

GENDER & HUMAN RIGHTS 'SELFIE' Projects ONE & TWO:

For Digital or Traditional Photography Course(s)
**Project TWO (also for Art & Design Courses)*

CURRICULUM & LESSON PLANS:
CLASSROOM ACTIVITIES, ASSIGNMENTS, & RESEARCH

Stanford Human Rights Education Initiative Project (SHREI), 2013/2014

Lesley Loudon

Gender & Human Rights ‘Selfie’ Project ONE:

UNIT INTRODUCTION

RATIONALE AND INTRODUCTION TO LESSONS:

Students will study Articles 2, 16, 23, 24, 25, 26 in the UDHR and international gender-based human rights issues and then create a self-portrait photograph that portrays how they themselves or another individual they know either embodies or defies a gender-based stereotype. After each student participates in class activities and independent assignments they will design and create their own personal human rights gender-based ‘selfie’ (or assists another person in creating their own ‘selfie’) as well as research to relate their topic to a global human rights gender issue in their photographic text caption.

UNIT GOALS & LEARNING OUTCOMES:

- To assist in deconstructing representations of gender and gender-stereotypes portrayed in social media and in domestic constructs (gender roles in family photos).
- For students to conduct an analysis of gender representations in ‘selfies’ and self-portrait photographs created by international artists.
- To explore how characteristics associated with each sex can negatively contribute to limited choices and gender discrimination.
- Pose questions for class discussion on art and social change such as, “Can challenging rigid gender norms and gender inequities create positive social change and equal human rights worldwide?”

COURSES AND SUGGESTED COURSE LEVELS:

- Intended for beginning through advanced photography students in either digital or traditional photography courses.
- Students are able to use various levels of technical skills such as photographic abilities, beginning or advanced lighting skills (natural light or studio lights), Adobe Photoshop or post-processing techniques, as well as a variety of levels of conceptual visual expression of complex ideas in their projects.

MATERIALS:

- Handouts for the project and the In-Class Activities have been provided. Permission is given to reproduce these handouts and documents for classroom use only. Each lesson provides a list of materials for that lesson. Students need cameras of any type.

TIME:

- The Gender & Human Rights ‘Selfie’ Project ONE is divided into three lessons (final lesson is the critique and reflection). Each lesson will take one class period depending on the time of the class period. I also give the students one to two lab days to work on the project and ask questions.

ASSESSMENT:

Assignment Requirements Completed by Student:

- 'Selfie' Photograph
- Caption (with all three required parts, see project handout)
 - Part 1 (Intro.: *I defy or embody a gender-based stereotype/trait...*)
 - Part 2 (Article from UDHR that relates to project...)
 - Part 3 (International Case Study Utilized...)
 - Caption Edited and Proofread (Spelling & Grammar)
- Technical Requirements Achieved (specific to each photography course)
 - Suggestions:
 - Properly Exposed Photograph (not too dark or too light)
 - Successful Use of Lighting/Light Source
 - Acceptable Print Quality
 - Professional Level Presentation/Display
 - Composition (Successful framing &/or arrangement of Visual Elements in Image)
 - BONUS: Student takes project beyond the classroom by distributing or displaying it on-campus or online.

** Because this project is highly conceptual and often the first creatively challenging project for many students depending on the course, I typically grade them on their technical skill success with the project and if they completed all required parts of the project. I often do not grade them on their creative expression because it is such a conceptually challenging assignment. For upper level courses I do assess their quality of visual expression and ideas (this is definitely discussed in the upper level course critiques).*

GENDER & HUMAN RIGHTS 'SELFIE' PROJECT **ONE** LESSON PLAN

<p>CLASS 1: IN-CLASSROOM ACTIVITY:</p>	<p>Designed for one 2-3 hour class (or break into a few class days):</p>
<p>1. INTRODUCTION TO UDHR: Show History of Universal Declaration of Human Rights Youtube Video to the class for a basic introduction to the UDHR.</p>	<p>History of Human Rights: http://www.youtube.com/watch?v=nCQWwkERit4 9min. 49sec.</p>
<p>2. INTRODUCTION to GENDER: SHOW GENDER-BASED SLIDES by these two photographic artists (Introduction to 'gender' as expressed visually in photographic images): (Classroom Group Activity)</p>	<p>a. JANA MARCUS – 'TRANSFIGURATIONS' PROJECT http://www.janamarcus.com/current/aboutTransfigurations.htm Read the quotes from the subjects as you show the images of transsexual and transgender individuals as a way to emphasize gender characteristics.</p> <p>b. PETER MERTS - 'MASCULINITY' PROJECT http://petermerts.com/galleries/2_Fine_Art/fa99_masculinity/ As you flip through the slides, ask students to contemplate whether they see the image(s) as masculine or feminine?</p>
<p>3. INTRODUCTION TO 'Gender vs. Sex' and 'Gender Stereotypes' Slides (show slides with this information on the overhead):</p>	<p>a. Definition of Sex: either of the two main categories (male and female) into which humans and many other living things are divided on the basis of their reproductive functions.</p> <p>b. Definition of Gender: the state of being male or female (typically used with reference to social and cultural differences rather than biological ones).</p> <p>c. Give examples of Gender Stereotypes: (or ask class to describe some).</p>

<p>4. FAMILY PHOTOGRAPH & DOMESTIC BACKGROUND GENDER ANALYSIS ACTIVITY & HANDOUT (Small Group Activity) <i>*Be sure to email students to remind them to bring their family photos to class for this in-class activity.</i></p>	<p>a. Each student is asked to bring a photograph from their childhood or adolescence that shows their family (parents and siblings). OR students can bring any found photo of a family. b. Assign GROUPS OF 2-3 STUDENTS in class to trade and analyze the family photographs using the 'FAMILY PHOTO & GENDER ROLES ANALYSIS HANDOUT' on next page. <i>NOTE: There will be students who will not bring their family photo to class and I have a suggestion for what to do in this case. First put those who did bring their family photos to class into groups of two. Then add the students without a family photo to the groups of two so that some groups will have three students. The students without photos will use the 'FAMILY PHOTO ANALYSIS HANDOUT' to also analyze one of the other student's family photo in their group (this way they can still see the process and participate).</i></p>
<p>5. DISCUSSION OF HUMAN RIGHTS AND SPECIFIC Gender-based ARTICLES 2, 16, 23, 24, 25, 25, 26 through slide lecture. (Group Activity)</p>	<p>(HOMEWORK ASSIGNMENT FOR NEXT CLASS-TIME):</p> <ol style="list-style-type: none"> 1. View YOUTUBE Videos about History of UDHR: https://www.youtube.com/watch?v=hyVJHpiHO8I & http://www.youtube.com/watch?v=nCQWwkERit4 2. VIEW UDHR ONLINE and then summarize Articles 2, 16, 23, 24, 25, 26 (print or write this on a piece of paper to turn-in at the next class meeting). (HOMEWORK) 3. Then FIND ONE PHOTOGRAPH online that visually represents <u>one</u> of these articles (have students put the image into a Word document labeled with the Article # and citations for where they found the image(s) as well as who took the photograph). Print this document and bring it to class. (HOMEWORK).
<p>6. SLIDE LECTURE ON 'SELFIE' EXAMPLES & 'SELF PORTRAITS' BY INTERNATIONAL ARTISTS THAT PORTRAY GENDER ISSUES (Group Activity). *Email me for PDF presentation for Educational Use if interested: loudenlesley@hotmail.com</p>	<p>7. These are examples of artists below and you can find their work online. Also, view Adbusters online for more ideas on 'Cultural Jamming'.</p> <p>Vivian Maier, Samuel, Zhang Huan, Catherine Opie, Nikki S. Lee, Jen Davis, Yasumasa Morimura, Tseng Kwong Chi, Cindy Sherman, Hannah Wilke, Anna Casasbroda, Annu Palakunnathu Matthew, Gillian Wearing, Shokoufeh Alidousti, Julie Pochron, Christian Thompson, Shannon Plumb, Trish Morrissey, Slater Bradley, Gaueca, Marnix Goossens, Robert Mapplethorpe, Gender & Social Constructs: Jana Marcus, Mido Lee, Peter Mertz. Also, this link has some 'creative self portraits': http://iso.500px.com/creative-self-portraits/</p> <p><i>Discuss the visual language of gender as expressed in visual images. Also, point out examples of basic vs. sophisticated use of the visual language/symbolism of art and photography expression to express conceptual topics. Various technical skills can be added to the project from camera operations to lighting techniques.</i></p>

