HUMAN RIGHTS

Department Website: http://humanrights.uchicago.edu

THE POZEN FAMILY CENTER FOR HUMAN RIGHTS

The Pozen Family Center for Human Rights, founded in 1997 as the Human Rights Program, supports innovative, interdisciplinary teaching and research projects that explore the theory and practice of human rights. The Pozen Center advances the global study of human rights through:

- A rigorous liberal arts curriculum that combines humanities and social sciences perspectives and analysis with practice-oriented teaching;
- Research initiatives that bring together faculty and students from across the University to address the challenges of human rights in a global world of diverse histories, politics, religions, and cultures;
- Programs designed to enhance the University community’s engagement with local, national, and international human rights issues, practices, and organizations.

The Human Rights Internship Program (http://humanrights.uchicago.edu/internships/) provides funded summer fellowships to College, graduate, and professional students to gain hands-on experience at host organizations around the world and in the United States. The Pozen Center also advances human rights research through grants to faculty and doctoral students that support innovative scholarship, as well as conferences and symposia. Multi-year faculty initiatives develop projects such as health and human rights, philosophical approaches to labor rights, and changing norms of refugee protection. The Pozen Center fosters a human rights culture at the University of Chicago and in the broader community with public events (http://humanrights.uchicago.edu/page/events/) throughout the year. Conferences, lectures, workshops, performances, and exhibitions bring scholars and practitioners from around the world to explore human rights in theory and practice.

HUMAN RIGHTS CURRICULUM

The Human Rights Curriculum (https://humanrights.uchicago.edu/page/curriculum/) includes a College Human Rights civilization studies sequence, a College minor (https://humanrights.uchicago.edu/collegeminor/), an introduction to contemporary concepts and issues in human rights, a Spring Human Rights Study Abroad Program in Vienna (https://study-abroad.uchicago.edu/programs/vienna-human-rights/), and a variety of elective courses with distinct disciplinary, thematic, and/or regional perspectives.

HMRT 10100 Human Rights in World Civilizations I and HMRT 10200 Human Rights in World Civilizations II comprise a two-quarter sequence that explores how human rights have been constructed across transnational, imperial, national, and local spaces in a variety of civilizational vernaculars while exposing students to their contested genealogies, limits, and silences. The sequence is primary source driven and discussion based, with readings drawn from a range of texts from the political and the legal to the literary, aural, and visual. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

UNDERGRADUATE MINOR IN HUMAN RIGHTS

College students in any field of study may complete a minor in Human Rights. The minor is an interdisciplinary plan of study that provides students the opportunity to become familiar with the theoretical, historical, and comparative perspectives on human rights. The flexibility of this course of study complements majors in any of the disciplines. A minor in Human Rights will provide a background for graduate study in many disciplines or for careers that incorporate human rights analysis or advocacy, including medicine, law, filmmaking, social work, public policy, teaching, journalism, or government service.

The Human Rights minor requires a total of five courses, including:

1. One introductory course. Choose from one of the following:
   - HMRT 21001 Human Rights: Contemporary Issues
   - HMRT 21002 Human Rights: Philosophical Foundations
   - HMRT 21011 Human Rights I in Vienna: Philosophical Foundations of Human Rights
   - HMRT 20201 Human Rights II in Vienna: History and Theory
   - HMRT 20301 Human Rights III in Vienna: Contemporary Issues in Human Rights

2. Four approved Human Rights (HMRT) courses or cross-listed courses.

It is recommended but not required that students who minor in Human Rights take HMRT 10100-10200 Human Rights in World Civilizations I-II to fulfill their general education requirement in civilization studies.
Human Rights

Summary of Requirements for the Minor in Human Rights

One of the following: 100

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<th>Course Code</th>
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<tr>
<td>HMRT 21001</td>
<td>Human Rights: Contemporary Issues</td>
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<td>HMRT 21002</td>
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<td>HMRT 20101</td>
<td>Human Rights I in Vienna: Philosophical Foundations of Human Rights</td>
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<td>HMRT 20201</td>
<td>Human Rights II in Vienna: History and Theory</td>
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<td>HMRT 20301</td>
<td>Human Rights III in Vienna: Contemporary Issues in Human Rights</td>
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Four approved HMRT courses or cross-listed courses 400

Total Units 500

To apply for the minor, students must receive the Pozen Center Executive Director’s approval on a form obtained from their College adviser. This form must then be returned to the College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student’s major(s) or with other minors or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Due to recent changes in the Human Rights minor, students in the Classes of 2017 and 2018 who have enrolled in the minor as of July 1, 2016, can seek approval of other combinations of Human Rights courses from the Pozen Center Executive Director.

