

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, film-making, 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	100
HMRT 21002	Human Rights: Philosophical Foundations	100
HMRT 20101	Human Rights I in Vienna: Philosophical Foundations of Human Rights	100
HMRT 20201	Human Rights II in Vienna: History and Theory	100
HMRT 20301	Human Rights III in Vienna: Contemporary Issues in Human Rights	100

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.

Summary of Requirements for the Minor in Human Rights

One of the following:		100
HMRT 21001	Human Rights: Contemporary Issues	
HMRT 21002	Human Rights: Philosophical Foundations	
HMRT 20101	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	
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 the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form obtained from their College adviser or online. This form must then be returned to the College adviser by the end of Spring Quarter of the student's 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): B. Laurence, A. Wang, 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, A. Wang, N. Gonzalez, 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 20101-20201-20301. Human Rights I in Vienna: Philosophical Foundations of Human Rights; Human Rights II in Vienna: History and Theory; Human Rights III in Vienna: Contemporary Issues in Human Rights.
Human Rights in Vienna

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): TBD 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): TBD 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): INRE 31700, HIST 39302, CRES 29302, HMRT 30200, LLSO 27100, HIST 29302

HMRT 21001. Human Rights: Contemporary Issues. 100 Units.

This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of "exceptionalism," and the emerging issue of the "shamelessness" of authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter

Equivalent Course(s): SOSC 21001, CHST 21001, LLSO 21001, LACS 21001, HIST 29304

HMRT 21002. Human Rights: Philosophical Foundations. 100 Units.

In this class we explore the philosophical foundations of human rights, investigating theories of how our shared humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what rights are, how they are distinguished from other part of morality, and what role they play in our social and political life. But rights come in many varieties, and we are interested in human rights in particular. In later weeks, we will ask what makes something a human right, and how are human rights different from other kinds of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?" "What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What role does the nation and the individual play in our account of human rights?" "When can one nation legitimately intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)

Instructor(s): B. Laurence Terms Offered: Autumn

Equivalent Course(s): HIST 29319, INRE 31602, MAPH 42002, PHIL 31002, LLSO 21002, HIST 39319, HMRT 31002, PHIL 21002

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, Executive Director, Pozen Center for Human Rights Terms Offered: Autumn

Equivalent Course(s): PLSC 21005, HMRT 31005

HMRT 21007. The Politics of Human Rights 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' (Koskeniemi 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 21207. Ecocentrism and Environmental Racism. 100 Units.

The aim of this course is to explore the tensions and convergences between two of the most profoundly important areas of environmental philosophy. "Ecocentrism" is the view that holistic systems such as ecosystems can be ethically considerable or "count" in a way somewhat comparable to human persons, and such a philosophical perspective has been shared by many prominent forms of environmentalism, from Aldo Leopold's Land Ethic to Deep Ecology to the worldviews of many Native American and Indigenous peoples. For some prominent environmental philosophers, a commitment to ecocentrism is the defining test of whether one is truly an environmental philosopher. "Environmental Racism" is one of the defining elements of environmental injustice, the way in which environmental crises and existential threats often reflect systemic discrimination, oppression, and domination in their disproportionate adverse impact on peoples of color, women, the global poor, LGBTQ populations, and Indigenous Peoples. Although historically, some have claimed that ecocentric organizations such as Greenpeace have neglected the problems of environmental injustice and racism in their quest to, e.g., "save the whales," a deeper analysis reveals a far more complicated picture, with many affinities and alliances between ecocentrists and activists seeking environmental justice. (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Equivalent Course(s): CHST 21207, CRES 21207, PHIL 21207, MAPH 31207, PLSC 21207, ENST 21207

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. Sherer, E. Lyon Terms Offered: Winter

Equivalent Course(s): HLTH 21400, MEDC 60405, HMRT 31400

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: Spring

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, MAPH 31499, PLSC 21499

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): ENGL 21648, CMLT 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

Equivalent Course(s): CRES 21748, CMLT 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 22217. Reimagining Justice in the Chicago Police Torture Cases. 100 Units.