<p>8. SHOW A FEW EXAMPLES OF 'GENDER & HUMAN RIGHTS SELFIE' PROJECTS (& LET STUDENTS KNOW YOU WILL DISCUSS PART 2 OF THE ASSIGNMENT – 'CAPTION WRITING' AT THE NEXT CLASS-TIME).</p>	<p>a. <u>NOTE:</u> <i>I created my own 'selfie' example for the project to show the students that I was also willing to complete the assignment that I asked them to do.</i></p>
<p>9. HANDOUT THE 'Gender & HR SELFIE PROJECT' ASSIGNMENT HANDOUT TO EACH STUDENT</p>	<p>- Project Handout on Next Page(s)</p>

SIDE 1: Family Photograph & Gender Roles Analysis Handout

Your First Name: _____

STEP 1. On this Side 1 of the handout write down answers to these questions based on your own family photograph (or the photograph you brought to class).

DO NOT SHOW THIS SIDE TO YOUR PARTNER YET.

Questions about your family photo:	Answers about your family photo:
1. Who had the most decision-making power?	
2. Who controlled the finances?	
3. Who did most of the cleaning?	
4. Who took care of the children?	
5. How would this photograph be different if it were made a century ago? A hundred years from now?	
6. Did anyone in your family (growing up) act differently from how their gender was "supposed" to act?	

<p><u>STEP 2:</u> * Answer Question 8A. on other side of paper (don't answer Question 8B. that is for your partner).</p>	<p><u>STEP 3:</u> THEN TRADE THIS HANDOUT & YOUR FAMILY PHOTO TO YOUR DESIGNATED PARTNER. DO NOT LET YOUR PARTNER VIEW THIS SIDE OF THE PAPER BEFORE THEY ANSWER THE QUESTIONS ON SIDE 2.</p>
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SIDE 2: Family Photograph & Gender Roles Analysis Handout

First Name of Group Partner (AFTER YOU TRADE): _____

DO NOT LOOK AT THE OTHER SIDE OF THIS PAPER YET.

STEP 1: On this Side 2 of the handout write down answers to these questions based on your PARTNER'S family photograph.

Questions about your family photo:	Answers about your family photo:
1. Who do you think had the most decision-making power?	
2. Who do you think controlled the finances?	
3. Who do you think did most of the cleaning?	
4. Who do you think took care of the children?	
5. What gender dress-codes portray social markers in the image?	
6. Describe any examples of stereotypes of women and girls, men and boys you see in the image?	
8A. WRITE THE PROFESSION OF YOUR PARENTS (DON'T SPECIFY WHICH PARENT):	QUESTION FOR PARTNER: 8B. STATE WHICH PARENT YOU BELIEVE DID WHICH PROFESSION (BASED ON YOUR PARTNER'S FAMILY PHOTO):
ONE OF PARENT'S PROFESSION:	
ONE OF PARENT'S PROFESSION:	

Gender & Human Rights ‘Selfie’ Project ONE

#humanrightsselfie, #myhumanrightsselfie, #genderequality, #howdoyoudefyagenderstereotype

Stanford Human Rights Education Initiative Project (SHREI)

Instructor: Lesley Louden • loudenlesley@hotmail.com

www.humanrightsselfieproject.weebly.com

You will study Articles 2, 16, 23, 24, 26 in the UDHR (Universal Declaration of Human Rights) and international gender-based human rights issues and then create a self-portrait photograph that portrays how you or someone you know embodies or defies a gender-based stereotype. After you design and create your own personal human rights gender-based ‘selfie’ (or assist another person in creating their own ‘selfie’) you will complete research to relate your topic to a global human rights gender issue and describe this relationship in a photographic text caption.

The #humanrightsselfie project is inspired by the internationally popular social networking ‘selfie’ trend where individuals (or groups, ‘group selfies’ or ‘sexy selfie’) take a picture to represent themselves with their smartphone or webcam and upload it for display on a social networking website. To assist in deconstructing representations of gender and gender-stereotypes portrayed in social media and domestic constructs, we will conduct an analysis of gender representations in ‘selfies’ and self-portrait photographs created by international artists, as well as an examination of gender roles present in your own family photos from your childhood. This examination strives to explore how characteristics associated with each sex can negatively contribute to limited choices and gender discrimination. Can challenging rigid gender norms that sometimes lead to gender inequities create positive social change and equal human rights for men and women worldwide?

STEPS for the Project, After Completing In-Class Activities & Instructions:

1. **Consider how you may embody or defy a gender-based stereotype?**
2. **Decide if you will do a ‘selfie’ of yourself or assist another person** in creating his or her own ‘selfie’? **You may take the photograph of them but discuss and collaborate on ‘how your subject embodies or defies a gender based stereotype and how you will portray this in the photograph.’*
<http://en.wikipedia.org/wiki/Selfie>
3. **Design and create the ‘selfie’ image & find inspiration** in the ‘selfies’ and self-portrait works of international photographic artists presented in your class (see website for list of photographic artists who have created self-portraits www.humanrightsselfieproject.weebly.com). Consider what location/environment, props, dress, setting, mood, use of symbolism, color, camera angle, and equipment will best portray your idea. If you are in a digital class (not darkroom) be sure to keep a large print quality file in case your class has an HR ‘selfie’ exhibition and you need a high-quality print.
4. **Read the Universal Declaration of Human Rights** and decide which gender-based article relates to your ‘selfie.’ <http://www.un.org/en/documents/udhr/>
Also, watch these two youtube videos on the UDHR:
UDHR: <http://www.youtube.com/watch?v=hTlrSYbCbHE>
The Story of Human Rights: <http://www.youtube.com/watch?v=oh3BbLk5UIQ>
 - a. Specifically See **Articles 2, 16, 23, 24, 26 (gender-based Articles):**
 - i. Article 2 (Freedom from Discrimination Regardless of Sex)
 - ii. Article 16 (Right to Marry)
 - iii. Article 23 (Employment equality)
 - iv. Article 24 (Right to rest and leisure, reasonable working hours)
 - v. Article 26 (Right to Education)

5. After you have created your 'selfie' **read the 'CASE STUDIES HANDOUT' FOR LINKS THAT RELATE TO THE ARTICLE YOU FOCUSED ON IN YOUR PROJECT.** Case Studies also on website under 'Curriculum' button: www.humanrightselfieproject.weebly.com

This information will be used to **write your text caption** that will accompany your 'selfie' (short text that will accompany your 'selfie.'). This can be typed or handwritten and it will be displayed next to your selfie. Be sure to proofread your caption before printing.

In your caption (include these three parts for full credit):

1. Start by writing about what you chose to portray in **your gender-based stereotype**.
Example: *I defy a gender-based stereotype (or embody) ... in my participation in sports, even today.*
2. Include the Article # your project confronts (such as ... Articles 2, 23, 26 etc...).
3. Next, in your caption include **information about the international human rights gender-based violation** and/or protection that you explored in the 'Case Studies Handout.' You must choose one 'Case Study' from the handout. Link the 'Case Study' you chose by the Article # your project confronts. The 'Case Study' may not have a direct, exact same link to the topic you explored, this is okay, link it through transition words the best you can (see examples below & ask your instructor for assistance if you need help).