HUMAN RIGHTS COURSES

HMRT 10100-10200. Human Rights in World Civilizations I-II.
This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.
The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. ‘Anti-Slavery, Humanitarianism, and Rights’ focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. ‘Declarations as a Human Rights Genre’ examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.
Instructor(s): J. Ransmeier, B. Laurence, Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.
Equivalent Course(s): SOSC 24900

HMRT 10200. Human Rights in World Civilizations II. 100 Units.
Four thematic clusters structure the second quarter. ‘Migration, Minorities, and Refugees’ examines minority rights, the evolution of legal norms around refugees, and human trafficking. ‘Late Twentieth Century Human Rights Talk’ explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. ‘Global Justice’ considers forms of international criminal law, transitional justice, and distributive justice. ‘Indigenous Rights as Human Rights’ takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.
Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter
Prerequisite(s): HMRT 10100
Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.
Equivalent Course(s): SOSC 24901


HMRT 20101. Human Rights I in Vienna: Philosophical Foundations of Human Rights. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic, and pressing problems, such as global poverty, torture, and genocide. (V) (I)
Instructor(s): D. Brudney Terms Offered: Spring
HMRT 20201. Human Rights II in Vienna: History and Theory. 100 Units.
This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern ‘human rights’ culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.
Instructor(s): T. Zahra Terms Offered: Spring

HMRT 20301. Human Rights III in Vienna: Contemporary Issues in Human Rights. 100 Units.
This interdisciplinary course presents a practitioner’s overview of human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The Vienna edition of the course will expose the students to issues in contemporary human rights relevant to Europe today. Topics will include the relationship between rights and citizenship in contemporary Europe, the balance between rights and security (including the prohibition against torture), and the recognition of children’s rights as human rights.
Instructor(s): S. Gzesh Terms Offered: Spring

HMRT 20200. Human Rights II: History and Theory. 100 Units.
This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern ‘human rights’ culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.
Instructor(s): TBA Terms Offered: Winter
Equivalent Course(s): HMRT 30200, INRE 31700, CRES 29302, LLSO 27100, HIST 39302, HIST 29302

HMRT 21001. Human Rights: Contemporary Issues. 100 Units.
This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, intergovernmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.
Equivalent Course(s): HMRT 31001, LLSO 21001, LACS 21001, HIST 29304

HMRT 21002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide.
Instructor(s): B. Laurence Terms Offered: Autumn
Equivalent Course(s): INRE 31602, HIST 29319, PHIL 31002, HMRT 31002, LLSO 21002, PHIL 21002, HIST 39319, MAPH 42002

HMRT 21003. Human Rights: Between Philosophy and History. 100 Units.
In this course, we will explore the connections between the history and philosophy of human rights. We will ask questions like, what is it to think about human rights as a historically constituted phenomenon? What if anything is new about human rights? When did human rights ‘begin’? How have human rights changed, and how can we periodize these changes? What would be it be for our philosophy of human rights to be historically sensitive? How can the philosopher locate her philosophy of human rights in the present moment? Should she? What is about political philosophy that tends to pull it away from history towards abstraction? How can we critique this tendency? We will read authors drawn from both history and philosophy, including but not limited to Sam Moyn, Mark Bradley, Lynne Hunt, James Griffin, Charles Beitz, Andrea Sangiovanni, and John Tasioulas.
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): HIST 39322, PHIL 31003, HIST 29322, PHIL 21003, HMRT 31003
HMRT 21005. Militant Democracy and the Preventative State. 100 Units.
Are states of exception still exceptional? The current debates and developments as well as the existential governmental crises has led to a securitization of rights. State security discourse narrates how states understand and mediate their legal obligations and has been used justify pre-emptive actions and measures which otherwise would not fit within an international law framework. When narrated in the public square, States often construct a discourse around a necessity defence-measures that may be extra-legal but argued to be necessary to protect democratic values and the democratic ‘way of life.’ This typifies what we refer to as ‘militant democratic’ language of the ‘preventive state’ and has been most visible in the raft of antiterrorism measures that were introduced after the events of September 11, 2001 and remain to date. This course will examine the impact of militant democracy and the preventative state on the current human rights landscape. It will look specifically how the narrative of prevention and protection has impacted normative changes to fundamental human rights and how the permanence of emergency is beginning to give the concept of ‘securitization of rights’ legal legs.

