

|   |   |  |
|---|---|--|
| <br><b>FLORIDA<br/>ATLANTIC<br/>UNIVERSITY</b>   | <b>COURSE CHANGE REQUEST</b><br><b>Undergraduate Programs</b> | UUPC Approval <u>3/27/23</u><br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____  |
|   | Department _____<br>College _____                             |  |
| <b>Current Course Prefix and Number</b>   |   | <b>Current Course Title</b>  |
| <i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>  |   |  |
| <b>Change title to:</b><br><br><b>Change prefix</b><br>From: _____ To: _____<br><b>Change course number</b><br>From: _____ To: _____<br><b>Change credits*</b><br>From: _____ To: _____<br><b>Change grading</b><br>From: _____ To: _____<br><b>Change WAC/Gordon Rule status**</b><br>Add _____ Remove _____<br><b>Change General Education Requirements***</b><br>Add _____ Remove _____<br><small>*See <a href="#">Definition of a Credit Hour</a>.</small><br><small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small><br><small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small> |   | <b>Change description to:</b><br><br>This course explores the legal and normative frameworks on gender and human rights, examining international and regional human rights systems. Students will be asked to think critically about women's human rights while thinking comparatively about the varying international settings and the way they interact with these rights.<br><br><b>Change prerequisites/minimum grades to:</b><br><br><b>Change corequisites to:</b><br><br><b>Change registration controls to:</b><br><br>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-). |
| <b>Effective Term/Year for Changes:</b>   |   | <b>Terminate course? Effective Term/Year for Termination:</b>  |
| <b>Faculty Contact/Email/Phone</b>  |   |  |
| <b>Approved by</b><br>Department Chair _____<br>College Curriculum Chair <u><i>Eric Hannig</i></u><br>College Dean _____<br>UUPC Chair <u><i>Ethlyn Williams</i></u><br>Undergraduate Studies Dean <u><i>Dan Meeroff</i></u><br>UFS President _____<br>Provost _____  |   | <b>Date</b><br>_____<br><u>3/23/23</u><br><u>3/23/23</u><br>_____<br><u>03/23/23</u><br><u>3/27/23</u><br><u>3/27/23</u><br>_____<br>_____   |

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

WST 4113  
**GENDER AND HUMAN RIGHTS**  
WF 2:00 – 3:20 PM  
3 Credits

Fall, 2023

Prof. Luisa Turbino Torres (she/they)  
Office: SO 384A  
Office hours:  
Classroom: Arts and Letters Boca 344  
Email: [lturbinotorres@fau.edu](mailto:lturbinotorres@fau.edu)

## 1. COURSE DESCRIPTION

### **Catalog description**

This course explores the legal and normative frameworks on gender and human rights, examining international and regional human rights systems. Students will be asked to think critically about women's human rights while thinking comparatively about the varying international settings and the way they interact with these rights.

### **Course Description**

This course explores the legal and normative frameworks on gender and human rights, examining international and regional human rights systems. Students will be asked to think critically about women's human rights while thinking comparatively about the varying international settings and the way they interact with these rights. Claiming that women's rights are human rights provides a specific legal language and a particular framework for articulating and channeling movements for social change. A gender approach to human rights acknowledges the importance of existing legal concepts while highlighting gender-specific dimensions of discrimination that are gender-specific.

This course is divided into three parts. In Part 1, we will cover theoretical issues of women's human rights, including its history and the connection to women's movements worldwide. In Part 2, we will learn about specific frameworks and legal instruments around women's human rights. Some of the critical instruments include the United Nations and regional agencies. In Part 3, we will focus on various substantive areas of rights, including violence against women, the environment, human trafficking, and women's health.

### **Instructional Method**

In-Person. There is no remote option for this course outside of SAS-approved accommodations.

## Student Learning Outcomes

- Understand key concepts in the theory and practice of gender and human rights
- Acquire specific knowledge about the significance and application of UN human rights instruments such as conventions and treaties
- Comprehend the gendered nature of human rights principles and norms in the international system
- Assess women's activism at the grassroots, national, regional, and global levels
- Critically discuss the impact of human rights violations against women within local and global contexts

### ▪ **Attendance Policy**

- *Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

### ▪ **Counseling and Psychological Services (CAPS) Center**

- *Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

### ▪ **Disability Policy**

- *In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

### ▪ **Code of Academic Integrity**

- *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality*

*education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## 2. LEARNING RESOURCES

### **Required Texts/Readings**

All texts are available on Canvas.