Caption Example: I embody a gender-based stereotype because the media has made me conform to certain gender stereotypes and certainly put pressure on the way I choose to dress as a woman. If I were to be discriminated against by not being given a particular job (or maybe you have been, write this here) because of the way that I choose to represent my gender that could be a violation of Article #2 (Freedom from Discrimination) from the Universal Declaration of Human Rights. However more extreme this instance is, in Jakarta, Indonesia a transgender person was bullied, discriminated against, and physically attacked for the way she looked. #humanrightselfie, #myhumanrightselfie, #genderequality, #universaldeclarationofhumanrights, #udhrarticle2, #howdoyoudefyagenderstereotype

SEE ARTICLE #2 CASE STUDY: ISSUE: A TRANSGENDER STORY

OR you could write a metaphor that relates to your project and one of the Case Studies:

EXAMPLE: "I comb my short- androgynous styled hair, defiant and proud like a teenaged Indian girl ruffles the pages of her novel, secretly escaping her married prison." SEE

ARTICLE #2 CASE STUDY: ISSUE: Child Brides

"How to Write A Metaphor" Writing Activity:

<http://www.wikihow.com/Write-a-Metaphor>

6. **BONUS:** Post your image on a social networking website along with your caption as a way to educate your community about Gender and the Universal Declaration of Human Rights.
- a. Add hashtags: *#humanrightselfie, #myhumanrightselfie, #genderequality, #article2, #article23, #article24, #article26, #universaldeclarationofhumanrights*

For Traditional Darkroom Photographs: You can use the transparency #tags to place over the very bottom of your image. OR if you want to use any other text you can print out the text you want to use and then have it xeroxed onto a transparency at Kinkos. Then you place the transparency over top of the image while you expose the paper with your negative (and the black text on transparency will block the light from the enlarger and imprint your text in white on top of your photograph).

CLASS 2: IN-CLASSROOM ACTIVITY:	Designed for one 2-3 hour class (or break into a few class days):
1. SHOW EXAMPLES OF 'HRSELFIE PROJECT CAPTIONS' (+ Images)	NOTE: <i>I wrote a caption to go along with my 'selfie' example to share with the class.</i>
2. GIVE OUT & DISCUSS 'CASE STUDIES HANDOUT' FOR ARTICLES 2, 16, 23, 24, 25, 26 AND OTHER WEBSITES FOR FINDING INFORMATION FOR THEIR CAPTION.	<p style="color: red;">At this time also have students share the results from their homework. Students should share the Word document they brought that has the example photograph that represents one of the Articles from the UDHR.</p> <p>-CASE STUDIES HANDOUT ON NEXT PAGE(S)</p>

3. IN-CLASS WRITING WORKSHOP FOR WRITING CAPTIONS – USING AN IMAGE AS AN EXAMPLE, HAVE STUDENTS WRITE A PRACTICE CAPTION. STUDENTS CAN USE 'CASE STUDY HANDOUT' AND SHARE CAPTION RESULTS WITH A PARTNER. (Individual and Small Group Activity) *Three required parts for captions (see project handout).	SEE PROJECT HANDOUT: <i>Example: I embody a gender-based stereotype because the media has made me conform to certain gender stereotypes and certainly put pressure on the way I choose to dress as a woman. If I were to be discriminated against by not being given a particular job (or maybe you have been, write this here) because of the way that I choose to represent my gender that could be a violation of Article #2 (Freedom from Discrimination) from the Universal Declaration of Human Rights. However more extreme this instance is, in Jakarta, Indonesia a transgender person was bullied, discriminated against, and physically attacked for the way she looked. #humanrightselfie, #myhumanrightselfie, #genderequality, #universaldeclarationofhumanrights, #udhrarticle2, #howdoyoudefygenderstereotype</i> SEE ARTICLE #2 CASE STUDY: ISSUE: A TRANSGENDER STORY OR you could write a metaphor that relates to your project and one of the Case Studies: <i>EXAMPLE: "I comb my short- androgynous styled hair, defiant and proud like a teenaged Indian girl ruffles the pages of her novel, secretly escaping her married prison."</i> SEE ARTICLE #2 CASE STUDY: ISSUE: Child Brides "How to Write A Metaphor" Writing Activity: http://www.wikihow.com/Write-a-Metaphor
4. STUDENTS SHARE IDEAS FOR 'HR SELFIE' PROJECT & BRAINSTORM IDEAS OR TOPIC(S) TO COVER IN THE CAPTION.'	

<p>5. USE OF TEXT & IMAGE A discussion of various ways the students could incorporate their text with their images could be an option here. You could show slide examples of how other photographers have incorporated text into their images (placed over the images, under the image in handwriting, as a diptych with the text printed the same size as their selfie image etc...).</p>	<p>(HOMEWORK ASSIGNMENT FOR NEXT CLASS-TIME): STUDENT CREATION OF 'HR Selfie' + Caption (HOMEWORK)</p>
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CASE STUDIES (For Caption Research & Writing):

Gender & Human Rights 'Selfie' Projects ONE & TWO

Lesley Louden **If link does not work, copy the link, paste it into your search engine and see if it now shows up.*

INTERNATIONAL CASE STUDIES FOR EACH ARTICLE:

- For how to use the CASE STUDIES (see the Project Caption Steps in the Project Handout)

- ARTICLE 2: FREEDOM FROM DISCRIMINATION

(Also relates to these Articles):

- [ARTICLE 1: RIGHT TO EQUALITY](#)
- [ARTICLE 3: RIGHT TO LIFE, LIBERTY, & PERSONAL SECURITY](#)
- [ARTICLE 5: FREEDOM FROM TORTURE & DEGRADING TREATMENT](#)

ISSUE: Treatment of Muslim Women in Afghanistan

Veiled Rebellion: Photographs by Photojournalist Lynsey Addario:

- <http://wovexhibition.org/photographers/lynsey-addario/photos/veiled-rebellion-2010>

& Article from "Veiled Rebellion" National Geographic Story:

- <http://ngm.nationalgeographic.com/2010/12/afghan-women/rubin-text>

ISSUE: Transgender

HATE CRIME CHARGES: (About a boy who set a transgender -"non-binary" gender high school student on fire on a bus in Oakland, CA (11/7/2013):

- <http://www.sfgate.com/bayarea/article/Hate-crime-charges-for-boy-in-Oakland-bus-attack-4965055.php>
- <http://www.hrc.org/issues/transgender>

& SOCIAL INCLUSION: A TRANSGENDER STORY (Jakarta, Indonesia):

- https://www.youtube.com/watch?v=g1GaZBk9oIQ&feature=player_embedded

"MOTHER MONSTER: LADY GAGA AND QUEER SUBJECTIVITIES"

by Tazetta Goldstein Yerkes

<https://docs.google.com/file/d/0BxozPLHzODnIWWRCNE1nVV9jVE0/edit>

ISSUE: Child Brides

Too Young to Wed (Award Winning Website): <http://tooyoungtowed.org/#/explore>

Too Young to Wed, 2011: Photographs by Photojournalist Stephanie Sinclair:

- <http://wovexhibition.org/photographers/stephanie-sinclair/photos/too-young-to-wed-2010>

& Article from "Too Young to Wed" National Geographic Story:

- <http://ngm.nationalgeographic.com/2011/06/child-brides/gorney-text>

Photographs about Child Brides: Population Connection's magazine, *The Reporter*, Volume 44, Issue 1 published in February 2012:

http://issuu.com/popconnect/docs/february_2012

Population Connection Fact Sheet on Child Marriage (Click on the Child Marriage PDF):

- http://www.populationconnection.org/site/PageServer?pagename=issues_defendingwomensrts

FYI: What are some common forms of sexism men face? (NOT AN INTERNATIONAL CASE STUDY)

http://www.huffingtonpost.com/quora/what-are-some-common-form_b_4473062.html

- ARTICLE #16 – MARRIAGE

ISSUE: INTERNATIONAL SAME SEX MARRIAGE:

- <http://www.reuters.com/article/2013/06/18/us-gaymarriage-poll-idUSBRE95H09T20130618>

ISSUE: POLYGAMY: Family law change to end polygamy in Morocco:

• <http://www.theage.com.au/articles/2003/10/13/1065917340424.html?from=storyrhs>

- ARTICLE #23 – EMPLOYMENT (Everyone has the right to work for a fair wage in a safe environment and to join a trade union.)

