

Professor Rachel Cichowski  
Office: Gowen Hall 127  
rcichows@uw.edu  
Office Hours: Tuesdays and Thursdays 12-1pm

Class Location: JHN 102  
Lectures: T, Th 1:30-3:20pm

Teaching Assistants:

- Sarah Dreier, skdreier@uw.edu  
Office and Hours: Smith Hall 33, Thursdays 10am-12pm (office hours held in Molly's Café in the basement of the Henry Art Gallery)
- Steve Zech, szech@uw.edu  
Office and Hours: Gowen 26, Tuesdays 11am-1pm

**WOMEN'S RIGHTS AS HUMAN RIGHTS  
LSJ 327/ POL S 327  
FALL 2013**

This course is an elective course for the comparative legal institutions and human rights track of the Law, Societies and Justice Program. There are no pre-requisites for the course. The course is both interdisciplinary and comparative rather than having a United States focus. The purpose of the course is to expose students to the complex issues - social, political, economic and legal - that characterize women's rights around the globe. Students will be asked to think critically about women's rights while thinking comparatively about the varying domestic and international settings that can alter the meaning and practical application of these rights. The course will focus on various substantive areas of rights - from reproductive rights to health rights - at the domestic level. And we will also focus on women's rights at the international level - in such areas as the issue of rape as a war crime and sex trafficking.

Further, students will be asked to conduct research on a women's rights topic of their choice and to present their findings to class participants. The course will provide students with an introduction to and assistance in utilizing the web as a tool for conducting research on women's rights.

**Required Readings:**

There are two types of required readings for this course. First, there are two required books. These include, *Half the Sky* by Kristoff and WuDunn and *Girls Like Us* by Rachel Lloyd. They are available at the University Bookstore. Second, a set of required readings will be available through the Course webpage: <https://canvas.uw.edu/courses/850232>

**Assessment:**

- 25% Short Reading/Writing/Discussion Assignments
- 25% Research Website
- 20% Power Point Poster Presentation
- 30% Research Paper (10pp.)

Throughout the quarter, grades can be found by looking at your grades on the course website. Your enrollment in this course constitutes acceptance of the following: 1) assignments turned in late will be penalized .2 for each day after the due date and no make-up assignments will be scheduled and 2) other than unforeseeable circumstances, no exceptions will be made to point #1. Please inform me as soon as possible of any such circumstances. The syllabus and website marks clearly when assignments are due enabling all students to schedule their quarter accordingly. If you have conflicting commitments, such as military service or others, please come speak with me as soon as possible so accommodations can be made.

**Course Website:**

<https://canvas.uw.edu/courses/850232>

**Reading/Writing/Discussion Assignments:**

Students are expected to have read and thought about the assigned readings in advance of each class session. Diligence in keeping up with the reading is essential for a good overall class experience and to your grade. Brief Reading/Writing/Discussion Assignments (25% of total grade) will take place in the classroom and they will also take place online. You will be asked to write Reading Response Briefs (1page) for some class sessions, In Class Writing Assignments, and Online Assignments throughout the quarter. Due dates and times are all noted on the syllabus and will be available through the Modules Link on the Course website.

**Writing, Research and Presenting:**

This course will develop writing, research and presentation skills. Throughout the quarter you will be working on a research topic, and this research work will entail a series of assignments that culminate in a 10 page Research Paper (30% of total grade) at the end of the quarter. A detailed assignment will be handed out later, but generally this paper will be on a specific topic of women's rights in a foreign country or at the international level. Your assignment will be: 1) to select additional books and journal articles not assigned in this class to read on this specific women's rights issue; 2) utilize at least one web-based resource; and 3) to develop an argument that connects themes in the assigned readings we discuss in class with the specific issue studied in your paper. You will be asked to turn in a 1 page paper proposal early in the quarter to help focus your research. This final Research Paper will be preceded by the following two related assignments. First, all students will create and design a Research Website (25% of total grade) that will serve as an online depository for research on your topic. Students will be instructed on how to use UW Google Apps to use Google Site to create a website. The website will include basic information on your topic along with links to related web resources. Second, all students will create and participate in Power Point Poster Presentations (25% of total grade) at the end of the quarter to showcase their research findings. We will hold these presentations in the Odegaard Library Active Learning Classrooms.

If you choose to do the Service Learning option (see below), along with the 3-5 hour a week volunteer experience, your research paper and poster presentation assignment would be slightly different. Your research paper would consist of 5 pages describing your organization/your work there, and then another 5 pages of critical reflection/research on a related women's rights issue. Further the Power Point Presentation would include slides from your research as well as your service learning experience. This is a great opportunity to work with some fascinating local organizations.

