

16:790:535
INTERNATIONAL WOMEN'S RIGHTS
RUTGERS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
MA PROGRAM: UNITED NATIONS AND GLOBAL POLICY STUDIES

SPRING 2020
MONDAY 3PM- 5:40PM - HICK 612/MMC N462

PROFESSOR ENGY ABDELKADER, JD, LL.M.

Rutgers University
Hickman Hall
89 George Street
New Brunswick, New Jersey 08901-1411
Engy.Abelkader@rutgers.edu
Office Hours: by appointment

COURSE DELIVERY

This course is conducted in a traditional classroom environment. We will be meeting from 3pm to 5:40pm on Mondays at Hickman Hall, Room 612 (video wall room) and Marymount College Room, N 462 (video wall room).

COURSE DESCRIPTION

The course introduces participants to international women's rights through the lens of the United Nations system. In addition to studying laws, policies and theoretical approaches designed to protect women's rights as human rights, the course examines persistent abuses in an international, comparative and interdisciplinary context. Additionally, participants will also explore issues related to the environment, peace and security, culture and customs, media representations, among others. No prior familiarity with the subject matter is required.

COURSE LEARNING OBJECTIVES

By the end of this semester, students should be able to:

- Understand the historical, theoretical and practical foundations informing women's rights as human rights.
- Critically analyze international, regional and national legal and policy documents.
- Discuss legal, political and other mechanisms employed to protect women's rights.
- Identify and deconstruct rights-restrictive and rights-empowering narratives.

- Research and analyze contemporary developments related to women's rights.
- Provide related policy recommendations.

TEXTBOOKS AND SUPPLEMENTAL READINGS

(1) Freeman, Marsha, *THE UN CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN: A COMMENTARY* (Oxford University Press 2012).

(2) A NUMBER OF SUPPLEMENTAL READINGS WILL BE PLACED ON THE CLASS PORTAL OR DISTRIBUTED VIA EMAIL.

COURSE REQUIREMENTS AND GRADES

Class Attendance & Participation (20% of grade)

Class attendance is mandatory and active participation is expected. In the event of a significant scheduling conflict or illness, please email the instructor as soon as you are aware that you will be unlikely to attend class. Unexplained absences will otherwise be looked upon unfavorably.

Response Papers (10% of grade)

Students will be required to write brief response emails for at least 5 class meetings during the semester. The response emails, representing an informal writing of *less* than one page, should raise questions or address issues about the readings. They are intended to help students critically engage with the readings and also guide the seminar discussion that week.

Writing Requirement (70% of grade)

Students are expected to produce a research paper analyzing a topic related to the subject matter. Class participants must have their paper topic approved by the instructor and should be prepared to briefly present their research to the class towards semester's end. Research papers should be between 15 to 20 pages in length, and are due as designated.

COURSE RUBRIC

With respect to evaluation, the following rubric will be used in assessing your performance, including forum posts, response papers and research paper. It sets the most basic criteria of assessment, but it will at least provide you with some idea of my expectations.

	A 4 pts	B 3 pts	C 2 pts	D/F 1/0 pts
Argument and analysis	Makes clear and compelling argument. Solid reasoning. Offers insightful analysis.	Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.	Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.	Fails to make a cogent argument or to offer sound analysis.
Writing and grammar	Writes well, making appropriate word choices and avoiding grammar and spelling mistakes.	Writes well, but may include a handful of grammar, spelling, or word choice mistakes.	Makes multiple errors, but still writes in a clearly intelligible manner.	Makes multiple errors that interfere substantially with comprehension.
Organization and structure	Presents clear, navigable structure with introduction, body, and conclusion. Provides reader with a "road map" of essay.	Offers clear organization with some road map for reader.	Makes some effort to structure the paper, but organization is problematic or difficult to follow.	Structures the paper in a way that is disorganized and difficult or impossible to follow.

Mastery and use of readings: References	Uses multiple readings and demonstrates mastery of facts and arguments made in readings.	References multiple readings and demonstrates a good degree of understanding.	Makes minimal use of readings and/or fails to demonstrate adequate mastery of readings.	Fails to use readings.
Mastery and use of readings: Concepts	Knows the analytical concepts, provides their definition(s), and applies them precisely and systemically in the analysis of specific problems.	Knows most of the concepts. Makes minor definitional errors.	Makes some headway toward knowing and applying the relevant concepts.	Fails to know and apply basic concepts.
Mastery and use of readings: Evidence	Marshals appropriate evidence to describe, understand, and explain political problems.	Marshals appropriate evidence to describe, understand, and explain political problems, with small errors.	Attempts to provide and explain evidence but with substantial omissions or errors in interpretation.	Fails to provide relevant evidence.

