What are the key differences between the UN bodies that monitor human rights?” (2 pages)</li> <li>● Women Enabled International <a href="#">report</a>, “AccountAbility: Using U.N. Human Rights Mechanisms to Advance the Rights of Women and Girls with Disabilities,” 2017 (skim pages 1-15)</li> <li>● OutRight International <a href="#">blog</a>, “Beyond the Binary. Seen. Included. Empowered,” 2019 (3 pages)</li> <li>● <a href="#">Tip Sheet</a>: Writing an advocacy letter (1 page)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● <b>Advocacy letters:</b> Stage 1 -- Analyze an NGO advocacy letter. <i>Due Oct. 22.</i></li> </ul>
<p><b>International and regional human rights mechanisms (continued)</b></p>	<p>Week 7 / Class 14</p> <p>Oct. 22</p>	<p><i>Asynchronous module</i></p>
<p><b>Unit 5: Women’s Rights to Land, Water, and Sanitation</b></p>		
<p><b>Rights to water and sanitation</b></p>	<p>Week 8 / Class 15</p> <p>Oct. 27</p>	<p><i>Synchronous</i></p> <p><i>Read (total of 37 pages):</i></p> <ul style="list-style-type: none"> <li>● UN Women <a href="#">issue brief</a>, “Gender Equality in the 2030 Agenda: Gender-Responsive Water and Sanitation Systems,” 2018 (4 pages)</li> <li>● HRW <a href="#">news release</a>, “Canada: Make First Nations Water Supply a Priority,” 2019 (2 pages)</li> <li>● HRW <a href="#">report</a>, “‘Going to the Toilet When You Want’: Sanitation as a Human Right,” 2017 (read pages 1-15)</li> <li>● HRW and WASH United <a href="#">report</a>, “Understanding Menstrual Hygiene Management and Human Rights,” 2017 (pages 5-16; 11 pages)</li> <li>● HRW <a href="#">oped</a>, “Girls in Afghanistan—and Everywhere Else—Need Toilets,” 2017 (1 page)</li> </ul>

		<ul style="list-style-type: none"> <li>• UN Special Rapporteur on the Right to Water, <a href="#">report</a> on gender equality in the realization of human rights to water and sanitation, 2016 (read paras. 12-14 on intersectionality) (1 page)</li> <li>• Ms. Magazine <a href="#">article</a>, “Education, Discrimination and Menstruation,” August 2020 (2 pages)</li> <li>• Lambda Legal <a href="#">website</a>, “Model Restroom Access Policies,” (1 page)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• <b>Advocacy letters:</b> Stage 2 -- Outline an advocacy letter. <i>Due Oct. 29.</i></li> </ul>
<b>Rights to water and sanitation (continued)</b>	Week 8 / Class 16  Oct. 29	<i>Asynchronous module</i>
<b>Women’s Land, Housing, and Property Rights</b>	Week 9 / Class 17  Nov. 3	<p><i>Synchronous</i></p> <p><i>Read (total of 32 pages):</i></p> <ul style="list-style-type: none"> <li>• UN Working Group on the Issue of Discrimination against Women in Law and in Practice, <a href="#">Statement</a> on women’s land rights, 2017 (5 pages)</li> <li>• World Bank <a href="#">blog</a>, “Where in the world do women still face legal barriers to own and administer assets?” 2019 (2 pages)</li> <li>• Landesa <a href="#">fact sheet</a>, “Women Gaining Ground: Securing Land Rights as a Critical Pillar of Climate Change Strategy,” 2019 (2 pages)</li> <li>• HRW <a href="#">news release</a>, “Kenya: Wives’ Property Rights Unprotected: Despite Law, Biased Practices Persist,” 2020 (3 pages)</li> <li>• HRW <a href="#">news release</a>, “Indonesia: Indigenous Peoples Losing Their Forests,” 2019 (4 pages)</li> <li>• UN Women <a href="#">report</a>, “Realizing Women’s Rights to Land and Other Productive Resources,” 2013 (read pages 17-21 on “good practices”; 5 pages)</li> <li>• Urgent Action Fund <a href="#">report</a>, “In Our Bones: Stories from Women Defending Land, Community, Human Rights and the Environment in Indonesia and the Philippines,” 2015 (read the overview - 9 pages)</li> <li>• ACLU <a href="#">commentary</a>, “COVID-19 Will Bring Mass Evictions Unless We Act Now,” 2020 (2 pages)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• <b>Advocacy letters:</b> Stage 3 -- Write an advocacy letter. <i>Due Nov. 5.</i></li> </ul>
<b>Women’s Land, Housing, and Property Rights (continued)</b>	Week 9 / Class 18  Nov. 5	<i>Asynchronous module</i>
<b>Unit 6: Women Human Rights Defenders</b>		

