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 the College Human Rights civilization studies sequence, a College major, a College minor (https://humanrights.uchicago.edu/collegeminor/), an introduction to contemporary concepts and issues in human rights, a Spring Human Rights in Vienna Study Abroad program (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.

Major in Human Rights

The Human Rights major explores the theory and practice of human rights through sustained interdisciplinary inquiry, experiential learning, and capstone research projects. Students examine fundamental conceptual issues around human rights through a variety of disciplinary perspectives in courses from the arts and humanities to the law and the social and biological sciences, engaging with the problematics of human rights practice to formulate their own critical perspectives on human rights as a field of knowledge. The major offers a unique opportunity at the University of Chicago for students to integrate theory with practice with its strong experiential focus.

Overview of the Program Requirements

Students must complete a total of 12 courses:

- HMRT 24823 International Human Rights Law and Practice
- HMRT 23921 Human Rights Methods
- One foundational course in the Humanities
- One foundational course in the Social Sciences
- Six electives (four grouped in a stream)
- Two-Quarter BA Thesis Workshop or Practice Capstone Workshop

Students are also required to undertake a human rights field or research experience.

International Human Rights Law and Practice
This course introduces students to the legal architecture of international human rights law. While the legal framing of rights emphasizes universality and the common good, its application reflects the historical compromises and political uncertainties of the times. This course will explore the tensions that are produced when politics meets "the law" and examine the issues, actors, doctrines, and practices that make up the human rights project. Students are encouraged to take this course in Autumn Quarter of their second year and are required to complete it by Autumn Quarter of their third year.

**Human Rights Methods**

This course prepares students to relate the academic study of human rights to human rights practice. It will provide training in human rights monitoring, analysis, documentation (including the use of photography and videography), the use of public information and records, intervention and capacity building, trauma informed research, effective storytelling in human rights advocacy, effective interview techniques, stakeholder mapping, statistical analysis in R, mapping technologies, and GIS. Importantly, this course will also address the "ethics" side of field work, including principles of do no harm as well as self-care, which is so critical to human rights work. Students are required to take this course before completing their human rights research or field experience, which is often over the summer quarter of their third year.

**Foundational Courses**

Foundational courses are designed to introduce students to key disciplinary, cross-disciplinary, and methodological approaches to the study of human rights. Students will take one foundational course in the humanities (HUM) and one foundational course in the social sciences (SS). Students may petition to use courses in the Human Rights in Vienna Study Abroad program to meet the humanities and social sciences foundational requirement. They may also petition to use Human Rights in World Civilizations I and II (if they do not use it to meet their general education requirement in civilization studies). Foundational courses can also be used to satisfy elective requirements, but only if they are not used to satisfy the foundational course requirement.

- Philosophical Foundations of Human Rights (HUM)
- Artistic Expressions of Human Rights (HUM)
- Human Rights in Literature (HUM)
- Human Rights: History and Theory (SS)
- Human Rights: Sociological Approaches (SS)
- Human Rights: Anthropological Perspectives (SS)
- Health and Human Rights (HUM or SS)
- Human Rights: Contemporary Issues (HUM or SS)

**Elective Courses**

Elective courses are designed to allow students to develop expertise in particular human rights topics or issues. Any HMRT-designated course satisfies an elective requirement. However, students must choose four of their six elective courses from within a single stream. This is intended to provide a depth and coherence to the selection of electives. You can find on the Pozen Center website (https://humanrights.uchicago.edu/courses/) which stream each HMRT-designated course is in. Note that students may also petition to create their own topical stream of elective courses. Streams include:

- **Human Rights in Theory**
  - Courses that explore the theoretical foundations of human rights, including topics such as the relation of human rights to justice, the state, and law, or the role of human dignity and the concept of the human being. Sample courses include Philosophical Foundations of Human Rights, Advanced Topics in the Philosophy of Human Rights, Anti-Colonial Thought, and Justice at Work. Courses in this stream are marked (Theory) on the Pozen Center website.

- **Human Rights in Crisis**
  - Courses that explore emerging “crises” in both the theory and practice of human rights, including rising authoritarianism and the erosion of democracy, climate crisis and human rights, or refugee crises. Sample courses include: Migrant, Refugee, and Citizen, Militant Democracy and the Preventative State, and The Politics of Law: Human Rights in Crisis. Courses in this stream are marked (Crisis) on the Pozen Center website.

- **Human Rights in Context**
  - Courses that explore human rights by contextualizing them either historically or regionally. Sample courses include Human Rights in Mexico, Human Rights in the Middle East, Cold War Human Rights, American Legal History, or The History of LGBTQ Rights. Courses in this stream are marked (Context) on the Pozen Center website.
**Human Rights in Transition**

Courses that explore questions of transitional justice, and post-conflict conditions, including peace and reconciliation, memorialization, and reparations. Sample courses include Ethnic Conflict in Comparative Perspective, Reimagining Justice: The Chicago Police Torture Memorial, or Challenging Transitional Justice. Courses in this stream are marked (Transition) on the Pozen Center website.