Mastery and use of readings: Theoretical Analyses	Explains the relevance and applicability of a wide range of theoretical analyses to specific political problems.	Is able to apply successfully some of the course's theoretical analyses to selected political problems.	Has difficulty connecting theoretical analyses to the political problems.	Fails to connect the course's theoretical analyses to analyzed political problems.
Mastery and use of readings: Application to real political problems	Exhibits a nuanced understanding of the relationship between the analytical tools learned in class and "real life" global/comparative political problems.	Demonstrates a general understanding of the relevance of political scientific theories for the analysis of the global political world.	Has difficulty connecting the theories to actual issues of global/comparative politics.	Fails to connect the theories to actual issues of global/comparative politics.

ACADEMIC INTEGRITY POLICY

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress

- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– *The Rutgers University Academic Integrity Policy*

CHEATING AND PLAGIARISM

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available above and at

http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf¹ I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct

¹ This web link was corrected on July 13, 2012. S. Lawrence.

quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.²

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. **All** information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance.

READING ASSIGNMENTS AND COURSE OUTLINE

Week One: Introduction, Course Overview and Theoretical Approaches

Charlotte Bunch, *Women's Rights as Human Rights*, HUMAN RIGHTS QUARTERLY: JOHN HOPKINS UNIVERSITY, <https://www-jstor-org.proxy.libraries.rutgers.edu/stable/762496>.

Gayle Binion, *Human Rights: A Feminist Perspective*, HUMAN RIGHTS QUARTERLY: JOHN HOPKINS UNIVERSITY, <https://www-jstor-org.proxy.libraries.rutgers.edu/stable/762391>.

Kimberle Crenshaw, *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist*

² http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf
Updated with the University's current language on July 13, 2012. S. Lawrence

Politics, UNIVERSITY OF CHICAGO LEGAL FORUM,
<https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>

Visit and explore UN Women's webpage, <http://www.unwomen.org/en>.

Week Two: CEDAW

Freeman 1-39, 51-71

Convention on Elimination of Discrimination against Women (CEDAW),
<http://www.hrweb.org/legal/cdw.html>.

Optional Protocol to the Convention on the Elimination of All Forms of
Discrimination against Women (CEDAW-OP),
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCEDAW.aspx>

Week Three: Cultural Universalism v. Cultural Relativism

Freeman 141-69

An Na'im, *Human Rights in the Muslim World*, HARVARD HUMAN RIGHTS JOURNAL,
<http://www.law.emory.edu/aannaim/pdfiles/dwnld11.pdf>.

Makau Mutua, *Savages, Victims, and Saviors: The Metaphor of Human Rights*,
HARVARD INTERNATIONAL LAW JOURNAL,
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1525547.

Amartya Sen, *Human Rights and Asian Values*, CARNEGIE COUNCIL,
http://www.carnegiecouncil.org/publications/archive/morgenthau/254.html/res/id=sa_File1/254_sen.pdf

Week Four: Rights, Customs and Culture

Freeman 409-443

UN Report on Traditional and Harmful Practices (FGM, child marriages, etc),
UNITED NATIONS, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N03/434/40/PDF/N0343440.pdf?OpenElement>

Briefing Paper: Restrictions on Muslim Women's Dress in the 28 EU Member States: Current law, recent legal developments, and the state of play, OPEN SOCIETY FOUNDATION, <https://www.opensocietyfoundations.org/sites/default/files/restrictions-on-women%27s-dress-in-the-28-eu-member-states-20180425.pdf>.

Week Five: Global Economy

Freeman 279-311

Intersectionality at Work: South Asian Muslim Women's Experiences of Employment and Leadership in the United Kingdom, SPRINGER,
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5596051/>.

Empowering Women: Legal Rights and Economic Opportunities in Africa, WORLD BANK, <http://www.worldbank.org/en/events/2013/06/14/empowering-women-legal-rights-and-economic-opportunities-in-africa-event>.

Women's Economic Empowerment in Latin America and the Caribbean,
http://www.genderinag.org/sites/genderinag.org/files/sourcebook-spanish/GAP_Lessons_Learned.pdf.