<p><b>Harassment, threats and challenges facing women human rights defenders</b></p>	<p>Week 10 / Class 19  Nov. 10</p>	<p><i>Synchronous</i></p> <p><i>Read (total of 36 pages):</i></p> <ul style="list-style-type: none"> <li>● OHCHR <a href="#">fact sheet</a>, “Women Human Rights Defenders,” 2020 (4 pages)</li> <li>● <a href="#">Report</a> of the Special Rapporteur on the situation of human rights defenders, “Situation of women human rights defenders,” 2019 (20 pages)</li> <li>● UN <a href="#">press release</a>, “Women human rights defenders face worsening violence,” 2019 (1 page)</li> <li>● MADRE <a href="#">oped</a>, “Who Benefits When Women Human Rights Defenders Are Targeted?” 2018 (2 pages)</li> <li>● HRW <a href="#">press release</a>, “Poland: Women’s Rights Activists Targeted: Attacks by Government Put Women, Services at Risk,” 2019 (2 pages)</li> <li>● HRW <a href="#">oped</a>, “This Pride Month, Shame on You: Exposing Anti-LGBT Government Strategies in MENA,” June 2020 (5 pages)</li> <li>● Choose 2-3 current “alerts” to read on the <a href="#">IM-Defensoras website</a> (2 pages)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● <b>Verbal presentation:</b> Stage 1 -- Outline a presentation. <i>Due Nov. 12.</i></li> </ul>
<p><b>Harassment, threats and challenges facing women human rights defenders (continued)</b></p>	<p>Week 10 / Class 20  Nov. 12</p>	<p><i>Asynchronous module</i></p>
<p><b>Presentations on women / feminist human rights defenders</b></p>	<p>Week 11 / Class 21  Nov. 17</p>	<p><i>Synchronous</i></p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● <b>Verbal presentation:</b> Stage 2 -- Students give a 4 - 5 minute presentation on women / feminist human rights defenders</li> </ul>
<p><b>Presentations on women / feminist human rights defenders</b></p>	<p>Week 11 / Class 22  Nov. 19</p>	<p><i>Synchronous</i></p> <p>Continue <b>verbal presentations</b></p>

**Unit 7: Stress and Resilience in the Human Rights Field**

<p><b>Trauma, stress, and resilience in the human rights field</b></p>	<p>Week 12 / Class 23 Nov. 24</p>	<p><i>Asynchronous</i></p> <p>Read (total of 13 pages)</p> <ul style="list-style-type: none"> <li>● SSIR <a href="#">article</a>, “Connecting Individual and Societal Change,” March 2020 (7 pages)</li> <li>● Human Rights Resilience Project website, read “<a href="#">Purpose</a>” and “<a href="#">Tools and Programs for Resilience</a>” (3 pages)</li> <li>● OpenGlobalRights <a href="#">oped</a>, “Evidence of trauma: the impact of human rights work on advocates,” 2017 (2 pages)</li> <li>● <a href="#">Commentary</a> in <i>The Advocate</i>, “What is Healing Justice?” 2019 (1 page)</li> </ul> <p><i>Asynchronous module</i></p> <ul style="list-style-type: none"> <li>● Urgent Action Fund for Women's Human Rights <a href="#">video</a>, “Turning Towards Healing Justice,” 2019 (7:22 minutes)</li> </ul> <p>No assignment</p>
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**THANKSGIVING - Nov. 26**

