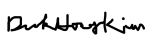
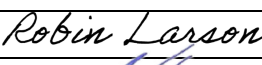
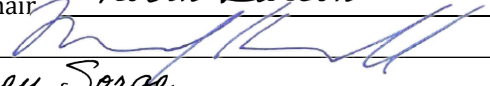

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>3-24-25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title	
Credits <i>(See Definition of a Credit Hour)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>		
Effective Date <i>(TERM & YEAR)</i>				
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course <div style="display: flex; justify-content: space-around;"> Yes No </div> <p>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</p>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <p>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.</p>		
Minimum qualifications to teach course Ph.D. in Political Science or related field				
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____			Date <u>2/27/2025</u> <u>03/12/2025</u> <u>3/17/2025</u> <u>3-24-25</u> <u>3-24-25</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

Women, Gender and
Sexuality Studies

Dorothy F. Schmidt
College of Arts and Letters

Dr. Carla Maria Thomas, Director

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Boca Raton, FL 33431

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www.fau.edu/artsandletters

February 18, 2025

LETTER OF SUPPORT FOR DR. LUISA TURBINO TORRES

Dear Colleagues,

I'm writing to support Dr. Luisa Turbino Torres' new course proposal **INR 4408: Women's International Human Rights**, which she has taught cross-listed with the Center for Women, Gender, and Sexuality Studies (WGSS) three times to great success.

In Fall 2022, the course filled 29 of 35 seats available, and the following Fall 2023, the course had all 30 seats filled (only 30 seats available to students). Even with the rocky transition of leadership in WGSS this past Fall 2024, the course still enrolled 15 students. The course title was not consistently "Women's International Human Rights," like it had been previously for Political Science students. Instead, both sections took on the WGSS cross-listed title of "Gender and Human Rights" in Fall 2024, which, I believe, is the likely culprit for the decreased Political Science student enrollment last fall. With this permanent course number and title, I have no doubt that Dr. Turbino Torres' course will continue to be successful with students not only in our programs but also across the university.

In sum, I think this course is critical to the undergraduate curriculum in Political Science, and over the last three years, it seems that the students have agreed. Moreover, in our particular historical moment, a permanent upper-level course on the topic of women's international human rights is especially necessary.

Thank you for your time and consideration.

Sincerely,

Carla María Thomas

INR 4408
Women's International Human Rights
Date: TBD Building: TBD Room: TBD
3 Credit(s)
Fall 2025 - 1 Full Term

Prof. Luisa Turbino Torres (she/they)

Office: SO 384A

Office hours: TBD

Email: lturbinotorres@fau.edu

Teaching Assistant:

Office: TBA

Office hours: TBA

Email:

Course description

This course critically examines the history, development, and impact of the movement for women's international human rights. Students will explore key conventions, treaties, and legal frameworks that shape global and regional human rights systems.

Instructional Method

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

Instructional Method Required Texts/Materials

All texts are available on Canvas.

Course Objectives/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

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

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/.

Course Evaluation Method

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

Course Component	Percentage of Total
Participation & Engagement	10%
In-Class Discussions	15%
Assignment 1: Letter to Myself	20%
Assignment 2: UN Convention Speech	20%
Final Project	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 6, 7, or 8. 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)

Throughout the semester, students will engage in structured in-class discussions and activities designed to reinforce key themes and concepts from the assigned readings. These activities may include group discussions, debates, short writing exercises, or analytical reflections on course materials. No prior preparation is required beyond completing the assigned readings, but active participation is essential. These discussions serve as an opportunity to critically engage with the material, articulate informed perspectives, and contribute to a collaborative learning environment. Participation in these activities will be assessed based on engagement, depth of analysis, and contribution to class discourse.

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

On Week 12, you will be asked to write a letter to future self. This letter will critically examine the current state of women's human rights and offer a projection of potential developments over the next five years. Through this exercise, students will engage in self-reflection, considering their personal connection to human rights discourse while articulating their aspirations and expectations for the future. The assignment encourages students to synthesize course concepts with their lived experiences, fostering a deeper understanding of the evolving landscape of gender and human rights.

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

On Week 14, 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 10th
- Peer feedback (in-class): October 17th
- Assignment due: November 19th

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 (in-class): September 10th
- Second Meeting (in-class): October 3rd
- Last Meeting (in-class): November 5th
- Assignment due: December 8th

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](#).

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.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations. Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out- of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

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%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

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.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence]
Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific

assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

Do not use AI tools to create your assignments for this course. The assignments will be submitted using Turnitin, which will detect any form of plagiarism or inappropriate copying - which includes an AI detector. Inappropriate AI use can be considered academic dishonesty and have serious consequences. The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course, program requirement, or university-supported academic activity.

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. y. By submitting assignments in this class, you pledge to affirm that they are your own work.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material with due consideration for the quality of the reference, which may be poor.

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/>

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 or contact the Title IX Coordinator.

COURSE TOPICAL OUTLINE

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. The materials below are meant to be useful for debate and critique. Inclusion does not necessarily mean endorsement of an author’s analysis or opinion.

WEEK 1: Introductions

Tuesday, August 20: Syllabus and Introductions

Thursday, August 22: Women’s Rights as Human Rights: History and Theory

!! Last day to drop off/add !!

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

Tuesday, August 27: International Law 101: What are treaties?

Thursday, August 29: International Law 101: Mechanisms

Required Reading:

- Smith, Rhona K. M. 2016. "Human Rights in International Law." In *Human Rights: Politics and Practice*, edited by Michael E. Goodhart, Third edition, 60–76. Oxford: Oxford University Press.