**The Right to Have Rights**

Courses that focus on exclusion and new and emerging regimes of rights, including the claims of immigrant rights, indigenous rights, gender and sexual rights, and the rights of incarcerated persons. Sample courses include Incarceration and Justice, Indigenous Rights and Capitalism, and The Transnational Migration Regime. Courses in this stream are marked (R2HR) on the Pozen Center website.

**Human Rights Field or Research Experience**

In addition to required coursework, all majors will undertake either a human rights field experience or a human rights research experience.

**Field Experience**

For a field experience, students apply for competitive funding usually during Winter Quarter of their third year to work with a human rights partner organization identified by the Pozen Center as offering strong learning opportunities, usually over the summer after the third year. Relevant organizations include international human rights NGOs, locally based NGOs, government bodies, and think tanks. Together the host organization and student, with the guidance of Pozen Center faculty and staff, establish Learning Agreements for each placement. The host organization and student complete two evaluations over the course of the placement. A list of current partnerships is available on the Pozen Center website.

**Research Experience**

For a research experience, students will apply to work with a University of Chicago faculty member who has an ongoing human rights project. For example, one might apply to work with a faculty member on the construction of a digital library of human rights documents, or with a faculty member who is conducting research on the effects of long-term sentencing on mass incarceration. Please consult with the Director of Undergraduate Studies to learn more about these opportunities as they arise.

**BA Thesis or BA Practice Capstone Project**

Two tracks are available to fourth-year students: the BA Thesis Track and the BA Practice Capstone Track.

**BA Thesis Track**

Students on the BA Thesis Track write a BA Thesis that involves human rights. The student must find a supervisor for their thesis in Spring Quarter of third year, submitting a thesis proposal signed by their supervisor to the Director of Undergraduate Studies by the end of the Spring Quarter. In Autumn and Winter Quarters of their fourth year, the students must enroll in the Human Rights BA Thesis Workshop. This is a workshop which meets every other week, where students will receive research training, attend panels, and share their evolving thesis research with their peers and the workshop's instructor. For students who are double majoring in a major with a thesis workshop, the student may petition to have this workshop count for satisfying the BA workshop requirement, provided the thesis involves human rights.

**Practice Capstone Project Track**

The Practice Capstone Track is available only by application, to be submitted in Spring Quarter of Year 3 to the Director of Undergraduate Studies. Students will enroll in the Practice Capstone Workshop, which meets weekly. Under the supervision of the workshop instructor, the students on the Practice Capstone Track will either continue their engagement with the organization where they have their field experience, or with some other ongoing human rights project, over the course of their fourth year. They will engage in intensive human rights field research and learn how to marshal this research to engage in advocacy in various modes from writing reports, to op-eds, or multimedia projects. This will culminate in a written document that may take various forms under the supervision of the Practice Capstone Workshop instructor.

**General Education**

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

**SUMMARY OF REQUIREMENTS FOR THE MAJOR IN HUMAN RIGHTS**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HMRT 24823</td>
<td>International Human Rights Law and Practice</td>
<td>100</td>
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<td>HMRT 23921</td>
<td>Human Rights Methods</td>
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<td>One foundational course in the Humanities</td>
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One foundational course in the Social Sciences 100
Six electives (four grouped in a stream) 600
Two quarters of BA Thesis Workshop or Practice Capstone Workshop 100
BA Thesis or Practice Capstone Project
Human Rights Field or Research Experience

Total Units 1100

**GRADING**

Students who are majoring or minoring in Human Rights must receive quality grades in courses taken to meet the requirements of the program.

**HONORS**

Eligibility for honors requires a GPA of 3.5 or higher overall and in each of the courses taken to meet the requirements of the program, and a BA Thesis or Practice Capstone Project that is judged to merit honors.

**ADVISING**

Majors should plan their course of studies in consultation with the Director of Undergraduate Studies, Ben Laurence (benlaurence@uchicago.edu). There is no application for entry to the major, although one must apply by the Spring Quarter of third year to do the Practice Capstone Track. All majors must sign up for the hrundergrads@lists.uchicago.edu list, the main channel of communication for those pursuing a degree in human rights to receive information.

**DOUBLE MAJORING**

Double majoring in human rights is permitted. The same courses may be used to satisfy the requirements for both majors. Furthermore, students may petition to substitute the BA thesis workshop of their other major for the Human Rights BA Thesis Workshop, provided their thesis involves human rights.

**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 100
   - HMRT 21002 Human Rights: Philosophical Foundations 100
   - HMRT 20101 Remembering the Holocaust & the Nazi Euthanasia Program in Vienna 100
   - HMRT 20201 The Global Politics of Religious Freedom 100
   - HMRT 20301 Documenting Change: Narrative and Memory in Turbulent Times 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 Remembering the Holocaust & the Nazi Euthanasia Program in Vienna
- HMRT 20201 The Global Politics of Religious Freedom
- HMRT 20301 Documenting Change: Narrative and Memory in Turbulent Times

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.