**Writing Center:**

Students are asked to do a significant amount of writing and your ability to formulate and express a rigorous argument will be central to your success. You are encouraged to speak with the TAs as well as the professor about your writing and to use the Political Science Writing Center. The Writing Center is located in Gowen Hall 105; they have handouts on their door and on their website (<http://depts.washington.edu/pswrite/index.html>). Subsequently, students are expected to produce polished papers that are thoroughly revised, proofread, and spell-checked. Students are expected to cite their sources properly.

**Service Learning: This course offers a service learning component.****What is service-learning?**

Service-learning provides students a unique opportunity to connect coursework with life experience

through public service. Offered as an integral part of many University of Washington courses, service-learning provides students an opportunity to experience theories traditionally studied within classrooms come to life, through serving with community-based organizations. Choosing to engage in service-learning is a way to demonstrate your commitment to your community and your ability to link your academic studies to practical, real-world experiences. The Carlson Leadership and Public Service Center, located in 171 Mary Gates Hall, facilitates contacts with community-based organizations and will help you to coordinate your service-learning opportunity.

### **How do I select a service-learning position?**

Instructions for how to browse a list of organizations and service-learning positions matched with this course will be presented the first day of classes. You can also visit the Carlson Center web site at <http://exp.washington.edu/carlson/> and follow the link to Autumn 2013 Service-Learning. You can log in using your UW Net ID to browse positions starting on Friday, September 20th.

The Carlson Center will send you an email if browsing is available before this time. Service-learning registration opens at different days and times for different classes. Please check the Carlson Center web site on the first day of the quarter to see when service-learning registration will open for this course. Most courses will begin registering for service-learning positions on Monday, September 30th.

All students are expected to complete an orientation with their selected service-learning organization as soon as possible after registering for service-learning (unless otherwise noted in the description). Please be proactive in contacting your organization (after you have registered for service-learning through the online EXPO system) by phone and e-mail to either 1) schedule an orientation or 2) confirm your attendance at an already scheduled orientation session. It is expected that all service-learning students will have completed an orientation and begun their service-learning experience no later than October 11th.

In addition, the Carlson Center offers two optional workshops designed to help students prepare for their service-learning experience. The first (Service-Learning Workshop for International Students), during the first week of classes (September 26th and 27th) is specifically for international students to explore tools and build confidence in order to successfully select and engage in service-learning experiences. The second (Pre-Service Workshops), offered multiple times throughout the second and third week of the quarter (see our website [uw.edu/carlson](http://uw.edu/carlson) for details), provides any student registered for a service-learning opportunity with a basic overview of service-learning fundamentals, offers advice on professionalism in their work with community organizations, and builds tools to reflect on aspects of personal identity and examine how these inform your ideas about entering into service work. All sessions will be offered in the Center for Experiential Learning and Diversity, located in MGH 171.

Carlson Center staff are available between the hours of 9AM and 5PM Monday-Friday to assist you. Feel free to come by Mary Gates Hall 171 during these hours with questions, or e-mail [serve@uw.edu](mailto:serve@uw.edu) if coming by the office is not possible.

**Academic Conduct.** We will enforce strictly the University of Washington's Student Conduct Code, including the policy on plagiarism. Violations of the Student Conduct Code, including plagiarism, can result in a variety of disciplinary actions, including suspension or permanent dismissal from the University. The entire code can be found at <http://www.washington.edu/students/handbook/conduct.html>.

### ***Plagiarism and Academic Misconduct***

*(the following is an excerpt from the UW Undergraduate Academic Affairs website on Academic Misconduct: <http://www.washington.edu/uaa/advising/help/academicintegrity.php#plagiarism>)*

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

### Plagiarism

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).
  - **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
  - **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*
  - **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
  - **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*
5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

*Note: The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

### Access and Accommodations:

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, Mary Gates Hall 011, [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu)

## CLASS SCHEDULE

### Women's Rights as Human Rights

- Thursday, September 26      Introduction to the course
- Tuesday, October 1:      Women's Rights as Human Rights: Historical Overview  
Reading: Fraser, *Becoming Human: The Origins and Development of Women's Human Rights*  
Reading: Bunch, *Women's Rights as Human Rights*
- Thursday, October 3:      Women's Rights Perspectives  
(Research Website in class training session)  
Reading: Binion, *Human Rights: A Feminist Perspective*  
Reading: Brems, *Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in Human Rights Discourse*  
**1page Reading Response Brief due: bring to class 1:30pm**