From 1972 to 1991, former Chicago police commander Jon Burge and white detectives under his command systematically tortured over 117 Black people in police custody. In May 2015, 43 years after the first known instance of torture, Chicago became the first municipality in the U.S. to provide reparations to those harmed by racially-motivated law enforcement violence, passing legislation for survivors of the Burge police torture regime. This course explores the evolution of decades of community activism and creative organizing undertaken in the Jon Burge torture cases. We will consider the following questions: What do these cases and the activism surrounding them reveal about policing and the criminal legal system? What role did torture survivors and those directly impacted by Burge torture play in struggles for justice? How can we reimagine systems of justice and accountability? How can society reckon with legacies of state violence and their ongoing impact in communities today?

Instructor(s): Alice Kim, Pozen Center for Human Rights Lab Director Terms Offered: Winter

Note(s): Consent Required

Equivalent Course(s): CHST 22217

HMRT 22235. Incarceration and Justice. 100 Units.

This course explores the impact of long-term sentencing practices in Illinois and nationwide. Largely neglected, even amid a robust and ongoing national conversation about mass incarceration, more than 200,000 people are serving life without parole (LWOP) or virtual life sentences in the United States. Current efforts to decarcerate often pit "non-violent offenders" against "violent offenders," those deserving versus those undeserving of mercy

or second chances. Nelson Mandela, who was imprisoned for twenty-seven years in South Africa, said: "no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones." We will deploy Mandela's standard to explore the long reach of long-term sentencing as we engage multiple mediums (memoir, personal testimony, poetry, film, art) to take an up-close and personal look at the lived experiences of those who have faced long-term removal from their communities into prison and how individuals, groups and communities are challenging what has been termed "death by incarceration."

Instructor(s): Alice Kim, Pozen Center for Human Rights Lab Director Terms Offered: Spring

Prerequisite(s): Students seeking consent to enroll in this course should pre-register for the course and/or email the instructor.

Equivalent Course(s): CRES 23235

HMRT 22241. Human Rights Research and Writing I. 100 Units.

This course provides an introduction to human rights theory and method for students working on disciplinary or interdisciplinary BA thesis projects that examine human rights topics.

Instructor(s): Nathaniel Gonzalez, Alec Wang, Social Science Teaching Fellows Terms Offered: Autumn

Prerequisite(s): Consent Required.

HMRT 22242. Human Rights Research and Writing II. 100 Units.

This course provides an introduction to human rights theory and method for students working on disciplinary or interdisciplinary BA thesis projects that examine human rights topics.

Instructor(s): Nathaniel Gonzalez, Alec Wang, Social Science Teaching Fellows Terms Offered: Winter

Prerequisite(s): Consent Required.

HMRT 22243. Human Rights Research and Writing III. 100 Units.

This course provides an introduction to human rights theory and method for students working on disciplinary or interdisciplinary BA thesis projects that examine human rights topics.

Instructor(s): Nathaniel Gonzalez, Alec Wang - Social Science Teaching Fellows Terms Offered: Spring

Prerequisite(s): Consent Required.

Note(s): This is a Pass/Fail class

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 22855. Childhood, Migration, and Nation. 100 Units.

While the figure of mobile children is central to academic and public debates about migration worldwide, this course asks students to step back and reconsider a question that is frequently taken for granted: "What is a child?" The intersections between childhood and other categories of personhood, such as migrant laborers and refugees, complicate our assumptions about what it means to be a "child" and the ways children fit into the ideologies of nation-states. Ambiguous representations of migrant children also problematize human rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their family units. The analytical focus on young mobile subjects who are in the process of "growing up" call our attention to questions of temporalities and different modes of imagination which come to mediate the ongoing socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take "(im)migrant children" as an object of inquiry. We will examine 1) the intersection between childhood and other personhood categories along the citizen-migrant continuum, and 2) institutional interventions and everyday practices of the child which are mediated by different ideologies about being children and being (non)citizens of a particular state.

Instructor(s): Moodjalin Sudcharoen Terms Offered: Spring, Spring 2022

Equivalent Course(s): CHDV 22855, ANTH 22855, GLST 22855

HMRT 23000. Encountering AIDS: Queer Representations, Loss, and Memory. 100 Units.