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): SOSC 24900
Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken SOSC 24900 to enroll in this course. Equivalent Course(s): SOSC 24901

HMRT 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.
Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans-theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.
Instructor(s): Paula Martin Terms Offered: Winter
Note(s): This course counts as a Foundations Course for GNSE majors Equivalent Course(s): CHDV 12103, ANTH 25212, HLTH 12103, HIPS 12103, GNSE 12103

HMRT 12119. Ecofeminisms: Feminist Theory and Climate Justice. 100 Units.
Ecofeminism, a term coined in 1974, was at the height of its popularity in the late twentieth century. It merged feminist concerns with environmental ones by highlighting the ways both nature and women had been continually oppressed by patriarchal institutions. But by the early 2000s, ecofeminism was essentially a dead movement, attacked for being too essentialist and not inclusive enough. Interestingly, global warming and climate change movements also seemed to lose steam at around the same time. Yet, as many scientists and scholars now recognize, climate change is neither gender neutral nor does it affect all people equally; women and people of color often suffer the most when extreme climate events strike. This course examines theories of ecofeminism from the late 20th century to the present to draw connections between feminist struggles, racial inequalities, human rights concerns, and climate change. Through our readings, films, discussions, presentations, and research projects, we will track some common threads between feminist theories and climate justice like access to water, food, and healthcare; reproductive rights and reproductive justice; and displacement due to climate change. Some questions we will interrogate are: How is climate justice a feminist issue? How is environmental degradation and climate change a human rights issue? Do we need a new term, like intersectional environmentalism, for ecofeminism?
Instructor(s): Caroline Heller Terms Offered: Spring
Note(s): This course counts as a foundations course for GNSE majors Equivalent Course(s): ENST 22119, GNSE 12119
Human Rights


HMRT 20101. Remembering the Holocaust & the Naiz Euthanasia Program in Vienna. 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. The Global Politics of Religious Freedom. 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. Documenting Change: Narrative and Memory in Turbulent Times. 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 20116. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.
Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): GEOG 20116, SOCI 30116, HMRT 30116, LLSO 20116, SOCI 20116, PBPL 27900, GEOG 30116

HMRT 20200. Human Rights: 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): Savitri Kunze, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered: Spring
Equivalent Course(s): CRES 29302, HMRT 30200, HIST 29302, INRE 31700, HIST 39302

HMRT 20101. Remembering the Holocaust & the Naiz Euthanasia Program in Vienna. 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 Spring Winter
Equivalent Course(s): CHST 21001, SOSC 21001, LACS 21001, HIST 29304, LLSO 21001, CRES 21001
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: Winter
Equivalent Course(s): PHIL 21002, HMRT 31002, MAPH 42002, HIST 29319, PHIL 31002, INRE 31602, HIST 39319

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): HMRT 31005, PLSC 21005

HMRT 21006. International Human Rights Law. 100 Units.
This class is an introduction to international human rights law. It will cover the main international human rights instruments (treaties, conventions, declarations, and the opinions of international courts and human rights bodies) and institutions that operate at the international level. The course will also cover the conceptual foundations of international human rights law, the organization and structure of the United Nations human rights system and regional human rights bodies. The interaction between national and international systems and their cooperation in enforcing international human rights law will also be covered. Finally, we will discuss a couple of countries, including Afghanistan under the Taliban, as case studies to highlight the challenges that face international human rights law in the contemporary world. There are no preconditions for taking this course.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): LLSO 21005

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' (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 Covid-19-- 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 21025. Creating a Different Image: Black Women's Filmmaking of the 1970s-90s. 100 Units.
This course will explore the rich intersections between African American women's filmmaking, literary production, and feminist thought from the 1970s to the early 1990s, with an emphasis on the formation of a Black women's film culture beginning in the 1970s. We will examine the range of Black feminisms presented through film and the ways that these films have challenged, countered, and reimagined dominant narratives about race, class, gender, and sexuality in America. We will explore the power and limitations of filmmaking as a mode of Black feminist activism; the range of Black feminisms presented through film; and the specific filmic engagements of well-known Black feminist critics such as bell hooks, Toni Cade Bambara, and Michele Wallace. As many Black feminist writers were engaged with filmmaking and film culture, we will look at these films
alongside Black women’s creative and critical writing from the period. Approaching filmmaking in the context of Black feminist thought will allow us to examine the possibilities of interdisciplinary approaches to film studies broadly, as well as to think specifically about the research methods and theories that are demanded by Black women’s filmmaking in particular.

Instructor(s): Allyson Field
Terms Offered: Winter

Prerequisite(s): This course is open to graduate and undergraduate students from across the disciplines; our conversations and presentations of the films will both depend on and be energized by different disciplinary perspectives.