### **Additional Resources**

#### **University Center for Excellence in Writing**

The University Center for Excellence in Writing supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revising) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals and other documents.

To learn more about their services and schedule an appointment (virtual or in-person), visit: <https://www.fau.edu/ucew/client-services/>

#### **FAU Counseling and Psychological Services**

The mission of the FAU Counseling And Psychological Services center is to provide FAU students with timely and effective mental health services that allow them to improve and maintain their mental well-being and therefore to meet their educational, personal, emotional, and psychological goals.

To learn more about their services and schedule an appointment, visit: <https://www.fau.edu/counseling/>

### 3. COURSE REQUIREMENTS AND EVALUATION

#### **Course Expectations – or how can you succeed in this course?**

You are expected to have read all the assigned reading before the first class of the week. You are also expected to communicate clearly with the instructor regarding any challenges that might affect your participation and/or learning in this course.

You will be expected to read, think, criticize, and form arguments. You will also be expected to write clearly and concisely to develop critical analysis as well as to improve your professional writing ability.

Above all, you are expected to be empathetic and caring while interacting with this learning community. We will do our best to contribute to the conversations, while also being aware that some themes might be sensitive to other people. We are not going to be afraid of being wrong, but we will also be humble to learn from each other and move forward.

#### **Course Evaluation Method**

The final course grade will be calculated using the following components:

| Course Component                          | Percentage of Total |
|---|---------------------|
| <b>Participation &amp; Engagement</b>     | 10%                 |
| <b>In-Class Discussions</b>               | 15%                 |
| <b>Assignment 1: Letter to Myself</b>     | 20%                 |
| <b>Assignment 2: UN Convention Speech</b> | 20%                 |
| <b>Final Project</b>                      | 35%                 |

#### **1. Participation and Engagement (10% of final grade)**

Assignments that will count towards participation:

##### In-Class Participation

In this class, the lectures are going to be interactive with many opportunities for debate, engagement, and participation. You are expected to take advantage of these opportunities to engage with the materials and demonstrate your understanding.

##### Mid-Term Check-In

Students must schedule a mid-term check-in session with the instructor during week 7. We are not going to have regular classes. Instead, students and the instructor will briefly discuss your

progress in the course, assignments, questions, etc. All appointments will be scheduled through Google Calendar and more details will be provided.

### Self-Assessment

Throughout the term, you must complete two self-assessments. You'll be asked questions about your progress in the course, your perception of knowledge gained, and how much effort you put into the lectures and assignments. This is really an opportunity for you to think about your role as a student and learn about how you learn. More details will be provided.

## **2. In-class Discussions (15% of final grade)**

During class, I will have different short activities for you to complete. These do not require any additional preparations and will be based on the reading and theme for the week. You are expected to participate in these activities, and they will count towards your final grade.

## **3. Assignment 1: Letter to Myself (20% of final grade)**

On Week 14, you will be asked to write a letter to yourself to be read in five years in class. In the letter, I want you to tell yourself how you perceive the current state of women's human rights and how you expect things to change in five years. You will seal the envelope and give it to me, and I will mail them to you in five years. I will not read the letters. Although you are free to share with me whatever you want to, you will not be expected to tell me anything about what you write. The goal of the assignment is to give you the opportunity to reflect on your life and its connection to human rights and your hopes and dreams for the future.

## **4. Assignment 2: UN Convention Speech (20% of final grade)**

On Week 13, we will have our own UN conference, in which students will work in small groups and craft their own speeches to be delivered to the class. You will pick one topic and write a 3-minute speech, workshop the speech with your peers and provide feedback to theirs, and finally deliver the speech to the class. The goal of the assignment is to condense and deliver a lot of information in a short amount of time, while also being convincing. More information will be provided.

- First draft due: October 14<sup>th</sup>
- Deadline for peer feedback: October 28<sup>th</sup>
- Assignment due: November 15<sup>th</sup>

## 5. Final Project (35% of final grade)

For the final project, students will work in pairs to write an autobiographical essay. The goal is to find how you and your colleague relate and commonalities in your stories, and how that influences the way you engage with women's human rights. More information will be provided.

