

Gender and Women Studies 535, Spring 2019
1333 Sterling Hall Monday 3:00PM-5:30PM

Araceli Alonso, aalonso@wisc.edu

Office hours: Monday 1:00 to 3:00, 3434 Sterling Hall or by appointment

CANVAS URL: <https://canvas.wisc.edu/courses/142014>

WOMEN'S GLOBAL HEALTH AND HUMAN RIGHTS

COURSE DESCRIPTION: (three credit-course)

The credit standard for this course is met by an expectation of a total of 135 hours of student learning activity with the courses learning activities (45 hours per credit), which include reading, writing, discussions, studio time, and other student work as described in this syllabus.

This course takes a human rights approach to provide an overview of health issues within the context of women's life cycles –childhood, adolescence, reproductive years, and aging. We will pay special consideration to the socio-cultural and economic factors that play a role in women's access to quality basic health care. Particularly important will be to understand women's capacities to have good health and manage their lives in the face of societal and cultural pressures and obstacles. Attention will be given to critical issues of women's health such as the demeaning of women, poverty, unequal access to education, food, health care, and gender based violence. Such issues as maternal mortality, sexually transmitted diseases, harmful traditional practices, and sex trafficking will also be discussed.

The slogan, "Healthy Women, Healthy World" embodies the fact that as caretakers of family health, women often play a unique role in maintaining the wellbeing of their families and communities. Women's access to quality basic health care, family planning and obstetric services can be improved through commitment to basic human rights.

In our search for women's global health we will depart from the understanding that concepts and definitions are often arbitrary and relative to a multitude of circumstances. For that reason, we will strive to move away from general arguments and statements like "Women from low/high income countries" or "Women from low/high resource countries;" we will rather focus on communities (large or small) than on countries.

Course materials will draw from a wide variety of sources, including information about women's organizations inside and outside the US. After the second week, each consecutive week will be devoted to a particular phase of a life-course and/or a health issue related to that phase. At the end of the semester, students will conduct a Special Women's Health Summit focused on in-class selected communities and based on women's health and human rights. Beginning early April, students will meet in small groups to prepare for a Women's Health Summit.

The topics covered in this course are very sensitive and sometimes difficult to discuss. Lectures, discussions, assignments and all activities in this class have been designed to think critically on gender, health, and human rights in a contemporary global context. In order to achieve that desired level of critical thinking, our class will be based on the principles of shared empowerment, courtesy, generosity, compassion, trust and respect. Ultimately, we will strive to develop a sense of personal and shared responsibility, and a deep connection with women's health globally.

Course Outcomes:

Students in this course will gain broad exposure to a number of women's health issues and the interdisciplinary theorizing of feminist, medical social scientists, and public health scholars. Learning outcomes include:

1. Apply ethical frameworks and key Gender and Women's Studies concepts to Global Health and Human Rights issues. Acknowledge that health is both a physiological and a socio-cultural experience, and recognize ways in which gender and other categories of social inequality influence women's health around the world.
2. Identify the link between global women's health issues and local concerns.
3. Develop critical thinking through readings, writing, and oral presentation skills. Express ideas formally and effectively in verbal and written form through research, presentations/discussions and through the UN Women's Summit assignment.
4. Engage critically with social institutions that influence women's lives and women's health around the world—politics, healthcare systems, the economy and education among others.
5. Link theory with practice; recognize and advocate for social change at the local, national and transnational levels.
6. Be able to work collectively towards the common goal of advocating for women's health and women's rights globally.

Required Readings:

All required readings will be available through CANVAS. The information posted online will NOT be distributed in class. It is your responsibility to check CANVAS for readings, activities, extra materials and updates.

COURSE REQUIREMENTS AND GRADING POLICY

Attendance:

Students are expected to attend all lectures (attendance sheet will be signed every lecture). If you must be absent from lecture due to illness, religious observance, or family emergency, please inform the professor and obtain the lecture notes from a classmate. **It is your responsibility to get the notes for any lectures that you miss.** Considering that this class only meets once a week, more than two absences will adversely affect your final grade.