ISSUE: ECONOMIC EMPOWERMENT:

FROM 'HALF THE SKY'

The key to lifting women out of poverty

• <http://www.pbs.org/independentlens/half-the-sky/economic-empowerment/>

Women have historically borne the burden of poverty worldwide, falling far behind men in access to land, credit and employment.

Can Skills Training Programs Increase Employment for Young Women?

The Case of Liberia:

• <http://www.worldbank.org/en/results/2013/02/01/can-skills-training-programs-increase-employment-for-young-women-the-case-of-liberia>

- ARTICLE #24 – RIGHT TO REST & LEISURE

With Dignity: The Right to Rest & Leisure:

• <http://blogs.lawrence.edu/vcsc/2011/10/with-dignity-the-right-to-rest-and-leisure.html>

ISSUE: PLIGHT OF ILLEGAL WORKERS

The Plight of the "Illegal" Nanny:

• <http://ideas.time.com/2013/03/06/the-plight-of-the-illegal-nanny/#ixzz2o9GdN8nC>

&

The Invisible World of Nannies, Housekeepers and Caregivers:

• <http://ideas.time.com/2012/11/27/why-domestic-workers-need-a-bill-of-rights/#ixzz2o9GvZ3gz>

- ARTICLE #25 – RIGHT TO AN ADEQUATE STANDARD OF LIVING AND MEDICAL HELP IF ILL

(Motherhood and childhood are entitled to special care and assistance.)

ISSUE: Maternal Mortality:

• <http://righttomaternalhealth.org/about-maternal-mortality>

No Woman Behind:

Closing the gaps between duty bearers and rights-holders to improve safe motherhood

• <http://righttomaternalhealth.org/project/no-woman-behind>

- ARTICLE #26 – RIGHT TO EDUCATION (Everyone has the right to go to school.)

ISSUE: Education for Girls

FROM 'HALF THE SKY'

Education is the ladder out of poverty for girls

• <http://www.pbs.org/independentlens/half-the-sky/education/>

Educating the world's girls and women is one of the best social development investments to be made. But despite gains in access to education, keeping girls in school remains a struggle in the developing world.

CLASS 3: IN-CLASSROOM ACTIVITY:	Designed for one 2-3 hour class (or break into a few class days):
1. CRITIQUE OF 'HR SELFIE Projects' ONE.	
2. STUDENTS WRITE A REFLECTION ON PROJECT.	

Homework for 'selfie' ONE:

AFTER Class 1 – Homework Assignments:	
1. – Complete a Summary of Articles 2, 16, 23, 24, 25, 26 (type or handwrite this information to turn-in at our next class meeting). Then find one photographic image online that expresses one of these Articles. Use these links to find one photographic example that visually expresses one of the above Articles from the UDHR. (Bring to next class). <i>*This works well in online class discussion too.</i>	<ul style="list-style-type: none"> i. PBS: Photography & Social Change http://www.pbs.org/ktca/americanphotography/features/social.html ii. Photo Philanthropy http://photophilanthropy.org/ iii. Blue Earth Alliance http://www.blueearth.org/projects/index.cfm iv. Moving Walls: Open Society Foundation Documentary Photography Project http://www.opensocietyfoundations.org/moving-walls/ v. Magnum in Motion http://inmotion.magnumphotos.com/ vi. Life http://lightbox.time.com/?iid=lf tn
2. Watch Youtube UDHR history videos.	https://www.youtube.com/watch?v=hyVJHpiHO8I & http://www.youtube.com/watch?v=nCQWwkERit4
3. Bring potential ideas for UDHR 'selfie' project to share in small group.	

AFTER Class 2 – Homework Assignments:	
1. – Complete 'HR Selfie' Project + Caption for Critique	
2. -Review Case Studies, use in captions	- Students see Project Handout for "How to write the caption..." and then use the "Case Studies Handout"

Human Rights ‘Selfie’ Project TWO: Advertising & Appropriation

UNIT INTRODUCTION

RATIONALE AND INTRODUCTION TO LESSONS:

Students will study articles in the UDHR (Universal Declaration of Human Rights), media and advertising influences on gender, and international gender-based human rights issues and then create a digitally altered self-portrait photograph that explores your own ideas about gender-based representation, stereotypes, and identity. As a class we will watch Jean Kilbourne’s documentary film, *“Killing Us Softly: Advertising’s Image of Women”* (& men), in order to analyze the influence of visual media, advertising, and popular culture on gender. Then students will design and create their own personal human rights gender-based ‘selfie’ using art appropriation techniques, Adobe Photoshop compositing and retouching skills, and influences from research they will complete on international human rights gender issues.

UNIT GOALS & LEARNING OUTCOMES:

- To assist in deconstructing the pressures of media and advertising on representations of gender and gender-stereotypes portrayed in advertising.
- To conduct analysis of gender representations in visual media and in photographic artworks created by international artists.
- To explore how characteristics associated with each sex can negatively contribute to limited choices and gender discrimination.
- To pose class discussion questions regarding art and social change such as, “Can challenging rigid gender norms that sometimes lead to gender inequities create positive social change and equal human rights for all people, regardless of gender worldwide?”
- To learn to express conceptual and intellectual ideas in visual projects (cultural jamming).
- To study art appropriation techniques and legal issues of art and appropriation.

COURSES AND SUGGESTED COURSE LEVELS:

- Intended for beginning, intermediate, or advanced Adobe Photoshop or Digital Post-Processing courses for students in Photography and Design. Also designed for Art courses (such as a collage, printmaking, painting, and/or two-dimensional design course(s)).
- I assign this lesson as the second to last or final project in my courses in order for the students to have the technical skills required to complete the main project.
- If for an Adobe Photoshop course, minimum technical skill requirements: introductory compositing techniques with layers to more advanced use of blending modes, masking and retouching skills.

MATERIALS:

- Handouts for the project and the In-Class Activities have been provided. Permission is given to reproduce these handouts and documents for classroom use only. Each lesson provides a list of materials for that lesson. For Photoshop courses, need software.

TIME:

- The Gender & Human Rights Selfie Project TWO is divided into four lessons (final lesson is the critique and reflection). Each lesson will take one class period depending on the time of the class period. I also give the students one to two lab days to work on the project and ask questions.

ASSESSMENT:

Assignment Requirements Completed by Student:

- Selfie Photograph
- Caption (with all three required parts, see project handout)
 - Part 1 (Intro.: *I defy or embody a gender-based stereotype/trait...*)
 - Part 2 (Article from UDHR that relates to project...)
 - Part 3 (International Case Study Utilized...)
 - Caption Edited and Proofread (Spelling & Grammar)
- Technical Requirements Achieved (specific to each photography course)
 - Suggestions:
 - Properly Exposed Photograph (not too dark or too light)
 - Successful Use of Lighting/Light Source
 - Compositing/Retouching Completed in Successful Manner
 - Image Sharpened Appropriately
 - Acceptable Print Quality
 - Professional Level Presentation/Display
 - Composition (Successful framing &/or arrangement of Visual Elements in Image)
 - BONUS: Student takes project beyond the classroom by distributing or displaying it on-campus or online.