### Women's Rights, Culture and Religion

- Tuesday, October 8:      Culture, Custom and Justice  
Guest Lecture from Landesa  
Reading: Ewelukwa, *Post-Colonialism, Gender, Customary Injustice: Widows in African Societies*  
**Guest Lecture Online Discussion Post due 11pm**
- Thursday, October 10:      Women's Rights in Muslim Societies  
Video: *Divorce Iranian Style* (Divorce Court in Iran)  
**(no class meeting)**  
**Online Video Response Quiz due 5pm**
- Tuesday, October 15:      Women's Rights in Muslim Societies  
Reading: Afary, *The Human Rights of Middle Eastern & Muslim Women*  
Reading: Oslanloo, *Whence the Law: The Politics of Women's Rights in Iran*  
**1page Reading Response Brief due: bring to class 1:30pm**

### Reproductive Rights

- Thursday, October 17:      Reproductive Rights: Abortion Law and Contraceptive Technology  
Reading: Cook and Dickens, *Human Rights Dynamics of Abortion Law Reform*  
Reading: Kristoff, *Birth Control over Baldness*  
**1page Reading Response Brief due: bring to class 1:30pm**

Tuesday, October 22:           Reproductive Rights through Changing Times  
Video: *Untold Stories* (Era of Illegal Abortion in US)  
Video: *The Doctor's Story* (Reproductive Rights & Globalization)  
**(no class meeting)**  
**Online Video Response Quiz due 5pm**

### **Women's Rights and Health and the Environment**

Thursday, October 24:        Disappearing Women: Maternal Mortality, Honor Killings  
Reading: Sen, *100 Million Women Missing*  
Book: *Half the Sky*, Introduction and pp.93-148  
Video: *Dishonorable Killings*  
**Research Paper Proposal due in class and online by 1:30pm**

Tuesday, October 29:        Water, Climate Change, and Women  
Reading: United Nations, *Women and Water*  
Reading: Momaya, *How are Women Affected by Climate Change*  
**Online Response Assignment from Reading and Lecture due 5pm**

### **Women's Rights, International Law, Governance and Mobilization**

Thursday, October 31:        Reading: Merry, *Constructing a Global Law: Violence Against Women and the Human Rights System*  
Reading: Charlesworth, *Not Waving but Drowning*  
**(no class meeting)**  
**Online Response Assignment due 5pm**

### **Women's Rights in Times of War**

Tuesday, November 5:        Rape and War  
Reading: Cohen, Green & Wood, *Wartime Sexual Violence: Misconceptions, Implications and Ways Forward*  
Reading: Cohen, *Female Combatants and the Perpetuation of Violence*  
Video: Rape a Crime of War  
**1page Reading Response Brief due: bring to class 1:30pm**

Thursday, November 7:        Rape as a War Crime: the Congo  
Book: *Half the Sky*, pp.61-92  
E-Reserves: Kelly, *Rape in War: Motives of Militia in DRC*  
Video: *The Greatest Silence: Rape in the Congo*  
**(no class meeting)**  
**Online Response Assignment due 5pm**

Tuesday, November 12: Military Sex Slavery  
Reading: Enloe, *The Prostitute, the Colonel, and the Nationalist*  
Video: *Hague Final Judgment*  
**In class Assignment**

### **Women's Rights and a Globalized World**

Thursday, November 14: Women's Movement Across Borders: Global Trafficking  
E-Reserves: Guinn, *Defining the Problem of Trafficking*  
Book: *Half the Sky*, pp. 3-60  
**In class Assignment**

**Friday, November 15: Research Website Assignment due online by 5pm**

Tuesday, November 19: Trafficking: the Global is Local  
Book: *Girls Like Us*  
**Online Response Assignment from Reading and Lecture due 5pm**

Thursday, November 21 Women and the Global Economy  
Reading: Sadasivam, *The Impact of Structural Adjustment on Women*  
Reading: Goetz & Gupta, *Who Takes the Credit: Gender, Power and Control over loan use in rural credit programs in Bangladesh*  
Video: *Credit Where Credit is Due*  
**In class assignment**

Tuesday, November 26: Peer review of Power Point Presentations  
**(no class meeting)**  
**Online Assignment due 5pm**

Thursday, November 28: **Thanksgiving Holiday (no class meeting)**

### **Research Presentations**

Tuesday, December 3: Class Poster Session: **2:30-4:20pm meet in Odegaard ALC 141**

Thursday, December 5: Class Poster Session: **2:30-4:20pm meet in Odegaard ALC 141**

**Friday, December 6: FINAL RESEARCH PAPER DUE** by 4:00pm. Electronic and hardcopy required. Electronic copy is submitted to course website and the hardcopy is due to the Political Science Department office Gowen Hall 101 by 3pm. Please put your name and the course number on the paper.