Note(s): Not offered in 2023-24. Please email Professor Field at anfield@uchicago.edu before enrolling. Course Description Continued: We will discuss the form, aesthetics, and politics of individual films and we will examine larger efforts by artists and activists to build a Black women’s film culture, asking such questions as: What does a film history of Black feminism look like, and what scholarly and creative methods does such a history demand? To begin to answer these questions, we will revisit the 1976 Sojourner Truth Festival of the Arts—believed to be the first ever Black women’s film festival—organized by Michele Wallace, Faith Ringgold, Patricia Jones, Margo Jefferson, and Monica Freeman. The class will collectively participate in a homage series inspired by the 1976 festival, featuring work by filmmakers from the original festival such as Monica Freeman, Madeline Anderson, Michelle Parker, Ayoka Chenzira, Carol Mundy, Lawrence, Edie Lynch, and Camille Billops; as well as others including Julie Dash, Zeinabu Irene Davis, Maya Angelou, and Yvonne Welbon. The weekly course screenings will be open to the public and students will gain experience in the public presentation of films by actively engaging in public-facing aspects of film exhibition (writing program notes, delivering introductions, participating in discussions, etc.). The class will culminate with a two-day symposium that will bring together around 35 Black feminist filmmakers and artists, including a number from the 1976 festival, to revisit the threads and legacies of the original event and discuss the present and future of Black women’s film practices.

Equivalent Course(s): GNSE 20128, CMST 21025, KNOW 31025, CMST 31025, CRES 21025, HIST 27415, HMRT 31025, GNSE 30128, HIST 37415

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): HMRT 31400, HLTH 21400, MEDC 60405

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 22040. Religion in Israeli-Palestinian Conflict and Peacemaking. 100 Units.

The Israeli-Palestinian conflict is arguably the most intractable political conflict at present. The conflict has been subjected to various historiographies and narrative explorations, offering often-competing explanations in an attempt to understand its origin and evolution, and also the failure of its resolution. This course explores the role of religion in the historical development of the conflict and in its contemporary manifestation, while at the same time probing the potential role of religion in the resolution of the conflict and outlining the history of attempts for religious peace-making in Israel/Palestine. Combining concrete historical analysis and intellectual history, the course will focus on the Jewish, Muslim and Christian views of the conflict and its potential resolution, relating to such themes as covenant, messianism, political theology, the sanctity of the land and the role of Jerusalem. These concepts and others will be explored against the backdrop of the concrete history of the conflict, focusing initially on the formative period of 1897-1948, pivoting to the 1967 war and its aftermath and concluding with the religionization of politics in recent decades and its far-reaching consequences.

Instructor(s): David Barak-Gorodetsky
Terms Offered: Winter

Equivalent Course(s): CRES 20240, JWSC 24040, HIST 25900, RLST 22040
HMRT 22123. Natural Law in the Hist of Scholastic Political Thought: Aquinas, Vitoria, Suárez, Hooker, Grotius. 100 Units.
The concept of natural law has played a central role in the history of Western political thought, and it has often been deployed in political argumentation at pivotal moments in human history, from the discovery of the New World and the American founding to the Nuremberg trials and the Civil Rights Movement. Though the doctrine has antecedents in Greek and Roman philosophers, including Plato, Aristotle, and the Stoics, it received its classic articulation in the writings of the Scholastic thinkers of the Middle Ages and early modern period. In this seminar, we will read key primary source texts in the development of natural law theory in the Scholastic age from five of the Scholastic tradition’s seminal thinkers: Thomas Aquinas (1225-1274), Francisco de Vitoria (1483-1546), Francisco Suárez (1548-1617), Richard Hooker (1554-1600), and Hugo Grotius (1583-1645). In reading their works, we will consider the theories of natural law they construct as well as the implications of their respective theories for political debates concerning such questions as Spanish treatment of Native Americans, religious toleration, the foundations of international law, and the origins of political authority. We will also consider questions of continuity and discontinuity between the authors and the ways in which their works reflect the historical contexts in which they were written. Throughout, we will focus on close reading and careful exegesis of the primary source texts.
Instructor(s): S. Waldorf
Equivalent Course(s): RLST 27123, MDVL 22123, HIST 22123

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 23336. Religion, Nation, Race. 100 Units.
Religion, nation, race: as familiar as these terms and the categories they name may be, they prove strangely resistant to definition—especially when, as often happens, they are entangled with one another. This seminar course orientis students in the busy field of contemporary theoretical writing on these categories and the myriad ways they mutually complicate one another. Our central texts will be two recent books addressing a pair of historically, culturally, and geographically disparate examples: Anustup Basu, Hindutva as Political Monotheism (2021), on Hindu right-wing nationalism in contemporary India, and Adi Ophir and Ishay Rosen-Zvi, Goy (2018), on the figure of the non-Jewish other in late-ancient Jewish literature. These books will be supplemented by shorter texts by philosophers, religiologists, literary theorists, political scientists, and anthropologists. The major assignment for this course (in lieu of a final paper) is the collaborative production of a critical lexicon of keywords for the study of religion, nation, and race. Prerequisite: completion of a Social Sciences core sequence.
Instructor(s): Sam Catlin Terms Offered: Winter
Equivalent Course(s): SALC 23336, JWSC 23336, CMLT 23336, CRES 23336, RLST 26336