** Because this project is highly conceptual and often the first creatively challenging project for many students depending on the course, I typically grade them on their technical skill success with the project and if they completed all required parts of the project. I often do not grade them on their creative expression because it is such a conceptually challenging assignment. For upper level courses I do assess their quality of visual expression and ideas (this is definitely discussed in the upper level course critiques).*

GENDER & HUMAN RIGHTS 'SELFIE' PROJECT **TWO** LESSON PLAN

**Designed for about 4 class meetings or two weeks of class.*

<p>Adobe Photoshop and/or Post-Processing Skills Required for this Project (if assigned in a digital photo or design course): <i>*This lesson can also be given in an art course (2D design, collage, painting, printmaking etc...).</i></p>	<p>Compositing/Collage Techniques, Blend Modes in Photoshop, and/or Beauty Retouching: BASIC SKILLS NEEDED (This project can be done if they only know how to do this):</p> <ul style="list-style-type: none"> b. Composite Images Using Layers: http://www.youtube.com/watch?v=MmwrWCMdYqI <p>MORE ADVANCED SKILLS (Many more options for students if they also know how to do these):</p> <ul style="list-style-type: none"> c. Blend Modes in Photoshop: http://www.adobe.com/inspire/2012/06/composite-image-photoshop-cs6.html & Creatively Mixing Layers with Blend Modes http://www.photoshop.com/tutorials/7111 d. Beauty Retouching: <ul style="list-style-type: none"> i. http://www.smashingmagazine.com/2008/07/15/70-beauty-retouching-photoshop-tutorials/ ii. Healing Brush for Retouching: http://tv.adobe.com/watch/learn-photoshop-cc/removing-skin-blemishes-with-the-healing-brushes/ iii. Retouch, Airbrush, and Smooth Skin Professionally in Photoshop http://www.youtube.com/watch?v=N8XqJ8CQFVY e. More Advanced: http://vimeo.com/59581755 (Editing in the Style of Maggie Taylor) <p>Optional: Scanning or Document Photography (For Appropriating)</p>
<p>CLASS 1: IN-CLASSROOM ACTIVITY:</p>	<p>Designed for one 2-3 hour class (or break into a few class days):</p>
<p>1. AS A CLASS WATCH: Jean Kilbourne’s documentary film(s), “Killing Us Softly: Advertisings Image of Women” about the influence of media on gender and for inspiration for student project. (Classroom Group Activity)</p>	<ul style="list-style-type: none"> a. “Killing Us Softly 4” (this video often moves locations online, so search it and look for the version that is 45min. or so long) http://www.dailymotion.com/video/x1n3d88_killing-us-softly-4_news (HOMEWORK) Watch more of these films for inspiration on own: b. http://www.jeankilbourne.com/videos/ (All “Killing Us Softly” films) c. “Killing Us Softly 3” http://documentaryheaven.com/killing-us-softly-3-advertisings-image-of-women/ d. “Tough Guise: Violence, Media & the Crisis in Masculinity” http://www.youtube.com/watch?v=3exzMPT4nGI <p><i>*If any of these links do not work, search the title online and see if you can find them.</i></p>

<p>2. INTRODUCTION TO UDHR & DISCUSSION OF FILM & UDHR CONNECTION: Show History of Universal Declaration of Human Rights Youtube Video to the class for a basic introduction to the UDHR.</p>	<p>a. History of Human Rights: http://www.youtube.com/watch?v=nCQWwkERit4</p> <p>b. DISCUSSION OF HUMAN RIGHTS AND SPECIFIC Gender-based ARTICLES 2, 16, 23, 24, 25, 25, 26 through slide lecture. (Group Activity)</p>
<p>3. INTRODUCTION to GENDER: SHOW GENDER-BASED SLIDES by these two photographic artists (Introduction to 'gender' as expressed visually in photographic images): (Classroom Group Activity)</p>	<p>a. JANA MARCUS – 'TRANSFIGURATIONS' PROJECT http://www.janamarcus.com/current/aboutTransfigurations.htm Read the quotes from the subjects as you show the images of transsexual and transgender individuals as a way to emphasize gender characteristics.</p> <p>b. PETER MERTS - 'MASCULINITY' PROJECT http://petermerts.com/galleries/2_Fine_Art/fa99_masculinity/ As you flip through the slides, ask students to contemplate whether they see the image(s) as masculine or feminine?</p>
<p>4. TRANSCULTURAL GENDER SENSITIZATION ACTIVITY & HANDOUT: RESPONSES TO INTERNATIONAL MEDIA & ADVERTISING IMAGES. (Group Activity) *Handout on next page(s)</p>	<p>a. Instructor chooses 5 different International Advertisements (can choose from list below) to present on the projector to the class.</p> <p>b. Each student is given a handout that reads: Advertising Image 1, Ad 2, Ad 3, Ad 4, Ad 5 so that they can fill out their initial responses and/or a brief explanation of what they can infer about gender in five different international beauty or fashion advertisements that utilize photographic images.</p> <p>c. The students should then get into small groups and discuss what they found in each of the Ads in relation to gender. Then bring the groups back together as a class and ask groups to share interesting comments with everyone.</p> <p>Below are links for a few suggested examples of International Advertisements. However, you can look up ads by country at this website: http://adsoftheworld.com/</p>

<p>i. Ad(s) from South Africa http://adsoftheworld.com/media/print/bonjela_flowers & http://adsoftheworld.com/media/print/playboy_sa_deforestation & http://adsoftheworld.com/media/print/rediscover_dairy_full_of_goodness_1</p> <p>ii. Ad from Argentina http://adsoftheworld.com/media/print/tulipan_horoscope_1</p> <p>iii. Ad from Singapore:</p>

	<p>http://adsoftheworld.com/media/outdoor/loreal_revitalift_laser_x3_upside_down_earrings</p> <p>iv. Ad from Venezuela: http://adsoftheworld.com/media/online/kelocote_dont_you_wish_you_could_erase_th_at_scar</p> <p>v. Ad from Lebanon http://adsoftheworld.com/media/print/samsung_optical_zoom_beach & http://adsoftheworld.com/media/ambient/kelloggs_cereals_drop_a_jeans_size</p> <p>vi. Ad from Ecuador (condoms) http://adsoftheworld.com/media/print/duo_condoms_toys_2</p> <p>vii. Ad from Mexico http://adsoftheworld.com/media/print/canipec_wire</p> <p>viii. Ad from India http://adsoftheworld.com/media/print/tulip_bali_spa_renounce_stress_man</p> <p>ix. Ad from Ecuador http://adsoftheworld.com/media/print/hidrofugal_soccer</p> <p>x. Ad from UK http://adsoftheworld.com/media/print/rebel_nails_finger & http://adsoftheworld.com/media/print/axe_shower_gel_cream</p> <p>xi. Ad from New Zealand http://adsoftheworld.com/media/outdoor/schick_razor_would_you_kiss_you_3</p> <p>xii. Ad from China http://adsoftheworld.com/media/print/yangyuanqing_ladybug</p> <p>xiii. RUSSIAN VOGUE: http://i.dailymail.co.uk/i/pix/2009/01/21/article-0-0320A2EC000005DC-877_468x613.jpg</p> <p>xiv. JAPANESE VOGUE: http://i.models.com/oftheminute/images/2010/01/vogue-cover.jpg</p>
<p>5. SLIDE LECTURE ON ‘SELFIE’ EXAMPLES &/OR PHOTOGRAPHS THAT PORTRAY GENDER ISSUES BY INTERNATIONAL ARTISTS.</p> <p>*Email me for PDF presentation for Educational Use:loudenlesley@hotmail.com</p>	<p>Works by: Robert Heinecken, Lorna Simpson (New Works), Richard Prince, Duane Michals, Maggie Taylor, Loretta Lux, Pedro Meyer, Maya Goded, Kelli Connell, Anthony Goicolea, Bernard Faucon, Yasumasa Morimura, Miwa Yanagi, Shōji Ueda, Lorna Simpson, Claude Cahun, Barbara Kruger, and assemblage artists Wallace Berman & Edmund Teske). (Group Activity).</p> <p>- <i>Discuss the visual language of gender as well as basic vs. sophisticated use of the visual language of art and photography expression to express conceptual topics.</i></p> <p>- <i>Various levels of students will implement various photographic skills and Photoshop skills such as the use of natural light vs. studio lighting, basic camera skills vs. more advanced portrait techniques.</i></p>
<p>6. HANDOUT THE ‘HR SELFIE PROJECT’ TWO ASSIGNMENT FORM TO EACH STUDENT</p>	<p>*Project Handout on next page(s)</p>

TRANSCULTURAL GENDER SENSITIZATION
ACTIVITY & HANDOUT:
RESPONSES TO INTERNATIONAL MEDIA & ADVERTISING IMAGES
'Selfie' Project TWO

Write your initial response or a brief explanation of what you can infer about gender in these five different international beauty or fashion advertisements that each utilize photographic images. All Images from: <http://adsoftheworld.com/> (Find 5 different International Ads to analyze).