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.
- 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

WEEK 3: Understanding Human Rights Narratives

Tuesday, September 3: In-class assignment: "She's Beautiful when she is Angry"

Thursday, September 5: No Class

WEEK 4: Women's movements and the links to human rights

Tuesday, September 10: Feminist Approaches to Human Rights

Required Reading:

- Ackerly, Brooke. 2016. "Feminist and Activist Approaches to Human Rights." In *Human Rights: Politics and Practice*, edited by Michael E. Goodhart, Third edition, 28–43. Oxford: Oxford University Press.

Thursday, September 12: The Global Women's Rights Movements

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*.

WEEK 5: Critical Instruments I: UN Conventions and Treaties and Implications for WHR

Tuesday, September 17: CEDAW

Thursday, September 19: UN World Conference on Women

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 6: Critical Instruments II: Regional agencies

Tuesday, September 24: Regional Human Rights Systems: African Union

Thursday, September 26: Regional Human Rights Systems: Inter-American

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 7: Intersectionality and WHR

Tuesday, October 1: What is intersectionality?

Thursday, October 3: Minority and Indigenous Women Human Rights

Required Reading:

- Johanna Bond, Foreword: Centering Intersectionality in Human Rights Discourse, 79 Wash. & Lee L. Rev. 953 (2022). Available at: <https://scholarlycommons.law.wlu.edu/wlulr/vol79/iss3/3>
- Silvia Gagliardi. The Human Rights of Minority and Indigenous Women. Pp. 64-79

Additional Readings:

- Clark, C., Matthew, D., & Burns, V. (2017). Power, privilege and justice: intersectionality as human rights? *The International Journal of Human Rights*, 22(1), 108–126. <https://doi.org/10.1080/13642987.2017.1390333>
- Atrey, Shreya, The Humans of Human Rights: From Universality to Intersectionality (February 22, 2020). Intersectionality and Human Rights Law, Forthcoming, Available at SSRN: <https://ssrn.com/abstract=3542773>
- Martha F. Davis, (G)local Intersectionality, 79 Wash. & Lee L. Rev. 1021 (2022). Available at: <https://scholarlycommons.law.wlu.edu/wlulr/vol79/iss3/6>

WEEK 8: Women's Health and Human Rights – Part I

Tuesday, October 8: MOVIE (in-class): The 8th <https://www.imdb.com/title/tt12386040/>

Thursday, October 10: Movie discussion and in-class Assignment

- Julie H. Levison and Sandra P. Levison. 2001. "Women's Health and Human Rights." In *Women, Gender, and Human Rights: A Global Perspective*, edited by Marjorie Agosin, 83–96. New Brunswick, NJ: Rutgers University Press.

WEEK 9: Women's Health and Human Rights – Part II

Tuesday, October 15: Reproductive Rights

Thursday, October 17: Menstruation rights, In-class: "Period. End of Sentence" by Rayka Zehtabchi

Required Reading:

- Correa, Sonia, Adrienne Germain, and Gita Sen. 2016. "Feminist Mobilizing for Global Commitments to the Sexual and Reproductive Health and Rights of Women and Girls." In *Women and Girls Rising: Progress and Resistance around the World*, edited by Ellen Chesler and Theresa M. McGovern, 51–68. Global Institutions. London ; New York: Routledge, Taylor & Francis Group.

Additional Readings:

- 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.
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WEEK 10: Women's Rights and the Environment

Tuesday, October 22: Gender and Development

Required Reading:

- Momsen, Janet Henshall. 2020. "Introduction: Gender Is a Development Issue." In *Gender and Development*, Third Edition, 1–23. Routledge Perspectives on Development. London ; New York: Routledge Taylor & Francis Group.

Thursday, October 24: Gender, Climate Change, and Human Rights

Required Reading:

- Momsen, Janet Henshall. 2020. "Gender and Environment." In *Gender and Development*, Third Edition, 120–52. Routledge Perspectives on Development. London ; New York: Routledge Taylor & Francis Group.
- Nabulivou, Noelene. 2016. "Gender Equality, Human Rights and Climate Justice: Reflections and a Call to Action." In *Women and Girls Rising: Progress and Resistance around the World*, edited by Ellen Chesler and Theresa M. McGovern, 351–59. Global Institutions. London ; New York: Routledge, Taylor & Francis Group.

WEEK 11: Human Trafficking

Tuesday, October 29: Understanding Human Trafficking

Thursday, October 31: In-class: peer review of UN Speech

Required Reading:

- Hebert, Laura A. 2022. "The Politics of Human Trafficking." In *Gender and Human Rights in a Global, Mobile Era*, 1st ed., 54–90. New York: Routledge.
<https://doi.org/10.4324/9781003282686>.

Suggested Reading:

- Zheng, Tiantian, ed. 2010. "Introduction." In *Sex Trafficking, Human Rights and Social Justice*. Routledge Research in Human Rights 4. London ; New York, NY: Routledge. Pp. 2-13

WEEK 12: Violence Against Women (VAW)

Tuesday, November 5: VAW as a human rights issue

Thursday, November 7: International Mechanisms on Violence Against Women

Required Reading:

- Bunch, Charlotte, and Roxanna Carrillo. "Gender Violence: A Development and Human Rights Issue." (1991).

Additional Readings:

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

WEEK 13: Prisons, Gender, and Human Rights

Tuesday, November 12 – Prisons and HR

Thursday, November 14 – In-Class activity

WEEK 14: U.N. Convention: students and their speeches

Tuesday, November 19

Thursday, November 21

WEEK 15: FALL BREAK – NO CLASS