One Midterm Exam: More specific guidelines will be provided

One Policy Letter: More specific guidelines will be provided

Discussion and participation: Class sessions will involve discussions, student presentations, in-class exercises, lectures (including guest lecturers), and films. Active participation in class discussion is required and essential for the success of the class. For the required readings, students will prepare discussion questions in advance and will have to use them as a guide for facilitating class discussions. Students are expected to regularly attend class and complete all assigned readings in advance of lecture in order to facilitate discussion.

Final paper: Research or Analysis paper on a women's health issue (10-15-pages; 20-25 pages for grad students; not including bibliography page). The topic could be either a domestic U.S. issue or an international issue that focuses on any community or region.

Women's Health Summit: "A Healthy Future for Women and Girls" Detailed instructions will be discussed in lecture and posted in CANVAS.

Letter Grades will be based on the following scale:

A 93-100	C 70-77
AB 88-92	D 65-69
B 83-87	F under 65

Late, Missed, or Incomplete Work: **Except for reasons beyond your control such as serious illness or emergency, your grade will be reduced each day an assignment remains incomplete or not turned in. After a week, we will not accept late, incomplete, or missed work, and you will receive an "F" for that portion of your grade.**

Incomplete grades will not be given EXCEPT in situations of serious illness or family emergency, which must be documented.

General Course Grading and Important Dates:

Reaction to Lecture	20%	Monday March 11 th
Policy Letter	20%	Monday April 15 th
Attendance, Discussion and Participation	20%	On-going, every Monday
Women's Health Summit	20%	Preparation & Final Presentation April 29 th
Final Research Paper	20%	(Digital copy in CANVAS and hard copy in my office before Friday May 10 at noon)

STUDENTS RESPONSIBILITY

Course Material:

For exams, students will be held responsible for all material covered in lectures, readings, additional materials (e.g., CANVAS posts), and discussion sections. Attending lecture is the best way to know what materials will be most important for you to focus on in your studying. All required readings must be completed BEFORE lecture and discussion. Films shown in lecture are considered instrumental to the class and will be included on exams.

Cell phones, computers and other devices:

- **Cell phones** are PROHIBITED. Please turn your phone off as soon as you enter the classroom.
- **Computers** are allowed in lecture for note-taking purposes ONLY and if approved by Professor Alonso (sign the contract in Appendix B if you intend to use yours during lecture). Coming to lecture means paying attention, taking notes, and challenging your own way of thinking. If you come to class and engage in Facebook, Twitter, Instagram, email, online shopping and so on instead of paying attention to the lecture, you are not only wasting your own time, but you are also showing disrespect toward your professor, and your classmates.

If you are approved to use a laptop computer during class, you must sit at front of the classroom.

This rule is necessary to ensure an optimal learning environment for everyone in the class.

The instructor retains the right to prohibit the use of computers in class for ALL GWS535 students if disrespectful behavior of using computers during lecture for non-academic purposes is witnessed.

Women's Health Summit:

No devices at all are allowed/needed during the Women's Health Summit. **All devices must be inside purses or backpacks and may not be accessed while you are in the room.**

Lecture Etiquette:

- Please arrive before class begins. Students who arrive late can be terribly distracting to others in the class, including the professor.
- Do not talk during lecture, videos, etc. Talking distracts others around you.
- At the conclusion of lecture, please do not close your books, move your writing table, stand up, or start talking before the instructor is done talking.

Accessibility: "No otherwise qualified person with a disability in the United States shall, solely by the

reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). The University of Wisconsin-Madison complies with all applicable federal and state non-discrimination law and supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Please let us know if you require any alternative accommodations or if you have any accessibility concerns that may affect your performance in this course. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

The McBurney Resource Center (www.mcburney.wisc.edu), located at 702 West Johnson Street, provides useful assistance and documentation for a range of needs and concerns, 608-263-2741 (phone), 608-225-7956 (text), or email mcburney@studentlife.wisc.edu.

Plagiarism and Academic Misconduct: Plagiarism means presenting the words or ideas of others without giving them credit. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the author, the ideas and words must be your own. If you use someone else's exact words, they should be enclosed in quotation marks with the exact source listed. Please, refer to the Dean of Students' web page for further information: www.wisc.edu/students/amsum.htm

Examples of **Academic Misconduct** include but are not limited to: cutting and pasting portions of a text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person's ideas, words, or research and presenting it as your own by not properly crediting the originator; signing another person's name to an attendance sheet. For more details refer again to the Dean of Students' web page: www.wisc.edu/students/amsum.htm This Website also has useful information on what do to if you are charged with academic misconduct.