Instructor(s): Kathleen Cavanaugh, Senior Lecturer, Pozen Center for Human Rights
Terms Offered: Autumn

HMRT 21007. The Politics of Law. 100 Units.
In contrast to the notion that international law is a ‘stable set of normative demands opposed to international politics,’ it is ‘better understood as an aspect of hegemonic contestation, a technique of articulating political claims in terms of legal rights and duties’ (Koskenniemi 2004:197). As a hegemonic technique, law is a surface over which political struggles are waged, reflecting back the political uncertainties of the time. That international law is situated within, not apart from political realities is not in question and before we can begin to explain universal international law, we must first clarify ‘what or whose view of international law is meant’ (199). This course challenges a traditional reading of international law by examining the politics of law. Specific attention will be paid to the interface between emergency powers and international law. When are international law principles relevant? What guidance or constraints does international law impose on emergency powers? What is the relationship between national and international control mechanisms? How do international law mechanisms supervise or monitor the exercise of emergency powers-from the ‘global war on terror’ to Covid19-- and how effective are they? The course will provide students with a toolkit to [re]conceptualise international law in order to better understand the hegemonic contestation over the rights-based discourse.

Instructor(s): Kathleen Cavanaugh, Senior Lecturer, Pozen Center for Human Rights
Terms Offered: Autumn

HMRT 21400. Health and Human Rights. 100 Units.
This course attempts to define health and health care in the context of human rights theory and practice. Does a ‘right to health’ include a ‘right to health care’? We delineate health care financing in the United States and compare these systems with those of other nations. We explore specific issues of health and medical practice as they interface in areas of global conflict: torture, landmines, and poverty. Readings and discussions explore social determinants of health: housing, educational institutions, employment, and the fraying of social safety nets. We study vulnerable populations: foster children, refugees, and the mentally ill. Lastly, does a right to health include a right to pharmaceuticals? What does the big business of drug research and marketing mean for our own country and the world?

Instructor(s): R. Sherrer, E. Lyon
Terms Offered: Winter
Equivalent Course(s): HMRT 31400, MEDC 60405

HMRT 21499. Philosophy and Philanthropy. 100 Units.
Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their resources to worthy causes—for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)

Instructor(s): B. Schultz
Terms Offered: Winter
Note(s): This course will feature a number of guest speakers and be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement. Students will also be presented with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.

Equivalent Course(s): PHIL 21499, PLSC 21499, MAPH 31499
HMRT 21648. Languages of Migration: Literature, Law, and Language Justice. 100 Units.
For decades, human rights activists and lawmakers in the United States have been fighting for a person’s right to speak their native language before the law, implying that language justice could be achieved through the use of interpreters. At the same time, a new generation of poets and fiction writers has been exercising alternative approaches to language justice, shifting the focus from speakers to listeners, and from the legal to the personal. This course brings these seemingly separate discourses into conversation in an attempt to trace the assumptions that undergird different formulations of language justice in the late 20th century and 21st century. Drawing on Edward Said’s The Public Role of Writers and Intellectuals, we will examine NGO statements and immigration court hearings side by side with poetry and fiction by Monica de la Torre, Antonio Ruiz Camacho, Irena Klepfisz, Joseph Brodsky and others. As we analyze theories of identity, desire, language and responsibility and engage with thinkers such as Andrea Long Chu, Hannah Arendt and Aamir Mufti, we will consider the potential implications of bringing literature and law into conversation with one another.
Instructor(s): Yael Flusser Terms Offered: Spring
Equivalent Course(s): CMLT 21648, ENGL 21648