This course asks us to approach the representation and history of the HIV/AIDS pandemic through the lens of encounter. We will engage with a wide array of queer aesthetic, activist, and documentary artifacts produced in the 1980s and 1990s, attending to the multitudinous ways in which they respond to this ongoing emergency, and complicating received accounts of AIDS as a threat of the past. We will ask: What kinds of projects - artistic, educational, documentary, activist - do works and objects from the "archive of AIDS" envision? How do these objects challenge dominant popular cultural depictions of helpless "AIDS victims" and irresponsibly "promiscuous" gay men? What encounters did queer writers, artists, activists, journalists, archivists, academics, policy-makers seek to enact in their specific contemporary circumstances, and what encounters do their works invite and demand in our own present? In addressing these questions, we will contend with the traumatic loss of life within queer communities in the first decades of the pandemic, the rupture of intergenerational queer community, and the elision of these losses in the so-called "post-AIDS era" of the 21st century.

Instructor(s): Sarah McDaniel, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Spring
Equivalent Course(s): GNSE 23137, HLTH 23134

HMRT 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.

This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.

Instructor(s): Erin McFee Terms Offered: Hidden from Catalog, unlikely to be offered again
Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.)
Equivalent Course(s): SPAN 23083, LACS 32335, GLST 23083, LACS 23083, ANTH 23083, ANTH 32335

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 vengefulness? 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 vengeful.

Instructor(s): Agatha Slupek, Graduate Lecturer Terms Offered: Spring
Equivalent Course(s): PLSC 23114

HMRT 23145. Human Rights on the Ground: Ethnographic Perspectives. 100 Units.

The aim of this course is to investigate the ways in which ethnographers have dealt with questions of human rights and humanitarianism. While ethnography is the hallmark of anthropology, it has gained popularity in recent years in other fields of social science, from sociology to political science. Over the course of the quarter, we will discuss what makes a human rights ethnography and what we can learn about human rights from the perspective of ethnography. Rather than reading chapters and articles, we will focus on excerpts of full ethnographies. The purpose of this is to delve into the nitty-gritty details of living with (or without) human rights. Students will not only learn about human rights from an ethnographic perspective, but they will also gain familiarity with ethnography as a genre.

Instructor(s): Jay M. Henderson, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Autumn
Equivalent Course(s): ANTH 25272, CHDV 23145

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
Equivalent Course(s): SOCI 20511

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
Equivalent Course(s): HIST 24713, EALC 23216

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. Appeltová Terms Offered: Winter

Equivalent Course(s): HIST 23400, GNSE 23490, HLTH 23400, HIPS 23410

HMRT 23415. Human Rights and Property. 100 Units.

This course explores the relationship between property and human rights. On the one hand, the right to property protects against loss and facilitates restitution. On the other hand, it can just as easily legalize violence, inequality, and discrimination. This tension has created a long-standing problem for human rights advocates, as the legal tools that are supposed to protect the vulnerable are inseparable from the root causes of domination and violence. In this course, we will study this problem through texts that foreground those who use property to make human rights claims. By focusing on the struggles of refugees, migrants, Indigenous peoples, displaced peasants, and colonial subjects, we will study what those who are excluded or dispossessed do with property rights, how they do it, and what they hope to accomplish. We will seek to clarify the relationship between legal rights and class power and explore the limits and possibilities of human rights to produce structural change.

Instructor(s): Paul Kohlbray, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter

HMRT 23491. Constructing Groups: Ethnicity, Race, Religion and Nationality. 100 Units.

Our social structure is built from groupings ranging from the most arbitrary to the most serious. We are divided by the color of our skin, the beliefs we hold, our gender, where we were born, our political parties, and more arbitrary distinctions like the schools we attend or the sports teams we support. These categories can be ways to express ourselves and meet with likeminded people, but they can also shape our relationships to others and even determine the value society places in of our lives. This class draws on scholarship from philosophy, psychology, sociology and beyond, to investigate this habit of groupism. We will read work by authors ranging from Georg Simmel and WEB Du Bois to Rogers Brubaker and Charles Tilly. Our seminar will use these texts to discuss how and why we construct groups, understand the hierarchies that they establish, and the lasting inequalities that they perpetuate. The class will draw heavily from examples of group hierarchies in the United States, but we will also look more broadly at group hierarchies in general and at examples from elsewhere in the world.