HMRT 23419. Embodying Method: How Artists Catalyze and Sustain Knowledge. 100 Units.
Artistic intention is often driven by local landscapes of increasing social fragility, where the urgency to mine the past, to excavate historical reason, is paramount to sustaining conversations surrounding issues of sovereignty, religious freedom, Indigenous worlding, race, spiritual affinities, environmental justice and so much more. But alas, such intention is often thwarted by political, cultural, ideological fear and State regulation that artists must be resilient sleuths in engineering solutions to such limits. How do they do this? How do they cope? What do they build? This course is a once-a-week deep dive into artistic practices predominantly speaking to the contexts of the Global South, whose ‘work’ extends beyond the presumed final exhibited art object, where artists are also activist, teacher, historian, archivist, spiritual leader, social worker and more. Via group discussion, relevant textual reading concerning various artistic projects will be shared (their moving images, socially-engaged projects, historical monuments, map-making and more), at times with the online presence of particular artists under study. ‘Embodying Method’ is conceived from over two decades of my living and working in Communist contexts, in addition to my commitment to working with artists across the Global South who are dedicated to innovating the social memory of their political realities.
Instructor(s): Zoe Butt, Pozen Center for Human Rights Visiting Professor Terms Offered: Spring
Note(s): Willingness to engage in critical discussion via reading and watching and listening - no necessity to have background in the arts.
HMRT 23567. Who Will Write Our History? Truth, Justice, and Public Memorials. 100 Units.
When protesters in support of Black Lives Matter toppled a statue of slave trader Edward Colston and threw it into Bristol Harbour in the summer of 2020, their actions represented the latest move in a remarkable shift in global memory culture: For nearly a century, victims and opponents of genocide, political persecution, and imperial exploitation have made increasingly successful demands for space in the public sphere to tell their stories and make claims for justice and reparations. Our seminar will track dramatic shifts in what counts as a monument and which groups are considered worthy of remembrance. Each week of the syllabus is organized around primary materials that raise foundational questions about history and its memorialization: Should monuments be physical structures, or can archives, testimony, and even criminal trials serve major public memorial functions too? Must monuments tell redemptive stories about oppression overcome, or is it important to memorialize episodes of suffering that ultimately do not have redemptive or heroic endings? Should monuments be permanent, or can ephemera preserve collective memory? Finally, is there any role for fantasy and counterfactuals in the ways that we collectively process the traumatic past?
Instructor(s): Kathryn L. Brackney, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): ARTH 23567, GLST 23567

HMRT 23825. Human Rights in the Middle East. 100 Units.
This seminar explores the broad range of human rights struggles, concerns and activism in the contemporary Middle East region. The class will examine human rights issues posed by authoritarian, dictatorial and single-party state formations in the Middle East particularly by looking at the effects of internal security apparatuses, mechanisms of state violence, and struggles for political participation and liberty. We explore ongoing indigenous struggles for recognition and autonomy, such as the Kurdish, Sahrawi and Amazigh cases, while also contextualizing the region’s complex history of colonial and neocolonial interventions by force and their human rights implications. We will examine the varied roles that non-state actors play in Middle Eastern human rights spheres, from militias to NGOs to religious and communal structures. The course will look to local actors and movements to explore forms of resistance, struggle, and social change while maneuvering through often highly-constrained political spaces. We pay particular attention to marginalized communities by looking at the rights struggles of minorities, women, children, migrant workers, the disabled, and the LGBTQ+ community in Middle Eastern contexts. Personal Status Laws and their effects on rights, especially with regard to marital relations and parental rights are considered. Interdisciplinary and varied modes of knowledge production including film serve as source materials.
Instructor(s): Lindsay Gifford, Pozen Center for Human Rights Assistant Research Professor Terms Offered: Spring
Equivalent Course(s): GLST 23825, HMRT 33825, NEHC 33825, NEHC 23825

HMRT 23921. Human Rights Methods. 100 Units.
This course prepares students to relate the academic study of human rights to human rights practice. It will provide training in human rights monitoring, analysis, documentation (including the use of photography and videography), the use of public information and records, intervention and capacity building, trauma informed research, effective storytelling in human rights advocacy, effective interview techniques, stakeholder mapping, statistical analysis in R, mapping technologies and GIS. Importantly, this course will also address the ‘ethics’ side of field work, including principles of do no harm as well as self-care, which is so critical to human rights work.
Instructor(s): Instructor TBD Terms Offered: Spring
Prerequisite(s): Students are required to take this course before completing their human rights research or field experience, which is often over the summer quarter of their third year