HMRT 21748. Global Human Rights Literature. 100 Units.
This course surveys key human rights texts (philosophical texts, literary works, and legal documents) of the 20th and 21st centuries. By reading global literatures alongside international human rights instruments, and by treating literature as an archive of ideas that circulate among a literary public invested in human rights, this course explores the importance of art and literature to legal and political projects and provides students with the opportunity to conceptualize the role of narrative for human rights advocacy and human rights imaginaries. We will chart the rise of the global human rights movement, beginning with the 1940s up to our contemporary moment, paying close attention to key human rights issues such as genocide, citizenship, enforced disappearance, detention, apartheid, refugee crises, and mass incarceration. Readings will include works by Anna Seghers, Primo Levi, Hannah Arendt, Jacobo Timerman, Aleksandr Solzhenitsyn, Rigoberta Menchú, Ngũgĩ wa Thiong’o, Antjie Krog, Dave Eggers, and Albert Woodfox.
Instructor(s): Nory Peters Terms Offered: Winter
Equivalent Course(s): CMLT 21748, CRES 21748

HMRT 22210. Justice at Work. 100 Units.
In this class we will explore questions of justice that arise in and around work. We will consider concepts such as exploitation and domination as they apply to workers under capitalism. We will explore the foundation of the right to strike, and the right to form a union. We will consider the merits of different justifications for workplace democracy and worker control. We will explore the role of domestic injustice in sustaining wage inequality for women, and consider the relationship of race to capitalism. We explore these topics through a variety of normative lenses, drawing on cutting edge work in the liberal, neo-republican, Marxist, feminist, and human rights traditions. (A)
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): PHIL 21606

HMRT 22304. Constitutional Rights to Liberty and Procedural Due Process in Chicago. 100 Units.
This seminar builds toward the draft of a viable research project on how constitutional rights to liberty and procedural due process have been historically applied (or ignored) in Chicago. Over ten weeks, you will learn how the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the U.S. Constitution relate to local law enforcement practice. Today, debate is fierce as to whether, and to what extent, these procedural rights are upheld or ignored in criminal law enforcement at the local level. You will be expected to join this debate in your own Chicago-focused research projects.
Instructor(s): Kyla Bourne, Graduate Lecturer, Pozen Center for Human Rights Terms Offered: Autumn

HMRT 23114. A Kind of Wild Justice: Vengeance, Justice, and the Law. 100 Units.
How do we, in liberal democracies, distinguish between vengeance and justice? Does the law operate as an instrument solely of the latter, or of both, in turn? How do claims to human rights and towards the repair of historical injustices come to be cast as harboring a spirit of resentment and vengeancefulness? In this course, we consider the vexed relationship between vengeance, justice, and the law as these concepts have been understood in democratic theory and politics, with a particular focus on how claims to human rights come to register as either just or vengeance.
Instructor(s): Agatha Slupek, Graduate Lecturer Terms Offered: Spring

