#gender & human rights selfie project ONE & TWO
• Gender & Human Rights ‘Selfie’ Project **ONE**
  – For Introduction through Advanced Photography Courses (Darkroom or Digital)

&

• Gender & Human Rights ‘Selfie’ Project **TWO:**
  Advertising, Appropriation, Retouching, & Photoshop
  - For Introduction through Advanced Photoshop Course, Art or Design Courses
Students study Gender Relate Articles 2, 16, 23, 24, 26 in the UDHR (Universal Declaration of Human Rights).
Examine International gender-based human rights issues.
Then create a self-portrait photograph that portrays how they themselves or someone they know embodies or defies a gender-based stereotype.
Students read the Universal Declaration of Human Rights and decide which gender-based article relates to their ‘selfie.’

Specifically See Articles 2, 16, 23, 24, 26 (gender-based):

- Article 2 (Freedom from Discrimination Regardless of Sex)
- Article 16 (Right to Marriage)
- Article 23 (Employment Equality)
- Article 24 (Right to Rest and Leisure, Reasonable Working Hours)
- 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
Gender vs. Sex

"Sex" refers to the biological and physiological characteristics that define men and women.

"Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
• Occurs when choices available to a man or woman are limited due to gender stereotypes.

• Modifying or eradicating negative gender stereotypes is an important factor in the process of abolishing gender discrimination.
Find a family photo of you growing up with your ‘family’ OR any family photograph online or from magazine to bring to class.

– Share this photograph with another student in class
– How do you see representations of gender in this family photograph?

1. Who had the most decision making power?
2. Who controlled most of the finances?
3. Who did most of the cleaning?
4. Who took care of the children?
Examples of Self Portraits by International Photographic Artists

The images focus on expression of gender through visual representations.
Zhang Huan

Homeland, 2001
Qufu, China
Ana Casasbroda

‘Kinderwunsch’ Series, Mexico
Yasumasa Morimura

Self Portrait After Marilyn Monroe
Samuel Fosso

The Liberated American Woman of the 70's, 1997

The Businessman, 1997,
CASE STUDIES HANDOUT:
International Gender Based Human Rights Issues
&
CAPTION WRITING
ARTICLE 2: FREEDOM FROM DISCRIMINATION

• ISSUE: Treatment of Muslim Women in Afghanistan

Veiled Rebellions: Photographs by Photojournalist Lynsey Addario & Article
Part 1:
I defy a gender-stereotype by ...
I embody a gender stereotype by ...

Part 2:
Article #2, 16, 23, 24, 25, or 26 of the UDHR protect my rights to ...

Part 3: *(use case study for this part)*
- However, women in Liberia ...
- For instance, in India I would not be able to study this subject matter (or certain groups are not allowed to).
Reflection from a Student about the Caption Writing:

“When it came to the caption portion I found it difficult to reduce all the things I wanted to say to a small blurb.

Because of this project I know more about the UN’s Human Rights then I think I ever would have otherwise.

With just the cases of the kidnapped girls from Nigeria I was able to see that it was not one right that was violated but around a half dozen, at least.

With the caption I wanted others to understand that as a global community the expected roles of women cause disenfranchisement across the board.”

Courtney Cooper
Gender & Human Rights ONE
Student Selfie Examples
Pink Domestic Stereotype for Girls

Pink is the color associated with girls, toys, clothes, and Renton Marking the playing with my 3-year-old granddaughter. She is not the color of the sky or the color of the sun. Pink is the color of a girl. It is the color of girls and women. It is a color that is often associated with femininity and vulnerability. Pink is the color that girls play with, the color that girls are given to play with, and the color that girls are supposed to play with.

Here is an exercise for you. Take a look at a magazine and search for the words "pink" and "little girl" or "pink girl". Compare the images and the messages that come with them. What do you see? What do you feel?

This gender stereotype of pink for girls in pink on cars, in stores, and in the media is everywhere. It is a message that girls are supposed to play with, the color of girls and women. It is a color that is often associated with femininity and vulnerability. Pink is the color that girls play with, the color that girls are given to play with, and the color that girls are supposed to play with.