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, HIST 24516, HMRT 34007, EALC 24517, EALC 34517

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 from the local to the global. The course will look at issues of scarcity and abundance through the lenses of art and human rights. The course will incorporate work by artist Itigó Manglano-Ovalle, who will visit the class. Students will consider works by other artists including Mel Chin, Allan Kaprow, LaToya Ruby Frazier, and Fazal Sheikh, to understand how art can
confront the 21st century’s environmental challenges. Readings will include Susan Sontag’s Regarding the Pain of Others, and Fred Moten & Stefano Harney’s The Undercommons. The course will include visits to site specific installations by artists Íñigo Manglano-Ovalle and Mel Chin, and visits to Chicago-area natural sites such as the Big Marsh and Lake Michigan. This course is an extension of a collaborative project at the Gray Center for Arts and Inquiry with human rights lawyer Susan Gzesh, artist Íñigo Manglano-Ovalle, and curator Abigail Winograd.

Instructor(s): S. Gzesh, Staff Terms Offered: September Term

Prerequisite(s): Third- or fourth-year standing

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

Equivalent Course(s): CHST 24500, ANTH 24500, ANTH 40500

HMRT 24205. Narrating Social Change. 100 Units.

This course is a mixed enrollment class which brings UChicago students and incarcerated students together for a quarter of learning, dialogue and knowledge-building across the prison wall. We will examine how individuals, groups, and oppressed communities produce, reproduce and reimagine what equality, justice, agency and freedom mean as they engage in activism for social change. Throughout the quarter, we will explore contemporary and historical examples of people engaging in resistance to oppression. In some cases, people act alone or in small groups to provide themselves with limited agency. In other examples, people work collectively to build organizations and social movements that transform countries. To explore these topics, we will use materials from multiple mediums including film, poetry, memoir, and cultural works. This is the first time UChicago students will have the opportunity to participate in a mixed enrollment course with incarcerated students at Stateville. (In Spring 2020, we were scheduled to begin a mixed enrollment course when the pandemic shut down classes at Stateville Prison and UChicago pivoted to remote learning. Eight to ten UChicago students will be selected for enrollment in the course. If all goes according to plan, the class will be held on Fridays, 10:30-1:15pm at Stateville Correction Center in Crest Hill, Illinois. For UChicago students, classes may alternate between Stateville and UChicago's Hyde Park Campus. Instructor(s): Alice Kim, Pozen Center for Human Rights Director for Human Rights Practice, Cathy Cohen, David and Mary Winton Green Distinguished Service Professor of Political Science

Terms Offered: Autumn 2022

Prerequisite(s): Undergraduate students who have taken at least two classes in Human Rights and/or Critical Race and Ethnic Studies are eligible to apply. A special application will be required in advance of Fall 2022 quarter. If you are interested in applying for this course, please email Alice Kim and you will receive the application when it becomes available in August 2022.

Note(s): Only students who receive notice of acceptance are eligible to enroll in this course with instructor consent.

Equivalent Course(s): RDIN 24205, CHST 24205, CRES 24205

HMRT 24600. Trad Peopl Intellectual Rights. 100 Units.

TBD

Equivalent Course(s): ANTH 24500, ANTH 40500

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): HMRT 34701, LACS 25303, SSAD 44701, CRES 24205, SOSC 24701, LLSO 24701, TBD

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: 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-turn 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): HMRT 34721, ANTH 34721, ANTH 24725, GLST 24725

HMRT 24823. International Human Rights Law and Practice. 100 Units.
This course will introduce students to the legal architecture of international human rights law. Whilst the legal framing of rights emphasizes universality and the common good, its application reflects the historical compromises and political uncertainties of the times. This course will explore the tensions that are produced when politics meets ‘the law’ and examine the issues, actors, doctrines and practices that make up the human rights project. As human rights law is evolutive, we will look at how the human rights project has changed and evolved in connection to historical movements and post-colonial politics and has developed in order to address state violence, ‘terrorism’, minority rights, women’s rights, gender and sexuality, transitional justice, health, and responsibility to protect, to name but a few. We will draw on case studies, including the United States, in order to examine the complicated role of the state as both perpetrator and protector and promoter of human rights. Students will be encouraged to think critically about the human rights project; how does it confront the underlying issues of injustice and abuse, as well as the inherent conceptual and structural limitations of supranational human rights mechanisms in addressing and providing remedies for the problems facing the world today.
Instructor(s): Kathleen Cavanaugh, Executive Director, Senior Lecturer, Pozen Family Center for Human Rights
Terms Offered: Autumn
Equivalent Course(s): PLSC 24823