1. Advertising Image 1:

2. Advertising Image 2:

3. Advertising Image 3:

4. Advertising Image 4:

5. Advertising Image 5:

Human Rights ‘Selfie’ Project TWO: Advertising, Appropriation, Retouching, & Photoshop

#humanrightsselfie, #myhumanrightsselfie, #genderequality, #howdoyoudefygenderstereotype

Stanford Human Rights Education Initiative Project (SHREI)

Instructor: Lesley Louden • loudenlesley@hotmail.com

www.humanrightsselfieproject.weebly.com

You will study Articles in the UDHR (Universal Declaration of Human Rights), media and advertising influences on gender, and international gender-based human rights issues and then create a digitally altered self-portrait photograph that explores your own ideas about gender-based representation, stereotypes, and identity. As a class we will watch Jean Kilbourne’s documentary film, *“Killing Us Softly: Advertising’s Image of Women”* (& men), in order to analyze the influence of visual media, advertising, and popular culture on gender. Then you will design and create your own personal human rights gender-based ‘selfie’ using art appropriation techniques, photoshop compositing and retouching skills, and influences from research you will complete on international human rights gender issues.

The #humanrightsselfie project is inspired by the internationally popular social networking ‘selfie’ trend where individuals (or groups, ‘group selfies’) take a picture to represent themselves with their smartphone or webcam and upload it for display on a social networking website. To assist in deconstructing the pressures of media and representations of gender and gender-stereotypes portrayed in advertising, we will conduct an analysis of gender representations in visual media and in photographic artworks created by international artists. This examination strives to explore how characteristics associated with each sex can negatively contribute to limited choices and gender discrimination. Can challenging rigid gender norms that sometimes lead to gender inequities create positive social change and equal human rights for all people, regardless of gender worldwide?

STEPS for the Project, After Completing In-Class Activities & Instructions:

7. Watch Jean Kilbourne’s documentary film(s), *“Killing Us Softly: Advertising’s Image of Women”* about the influence of media on gender and for inspiration for your project. *If links don’t work, google the titles.
 - a. <http://www.jeankilbourne.com/videos/> (view for all “Killing Us Softly” films)
 - b. “Killing Us Softly 4” http://www.dailymotion.com/video/x1n3d88_killing-us-softly-4_news
 - c. “Killing Us Softly 3” <http://documentaryheaven.com/killing-us-softly-3-advertisings-image-of-women/>
 - d. “Tough Guise: Violence, Media & the Crisis in Masculinity” <http://www.youtube.com/watch?v=3exzMPT4nGI>
8. How has media consumption affected your expression of gender? How have or do images in the media or popular culture affected you or enforce gender stereotypes? Use this as inspiration for your ‘selfie’.
9. Collect images from magazines, ads, books, stills from movies or videos (new or vintage) that you can appropriate into your photo-based gender-‘selfie’ piece. *What is appropriation?* Appropriation is the intentional borrowing, copying, and alteration of preexisting images and objects from human made visual media, a strategy that has been used by artists for millennia, to create a new work. Typically you must sufficiently transform the original images (appropriated images) with aim to challenge the way people think about art, objects, images, sounds, and culture for art appropriation to be legal. You can scan or photograph the sources to incorporate into your image. See for more information: http://en.wikipedia.org/wiki/Appropriation_%28art%29
10. Create ‘selfie’ images of yourself (does not have to be full body, can be parts of yourself or a visual representation of you). <http://en.wikipedia.org/wiki/Selfie>
11. Design and create your advertising and appropriation ‘selfie’ image & find inspiration and visual techniques, see website for list of photographic artists who have created self-portraits: www.humanrightsselfieproject.weebly.com. Consider what location/environment, props, dress, setting, mood, use of symbolism, color, camera angle, and equipment will best portray your idea. Digital print of any size is fine (format can be square, rectangular etc...). Keep a large print quality file in case we have an HR ‘selfie’ exhibition or display.
12. Use Blend Modes in Photoshop, Compositing Techniques, and/or Beauty Retouching (discussed in-class).
 - a. Blend Modes in Photoshop: <http://www.adobe.com/inspire/2012/06/composite-image-photoshop-cs6.html>

- & Creatively Mixing Layers with Blend Modes <http://www.photoshop.com/tutorials/7111>
 - b. **Composite Images Using Layers:** <http://www.youtube.com/watch?v=MmwrWCMdYqI>
 - c. **Beauty Retouching:**
 - i. <http://www.smashingmagazine.com/2008/07/15/70-beauty-retouching-photoshop-tutorials/>
 - ii. Healing Brush for Retouching: <http://tv.adobe.com/watch/learn-photoshop-cc/removing-skin-blemishes-with-the-healing-brushes/>
 - iii. Retouch, Airbrush, and Smooth Skin Professionally in Photoshop <http://www.youtube.com/watch?v=N8XqJ8CQFVY>
 - d. **More Advanced:** <http://vimeo.com/59581755> (Editing in the Style of Maggie Taylor)
13. **Read the Universal Declaration of Human Rights** and decide which gender-based article(s) relates to your 'selfie.' <http://www.un.org/en/documents/udhr/>
- Also, watch these two youtube videos on the UDHR:
 UDHR: <http://www.youtube.com/watch?v=hTlrSYbCbHE>
 The Story of Human Rights: <http://www.youtube.com/watch?v=oh3BbLkSUIQ>
- a. Specifically See **Articles 2, 16, 23, 24, 26 (gender-based)**
 - i. Article 2 (Freedom from Discrimination Regardless of Sex)
 - ii. Article 16 (Right to Marriage)
 - iii. Article 23 (Employment Equality)
 - iv. Article 24 (Right to Rest and Leisure, Reasonable Working Hours)
 - v. Article 26 (Right to Education)
- These Articles may also relate to your piece and you are welcome to use them:
 Article 1: Right to Equality
 Article 3: Right to Life, Liberty, and Personal Security
 Article 4: Freedom from Torture and Degrading Treatment
14. **Read 'Case Studies Handout' and find a 'Case Study' under the Article that your project relates to.** Case Studies also on website under 'Curriculum' button: www.humanrightsselfieproject.weebly.com
15. Use the information you found from your research to **write a caption** that will accompany your 'selfie' (short text that will accompany your 'selfie.'). This can be typed or handwritten and be displayed with your 'selfie' in a creative manner.
- In your caption (include these 3 parts):
- 4. Start by writing about what you chose to **portray in your project that relates to gender.**
 - 5. Write which **Article # your project relates to?**
 - 6. Next, **see the 'Case Studies Handout'. Find the Article # your project relates to** and then choose a case study (this case study may not have an exact or direct link to your project but be creative in how you can include information about it in your text caption.