- First meeting: September 9<sup>th</sup>
- Second Meeting: September 28<sup>th</sup>
- Last Meeting: November 4<sup>th</sup>
- Assignment due: December 9<sup>th</sup>

## Course Grading Scale

| Grade | Weight (%)      | Grade | Weight (%)      |
|-------|-----------------|-------|-----------------|
| A     | 100% - 94.0%    | C     | < 77.0% - 74.0% |
| A-    | < 94.0% - 90.0% | C-    | < 74.0% - 70.0% |
| B+    | < 90.0% - 87.0% | D+    | < 70.0% - 67.0% |
| B     | < 87.0% - 84.0% | D     | < 67.0% - 64.0% |
| B-    | < 84.0% - 80.0% | D-    | < 64.0% - 61.0% |
| C+    | < 80.0% - 77.0% | F     | < 61.0% - 0.0%  |

## 4. COURSE OUTLINE & CALENDAR

All readings will be available on Canvas.

Readings are subject to change and will be communicated by the instructor.

**IMPORTANT:** Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

### **PART 1: THEORIES**

#### **WEEK 1: Introductions**

Syllabus and Introductions

Women's Rights as Human Rights: History and Theory

*Required readings:*

- Bunch C., Reilly N. (2019) Women's Rights as Human Rights: Twenty-Five Years On. In: Reilly N. (eds) International Human Rights of Women. International Human Rights. Springer, Singapore.
- Luna, Zakiya T. 2020 Restrictive Domestication: Human Rights and US Exceptionalism. In: Reproductive Rights as Human Rights: Women of Color and the Fight for Reproductive Justice. New York: New York University Press. Pp. 29-40

*Suggested reading:*

- Cook, R. J. (1993). Women's International Human Rights Law: The Way Forward. Human Rights Quarterly, 15(2), 230–261.

**WEEK 2: Women's movements and the links to human rights**

*Required Reading:*

- Friedman, Elisabeth. 1995. "Women's Human Rights: The Emergence of a Movement." In Women's Rights Human Rights. Routledge.
- Kaplan, T. (2001). Women's Rights as Human Rights: Grassroots Women Redefine Citizenship in a Global Context. In: Grimshaw, P., Holmes, K., Lake, M. (eds) Women's Rights and Human Rights.

**PART 2: FRAMEWORKS AND LEGAL INSTRUMENTS**

**WEEK 3: International Law and International Human Rights Law: international normative and legal framework on gender equality and human rights**

**!! First Meeting with Final Assignment Pairs !!**

*Required Reading:*

- Celorio, Rosa. Discrimination against women: doctrine, practice, and the path forward. In: Celorio, Rosa. 2022. Women and International Human Rights in Modern Times. Edward Elgar Publishing. Pp. 1-27

*Suggested Reading:*

- Merry, S. E. (2003). Constructing a Global Law-Violence against Women and the Human Rights System. Law & Social Inquiry, 28(4), 941–977.

## **WEEK 4: Critical Instruments I: UN Conventions and Treaties and implications for WHR**

### *Required Reading:*

- Stamatopoulou, Elissavet. 1995. "Women's Rights and the United Nations." In *Women's Rights Human Rights*. Routledge.
- Sator, Fatima and Dietrichson, Elise. Preface: Women of the UN: Shifting the Narrative by Revealing Forgotten Voices. In: Adami, Rebecca, and Dan Plesch. 2021. *Women and the UN: A New History of Women's International Human Rights*. 1st ed. London: Routledge. Pp. xviii- xxiii

### *Suggested Reading:*

- Marino, Katherine M. From women's rights to human rights The influence of Pan-American feminism on the United Nations. In: Adami, Rebecca, and Dan Plesch. 2021. *Women and the UN: A New History of Women's International Human Rights*. 1st ed. London: Routledge.

## **WEEK 5: Critical Instruments II: Regional agencies**

### *Required Reading:*

- S. Bawa. Women and the Human Rights Paradigm in the African Context. Pp. 107-109, 115-119
- Ciara O'Connell. Women's Rights and the Inter-American System. Pp. 140-146

### *Suggested Reading:*

- Payan, Ilka Tanya. 1995. "Women's Human Rights in the United States: An Immigrant's Perspective." In *Women's Rights Human Rights*. Routledge.

## **WEEK 6: Intersectionality and WHR**

**!! Second Meeting with Final Assignment Pairs !!**

### *Required Reading:*

- Silvia Gagliardi. The Human Rights of Minority and Indigenous Women. Pp. 64-79
- Celorio, Rosa. Intersectionality and the interconnectedness of discrimination. Pp. 69-74

**WEEK 7: Mid-term Check-in**

**PART 3: SELECTED ISSUES**

**WEEK 8: Violence against Women**

!! First draft of UN Speech !!