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.”

Topics, Readings and Assignments:

Week 1 Monday 1/28
Getting Started <ul style="list-style-type: none">• Course format and class dynamics• Syllabus• What can you expect from this class?• What are my expectations as your instructor?• Student Information Sheet
Women's Rights are Human Rights Introduction and overview of the course

Readings:

-Universal Declaration of Human Rights: www.un.org/en/documents/udhr

-Reeves, Hazel and Sally Baden. Gender and Development: Concepts and Definitions. Prepared for the Department for International Development (DFID) for its gender mainstreaming intranet resource by BRIDGE (development - gender) Institute of Development Studies University of Sussex, Brighton, UK, 2000

Week 2 Monday 2/4**What is there about women's health that makes it a significant topic for study? Definitions and beyond. Relativism, Universalism, Critical Pragmatism****Readings:**

-UN: Millennium Development Goals, pre 2015 <http://www.un.org/millenniumgoals/>

-UN: Sustainable Development Goals, post 2015 <https://sustainabledevelopment.un.org>

-Global Health Observatory (GHO) Data <http://www.who.int/gho/en/>

-Vlassoff, Carol and Claudia G Moreno. Placing gender at the center of health programming: challenges and limitations. Pan American Health Organization, Social Science & Medicine 54 (2002) 1713–1723.

-Nyamu-Musembi, Celestine. “An Actor-oriented Approach to Rights in Development.” IDS Bulletin 36.1 Developing Rights

Week 3 Monday 2/11**Why Gender and Health? Women’s Health and Human Rights. Definitions and beyond. Advancing women’s reproductive health and wellbeing from the perspectives of public health and human rights. Health, Disease and Gender. Mainstreaming Gender into the Health Agenda. How does gender affect disease?****Readings:**

- “Integrating Women's Human Rights into Global Health Research: An Action Framework.” Journal of Women’s Health, 2010 <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004131/>

-Langley, Ricky L. “Gender-Based Biology” in *Sex and Gender Differences in Health and Disease*: Carolina Academic Press: Durham, North Carolina, 2013

-Nyamu, Celestine I. “How Should Human Rights and Development Respond to Cultural Legitimization of Gender Hierarchy in Developing Countries?” Harvard International Journal, vol. 41 n. 2, 2000

-Thomas, Felicity. “Global rights, local realities: Negotiating gender equality and sexual rights in the Caprivi Region, Namibia” Culture, Health & Sexuality, Vol. 9, No. 6 (Nov. - Dec., 2007), pp. 599-614

Week 4 Monday 2/18**Women’s Rights and Health: Access to clean water and sanitation**

Readings:

-UNICEF. Water, Sanitation and Hygiene: WASH for Women

http://www.unicef.org/wash/index_womenandgirls.html

-Mahon, Therese and Maria Fernandes. Menstrual hygiene in South Asia: a neglected issue for WASH programmes. *Journal Gender and Development: Water*, Page 99-113 | Published online: 25 Feb 2010

-O'Reilly, Kathleen. Combining sanitation and women's participation in water supply: an example from Rajasthan, *Journal Development in Practice*

Volume 20, 2010 - Issue 1 Page 45-56 | Published online: 11 Jan 2010

-Watts, Susan. Women, Water Management, and Health. *Emerging Infectious Diseases*.

2004 Nov; 10(11): 2025–2026

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3328991/>

-Riedel, Eibe. "Realizing the Human Right to Water in Local Communities: An Actor-Oriented Analysis" *The Human Right to Water Journal*, Berlin 2006

Week 5 Monday 2/25

Born a Girl: Critical issues of girls' childhood. Access to health care for the girl-child. Adolescence and vulnerability

Readings:

-Sahni, Mohit et al. "Missing Girls in India: Infanticide, Feticide and Made-to-Order Pregnancies? Insights from Hospital-Based Sex-Ratio-at-Birth over the Last Century. Published: May 21, 2008, <http://dx.doi.org/10.1371/journal.pone.0002224>