What is the big idea? The underlying message is that these stereotypes are a part of the way that girls and women are perceived and treated in society. Thepink stereotype is a message that girls and women are expected to conform to and live up to. Thepink stereotype is a message that girls and women are expected to live up to. Thepink stereotype is a message that girls and women are expected to be. Thepink stereotype is a message that girls and women are expected to be. Thepink stereotype is a message that girls and women are expected to be.

#gender & human rights selfie project

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Cabrillo College – Selfies ONE

DINAH PHILLIPS
Article 16 (Right to Marriage)
Cabrillo College – Selfies ONE

LARRY ANDERSON
Article 2 (Freedom from Discrimination Regardless of Sex)
Courtney Cooper [emulation of Carrie Mae Weems]
Article 2 (Freedom from Discrimination Regardless of Race and Sex)
Students study:

• Articles in the UDHR
• Media and advertising influences on gender
• & International gender-based human rights issues

... Then create a digitally altered self-portrait photograph that explores your own ideas about gender-based representation, stereotypes, and identity.
“Killing Us Softly 4” (close captioned)  45min, 45sec.
http://www.dailymotion.com/video/x1n3d88_killing-us-softly-4_news
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/

1. Advertising Image 1: Ad(s) from South Africa
   • http://adsoftheworld.com/media/print/bonjela_flowers

2. Advertising Image 2: Ad from Lebanon
   • http://adsoftheworld.com/media/print/samsung_optical_zoom_beach
TRANSCULTURAL GENDER SENSITIZATION ACTIVITY & HANDOUT:
RESPONSES TO INTERNATIONAL MEDIA & ADVERTISING IMAGES

Bonjela: Flowers
(teething cream)
There'll be plenty of
time for pain.

Advertising Agency: Euro
RSCG, Johannesburg, South
Africa
Executive Creative Director: Jonathan Deeb
Creative Director: Fiona O' Connor, Laura May Vale
Copywriter: Balekane
Mokoditoa
Art Director: Romy Lunz
Photographer: David Prior
Retoucher: Rob Frew

Published: August 2012
Self Portraits by International Artists: An Exploration of Individual Gender Identity
Robert Heinecken

From, *Recto/Verso Portfolio* 1989

Cibachrome photograms
Ebony (6), 2010.
Simpson uses the wig as a tool of conformity and agent for physical transformation.
Gender & Human Rights TWO
Student Selfie Examples
Foothill College – Selfies TWO

Rachel Wooster, Foothill College, Intermediate & Advanced Digital Photography
Article 2, 3, 18, 19, & 23 (Freedom from Discrimination Regardless of Race and Sex)
-Selfie Project TWO: Advertising & Appropriation
Foothill College – Selfies TWO

Rachel Wooster, Foothill College, Intermediate & Advanced Digital Photography
Article 2, 3, 18, 19, & 23 (Freedom from Discrimination Regardless of Race and Sex)
-Selfie Project TWO: Advertising & Appropriation
Nasim Nahavandi Moghadam, Foothill College, Intermediate & Advanced Digital Photography

Article 2 (Freedom from Discrimination Regardless of Race and Sex)

-Selfie Project TWO: Advertising & Appropriation
Foothill College – Selfies TWO

Katherine Ogg, Foothill College, Intermediate & Advanced Digital Photography
Article 2 (Freedom from Discrimination Regardless of Race and Sex)
-Selfie Project TWO: Advertising & Appropriation
My image confronts the common message in advertising of inadequacy. Advertisers project images and messages that tell society we are inferior unless we have a specific product. Although a lot of appearance oriented advertising is directed towards women, there is plenty that also targets men, or both sexes. Advertisers exploit our susceptibility to believing that self-worth is dependent on appearance. My image is portraying the concept of how I buy into the message of advertisers. If I have a cosmetic enhancement, such as very white teeth I will be happier and will have a better life, no matter what is going on in my surroundings. Cosmetic enhancements can be used to demonstrate wealth and thus a discrimination against people without these enhancements based on appearance but also class status.