Caption Example: *Pressure from media to conform to certain gender stereotypes has certainly put pressure on the way I choose to dress. If I were to be discriminated against by not being given a particular job (or maybe you have been, write this here) because of the way that I choose to represent my gender that could be a violation of Article #2 from the Universal Declaration of Human Rights. However more extreme this instance is, in Jakarta, Indonesia a transgender person was bullied, discriminated against, and physically attacked for the way she looked. #humanrightsselfie, #myhumanrightsselfie, #genderequality, #universaldeclarationofhumanrights, #udhrarticle2, #howdoyoudefyagenderstereotype - SEE ARTICLE #2 CASE STUDY: ISSUE: A TRANSGENDER STORY*

OR you could write a metaphor that relates to your project and one of the Case Studies:

EXAMPLE: "I comb my short- androgynous styled hair, defiant and proud like a teenaged Indian girl ruffles the pages of her novel, secretly escaping her married prison." SEE ARTICLE #2 CASE STUDY: ISSUE: Child Brides
"How to Write A Metaphor" Writing Activity:
<http://www.wikihow.com/Write-a-Metaphor>

16. **BONUS:** Post your image on a social networking website along with your caption as a way to educate your community about gender and the Universal Declaration of Human Rights.
- a. Add hashtags: *#humanrightsselfie, #myhumanrightsselfie, #genderequality, #article2, #article23, #article24, #article26, #universaldeclarationofhumanrights*

CLASS 2: IN-CLASSROOM ACTIVITY:	Designed for one 2-3 hour class (or break into a few class days):
1. HAVE STUDENTS SHARE THEIR IDEAS AND APPROPRIATION MATERIALS FOR THE 'SELIE' PROJECT.	Open Lab time in-class. Or do a technical demonstration on blending modes, layer masking or scanning. See technical links above.
2. GIVE STUDENTS OPEN LAB TIME TO SCAN, PHOTOGRAPH, AND WORK IN PHOTOSHOP.	

<p>CLASS 3: IN-CLASSROOM ACTIVITY:</p>	<p>Designed for one 2-3 hour class (or break into a few class days):</p>
<p>1. SHOW EXAMPLES OF 'HRSELFIE PROJECT CAPTIONS' (+ Images)</p>	<p>NOTE: <i>I wrote a caption to go along with my 'selfie' example to share with the class</i></p>
<p>17. GIVE OUT & DISCUSS 'CASE STUDIES HANDOUT' FOR ARTICLES 2, 16, 23, 24, 25, 26 AND OTHER WEBSITES FOR FINDING INFORMATION FOR THEIR CAPTION.</p>	<p>-CASE STUDIES HANDOUT ON NEXT PAGE(S)</p>
<p>18. IN-CLASS WRITING WORKSHOP FOR WRITING CAPTIONS – USING AN IMAGE AS AN EXAMPLE, HAVE STUDENTS WRITE A PRACTICE CAPTION. STUDENTS CAN USE 'CASE STUDY HANDOUT' AND SHARE CAPTION RESULTS WITH A PARTNER. (Individual and Small Group Activity)</p>	<p>SEE PROJECT HANDOUT: <i>Example: I embody a gender-based stereotype because the media has made me conform to certain gender stereotypes and certainly put pressure on the way I choose to dress as a woman. If I were to be discriminated against by not being given a particular job (or maybe you have been, write this here) because of the way that I choose to represent my gender that could be a violation of Article #2 (Freedom from Discrimination) from the Universal Declaration of Human Rights. However more extreme this instance is, in Jakarta, Indonesia a transgender person was bullied, discriminated against, and physically attacked for the way she looked. #humanrightsselfie, #myhumanrightsselfie, #genderequality, #universaldeclarationofhumanrights, #udhrarticle2, #howdoyoudefygenderstereotype</i> <u>SEE ARTICLE #2 CASE STUDY: ISSUE: A TRANSGENDER STORY</u> <u>OR you could write a metaphor that relates to your project and one of the Case Studies:</u> <i>EXAMPLE: "I comb my short- androgynous styled hair, defiant and proud like a teenaged Indian girl ruffles the pages of her novel, secretly escaping her married prison."</i> SEE ARTICLE #2 CASE STUDY: ISSUE: Child Brides <u>"How to Write A Metaphor" Writing Activity:</u> http://www.wikihow.com/Write-a-Metaphor</p>
<p>19. STUDENTS SHARE IDEAS FOR 'HR SELFIE' PROJECT & BRAINSTORM IDEAS OR TOPIC(S) TO COVER IN THE CAPTION.'</p>	

CASE STUDIES (For Caption Research & Writing):

Gender & Human Rights ‘Selfie’ Projects ONE & TWO

Lesley Louden **If link does not work, copy the link, paste it into your search engine and see if it now shows up.*

INTERNATIONAL CASE STUDIES FOR EACH ARTICLE:

- For how to use the CASE STUDIES (see the “How to Selfie...” Project Caption Steps)

- ARTICLE 2: FREEDOM FROM DISCRIMINATION

(Also relates to these Articles):

- [ARTICLE 1: RIGHT TO EQUALITY](#)
- [ARTICLE 3: RIGHT TO LIFE, LIBERTY, & PERSONAL SECURITY](#)
- [ARTICLE 5: FREEDOM FROM TORTURE & DEGRADING TREATMENT](#)

ISSUE: Treatment of Muslim Women in Afghanistan

Veiled Rebellion: Photographs by Photojournalist Lynsey Addario:

- <http://wovexhibition.org/photographers/lynsey-addario/photos/veiled-rebellion-2010>

& Article from “Veiled Rebellion” National Geographic Story:

- <http://ngm.nationalgeographic.com/2010/12/afghan-women/rubin-text>

ISSUE: Transgender

HATE CRIME CHARGES: (About a boy who set a transgender -"non-binary" gender high school student on fire on a bus in Oakland, CA (11/7/2013):

- <http://www.sfgate.com/bayarea/article/Hate-crime-charges-for-boy-in-Oakland-bus-attack-4965055.php>
- <http://www.hrc.org/issues/transgender>

& SOCIAL INCLUSION: A TRANSGENDER STORY (Jakarta, Indonesia):

- https://www.youtube.com/watch?v=g1GaZBk9oIQ&feature=player_embedded

"MOTHER MONSTER: LADY GAGA AND QUEER SUBJECTIVITIES"

by Tazetta Goldstein Yerkes

<https://docs.google.com/file/d/0BxozPLHzODnIWWRCNE1nVV9jVE0/edit>

ISSUE: Child Brides

Too Young to Wed (Award Winning Website): <http://tooyoungtowed.org/#/explore>

Too Young to Wed, 2011: Photographs by Photojournalist Stephanie Sinclair:

- <http://wovexhibition.org/photographers/stephanie-sinclair/photos/too-young-to-wed-2010>

& Article from “Too Young to Wed” National Geographic Story:

- <http://ngm.nationalgeographic.com/2011/06/child-brides/gorney-text>

Photographs about Child Brides: Population Connection's magazine, *The Reporter*, Volume 44, Issue 1 published in February 2012:

http://issuu.com/popconnect/docs/february_2012

Population Connection Fact Sheet on Child Marriage (Click on the Child Marriage PDF):

- http://www.populationconnection.org/site/PageServer?pagename=issues_defendingwomensrts

FYI: What are some common forms of sexism men face? (NOT AN INTERNATIONAL CASE STUDY)

http://www.huffingtonpost.com/quora/what-are-some-common-form_b_4473062.html

- ARTICLE #16 – MARRIAGE

ISSUE: INTERNATIONAL SAME SEX MARRIAGE:

- <http://www.reuters.com/article/2013/06/18/us-gaymarriage-poll-idUSBRE95H09T20130618>

ISSUE: POLYGAMY: Family law change to end polygamy in Morocco:

• <http://www.theage.com.au/articles/2003/10/13/1065917340424.html?from=storyrhs>

- ARTICLE #23 – EMPLOYMENT (Everyone has the right to work for a fair wage in a safe environment and to join a trade union.)

ISSUE: ECONOMIC EMPOWERMENT:

FROM 'HALF THE SKY'

The key to lifting women out of poverty

• <http://www.pbs.org/independentlens/half-the-sky/economic-empowerment/>

Women have historically borne the burden of poverty worldwide, falling far behind men in access to land, credit and employment.