HMRT 23214. Ethnic Conflict in Comparative Perspective. 100 Units.
This course introduces students to contemporary debates on the significance and implications of group identification within the context of ethnic conflict. Specifically, students will come away from the course with a deep understanding of theories of group identity and will be able to use these theories to examine and compare contemporary cases of group-based violence. We will use these theories to ask questions like: are diverse societies more prone to group violence? what is the relationship between the economy and group conflict? and, what causes neighbors turn on each other? Throughout the course students will be exposed to research from around the globe, encouraging a deeply local but constantly comparative approach to social science. Note that we will grapple with difficult issues in this course such as lynching, ethnic riots, and genocide.
Instructor(s): Nathaniel Gonzalez, Postdoctoral Lecturer, Pozen Center for Human Rights Terms Offered: Winter
HMRT 23216. Cold War, Religion and Religious Freedom in East Asia. 100 Units.
Religious freedom’ is enshrined in not only liberal democratic constitutions but also in constitutions of socialist nation-states such as North Korea, although the latter are frequently dismissed by the West as veneers of democracy. The concept of ‘religious freedom’ has been used by the West (i.e. United States) to categorize the world into ‘modern’ and ‘anti-modern,’ ‘free’ and ‘communist’ throughout the Cold War. Yet, how did ‘religion’ emerge as a category in East Asia? What did ‘religious freedom’ mean in the context of occupations, divisions and hot/cold war? How was religion managed by states, and how did religious communities negotiate with local and global political currents? By pivoting to East Asia as a privileged site of analysis, this course will interrogate the notions of ‘religion’ and ‘religious freedom’ as they were articulated and mobilized for various motives. Core areas of analysis will include the relationship between religion and state-building, religion and human rights, and religion and empire. Moreover, this course decouples the temporal qualifier ‘Cold War’ from ‘East Asia’ to challenge conventional demarcations of the Cold War (1945-1991), for its ‘end’ is still a contested discussion.
Instructor(s): Sandra Park, Graduate Lecturer Terms Offered: Spring

HMRT 23400. Sex in Twentieth-Century Europe. 100 Units.
This course will examine the ‘syncopated’ history of sexuality across this tumultuous century. The period took Europeans from bourgeois norms of sexuality through the 1960s sexual revolution to same-sex marriages; genocide and the emergence of rape as a war crime; and the unprecedented regulation of sexuality and biomedical developments treating infertility. Since the history of sex and sexuality in Europe cannot be thought outside of European colonialism and the Cold War, the course will also examine how sexuality shaped and was shaped by political ideologies. In short, by examining the centrality of ‘who can have sex with whom,’ students will rethink ‘standard’ political narratives of twentieth-century Europe. Working with Dagmar Herzog’s ‘Sexuality in Europe: A Twentieth-Century History,’ the main text of the course, and drawing on a variety of primary sources—including law and medical treatises, popular culture, and autobiographies—students will also gain an insight into the ways in which sexuality can be studied beyond archival sources.
Instructor(s): M. Appelová Terms Offered: Winter
Equivalent Course(s): HLTH 23400, HIPS 23410, GNSE 23490, HIST 23400

HMRT 24007. Human Rights in Asia. 100 Units.
This course will examine long-term sentencing practices and policies in Illinois and nationwide. Policies implemented in the 1980s and 1990s-particularly life without the possibility of parole, mandatory minimums, and ‘three strikes and you’re out’ laws contributed to a prison population increase of more than 1.5 million people over the last thirty years. This seminar will explore the impact of these laws and policies, paying special attention to Illinois. In particular, we will explore who is serving life or virtual life sentences, efforts to reverse long-term sentencing policies, and a growing movement to decarcerate.
Instructor(s): Alice Kim Terms Offered: Autumn
Prerequisite(s): Human Rights in World Civilizations 1 or 2 (HMRT 10100/10200); or Contemporary Issues in Human Rights (HMRT 21001); or an HMRT listed elective course is required as a prerequisite. Undergrads Only.

HMRT 24208. Incarceration and Justice. 100 Units.
Why does disability matter to East Asia? This course uses this overarching question to anchor discussions on the role disability plays in historical and contemporary issues of social inequality and human rights in China, Japan and Korea. Students will think critically about disability identities, institutions, theories, experiences, and interactions that have made disability what it is today. We will learn to narrate disability from a wide range of sources that represent bodily impairments (blindness, madness, autism, trauma, deformities etc.) in medicine, literature and film, and to relate disability narratives to theoretical debates over stigma, medicalization, the politics of inclusion and exclusion, and human rights. We will also to look more closely into the lives of ‘disabled persons’-who they are, how they are disabled and by what circumstances, how they identify themselves and are represented in different media. More broadly, this course unsettles the concept of East Asia by making sense of disability as ‘difference’ and to think about how it may expand our ‘mainstream’ assumptions of body, culture and society.
Instructor(s): Alec Wang, Graduate Lecturer, Pozen Center for Human Rights Terms Offered: Spring
HMRT 24508. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.
This course considers the often neglected presence of ‘social outcasts’ in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.
Instructor(s): Alec Wang, Graduate Lecturer, Pozen Center for Human Rights Terms Offered: Spring