My image relates to Article 2 of The Universal Declaration of Human Rights. This type of discrimination is woven into the workplace of society, and advertising reinforces the societal belief that beauty (even if artificial) equals happiness and prosperity. This type of discrimination is a precursor to economic class discrimination. People with cosmetic enhancements can lead to falsely believing that these physical traits are their best assets. Advertising reinforces the message that there is a difference in economic and societal status of those people that have “beauty enhanced” products and those that don’t.

My image relates internationally to the Pashtun people of Afghanistan. The foundation of this culture is a man’s honor. His honor is judged by three possessions; gold, land, and women. This reverence for material items creates a superficial value system and it condones violence against women by objectifying them. This cultural ideology reinforces the belief that possessions and wealth are the measure of human value. Which

Quinn Kalisch, Cabrillo College
Article 2 (Freedom from Discrimination Regardless of Race and Sex)
-Selfie Project TWO: Advertising & Appropriation
John Trone, Foothill College, Intermediate & Advanced Digital Photography
Article 24 (Right to Rest & Leisure)
-Selfie Project TWO: Advertising & Appropriation
I embody a gender stereotype by being a mother who works half of the time out of the home. Even though I am a modern mother who works both inside and outside of the home I know that women in the workforce all over the world face discrimination. As of 2010, the top three largest gender wage gaps in industrialized countries included South Korea, Japan, and Germany (Source: Organization for Economic Cooperation and Development). Shockingly, the USA was seventh on the list out of twenty-two industrialized countries for still having a gender wage gap for women. #humanrightsselfie, #myhumanrightsselfie, #genderequality, #declarationofhumanrights, #udhrarticle23, #doyouexperiencediscriminationbasedonyourgender

by Lesley Louden
Lesley Louden, Instructor

Article 2 (Freedom from Discrimination Regardless of Race and Sex)

-Selfie Project TWO: Advertising & Appropriation
Andrea Boomer, Cabrillo College

Article 2 (Freedom from Discrimination Regardless of Race and Sex)

-Selfie Project TWO: Advertising & Appropriation

I embody the gender stereotype that women cannot be simultaneously successful in technology and art. This relates to Article 2 of The Universal Declaration of Human Rights in that one should not be discriminated against on the basis of sex. Although I do face challenges as an American woman, I cannot imagine the struggle of oppressed women in Afghanistan that risk their dignity and sometimes their lives to be more than a commodity to the men. I cannot imagine living in a country where violence is used against women to prevent them from getting an education or making independent decisions.

http://ngm.nationalgeographic.com/2010/12/afghan-women/rubin-text/3
After viewing the Lecture #12 “Gender & Human Rights”, answer the question below in this online Discussion Area:

1. **VIEW the Universal Declaration of Human Rights ONLINE** [http://www.un.org/en/documents/udhr/] and then choose one Article to summarize such as Articles 2, 16, 23, 24, 25, 26. Post this summary in this Discussion 12A.

2. Next, **FIND ONE PHOTOGRAPH** online that visually represents the Article you chose to summarize. Post this photograph in the Discussion Area with your post summary of article (step 1).

Here are websites you could look on to find a photograph:

- Photo Philanthropy [http://photophilanthropy.org/]
- Blue Earth Alliance [http://www.blueearth.org/projects/index.cfm]
- Magnum in Motion [http://inmotion.magnumphotos.com/]
- Life [http://lightbox.time.com/?iid=lf|tn]

Discussion worth 10 points.

- Then respond to one other student's post for full participation points.
Caption Examples:

**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, #howdoyoudefyagenderstereotype

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

**OR you could write a metaphor:**

- **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
Sometimes it feels like there’s a heavy chain around one’s neck. I have had no time for relaxing or recreation in my life and I still don’t have anything to show for it. It is often socially expected for men to work long hours, not that men work harder than women. Article 24 of UDHR states that ‘Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.’

When a man asks you what you do, what he is really asking is, ‘How much money do you make?’

-J. Edgar
Cabrillo College