Instructor(s): Nathaniel Gonzalez, Pozen Center Social Science Teaching Fellow Terms Offered: Spring

Equivalent Course(s): SOCI 20527

HMRT 23561. Democracy: Athens and America. 100 Units.

What does it mean for a country to be a democracy? Political scientists and historians say that the Athenians invented democracy, but their government looked very different from the democracies we see in the world today. How can understanding democracy as it was conceived and practiced in ancient Greece contribute to our own understanding and practice of democracy? Does modern democracy fulfill the promise of ancient democracy, or betray its fundamental tenets? Have we improved on an ancient idea or invented a new form of government? In this class, we will explore these questions primarily through a comparative study of Athenian and American democracy. Class discussion will also draw on democracy in other countries and democracy building. We will examine institutional elements of democratic governance and the intersectional challenges faced in a government "by the people and for the people" in a global environment, such as issues of race, gender, slavery, war, and empire.

Instructor(s): Hannah Ridge, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring

HMRT 24007. Human Rights in China. 100 Units.

This seminar explores the diverse range of human rights crises confronting China and Chinese people today. Co-taught by Teng Biao, an internationally recognized lawyer and advocate for human rights, and University of Chicago China historian Johanna Ransmeier, this course focuses upon demands for civil and political rights within China. Discussions will cover the Chinese Communist Party's monopoly on power, the mechanisms of the Chinese criminal justice system, and the exertion of state power and influence in places like Tibet, Hong Kong, Xinjiang, and Taiwan, as well as the impact of the Peoples Republic of China on international frameworks. We will discuss the changing role of activism, and the expansion of state surveillance capacity. Students are encouraged to bring their own areas of interest to our conversations. Throughout the quarter we will periodically be joined by practitioners from across the broader human rights community.

Instructor(s): Johanna Ransmeier, History, Teng Biao, Pozen Visiting Professor Terms Offered: Winter

Prerequisite(s): Consent Required

Equivalent Course(s): HIST 34516, EALC 24517, EALC 34517, HIST 24516, HMRT 34007

HMRT 24108. Reproductive Justice Beyond Rights. 100 Units.

This course surveys major debates and tactics of feminist and queer movements between global norths and souths, comparing visions of reproductive and sexual rights based on ideals of liberal individualism and private property with traditions of collective rights claims, practices of care and solidarity, and more expansive visions of reproductive wellbeing and justice. Some of our case studies include the Zika epidemic in Brazil, Mothers Reclaiming Our Children in the U.S., and movements for abortion access in Latin America. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive and sexual rights in a field of contestation that involves diverse state interests and social movement histories.

Instructor(s): Amy Krauss, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring
Equivalent Course(s): HLTH 24108, HMRT 34108, GNSE 34108, GNSE 24108

HMRT 24193. Water Water Everywhere? 100 Units.

This interdisciplinary course explores aesthetics, environmental racism, and a human rights approach to the Commons to inform our perspective on the politics and aesthetics of water. Centering around a newly commissioned artwork by artist and MacArthur Genius Fellow Inigo Manglano-Ovalle, the course will look at issues of scarcity and abundance through the lens of art. In addition to works by Manglano-Ovalle, students will consider works by Allan Kaprow, LaToya Ruby Frazier, Fazal Sheikh, and others to consider how art can confront the 21st century's environmental challenges. Readings will include Susan Sontag's *Regarding the Pain of Others*, and Fred Moten and Stefano Harney's *The Undercommons*. The course will include visits to exhibitions curated by Abigail Winograd as part of *Toward Common Cause: Art, Social Change, and the MacArthur Fellows at 40* including a site-specific installation by Inigo Manglano-Ovalle. This course is part of a collaborative project at the Gray Center for Arts and Inquiry with human rights lawyer Susan Gzesh, artist Inigo Manglano-Ovalle, and curator Abigail Winograd.