Bagley, C.; Abubaker, M. *Muslim Woman Seeking Work: An English Case Study with a Dutch Comparison, of Discrimination and Achievement*, SOCIAL SCIENCES,
<https://www.mdpi.com/2076-0760/6/1/17>.

Week Six: Domestic Violence

Freeman 443-475

Kimberle Crenshaw, *Intersectionality, Identity Politics, and Violence Against Women of Color*, STANFORD LAW REVIEW, <https://www-jstor-org.proxy.libraries.rutgers.edu/stable/1229039>.

WHO Facts and Figures, WORLD HEALTH ORGANIZATION,
<http://www.who.int/mediacentre/factsheets/fs239/en/>.

WHO Multi-Country Study on Women's Health and Domestic Violence against Women, WORLD HEALTH ORGANIZATION,
http://www.who.int/gender/violence/who_multicountry_study/en/.

Week Seven: Education

Freeman 253- 279

Harry Judge, *The Muslim Headscarf and French Schools*, AMERICAN JOURNAL OF EDUCATION: UNIVERSITY OF CHICAGO PRESS,
<https://www-jstor-org.proxy.libraries.rutgers.edu/stable/10.1086/424718>.

U.S. Justice Department Reaches Settlement Agreement with Oklahoma School District in Muslim Student Headscarf Case, U.S. Department of Justice,

https://www.justice.gov/archive/opa/pr/2004/May/04_crt_343.htm.

Visit and explore UNESCO webpage on the Right to an Education, <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/>.

UN Girl Education Initiative, http://www.unicef.org/education/index_44871.html.

Week Eight: Human Trafficking

Freeman 169-197

Human Trafficking and UN Peacekeeping, UNITED NATIONS, <http://www.un.org/womenwatch/news/documents/DPKOHumanTraffickingPolicy03-2004.pdf>.

UN Global Plan of Action to Combat Human Trafficking, UNITED NATIONS, http://www.unodc.org/documents/human-trafficking/United_Nations_Global_Plan_of_Action_to_Combat_Trafficking_in_Persons.pdf.

David Guin, *Defining the Problem of Trafficking: The Interplay of U.S. Law, Donor and NGO Engagement and the Local Context in Latin America*, HUMAN RIGHTS QUARTERLY: JOHN HOPKINS UNIVERSITY, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=892154.

Week Nine: Violent Conflict

Women & Armed Conflict, UNITED NATIONS, <http://www.unwomen.org/en/news/in-focus/end-violence-against-women/conflict>.

Report: Shattered Lives, HUMAN RIGHTS WATCH, <http://www.hrw.org/reports/1996/Rwanda.htm>.

Dara Kay Cohen, *Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War*. World Politics, <https://pdfs.semanticscholar.org/269b/4711faea40076e872167fd00b9453c5653ac.pdf>

Violent Conflict and Gender Inequality: An Overview, WORLD BANK, <https://openknowledge.worldbank.org/bitstream/handle/10986/16326/wps6371.pdf?sequence=1>.

Week Ten: Peace and Security

Freeman 197- 221, 221-223

UN Resolution on Women, Peace and Security,
<http://www.un.org/womenwatch/osagi/wps/>.

What is the Resolution, and Why is it so Important, US Institute of Peace,
http://www.usip.org/gender_peacebuilding/about_UNSCR_1325.

Week Eleven: Representations in International Media

Freeman 141-169

UN Women: Global Film Industry Perpetuates Discrimination Against Women,
<http://www.unwomen.org/en/news/stories/2014/9/geena-davis-study-press-release>.

USC Research Report: Gender Bias Without Borders, <http://seejane.org/wp-content/uploads/gender-bias-without-borders-full-report.pdf>.

Week Twelve: Environment

Marlene Longenecker, *Women, Ecology, and the Environment: An Introduction*,
FEMINIST FORMATIONS: JOHN HOPKINS UNIVERSITY PRESS, <https://www-jstor-org.proxy.libraries.rutgers.edu/stable/4316527>.

Report: Women and the Environment, UNITED NATIONS,
<http://www.un.org/womenwatch/daw/beijing/beijingat10/K.%20Women%20and%20the%20environment.pdf>.

Week Thirteen & Fourteen Class Presentations

STUDENT-WELLNESS SERVICES

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health

crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932- 1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue,

Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.