-Sharma, Manisha. Killing the little girls of the world – the lingering problem of female infanticide. *Teaching Sociology*, June 24 2013

-Walker, David et al. "Sexual Exploitation of Adolescent Girls in Uganda: The Drivers, Consequences and Responses to the 'Sugar Daddy' Phenomenon." *Shaping Policy for Development Report*. Overseas Development Institute, United Kingdom 2014

<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9274.pdf>

-The Adolescent Girl Vulnerability Index (the case of Uganda); only review some illustrations, TBA

-Ogunfowokan, Adesola A. and Reuben B. Fajemilehin, Impact of a School-Based Sexual Abuse Prevention Education. *The Journal of School Nursing* December 2012 28: 459-468, first published on May 29, 2012

Week 6 Monday 3/4

Adolescence and reproductive health. Understanding harmful practices inside-out and outside-in

Readings:

-WHO Female genital mutilation, February 2016

-Perron, Liette. "Female Genital Cutting/Mutilation." Journal of Obstetrics and Gynaecology Canada. Volume 34, Issue 2, February 2012, Pages 197-200

-Cook, R. J. et al. Female genital cutting (mutilation/circumcision): ethical and legal dimensions. International Journal of Gynecology and Obstetrics. Volume 79, Issue 3, December 2002, Pages 281–287

-Lundberg Pranee C. and Alganesh Gerezgiher. Experiences from pregnancy and childbirth related to female genital mutilation among Eritrean immigrant women in Sweden. Midwifery, volume 24, Issue 2, June 2008, Pages 214–225

-Refaat, A. Medicalization of female genital cutting in Egypt. Eastern Mediterranean Health Journal, Vol. 15, No. 6, 2009

-Monagan, Sharmon Lynnette Patriarchy: Perpetuating the Practice of Female Genital Mutilation. International Research Journal of Arts & Humanities (IRJAH) Vol. 37 ISSN: 1016-9342, 2009

-Tchoukou, Julie Ada. Introducing the Practice of Breast Ironing as a Human Rights Issue in Cameroon. Journal of Civil Legal Science 3:121. May 10, 2014

Week 7 Monday 3/11

Reproductive Health; Maternal Health

The capabilities Approach.

Readings:

-WHO. Mental health aspects of women's reproductive health: A global review of the literature, 2009 (selective parts, TBA)

-Clark, David A. The Capability Approach: Its Development, Critiques and Recent Advances. Global Poverty Research Group

-Nupur Ray. Nussbaum's Capabilities Approach: A Glance through Indian Philosophical Tradition. Centre for Political studies, Jawaharlal Nehru University, New Delhi

- Alavi, Roksana. Genital Mutilation: A Capabilities Approach, *Auslegung: a journal of philosophy*, Volume 26, Number 1, Winter/Spring, 2003

Reaction to Lecture Take-Home

Monday 3/18 NO CLASS SPRING BREAK

Week 8 Monday 3/25

Reproductive Health (cont.) Access to abortion and family planning

Readings:

-Haddad, Lisa B. and Nawal M Nour. "Unsafe Abortion: Unnecessary Maternal Mortality. Journal of Obstetrics and Gynecology, 2009 Spring; 2(2): 122–126

- Benson et al. "Reductions in abortion-related mortality following policy reform: evidence from Romania, South Africa and Bangladesh." *Reproductive Health Journal*, 2011. <http://www.reproductive-health-journal.com/content/8/1/39>

-Paul et al. "Unsafe Abortion in Sierra Leone: An Examination of Costs and Burden of Treatment on Healthcare Resources." *Journal of Women's Health Care*, 2015, 4:2

-Daire et al. "Political Priority for Abortion Law Reform in Malawi: Transnational and National Influences." *Health and Human Rights Journal*, June 2018 volume 20 number 1

<https://www.womenonweb.org/en/page/619/abortion-laws-worldwide>

Abortion laws worldwide, with maps (just for consultation)

<https://www.guttmacher.org/fact-sheet/induced-abortion-worldwide>

Induced Abortion Worldwide, Guttmacher Institute (for consultation on global issues regarding abortion)

Week 9 Monday 4/1

Gender-Based Violence (GBV) in Global Context: An Obstacle for Global Health and Development

Readings:

- Mojab, Shahrzad, and Amir Hassanpour. "The Politics and Culture of 'Honour Killing': The Murder of Fadime Sahindal." *International Feminist Perspective* (originally published in *Pakistan Journal of Women's Studies: Alam-e-Niswan*, Vol.9.2, 2002.