Instructor(s): S. Gzech Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ENST 24193, ARTH 24193, CHST 24193, SOSC 21005

HMRT 24208. Incarceration and Justice. 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 24253. Indigenous Rights and Capitalism. 100 Units.

Over the past decades Indigenous rights have been codified in international law, transforming the relationship between political activism, legal claims, and market forces. For Indigenous peoples, legal rights have produced formal structures for political recognition and mechanisms for raising territorial claims, but they have not resolved the problems of sovereignty and self-determination. They have, however, raised questions around if, how, and on what terms to engage with capital. In this course, we will explore different answers to these questions. We will examine how Indigenous groups, movements, and organizations navigate state and corporate power; why they choose (or are compelled) to embrace or resist capitalist relations; and how this conjuncture shapes radical projects that seek to break with the imperatives of profit, competition, and growth. By critically studying how rights shape larger economic processes and ideologies, we will ask whether legal rights advance Indigenous political struggles or reinforce colonial domination.

Instructor(s): Paul Kohlbry, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring

HMRT 24506. Disability in East Asia: Past and Present. 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 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

Equivalent Course(s): HIIST 24505, HLTH 24506, EALC 24506

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 24600. Trad Peopl Intellectual Rights. 100 Units.

TBD

Equivalent Course(s): ANTH 40500, ANTH 24500

HMRT 24701. Human Rights: Migrant, Refugee, Citizen. 100 Units.

The fundamental principle underlying human rights is that they are inherent in the identity of all human beings, regardless of place and without regard to citizenship, nationality, or immigration status. Human rights are universal and must be respected everywhere and always. Human rights treaties and doctrines mandate that a person does not lose their human rights simply by crossing a border. While citizens enjoy certain political rights withheld from foreigners within any given nation-state, what ARE the rights of non-citizens in the contemporary world? Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter

Prerequisite(s): A prior course in Human Rights or a migration-related topic would be desirable but not necessary

Equivalent Course(s): LACS 25303, SOSC 24701, SSAD 44701

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 analyze 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: Hidden from the Catalog; unlikely to be re-offered

Equivalent Course(s): ANTH 34720, HMRT 34720, ANTH 24720

HMRT 24725. Humans After Violence. 100 Units.

What happens to individuals and societies after experiences with violence? This course takes a critical look at scholarship and practitioner efforts to understand and influence those who make and unmake violence and who are implicated in its aftermath. The four units - violence, trauma, subjectivity, and reconciliation - explore and problematize each of these domains of inquiry. Throughout the course, we will draw from both foundational and emerging texts in anthropology and related disciplines as we critically examine the "re" in contexts of violence: re-integration of ex-combatants, re-entry of the formerly incarcerated individuals, re-return of displaced populations, and re-conciliation among war affected peoples. What are the reach and limits of these discourses in contexts of violence and physical and socioeconomic insecurity? How is social life in these settings differentially experienced according to gender and stages of the life course? The course will also include an examination of methodological approaches to studying violence-affected individuals and communities as well as issues of decolonizing research, non-extractive approaches, reflection on relations of power and inequality, and trauma-informed approaches to research and engagement. Students will develop a case study of their choosing over the quarter and receive dedicated classroom instruction on writing interdisciplinary literature reviews.

Instructor(s): Erin McFee Terms Offered: Hidden from Catalog; unlikely to be re-offered

Prerequisite(s): Open to 3rd or 4th year undergraduates and masters students

Equivalent Course(s): ANTH 24725, GLST 24725, ANTH 34721, HMRT 34721

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, HMRT 35002, CRES 25001, GNSE 25002

HMRT 25118. Islam, Politics and Gender. 100 Units.

This course examines the relationship Islam and politics with a focus on gender and sexuality. For this class, politics is broadly construed, including religious law, family law, social issues, and war. Gender is an inextricable part of Islamic law, and the connection between Islam and the state pervades scholars' understanding and interpretation of political development in the Muslim world. While many texts and discussions will focus on women, gender is considered expansively. We will consider the role of sex in religious law, as well as sexual identity, gender identity, and sexual orientation. We will also incorporate areas outside of the Islamic "heartland" of the Middle East, such as Europe and Asia.