*Required Reading:*

- Kenneth Roth. Chapter 13. Domestic Violence as an International Human Rights Issue. Pp. 226-239

**WEEK 9: Women's Rights and the Environment**

*Required Reading:*

- Demetriades, Justina, and Emily Esplen. 2008. "The Gender Dimensions of Poverty and Climate Change Adaptation." IDS Bulletin 39 (4): 24–31.

**WEEK 10: Human Trafficking**

!! Deadline for peer feedback on UN Speech !!

*Required Reading:*

- Heather Smith-Cannoy. Sex Trafficking and International Law.

**WEEK 11: Women's Health and Human Rights**

!! Final Meeting with Final Assignment Pairs !!

*Required Reading:*

- Susana T. Fried and Andrea Espinoza-Kim. Sexual Health and Sexual Rights. Pp. 286-300
- Beninger, Christina. 2021. "Reproductive Rights, UN Sustainable Development Goals and International Human Rights Law." In Gender Equality, edited by Walter Leal Filho, Anabela Marisa Azul, Luciana Brandli, Amanda Lange Salvia, and Tony Wall, 1013–25.

**WEEK 12: Speech Practice**

**WEEK 13: U.N. Convention: students and their speeches**

**!! Submit UN Speech on Canvas !!**

**WEEK 14:**

In-class assignment: Letter to Myself

NO CLASS (Thanksgiving break)

**WEEK 15: Final Project Presentations**

**!! Last day of classes !!**

**Friday, December 9<sup>th</sup>: Final Assignment due**

## 5. COURSE POLICY DOCUMENT

### **Critical Thinking and Discussion Policy**

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## **Instructor Availability Policy**

Students may communicate with the instructors through email or during office hours held twice a week or by appointment. The instructor will work to answer emails in up to 24 hours for emails sent Monday-Friday from 9 am to 5 pm.

## **Policy on Makeup Tests, Late Work, and Incompletes**

All due dates for assignments are listed in the syllabus and on Canvas. Please plan on submitting your work on time. Assignments submitted after the due date will receive a 10% grade deduction. Work submitted after three days past the original due date will not be accepted and will receive a zero.

I understand that time management is challenging, particularly under current circumstances, and that unexpected things happen. If you know you will not be able to meet a deadline, contact the instructor as soon as possible to ask for an extension. We'll work together to discuss an alternative schedule. The instructor will review late requests and circumstances on a case-by-case basis and make decisions accordingly.

If you are unable to complete an assignment due to any of the following reasons, instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence:

- university-approved activities (such as athletic or scholastics teams, musical and theatrical performances, and debate activities)
- religious observance
- health-related issues (yourself or your family)
- military obligations
- court-imposed legal obligations
- emergency situations (yourself or your family)

For any of the reasons mentioned above, you will be allowed to make up missed work without any reduction in your final course grade.

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient

history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. You are expected to be present in every class unless you have an excused absence (which includes university-approved activities, religious observance, health-related issues, military obligations, or court-imposed legal obligations) or emergency situations. Students are responsible for arranging to make up work missed. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting.

## **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Disability Policy & Accommodations**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Code of Academic Integrity**

Please familiarize yourself with FAU policies regarding academic dishonesty. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty

is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

## **Faculty Statement on Disclosures of Instances of Sexual Misconduct**

Florida Atlantic University (FAU) is committed to creating a safe learning and working environment where all members of the University community adhere to Title IX of the Education Amendments of 1972 as amended (“Title IX”). Title IX prohibits discrimination on the basis of sex and includes protections from sexual harassment and sexual violence under any education program or activity receiving federal financial assistance.

If at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university’s Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further.

If such a situation is disclosed to me in class, in a paper assignment, or during office hours, I promise to protect your privacy - I will not disclose the incident to anyone but the Title IX Coordinator. The student has the right to decide whether or not to file a Title IX complaint with the university, file a criminal complaint with FAUPD or other law enforcement agencies, pursue both the Title IX complaint and criminal complaint, or choose not to pursue any of the above options.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please visit [www.fau.edu/oei](http://www.fau.edu/oei) or contact the Title IX Coordinator.