HMRT 24701. Human Rights: Migrant, Refugee, Citizen. 100 Units.
This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the ‘alien’ (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers.
Instructor(s): S. Gzesh Terms Offered: Winter
Equivalent Course(s): LACS 25303, HMRT 34701, LACS 35303

HMRT 24720. Trust after Betrayal: Society-Building in the Aftermath of Atrocity. 100 Units.
In this course, students will learn about the moral philosophy and anthropology of trust, mistrust, and betrayal. The course will be structured through four cases: the Colombian Peace Process, Germany’s Stasi, the Cultural Revolution in China, and the United States 2008 Financial Crisis. The class will tend towards the discussion seminar format with some short lectures to help students bridge the theoretical and empirical materials. Students will analysis of laws, public discourses, literature, and ethnographic materials to write a final term paper on one of the four cases. As part of the course pedagogy, students will also learn how to form and manage productive writing groups and to write literature reviews that draw from multiple disciplines. The midterm will consist of a their literature review for their final term paper. Authors will include, but are not limited to the following: Baier, Benedict, Carey, Corsin Jimenez, Darwall, Faulkner, Fukuyama, Gambetta, Govier, Hawley, Holton, Jamal, Jones, Kleinman, Lewicki, Luhmann, McAllister, Möllering, Simpson, Tilly, and Widner.
Instructor(s): Erin McFee Terms Offered: Autumn. This course was offered Autumn 2019
Equivalent Course(s): ANTH 34720, HMRT 34720, ANTH 42720

HMRT 25002. Queer and Trans Mutual Aid for Survival and Mobilization. 100 Units.
This course will examine contemporary and historical queer and trans-focused mutual aid projects, including support for migrants, prisoners, psychiatric survivors, people with HIV/AIDS, and violence survivors. We will look at why mutual aid projects are often under-celebrated in contemporary narratives of social change, when compared with media advocacy and law and policy reform work. Using materials created by activists engaged in building mutual aid projects, as well as scholarly analysis of such efforts, we will look at what principles and methods characterize politicized survival work and how it intentionally departs from charity frameworks.
Instructor(s): Dean Spade, Pozen Visiting Professor Terms Offered: Autumn
Equivalent Course(s): GNSE 35002, CRES 25001, HMRT 35002, GNSE 25002

HMRT 25203. Hong Kong and Human Rights in Asia. 100 Units.
The dynamic city of Hong Kong-a multicultural, special economic zone and a contested democracy with a vibrant popular press and a long history of support for regional grassroots politics-provides the setting for three weeks of investigation of human rights locally and across Asia. Students will become familiar with the human rights challenges facing Hong Kong and the region today. Topics as diverse as labor rights, gender and sexuality, democracy, access to health care and education, and freedom of expression will command our attention. We will also explore the relationship between art, exhibition practices, the media, and human rights. The University of Chicago’s new Hong Kong campus will serve as our home base, but much of our time will be spent undertaking short field excursions to speak with human rights actors, journalists, curators, and artists in Hong Kong along with a tentative short trip to southern China. As the capstone of this intensive course, students will create digital, multimedia documentary projects to showcase their engagement with a particular regional or local human rights problem. These projects may combine interviews, photographs and videos, and the production of an original text or artwork.
Instructor(s): M. Bradley & J. Ransmeier
Prerequisite(s): Admission to the September Hong Kong: Human Rights in Asia program
Equivalent Course(s): EALC 24311, HIST 24311
HMRT 25210. Anthropology of Disability. 100 Units.
This seminar undertakes to explore ‘disability’ from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.
Instructor(s): M. Fred
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): CHDV 30405, ANTH 30405, CHDV 20505, SOSC 36900, HMRT 35210, MAPS 36900, ANTH 20405