Instructor(s): Hannah Ridge, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter

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 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 25312. The Comparative Historical Sociology of Mass Incarceration. 100 Units.

Explanations of mass incarceration in the United States mainly focus on current and antecedent conditions in the US. This course will explore those accounts, but will situate them in a comparative framework. Thus we will also ask why incarceration rates are much lower in other countries, as well as in the American past. We will study the origins of modern prison systems from across the world, as well as cross-national patterns of incarceration and policing today. The class will also consider the relationship between modern prison systems and slavery, capitalism and democracy. There will be opportunities, for those students who are interested, to earn course credit by studying an original international dataset on prisons and police collected by the instructor, but experience with data or statistics is not a requirement for this seminar.

Instructor(s): John Clegg Terms Offered: Autumn

Equivalent Course(s): SOCI 20546, SOSC 25312

HMRT 25408. Human Rights in Japanese History. 100 Units.

This course examines how the modern concept of "rights" and "human rights" localized in Japan and how different parties in Japan have used the language of human rights in attempts to remake Japan's social, cultural, and legal landscape. We will explore a wide range of topics including the translation of Eurocentric rights talk in East Asia, colonization and decolonization, statelessness and migration, transitional justice and reconciliation, biopolitical rights and bio-citizenship, indigenous rights, and women and gender-specific rights. Throughout the course we pay special attention to the ways in which rights talk and human-rights politics in Japan intertwine with the country's efforts to modernize and build the "nation within the empire" and, after its defeat in WWII, to close off its "long postwar" and reconcile with its neighbors. This is an introductory course, and no previous knowledge of Japanese history or the international history of human rights is required. However, you should

be prepared to read (and watch, browse, and listen to) a wide array of primary and secondary sources that destabilize the most common vocabulary and concepts we take for granted in contemporary human-rights talk such as race, state responsibility, and the very notion of universalism so central to the idea of human rights.

Instructor(s): K. Pan Terms Offered: Winter

Equivalent Course(s): HIST 24508, EALC 24508

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, LACS 26623, GLST 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: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): CRES 27605, AMER 27605, LLSO 29704, HIST 27605, GNSE 27605

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, GNSE 37205, HMRT 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.

How do people make sense of loss and pain? What is the relationship between bodily (somatic) and spiritual (psychic) forms of suffering? Why and how do we consider them separately? What languages do we have for expressing pain and how do we "read" or share the suffering of the others? This course draws from anthropological approaches in dialogue with literature, philosophy, feminist theory, film, and photography to defamiliarize the category of suffering as a universal human experience and to think critically about how different modes of representation generate ethical and political responses (or fail to). For instance, we will consider the de-politicizing effects of humanitarian depictions of suffering in the context of war and immigration,

the relationship between art and violence, and how histories of racism and colonial domination shape empathetic imagination. Addressing a wide range of issues and contexts, we will pay special attention to the creative genres people engage in order to live with pain and loss, often in the margins of "strong languages" of law, medicine and religion.

Instructor(s): Amy Krauss, Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): HLTH 27312

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, HIST 29009, GNSE 27536, CRES 27536

HMRT 27546. Racialization and the Racial Project of the American Immigration System. 100 Units.

This course examines how immigration law, changes in the American immigration system, and the notion of "illegality," have shaped the racialization and "othering" of Asian and Latino immigrants in the United States. The course will begin by exploring the concepts of racialization and racial project, and then shift to examining the context of, and resulting racialization surrounding, major changes in U.S. immigration policy. Indeed, immigration law is shaped by the economic moment of the times and is often aligned with the long history of exploitation by American colonial and corporate capitalist interests. However, at the same time, immigration laws also serve to delineate the "worthiness" and "unworthiness" of different groups in the nation in question. We will study how this racialization has meaningful implications in the domains of migrant economic integration and cultural assimilation, the Census, as well as love and family. The course will cover several moments of exclusion and inclusion, including the Chinese Exclusion Act, the Bracero program, Japanese internment, as well as the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986 (which provided amnesty for thousands of undocumented immigrants), DACA, as well as what racialization, illegality, and deportation look like today.