**Unit 8: Gender-Based Violence and Human Rights Responses**

<p><b>Gender-based violence and human rights</b></p>	<p>Week 13 / Class 24 Dec. 1</p>	<p><i>Synchronous</i></p> <p>Read (total of 62 pages):</p> <ul style="list-style-type: none"> <li>● CEDAW Committee, <a href="#">General recommendation No. 35</a> on gender-based violence against women, 2017 (19 pages)</li> <li>● LSE <a href="#">blog</a> post about regional treaties addressing violence against women, “Regional Treaties” (2 pages)</li> <li>● <a href="#">Joint statement</a> by the Special Rapporteur and the EDVAW Platform of women’s rights mechanisms on Covid-19 and the increase in violence and discrimination against women, “COVID-19 and increase in gender based violence and discrimination against women,” July 2020 (2 pages)</li> <li>● <a href="#">Oped</a> by Tarana Burke and Mónica Ramírez, “We Cannot End Racism Without Listening To Sexual Violence Survivors,” 2020 (1 page)</li> <li>● Coalition <a href="#">website</a>, “Survivors’ Agenda,” (3 pages)</li> <li>● Women of Color Network <a href="#">brief</a>, “Domestic Violence in Communities of Color,” 2018 (read pages 1 - 11)</li> <li>● Andrea J. Ritchie <a href="#">policy brief</a>, “Expanding Our Frame: Deepening our Demands for Safety and Healing for Black Survivors of Sexual Violence,” 2019 (read pages 5 - 21; 16 pages)</li> <li>● Neeta Lal <a href="#">commentary</a>, “Addressing Rape in India,” 2020 (3 pages)</li> <li>● Mbalenhle Matandela <a href="#">commentary</a>, “Silences and the Unspoken Relationship Between Xenophobia and SGBV in South Africa,” 2019 (4 pages)</li> <li>● <a href="#">Tip Sheet</a>: Radio interviews (1 page)</li> </ul>
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<b>Gender-based violence and human rights (continued)</b>	<p>Week 13 / Class 25</p> <p>Dec. 3</p>	<p><i>Asynchronous module</i></p>
<b>Gender-based violence and human rights (continued)</b>	<p>Week 14 / Class 26</p> <p>Dec. 8</p>	<p><i>Synchronous</i></p> <p><i>Read (total of 58 pages):</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Report</a> concerning online violence by the UN Special Rapporteur on violence against women, 2018 (read Section III, paragraphs 12 to 88; 14 pages)</li> <li>● UNODC <a href="#">report</a>, “Global Study on Homicide: Gender-related killing of women and girls,” 2019 (read pages 10 - 17 and 46 - 50; 12 pages)</li> <li>● Human Rights Campaign <a href="#">report</a>, “A National Epidemic: Fatal Anti-Transgender Violence in the United States in 2019” (read pages 25 - 29; 4 pages)</li> <li>● <a href="#">Oped</a> by Kimberlé Crenshaw, “‘You Promised You Wouldn’t Kill Me’: Atatiana Jefferson, Natasha McKenna and the other black women we forget,” 2019 (2 pages)</li> <li>● Amanda R. Young <a href="#">article</a>, “Addressing the Suppressed Epidemic: Violence Against Indigenous Women,” <i>Journal of Indigenous Research</i>, 2019 (4 pages)</li> <li>● <a href="#">Oped</a> by Mary Kunesch-Podein in <i>The Uptake</i>, “The Minnesota State Capitol Moves on Missing and Murdered Indigenous Women,” 2019 (1 page)</li> <li>● Global Rights for Women <a href="#">report</a>, “Time for Action: The Way to a Binding International Treaty on Violence Against Women,” 2020 (pages 1 - 21)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● <b>Mock radio interview:</b> Stage 2 -- Call with instructor for mock interview. Due by Dec. 15</li> </ul>
<b>Gender-based violence and human rights (continued)</b>	<p>Week 14 / Class 27</p> <p>Dec. 10</p>	<p><i>Asynchronous module - GBV</i></p>
<b>Final class</b>	<p>Week 15 / Class 28</p> <p>Dec. 15</p>	<p><i>Synchronous</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● Browse the <a href="#">website</a> of “TransformHarm.org” (read two articles that interest you)</li> <li>● Browse recent news on the <a href="#">website</a> of AWID - the Association for Women’s Rights in Development (read two articles that interest you)</li> </ul>

## Assignments and Grading

The assignments for this course are designed to give you a sense of the day-to-day work of many human rights advocates. There is no lengthy written assignment, but rather a series of short written and verbal exercises. There is no final exam.

The timeframe for completing assignments is short, with most due two days after they are assigned. This is because human rights work often moves fast and responds to news developments, and because I hope this helps you overcome perfectionism.

While ideally you'll complete each assignment by the due date, we all need flexibility, especially in pandemic times. I'll give full credit if you tell me you need an extension and you turn your assignment in within a week of the original due date. After that, unless there are exceptional circumstances, I'll reduce the points you can earn by one point for each additional day after the one-week grace period.

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 [assignment guidance document](#)** posted on Canvas. We will discuss the assignments in class before you start them.

Please submit all your written assignments via Canvas.

### **Grading Overview**

- Class participation 75%
- Written and verbal assignments 25%

### **Class participation (75%)**

Elements of class participation include (1) speaking, listening, engaging (including in Zoom breakout rooms), and asking questions; (2) serving as a discussion leader in one class; and (3) posting thoughts, ideas, and interesting articles on the Canvas discussion board, at a minimum in the weeks when this is assigned.

