

The Heller School for Social Policy and Management
Brandeis University

HS285f
Gender and Human Rights: Rights Based Approaches to Development II
Spring 2011 (Module 2)

Jasmine Waddell, PhD

Wednesday 2:10-5pm, Location: G3

Office Hours: Thursday 10:30-12 in Room 247
and by appointment (jwaddell@brandeis.edu or extension 6-2693)

University notices:

1. If you are a student with a **documented disability** on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
2. You are expected to be honest in all of your academic work. The University policy on **academic honesty** is distributed annually as section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about our expectations, please ask. Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your roommate – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Course information

This course is open to all Heller students and fulfills the SID gender requirement. The course meets in the spring semester on Wednesday afternoon from 2:10 to 5:00 pm. **Attendance is required.** Special events like workshops, training sessions, and expert-led conversations may also be offered. This syllabus is subject to change. Changes will be posted on the course website (Latte). When in doubt, please ask Professor Waddell.

Course Purpose

Gender and Human Rights is a RBA II course for SID students and an advanced human rights course. The course is designed to build upon the theory of international human rights in development contexts with a gender lens and an emphasis on topics of particular relevance to gender analysis. Participants can expect to leave the course with heightened and sharpened knowledge about topics covered in other Heller course such as decent work and human rights from a gender sensitive perspective.

This course has three broad and interconnected goals:

- (1) Introduce students to the intersection of gender and the rights based approach to development with particular attention to the inter-disciplinary field of human rights, and concepts of sustainable development.
- (2) Offer students the tools to engineer poverty reduction strategies with a refined understanding of human rights theory and practice with a focus on gendered issues
- (3) Empower students to make their own values and framework for change and development explicit through building a community of learning in a space where all students and a diverse faculty can work together in collaboration and cooperation

Course Structure

The frame for the class is to examine how the theory and practice of rights based approaches to development relate to gender and gendered issues such as work, health and sexuality. We will focus on the economic, social and cultural rights infrastructure rather than civil and political rights because this is an evolving field and students can play a critical role in developing this area further.

The course begins with a brief introduction to the conflict between universalist and culturally relative approaches to international human rights law. Sessions will look at a variety of issues with a gender lens and determine the gendered assumptions and implications of UN instruments and policies. The last section will focus on the applications of gender in UN mechanisms.

Course Values

The content and methods of “Gender and Human Rights” reflect a pro-poor, pro-environment, and problem-solving perspective. Values in development policies and programs are not always explicit. I strive to train students to be clear and unapologetic about the values that underpin their professional work.

Core Competency Statement

This course will help develop the following core competencies that are rooted in the values of sustainable development and the social justice mission of Brandeis University and the Heller School.

1. Develop basic literacy in the historical and current debates on the meaning and goals of sustainable development and on the underlying theoretical concepts.
2. Understand the interdependence of ecological, social, political, and economic systems; and the integrated context (political, institutional, legal, socio-cultural, economic, and environmental) in which sustainable development takes place.
3. Analyze socio-economic, political, institutional, cultural, and environmental contexts at the global and local levels; to examine situations from the perspectives of human rights, gender, and marginalization; and to apply the analysis to the design and implementation of policies and interventions rooted in reality in order to create change.
4. Approach development as a problem-solving process. Problem-solving approaches imply the ability to consider innovative approaches and to question whether conventional wisdom and existing systems, structures, and models are working.

5. Articulate a working definition of sustainable development to guide personal professional practice.
6. Build skills in professional communication, oral and written.

Course Requirements

To complete this course successfully you must attend all Wednesday classes, and you are also responsible for the following assignments:

- In class assignments to be distributed in class. Please examine the guidelines and submission procedures carefully.
- Weekly reading response papers (250 words max)
 - **Due at 12pm noon on Latte each week**, assignments to be distributed on Latte.
- Final paper due **May 13** on Latte by 12pm noon. Assignment to be distributed by Week 3 and posted on Latte.
- Conference panel presentation on **May 11**

SPECIFIC INSTRUCTIONS FOR EACH ASSIGNMENT WILL BE ISSUED SEPARATELY AND POSTED ON LATTE.

Grading

Evaluation of student performance will be based on the following:

1. Participation—10%
2. In class exercises—10%
3. Reading response essays—20%
4. Final paper—40%
5. Conference panel presentation –20%

Readings

As you read, ask what each reading is saying about the goals of development and the means to achieve development. What values are implicit in each reading? Do you agree or disagree? You may want to draw a matrix listing the authors on the left and columns across the top to categorize the goals of development, values implicit and what each writer says about how to implement actions that will achieve the goals.

Required Readings are listed below and available on Latte.

Optional Readings are included on the syllabus and on Latte. Most optional or recommended readings are available in the SID and/or main Brandeis Library, in electronic journals and on the web. I encourage you to take advantage of these resources to explore a topic in greater detail. There are excellent resources located in the SID library on many human rights issues which we will cover in this course. One resource which will help orient you on my perspective on human rights is: Sjoberg, Gideon, Elizabeth A. Gill, and Norma Williams. 2001. "A Sociology of Human Rights." *Social Problems* 48 (1): 11-47. This course is not a research intensive course, so I am not offering introductory sessions to library use as part of the course. ***If you do not receive library training in another course this semester and would like to receive library training, please contact Professor Waddell before Class 2.***

Web Sources. There is a wealth of good material on the web, but there is also information which can be inaccurate or misleading. *Always use web resources critically.* Know what the source is, and whether and how you can evaluate its reliability. There is a full list of web useful resources at the end of the syllabus. In particular, the UN and World Bank websites give you access to reports and statistics. . Some other useful sites include: www.eldis.org (summaries and links to development related documents); www.ids.ac.uk/blids (the British Library for development studies with access to articles and documents). I will refer to others in class.