- Bartels, Susan; Scott, Jennifer; Leaning, Jennifer; Mukwege, Denis; Lipton, Robert; and VanRooyen, Michael (2010). *Surviving Sexual Violence in Eastern Democratic Republic of Congo*. *Journal of International Women's Studies*, 11(4), 37-49.

Available at: <http://vc.bridgew.edu/jiws/vol11/iss4/3>

Video documentary, Rape as a weapon of War in Congo:

<https://www.youtube.com/watch?v=pBJ6ycCPawo>

Week 10 Monday 4/8

Women in War and Refugee Situations. Women's health and special needs in times of war and/or conflict.

Pre-Preparation for Women's Health and Well-Being Summit

Readings:

-Amnesty International. "Female refugees face physical assault, exploitation and sexual harassment on their journey through Europe." January 18, 2-16

<https://www.amnesty.org/en/latest/news/2016/01/female-refugees-face-physical-assault-exploitation-and-sexual-harassment-on-their-journey-through-europe/>

-Goleen Samari. "The Response to Syrian Refugee Women's Health Needs in Lebanon, Turkey and Jordan and Recommendations for Improved Practice." *Humanity in Action*, 2014

-Ferris, Elizabeth, "Abuse of Power: Sexual Exploitation of Refugee Women and Girls." Journal of Women in Culture and Society, March 1, 2007

-Aljazeera. "Life as a female refugee: 'You don't know who to trust'," February 2016

Week 11 Monday 4/15

Globalization, women's health and women's work. Sex work, sex trafficking and health.

Pre-Preparation for Women's Health and Well-Being Summit

Readings:

-Mendelson, Sarah E. Born Free: How to Prevent Human Trafficking, International Studies University of Denver, 2014

-Zimmerman, Cathy. The health risks and consequences of trafficking in women and adolescents findings from a European study, London School of Hygiene & Tropical Medicine. 2003

-Fernandez Rodriguez de Lievana, Gema and Keina Yoshida. Human Trafficking as a Gendered Phenomenon: CEDAW in perspective, 1-Immigration Asylum 32_1 text.indd 28, 04/01,2018

Pre-Preparation for Women's Health and Well-Being Summit

POLICY LETTER, hard copy in class and digital copy in CANVAS before lecture

Week 12 Monday 4/22

**Ageing and the end of life. Growing older: menopause; widowhood, poverty; access to services
Trying to find solutions. Using the force of women for peace, development, health and wellbeing. Making a difference and choosing priorities for women's health and women's rights across cultures, political systems, ideologies and religions.**

Preparation for Women's Health and Well-Being Summit.

Readings:

-WHO Ageing And Health: A Framework For Action

Week 13 Monday 4/29

Women's Health Summit "A Healthy Future for Women and Girls Globally"

**HAVE A TERRIFIC SUMMER FULL OF ACTIVISM FOR WOMEN'S HEALTH AND
WOMEN'S RIGHTS!!!**

APPENDIX A: Recommended Resources on or Near Campus

Disability Access

The McBurney Disability Resource Center
www.McBurney.wisc.edu or call 263-2741

University Health Services (UHS) Mental Health Support

UHS Mental Health and Counseling Services
<http://www.uhs.wisc.edu>; 608-265-5600; 333 East Campus Mall

UHS Mental Health Crisis Intervention Services
24 Hour Hotline: 608-265-5600

Reproductive and Sexual Health Services & Resources

University Health Services: Sexual Health Clinic/Blue Bus
<http://www.uhs.wisc.edu/services/medical/sexual-health/>; 608-265-5600; 333 East Campus Mall

University Health Services: Women's Health Clinic
<http://www.uhs.wisc.edu/services/medical/womens-health/>; 608-265-5600; 333 East Campus Mall

AIDS Network of Madison
<http://www.aidsnetwork.org/>; 608-252-6540; 600 Williamson St, Suite H