Instructor(s): Ilana Ventura Terms Offered: Winter
Equivalent Course(s): SOCI 28093, CRES 27546

HMRT 28005. Illicit Religion: Contesting Religious Freedom under the Law in Modern America. 100 Units.

The "freedom of religion" is one of the United States' most enduring and celebrated national ideals. And yet, rights of religious belief and practice have been contested consistently throughout the history of the nation, transforming both cultural practices and legal definitions of religion. Can American religion be radically free *and* fundamentally subject to the legal definitions and executive constraints of the state? Or is religious freedom under the law impossible, as some scholars have it? In this course, we will examine historical events, legal principles and academic debates over the meaning of religion's "free exercise" in the United States. Three case studies will ground our investigations: the Pueblo Indian dance controversy of the 1920s, the organization of the Church of Scientology in the 1950s and, finally, conflict over property and political rights at Oregon's Rajneeshpuram in the 1980s. Historical and cultural study will be augmented with theory and legal analysis by scholars of American religion and law. The term will end with student presentations on controversial developments in the exercise of religion since 1993's Religious Freedom Restoration Act (RFRA), including its enforcement of religious boundaries around drug use, gay marriage and women's reproductive health. No prerequisite knowledge of religious tradition, historical period or legal principle is necessary.

Instructor(s): Greg Chatterley Terms Offered: Spring

Equivalent Course(s): AMER 28005, HIST 27120, RLST 28005

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): JWSC 28315, HIST 22019

HMRT 29051. Religion, Race, and Gender in the (Un)Making of American Mass Incarceration. 100 Units.

The United States has the largest population of incarcerated people in the world; it imprisons a greater percentage of its citizens than any other country. Scholars have offered a number of explanations for the phenomenon of mass incarceration, from theories about the war on drugs, the prison industrial complex, and "the new Jim Crow." In this course we will interrogate these prevailing theories with an eye to three crucial themes: race, gender, and religion. We will trace the ways these factors are intertwined with the billion-dollar correctional industry in the United States, beginning with the racist, Christian origins of the American legal system and the underlying assumptions about our central categories in criminology and policing protocols. We will then proceed through sentencing, the experience of incarceration, and post-release rehabilitation and parole. Along the way we will consider, *inter alia*, the criminalization of blackness; the school to prison pipeline; discourses on mercy and penitence in judge and jury decisions; how prison policies on acceptable religious officiants and types of "scripture" produce local definitions of religion; the gendered divisions of prison labor; the gendering and sexualizing of inmates' bodies; the role of faith-based prisons and prison ministries in rehabilitation programs and narratives; and the religious nature of radical Black feminist abolition activism.

Instructor(s): Emily Crews Terms Offered: Spring

Equivalent Course(s): SOCI 20543, GNSE 29050, SSAD 29050, RLST 29050, CRES 29050, AMER 29050, ANTH 25219, HIST 28005

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

HMRT 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.

How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children's rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children's own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor

Equivalent Course(s): GNSE 29313, HIST 29313, LLSO 20301, CRES 29313, AMER 29313

HMRT 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape

subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female "hysteria," evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

Instructor(s): M. Appeltová Terms Offered: Spring Winter

Equivalent Course(s): HIPS 29318, HIST 29318, GNSE 29318, CHDV 29318, CRES 29318, HLTH 29318

HMRT 29604. Topics in Critical Theory: Constitutionalism and Rights. 100 Units.

(Brief/keyword description) - Historicizing and theorizing constitutionalism, rights and the law from the South. Particular empirical focus on South Africa, will also draw on Indian, other African and Latin American material, and think Euro-American genealogies of law and rights from these global Southern locations.

Instructor(s): Kaushik Sunder Rajan Terms Offered: Hidden from the Catalog; likely to be a once only capstone course

Prerequisite(s): 3rd or 4th year standing

Note(s): This is a 3CT Capstone course.

Equivalent Course(s): ANTH 29604