COURSE OUTLINE

Week 1: Culture and Rights

March 16

- Universality and cultural relativism
- Is the relationship between culture and rights antagonistic to women?
- How does culture reinforce rights related to gender?

Required Readings:

Abdullahi An-Na'im, "Toward a Cross-Cultural Approach to Defining International Standards of Human Rights: the Meaning of Cruel, Inhuman or Degrading Treatment or Punishment," in *Human Rights in Cross-Cultural Perspectives: A Quest for Consensus*, University of Pennsylvania Press, 1992, pp. 19-43

Mohanty, Chandra. 2003. *Feminism without borders : decolonizing theory, practicing solidarity*. Durham : Duke University Press. CH 1

Optional Readings:

Franck, Thomas, M. 1997, "Are Human Rights Universal?" *Foreign Affairs* 105 (1)

Fields, A., Belden. 2003. *Rethinking Human Rights for the New Millennium*. New York: Palgrave Macmillan. CH1

Ignatieff, *Human Rights as Politics and Idolatry*, ALL

Isaac, Jeffrey. 1996. "A New Guarantee on Earth: Hannah Arendt on Human Dignity and the Politics of Human Rights." *American Political Science Review* 90 (1): 61-73.

Week 2: Decent Work

March 23

- Definition of decent work
- Informal and formal sector work
- Gender and production
- Video from YouTube

Required Readings:

ILO, *Gender at the Heart of Decent Work*, CH 1, 2, 8

Optional Readings:

ITUC report
ILO factsheet
<http://www.ilo.org/gender>

Week 3: Gender Violence

March 30

- Impact of gender violence on men
- Role of power
- State sanctioned violence as gender violence

Required Readings:

Engle, Sally. 2006. *Human Rights & Gender Violence: Translating International Law into Local Justice*, CH 3-6

Optional Readings:

ILO report on Gender and Armed Conflict

Week 4: Health and Human Rights

April 6

- Gender roles in health
- Masculinity and health needs
- Reproductive rights and men
- Health infrastructure and gender

Required Readings:

- Krieger, Nancy and Sofia Gruskin. 2004. "Frameworks Matter: Ecosocial and Health and Human Rights Perspectives on Women, Gender and Health—the Case of Tuberculosis." *Journal of the American Medical Women's Association* 56 (4).
- Dworkin, Shari. 2010. "Masculinity, Health and Human Rights: A Sociocultural Framework." *Hastings International and Comparative Law Journal* 33: 461.
[http://www.heinonline.org/resources.library.brandeis.edu/HOL/Page?collection=journals&handle=hein.journals/hasint33&id=473](http://www.heinonline.org/resources/library.brandeis.edu/HOL/Page?collection=journals&handle=hein.journals/hasint33&id=473)
- Farmer, Paul. 1999. "Pathologies of power: rethinking health and human rights." *American Journal of Public Health* 89 (10): 1486-1496.

Optional Readings:

- Yamin, A. 1996. "Ethnic Cleansing and Other Lies: Combining Health and Human Rights in the Search for Truth and Justice in the Former Yugoslavia." *Health and Human Rights* 2 (1): 58-87.
- Gruskin, Sofia and D. Tarantola. 2002. "HIV/AIDS and Human Rights: Current Thinking and Approaches." <http://hivinsite.ucsf.edu/InSite.jsp?page=kb-08-01-07>
- Smith-Estelle, A. and Gruskin, S. 2003. "Vulnerability to HIV/STIs Among Rural Women from Migrant Communities in Nepal: a Health and Human Rights Framework." *Reproductive Health Matters* 11 (22):142-51.

- REVIEW: <http://www.who.int/hhr/databases/actors/en/>
- Gruskin, Sofia et al. 2005. *Perspectives on health and human rights*. New York: Routledge. CH 1, 2
- Bambas L (2005) Integrating Equity into Health Information Systems: A Human Rights Approach to Health and Information. *PLoS Med* 2(4): e102
<<http://medicine.plosjournals.org/perlserv?request=get-document&doi=10.1371/journal.pmed.0020102>>

Week 5: Sexual Rights

April 13

- GLBT rights in context
- Gender performance and sexuality
- In class exercise

Required Readings:

Miller, Alice, M. 2000. "Sexual But Not Reproductive," *Health and Human Rights* 4(2): 68-109.
Turner, Bryan. 2006. *Vulnerability and Human Rights*. Philadelphia: Penn State Press. CH 4

Optional Readings:

Fried, Susanna and Ilana Landsberg-Lewis. 2005. "Sexual Rights: From Concept to Strategy." *Health & Human Rights* Vol. 7, No. 2 (Special Focus: Sexuality, Human Rights, and Health)
Gruskin, Sofia. 2004. "Stalled on the Road to Reproductive Health." *American Journal of Public Health* 94 (8): 1297.

Week 6: CEDAW: Where the rubber hits the road

May 4

- History and applications of CEDAW
- Opportunities and limitations of CEDAW
- In class debate

Required Readings:

CEDAW <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

Bunch, Charlotte. 1990. "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights." *Human Rights Quarterly* 12 (4): 486-498.

Optional Readings

Andrew Byrnes Chapter (see Latte)

Week 7: In class conference panel presentations

May 11

No readings