HMRT 24950. International Disability Rights and Justice. 100 Units.
The rights of persons with disabilities have become a new frontier of human rights across the world. This course introduces recent developments in concepts, tools, and practices of disability rights both internationally and in different regions/countries. We will pay specific attention to the United Nations Convention on the Rights of Persons with Disabilities, including its principles, provisions on key topics (e.g., institutionalization, education, employment, and political participation), and the role of state and non-state actors in its implementation. We will also consider the implications of disability rights on global social development and humanitarian work. Moreover, we will critically examine barriers and concerns in realizing disability rights, areas where dominant understandings of disability rights fall short, and alternative approaches to conceptualizing and promoting justice for persons with disabilities. The course will consist of reading and critique of literature, large and small group discussions, guest lectures by practitioners, case studies, and student presentations. Students will develop skills to analyze disability policies or design/evaluate disability inclusive development projects in international settings.
Terms Offered: TBD
Equivalent Course(s): SSAD 24950, GNSE 24950, SSAD 64950, HMRT 34951

HMRT 25107. Documentary Production II. 100 Units.
Documentary Production II focuses on the shaping and crafting of a non-fiction video. Enrollment will be limited to those students who have taken CMST 23930 Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies. Consent of instructor is required to enroll.
Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930
Equivalent Course(s): CMST 23931, CMST 33931, HMRT 35107, CHST 23931, MAAD 23931, ARTV 33931, ARTV 23931

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): HIST 24311, EALC 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 25314. Agents of Change. 100 Units.**

This course explores how the theory of justice relates to political practice and change. We will examine different theories about the relationship of theory to practice, including utopianism, system failure analysis, and pragmatism. We will consider what role both the idea of a just society and an analysis of the unjust status quo plays in our theorizing about justice. Among topics to be explored include the role of the utopian horizon in practice; how to be a realist without being a cynic; whether the addressee of political philosophy is universal or particular; what the role of the oppressed is in both theorizing and bringing change; and how the political philosopher relates to agents of change. Along the way we will engage with thinkers such as Erik Olin Wright, G.A. Cohen, Elizabeth Anderson, Tommie Shelby, David Estlund, and Pablo Gilabert. Time-permitting we may also examine a few historical texts that engage directly with these questions, including Aristotle, Kant, Marx, and Lukács.

Instructor(s): Ben Laurence, Pozen Center for Human Rights Associate Instructional Professor Terms Offered: Spring
Equivalent Course(s): PHIL 35314, HMRT 35314, PHIL 25314

**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 interwove 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 25704. Environmental Justice in Chicago. 100 Units.**

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject as well as primary source accounts of environmental injustices. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice. Throughout the course we will explore how normative commitments are expressed in different types of literature as well as the basis for normative judgments and the types of authorities authors utilize and claim as they consider environmental justice.
Instructor(s): Sarah Fredericks Terms Offered: Winter
Note(s): Graduate students need permission to enroll and will have additional requirements.
Equivalent Course(s): PBPL 25704, CRES 25704, ENST 25704, CHST 25704, CEGU 25704, AMER 25704, RLST 25704, KNOW 25704

HMRT 25706. Climate Justice. 100 Units.
Climate injustice includes the disproportionate effects of climate change on people who benefit little from the activities that cause it, generally the poor, people of color, and people marginalized in other ways. Given the complex economic, physical, social, and political realities of climate change, what might climate justice entail? This course explores this complex question through an examination of classical and contemporary theories of justice; the gendered, colonial, and racial dimensions of climate change; and climate justice movements.
Instructor(s): Sarah Fredericks Terms Offered: Winter
Note(s): Graduates may enroll only with permission of the instructor.
Equivalent Course(s): GNSE 25702, CRES 25706, RLST 25706, ENST 25706, PBPL 25706, CEGU 25706, GLST 25766

HMRT 25900. Digitizing Human Rights. 100 Units.
American politics and society continue to be beset by the reverberations of "alternative facts" and the logics of "both sides." One effect of these deployments is to mobilize relativism against human rights norms in ways that are both new and familiar. Moreover, the increasing digitization of our lives introduces profound and similarly destabilizing departures from the circumstances under which human rights were originally conceived, and itself calls for revisiting their foundations. This seminar will do so in a unique way. The class will produce an annotated, digital "declaration" of human rights that explores theoretical foundations for each provision. Annotations will draw on a broad array of philosophical traditions and contextualize current issues and debates. Students will thereby radically re-think what such a declaration should encompass and why. We will also problematize the document itself to build into our work a consideration of the digital form through which we are thinking and representing claims about humanity, morality, truth, and justice, for example, that are entailed in the project of "human rights." What are the visual, spatial, auditory, and other potentials of such a declaration, and how do we attend to and reflect the radicality of the project project in the design of the document itself? The class will meet both in small groups and the larger seminar to refine the provisions and annotations, review progress, and shape the document as a whole.
Instructor(s): J. Spruill Terms Offered: Spring
Prerequisite(s): FQ: Third- or fourth-year standing.
Equivalent Course(s): MAAD 25900, BPRO 25900