I encourage you to leave your camera on for our synchronous Zoom calls since I think it helps with engagement, but I understand if that doesn't work for you.

This class explores issues about which people may hold strong views. Please listen respectfully, be curious, and share your perspectives and arguments. Don't engage in personal criticism. There's no single "right" opinion or perspective.

Student discussion leaders will facilitate small-group discussions, monitor the Zoom chat for questions, and help in other ways during synchronous sessions.

Please attend all *synchronous* Zoom sessions, or let me know if you are unable to attend. You can watch the *asynchronous* sessions any time, but please complete by the end of the week when assigned.

**Weekly written and verbal exercises (25%)**

Each assignment can earn up to **10 points**.

**Overview of Assignments:**

	<b>Assignment</b>	<b>Due Date</b>
<b>Week 1</b>	<b>Personal essay</b> or short video	Sept. 10
<b>Week 2</b>	<b>Media monitoring:</b> Stage 1	Sept. 17
<b>Week 3</b>	<b>Media monitoring:</b> Stage 2	Sept. 24
<b>Week 4</b>	<b>Opinion writing:</b> Stage 1 — Analyze an oped	Oct. 1
<b>Week 5</b>	<b>Opinion writing:</b> Stage 2 — Outline a short oped	Oct. 8
<b>Week 6</b>	<b>Opinion writings:</b> Stage 3 — Write an oped of up to 300 words	Oct. 15
<b>Week 7</b>	<b>Advocacy letters:</b> Stage 1 — Analyze an NGO advocacy letter	Oct. 22
<b>Week 8</b>	<b>Advocacy letters:</b> Stage 2 — Outline an advocacy letter	Oct. 29
<b>Week 9</b>	<b>Advocacy letters:</b> Stage 3 — Write an advocacy letter	Nov. 5
<b>Week 10</b>	<b>Verbal presentation:</b> Stage 1 — Outline a presentation	Nov. 12
<b>Week 11</b>	<b>Verbal presentation:</b> Stage 2 — Give a 4-5 minute presentation	Nov. 17
<b>Week 12</b>	None	
<b>Week 13</b>	<b>Mock radio interview:</b> Stage 1 — Outline and practice	Dec. 3
<b>Week 14</b>	<b>Mock radio interview:</b> Stage 2 — Call with instructor for mock interview	Dec. 15
<b>Week 15</b>	None	

## 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](mailto:help@umn.edu).

## Wellbeing, and Minimizing Vicarious Trauma

The readings and other materials assigned for this course address gender-based discrimination and violence. The readings focus more on policy and advocacy responses than on the specifics of violence, but the content may be disturbing and stressful to read or view.

I will suggest techniques to minimize the risk of vicarious trauma and distress from the course materials, and ask that you take seriously the recommendations. I also ask that we all work to create an atmosphere of respect and sensitivity in the class.

If you are struggling with the course because of the content, please speak with me. I can make adjustments, such as offering alternative readings.

Please also know that you can seek support, information, or services from [Boynton Health](#), [Student Counseling Services](#), the [Let's Talk](#) consultation services, the Humphrey Student Services advisors, and those explained under "Mental Health and Stress Management" at this [link](#).

Finally, you or people you know may be interested in services or information on gender-based violence. Some resources at the U and in the community include:

- [DayOne](#) (MN domestic violence hotline): 1-866-223-1111
- U of M [Aurora Center](#): 612-626-9111 (with [links](#) to many community resources)
- [Sexual Violence Center](#) (Minneapolis): 612-871-5111
- [SOS Sexual Violence Services](#) (Ramsey County): 651-266-1000

## Land Acknowledgment

The University of Minnesota - Twin Cities is located on the traditional, ancestral and contemporary homelands 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.

To learn more, visit:

- [American Indian Movement](#) and more from the [MN History Center](#)
- [Native Governance Center](#)
- [Treaties Matter](#)
- [Land-Grab Universities](#)
  - [New York Times: Native Americans Paid for America's Land Grant Universities](#)
- [Forced Marches and Imprisonment at Fort Snelling](#)
- [Film: Dakota 38](#) -- about the largest mass execution in the US, which took place in Mankato
- [Native American Community Development Institute](#) and the [American Indian Cultural Corridor](#)
- [Minneapolis American Indian Center](#)
- [Birchbark Books & Native Arts](#)

## 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.