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:

Waddell, p. 1
(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.*

Waddell, p. 3
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/blds (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:


Optional Readings:
Franck, Thomas, M. 1997, “Are Human Rights Universal?” Foreign Affairs 105 (1)
Ignatieff, Human Rights as Politics and Idolatry, ALL

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:

Waddell, p. 4
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:

Optional Readings:
• REVIEW: http://www.who.int/hhr/databases/actors/en/

Week 5: Sexual Rights
April 13

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

Required Readings:

Optional Readings:

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

Optional Readings
Andrew Byrnes Chapter (see Latte)

Week 7: In class conference panel presentations
May 11

No readings