HMRT 25270. Humanitarianism: Anthropological Perspectives. 100 Units.
Humanitarianism has emerged as one of the key principles used by states and non-state agencies to justify or call for interventions in contemporary global crisis situations. From health crises, natural disasters and even political instability, humanitarianism has gained an unprecedented global currency as a language of justice. In the last two decades, anthropologists have shown the complexities of humanitarian interventions and its intended and unintended effects. In this course we trace what humanitarianism means, its moral and ethical underpinnings and what are the consequences of humanitarian action. The course will interrogate some of the philosophical, conceptual underpinnings of the idea and their implications in the real world. We will read a range of ethnographies including refugee rehabilitation in France, military interventions in Iraq, philanthropy in India to understand the ways in which humanitarianism has emerged as a global language of justice. The course will help students understand the problem of humanitarianism at both the global and the local levels and also bridge the gap between the normative and the actual.
Instructor(s): S. Saha Roy
Terms Offered: This course was offered Autumn 2019
Equivalent Course(s): ANTH 25270

HMRT 25503. Challenging Transitional Justice. 100 Units.
This course investigates transitional justice (TJ) as one of the dominant discourses of accountability of our times; one that is often understood as an exceptional regime of accountability that is relevant over there (far from the North-Atlantic) in places lacking peace, democracy or order. In contrast, this course will offer conceptual and critical tools to analyze - and problematize - TJ as a project that is essential to the reconfiguration of the paradigm of liberal justice in the 21st century.
Instructor(s): Alejandro Azuero, Graduate Lecturer
Terms Offered: TBD. Offered Spring 2020
Equivalent Course(s): ANTH 25265

HMRT 26623. Anti-Corruption Politics in Latin America. 100 Units.
Calls for corporate accountability from civil society and widespread public anxieties concerning large scale corporate corruption scandals have become salient modes of articulating questions of power in contemporary Latin America & the Caribbean. This trend, while not homogeneous or new, denounces the relation between two modes of power -- state and corporate -- considered to be at the heart of the region’s democracies. What is the relation between today’s war against corruption and ongoing transformations of corporate and financial power? What has been the effect of anti-corruption discourse over horizons for emancipatory politics - such as Human Rights praxis? This course critically examines anti-corruption politics as constituting one of the region’s most salient frameworks of accountability in the present. Crucially, we will situate it in relation to Latin America’s robust trajectory of critiquing power through the analysis of corporate power as well as the mobilization of Human Rights discourse.
Instructor(s): Azuero Quijano, Alejandra
Equivalent Course(s): ANTH 23071, GLST 26623, LACS 26623

HMRT 27061. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley
Terms Offered: Autumn
Equivalent Course(s): HIST 27605, GNSE 27605, HIST 37605, HMRT 37605, GNSE 37605, LLSO 28010, AMER 27605, CRES 27605, CRES 37605
HMRT 27205. Reproductive Rights as Human Rights. 100 Units.
This course examines human rights approaches to reproductive health and justice with critical grounding in ethnographic case studies. We will begin by surveying major debates and tactics of feminist movements in North and South Americas, comparing visions of reproductive rights based on ideals of liberal individualism and private property with traditions of collective claims for social and economic rights. Our case studies include the Zika epidemic in Brazil, immigration and reproductive health care access in the United States, the shackling of pregnant women in U.S. prisons, the politics of sterilization and birth control in Puerto Rico, and the legalization of abortion in Mexico City. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive rights as human rights in a field of contestation that involves diverse actors, state interests, and social movement histories.
Instructor(s): Amy Krauss, Postdoctoral Lecturer 
Terms Offered: Spring 
Equivalent Course(s): HLTH 27205, GNSE 27205, HMRT 37205, GNSE 37205

HMRT 27306. U.S. Women and Gender. 100 Units.
This course studies the history of women, gender relations, and ideas of sex difference from the emergence of the women’s rights movement in the 1840s to the rise of women's liberation in the 1960s. Issues of work, rights, citizenship, race, and sexuality take center stage as we explore the social, political, and cultural forces that shaped women’s lives and the aspirations and agency of women who sought to transform the rules and relations of gender in the United States. Readings include primary sources as well as classic and recent historical scholarship.
Instructor(s): A. Stanley Terms Offered: Winter 
Equivalent Course(s): LLSO 27306, HIST 27306, CRES 23700, GNSE 27306