Planned Parenthood
www.plannedparenthood.org; 608-256-7549; 1-800-230-PLAN; 111 King St, #23

Sex Out Loud
<http://www.sexoutloud.com/>

A Woman's Touch
<http://www.a-womans-touch.com/>; 888-621-8880; 600 Williamson St

Sexual Violence Support, Counseling, and Resources

Dane County Rape Crisis Center
<http://danecountyrc.org/>; call 608-251-5126
24-hour crisis line at 251-RAPE

Wisconsin Coalition Against Sexual Assault (WCASA)
<http://www.wcasa.org/>; 608-257-1516

End Violence on Campus (EVOC)
<http://www.uhs.wisc.edu/evoc/>

Promoting Awareness Victim Empowerment (PAVE)
<http://www.uwpave.com>

Domestic Violence and Intimate Partner Violence Crisis and Trauma Support

Domestic Abuse Intervention Services (DAIS)
<http://www.abuseintervention.org/>; 24 Hour Help Line: 608-251-4445

Wisconsin Coalition Against Domestic Violence (WCADV)
<http://www.wcadv.org/>; 608-255-0539; 307 S Paterson St #1

National Domestic Violence Hotline
<http://www.thehotline.org/> or 1-800-799-SAFE (7233)

Tutoring and Writing Resources

Greater University Tutoring Services (GUTS)
<http://guts.studentorg.wisc.edu/index.html>; 608-263-5666

The UW Writing Center
<http://writing.wisc.edu>

Rights & Responsibilities Web Site
<http://www.students.wisc.edu/rights/>

LBGBTIQ Services

Lesbian, Gay, Bisexual, and Transgender Campus Center (LGBTCC)
<http://lgbt.wisc.edu/>; 608-265-3344; 123 Red Gym

OutReach: Lesbian, Gay, Bisexual, Transgender Community Center
<http://www.lgbtoutreach.org/>; 608-255-8582; 600 Williamson Street

Additional Campus Resources

Campus Safety Web Site
<http://www.safeu.wisc.edu/>

Campus Women's Center (CWC)
<http://campuswomenscenter.rso.wisc.edu>; 608-262-8093

Multicultural Center
<http://msc.wisc.edu/msc/>; 608-262-4503; Red Gym, 2nd Floor

Movimiento Estudiantil Chican@ de Aztlan Mecha (MEChA)

mecha.uwmadison@gmail.com; 608-263-4830

Working Class Student Union
<http://uwwcsu.com/>; 608-890-2877

APPENDIX B: Women's Global Health and Human Rights Online Resources

-Better World Campaign

<http://www.betterworldcampaign.org/issues/millennium-development-goals/>

-Center for Disease Control (CDC), Global Health

<http://www.cdc.gov/GlobalHealth/>

-International Center for Research on Women

<http://www.icrw.org/?gclid=CN6Pzb-v-LECFcldTAodEnoAqw>

-Gender, Women and Health. World Health Organization (WHO)

<http://www.who.int/gender/en/>

-Center for Health and Gender Equity (CHANGE)

<http://www.genderhealth.org/>

-Harvard School of Public Health

<http://www.hsph.harvard.edu/women-gender-and-health/>

-Canadian Institutes of Health Research (CIHR) Institute of Gender and Health

<http://www.cihr-irsc.gc.ca/e/8673.html>

-United Nations development Fund for Women. UN For Gender Equality and the Empowerment of Women

<http://www.unwomen.org/>

-Gender Inequality Index

<http://hdr.undp.org/en/statistics/gii/>

-The Guardian: Global Development

<http://www.guardian.co.uk/world/interactive/2011/jun/15/gender-afghanistan>

-Amnesty International for Women's Rights

<http://www.amnesty.org.uk/content.asp?CategoryID=10220>

-One World: Gender and Development <http://www.amnesty.org.uk/content.asp?CategoryID=10220>

APPENDIX C: LEARNING CONTRACT AGREEMENT

I, _____ [*printed name*], have read the attached syllabus and understand the objectives, requirements, deadlines, and grading criteria of the course.

___ Please, check here if you agree with the terms and conditions described in the syllabus for the use of your laptop in lecture.

Please, write your email: _____

Signature

Date