Can Skills Training Programs Increase Employment for Young Women?

The Case of Liberia:

• <http://www.worldbank.org/en/results/2013/02/01/can-skills-training-programs-increase-employment-for-young-women-the-case-of-liberia>

- ARTICLE #24 – RIGHT TO REST & LEISURE

With Dignity: The Right to Rest & Leisure:

• <http://blogs.lawrence.edu/vcsc/2011/10/with-dignity-the-right-to-rest-and-leisure.html>

ISSUE: PLIGHT OF ILLEGAL WORKERS

The Plight of the "Illegal" Nanny:

• <http://ideas.time.com/2013/03/06/the-plight-of-the-illegal-nanny/#ixzz2o9GdN8nC>

&

The Invisible World of Nannies, Housekeepers and Caregivers:

• <http://ideas.time.com/2012/11/27/why-domestic-workers-need-a-bill-of-rights/#ixzz2o9GvZ3gz>

- ARTICLE #25 – RIGHT TO AN ADEQUATE STANDARD OF LIVING AND MEDICAL HELP IF ILL

(Motherhood and childhood are entitled to special care and assistance.)

ISSUE: Maternal Mortality:

• <http://righttomaternalhealth.org/about-maternal-mortality>

No Woman Behind:

Closing the gaps between duty bearers and rights-holders to improve safe motherhood

• <http://righttomaternalhealth.org/project/no-woman-behind>

- ARTICLE #26 – RIGHT TO EDUCATION (Everyone has the right to go to school.)

ISSUE: Education for Girls

FROM 'HALF THE SKY'

Education is the ladder out of poverty for girls

• <http://www.pbs.org/independentlens/half-the-sky/education/>

Educating the world's girls and women is one of the best social development investments to be made. But despite gains in access to education, keeping girls in school remains a struggle in the developing world.

CLASS 4: IN-CLASSROOM ACTIVITY:	Designed for 2-3 hour class (or break into a few class days):
1. CRITIQUE OF 'HR SELFIE Projects' TWO.	
2. STUDENTS WRITE A REFLECTION ON PROJECT.	

Homework for “selfie” TWO:

<p>AFTER Class 1 – Homework Assignments:</p>	
<p>1. Watch more of these films for inspiration: <i>*If any of these links do not work, search the title online and see if you can find them.</i></p>	<p>a. http://www.jeankilbourne.com/videos/ (All “Killing Us Softly” films) b. “Killing Us Softly 3” http://documentaryheaven.com/killing-us-softly-3-advertisings-image-of-women/ c. “Tough Guise: Violence, Media & the Crisis in Masculinity” http://www.youtube.com/watch?v=3exzMPT4nGI -Also watch these Youtube videos about the Universal Declaration of Human Rights: d. UDHR: http://www.youtube.com/watch?v=hTlrSYbCbHE e. The Story of Human Rights: http://www.youtube.com/watch?v=oh3BbLk5UIQ</p>
<p>2. Read about Appropriation in Art:</p>	<p>http://en.wikipedia.org/wiki/Appropriation_%28art%29</p>
<p>3. Bring potential ideas for UDHR ‘selfie’ project to share in small group.</p>	
<p>4. Look for printed material you may like to appropriate (scan or photograph) to be used in your ‘selfie.’</p>	

<p>AFTER Class 2 – Homework Assignments: 1. – Complete ‘HR Selfie’ Project so that you can be ready to write your caption next class-time.</p>	
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<p>AFTER Class 3 – Homework Assignments: 1. – Complete ‘HR Selfie’ Project + Caption for Critique</p>	
<p>2. Review Case Studies, use in captions</p>	

*If any links do not work, copy and paste them into an internet browser window, and search for them. They may come up this way.

FAQ'S: FOR INSTRUCTORS

- Questions from Students & Instructors about the Project(s)

- **FAQ's created from conversations with another Instructor and Students who have completed the "Gender & Human Rights 'Selfie'" Projects.**

What does it mean to 'embody or defy a gender-based stereotype'? How do I express this in a photograph?

Society and culture create and define gender roles. These roles are typically considered ideal or appropriate behavior for a person of that specific gender. These gender-defined behaviors may vary by country, culture, and society.

If you portray in your 'selfie' how you defy a gender-based stereotype, you would illustrate a behavior that is not a trait often associated with your gender (EXAMPLE: female showing a male gender characteristic). If you portray how you embody a gender-based stereotype, then you show how you exemplify an ideal, an appropriate behavior for your gender.

Embody: Exemplify, Represent, Personify, Express your Gender (and gender-stereotypes as defined by your culture and society).

Defy: Disobey, Challenge, Rebel, Resist, Disregard your Gender (and gender-stereotypes as defined by your culture and society).

Can a student choose any Article from the UDHR?

Yes, a student is welcome to choose any Article but it should relate to a gender-based issue. However, if you want to, you could alter the project to have the students create 'Human Rights Selfies' that focus on any Article that they relate to in the UDHR and remove the gender section.

Can the student stage an idea rather than using a topic that has personally affected them?

I designed the project to have a personal connection to students so that they would feel it is relevant to them. So, students should look at how they want to show how they personally either embody or defy a gender-based issue or create a 'selfie' of another person.

For example, another instructor told me she had a student who wanted to do a project that confronted the idea of equality for 'transgendered' people but she didn't have personal experience with this topic.

The student should make an image of how they embody or defy a gender-based stereotype or they can even show how they have both masculine and feminine gender-characteristics at the same time in their photographic selfie. Then in the caption-writing portion, the student could research the 'transgender' case study to include information about this in their caption that accompanies their image.

For the Selfie Project 2 (Appropriation & Advertising), students have asked me, where do I start?

One suggestion I have given to students about where to start (after watching films “Killing Us Softly,” the UDHR youtube videos, and viewing the lecture) I have told them to think about their own interests as a launching board. I said to then look at the way gender is represented in this activity.

For example: One of my students is a female Beer Brewer. She chose to use this as inspiration and looked at how women are represented in Beer ads. She then appropriated a Beer ad using herself as the “Queen of Beers” in her rubber boots and actual brewing attire.

Another example: One student rides horses and does roping. The student then decided to look at the Marlboro Man ads and also at ads posted at the barn and at competitions as references for how gender is represented in roping.

Another example: One of my students likes to photograph classical architecture as applied to mansions. So we talked about who we associate with buying and owning a mansion (or land in general). He used this as inspiration and then looked at real estate ads.

For the Selfie Project 1 & 2, how do I write my caption if I don’t see how the Case Study example exactly relates to the gender issue I explored in my image?

Decide on which Article you are referencing in your photographic final image. Then look at the Case Studies Handout and choose one Case Study to research that is also with the Article you chose. The Case Study topic does not have to be directly related to your image at all, the link is that is also potentially violates the same Article #. Then, for this part of your caption, use transitional words/phrases like:

- *‘However different, this international incidence is from the one I explored ... it relates to a violation of Article #... (then describe the case study)’*
- *OR “I have many rights in this country but in this international gender-based issue a woman/man was (information about your case study here) ...*

There are many ways to write and link your image and ideas with an international case study in your caption. These are just ideas above. See how to write your caption in the Project Handout.

Can I use a Case Study I find online and not one on the Case Studies Handout?

This is fine but it should be an international human rights gender based issue. This is why the outlined Case Studies really work well for the project.

For the 'Selfie' Project TWO can the students use text in their image (in addition to their text caption)?

For one of my courses I let the students use text in their images for the 'selfie' project TWO. The images started to look very much like advertisements such as the ads posted on Adbusters (cultural jamming). I wasn't sure this was exactly what I wanted the students to do. So the second time I ran the 'Selfie' project TWO I had the students only include visual images in their project so that they would try and express conceptual ideas visually. The students of course did have a lot of text for their captions that accompanied their images.