HMRT 27312. Pain and Representation. 100 Units.
This course draws from anthropological approaches in dialogue with history, journalism, literature, philosophy, religion, film and visual arts to explore how people diversely experience and represent pain, injury and illness. We will query the genres through which suffering is named, and the different frameworks of causality that allocate responsibility, as well as determine what counts as an appropriate response. Throughout the course we pay special attention to the ways that law and medicine as 'strong' cultural institutions make some aspects of suffering visible while erasing or silencing others. Our central questions are as follows: How do individuals and collectives make sense of loss and uncertainty? How do we witness the pain of others who are close to us and from far away? What are the relations and thresholds between biomedical and legal frameworks of illness and injury and other forms of suffering, healing and care in unequal social worlds?
Instructor(s): Amy Krauss, Postdoctoral Instructor Terms Offered: Winter

HMRT 27380. The Ethics of Immigration. 100 Units.
In this course we’ll investigate philosophical problems underlying contemporary political controversies about immigration. Together, we’ll discuss questions such as the following: What gives one group of people the right to forcibly exclude other people from coming to reside somewhere? Is there such a right at all? What moral authority do existing borders have? What role should the idea of ‘the nation’ play in our thinking about immigration? Indeed, what exactly are nations? And is there a compelling case for the exclusion of immigrants that depends on a commitment to preserving a national culture? All of these questions touch on fundamental issues in political philosophy: the nature of citizenship and its relationship to culture, the source of legitimate authority, the justifiability of state coercion, the content and ground of human rights.
Instructor(s): T. Zimmer Terms Offered: Autumn
Equivalent Course(s): PHIL 27380

HMRT 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.
By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical ‘genealogy of the present’ by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.
Instructor(s): Erin McCullugh Terms Offered: Spring
Equivalent Course(s): LACS 27536, CRES 27536, HIST 29009, GNSE 27536
**HMRT 28310. Vulnerability and Human Rights. 100 Units.**
The course discusses current theories of vulnerability and passivity in relation to human rights. It pays particular attention how human rights and social justice can be thought of in relation to people with severe disabilities, animals, and others who are not traditionally thought of as subjects of justice. We will discuss philosophical texts by Jacques Derrida, Emmanuel Levinas, John Rawls, Martha Nussbaum, and others, and sociological texts by scholars like Bryan Turner and Tom Shakespeare.
Instructor(s): D. Kulick Terms Offered: Winter
Equivalent Course(s): HMRT 38310, CHDV 26310

**HMRT 28315. Grey Zones: Ethics and Decision-Making in the Holocaust. 100 Units.**
How do ordinary men become ruthless killers? What constitutes ‘collaboration’ or ‘resistance’ in the context of total war and genocide? How can we analyze human behavior in a world where normal rules of ethical conduct do not apply? Nearly 75 years after the liberation of Auschwitz, the Holocaust still stands as a touchstone in debates about ethics, morality, agency, historical memory, democracy, citizenship, and human rights. This course is foregrounded in the notion that human behavior during Holocaust cannot be understood through the extreme binaries of good and evil, or black versus white. Rather, we will explore the complexities and nuances of human behavior in extremis. Through a series of case studies, we will focus on the experience and behavior of six (sometimes overlapping) groups of people: perpetrators, victims, bystanders, collaborators, resisters, and rescuers. In doing so, we will pay close attention to the moral considerations and ethical dilemmas that influenced their decision-making, as well as the ways in which gender, class, age, ethnicity, and political and religious ideology influenced these choices. At the same time, we will examine the effects that strategic considerations, as well as actual, available options, had on human behavior during this momentous state-sponsored genocide. In grappling with the dilemmas of human agency, we will critically evaluate the changing meanings of human rights, choice, trauma, and survival throughout the course of the Holocaust.
Instructor(s): Anna Band, Graduate Lecturer Terms Offered: Autumn
Equivalent Course(s): HIST 22019, JWSC 28315

**HMRT 29120. Poverty Law and Policy Reform. 100 Units.**
This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.
Instructor(s): Andrew Hammond
Prerequisite(s): No first year students; attendance on the first day of class is required.
Equivalent Course(s): LLSo 29120, PBPL 29120