HMRT 26113. Queer South Asia. 100 Units.
This course explores representations of queerness, same-sex love, sexualities and debates around them by introducing students to a variety of literary texts translated from South Asian languages as well as films, geographically ranging from India and Pakistan to Sri Lanka. We will also read scholarship that will help us place the production and reception of these primary sources in historical, political, cultural and religious contexts. In particular, we will examine questions of history and continuity (recurrent themes and images); form and genre (differences of representation in mythological narratives, poetry, biography, fiction, erotic/legal/medical treatises); the relationship of gender to sexuality (differences and similarities between representations of male-male and female-female relations); queerness as a site for exploring other differences, such as caste or religious difference; and questions of cross-cultural and transnational dialogue and cultural specificity.
Instructor(s): Nisha Kommattam Terms Offered: Autumn
Equivalent Course(s): MAAD 25900, BPRO 25900

HMRT 26304. Religion and Abortion in the United States. 100 Units.
In American public discourse, it is common to hear abortion referred to as a "religious issue." But is abortion a religious issue? If so, in what ways, to whom, and since when? In this course we will answer these questions by tracing the relationship between religion and abortion in American history. We will examine the kinds of claims religious groups have made about abortion; how religion has shaped the development of medical, legal, economic, and cultural perspectives on the topic; how debates over abortion have led to the rise of a certain kind of religious politics in the United States; and how issues of race, class, gender, sexuality, and the body are implicated in this conversation. Although the course will cover a range of time periods, religious traditions, and types of data (abortion records from Puritan New England, enslaved people’s use of root medicine to induce miscarriage, and Jewish considerations of the personhood of the fetus, among others), we will give particular attention to the significance of Christianity in legal and political debates about abortion in the twentieth and twenty-first centuries. There are no prerequisites for this course and no background in Religious Studies is required. However, this course may be particularly well-suited to students interested in thinking about how their areas of study (medicine and medical sciences, gender and sexuality, race and ethnicity, political science) converge with religion and Religious Studies.
Instructor(s): tbd
Equivalent Course(s): CCTS 21015, HIPS 26304, HLTH 26304, RLST 26304, HIST 28008, GNSE 12115, SOCI 20564, PBPL 25304

HMRT 26365. Environmental Justice in the Calumet. 100 Units.
As part of the Calumet Quarter, the Environmental Justice practicum will allow students to engage in research on an issue of environmental justice in the Calumet region. The class will partner with a local community
organization to identify and study an environmental concern that disproportionately affects people of color in the area, by learning and implementing research methods in the pursuit of a final project that is presented to the community organization. Among the research methods to be employed will be key informant interviews and a general population survey. Students will be responsible for drafting and revising the survey instruments according to established survey research methods. Students will be expected to work collaboratively both with other students and members of the community in order to be maximally responsive to the needs of local residents.

Instructor(s): Raymond Lodato Terms Offered: Spring

Note(s): This course is part of the Chicago Studies Quarter: Calumet but may be taken as a standalone class. Students interested in enrolling in all three Calumet Quarter classes should contact cskrable@uchicago.edu. For more information on the Calumet quarter, visit chicagostudies.uchicago.edu/calumet. This course will include mandatory Friday fieldwork days on 4/15 and 5/13.

Equivalent Course(s): PBPL 26365, CHST 26365, ENST 26365

HMRT 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.

Instructor(s): B. Fischer Terms Offered: Winter

Note(s): Some background in Latin American studies or Cold War history useful.

Equivalent Course(s): HIST 27306, CRES 23700, GNSE 27306, LLSO 27306

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. Dru Stanley Terms Offered: Winter

Equivalent Course(s): DEMS 26409, LACS 36409, ENST 26409, HIST 36409, HIST 26409, LACS 26409

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): HIST 27306, CRES 27300, GNSE 27306, LLSO 27306

HMRT 27321. Legal Borderlands: Spaces of Exception in US History. 100 Units.

The periphery of the United States is not only made up of physical borderlands but also of legal interstitial zones, places that test the reach of American sovereignty. This discussion-based seminar will look at places where American law bumps up against other defining markers, the contact zones that challenge the prevalent legal paradigms. We will examine how these areas define what constitutes an American; how the government makes specific identities within its jurisdiction visible and invisible. Topics we will cover include: statelessness and denaturalization, American extraterritorial courts in China, gender and sexuality under the law, outlawing “coolies,” the insular cases and citizen-subjects, and Guantanamo Bay, not to mention the making and unmaking of physical borderlands around the United States.

Instructor(s): Savitri Kunze, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered: Winter

Equivalent Course(s): HMRT 37321, GLST 27321

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 27720. Race and Religion in Chicago. 100 Units.
This course will explore the history of race and religion in the United States from the end of the Civil War to the twenty-first century. Taking Chicago as a case study, the course will introduce students to key topics in the study of race and religion in modern American history, considering especially how religion and race are each deeply imprinted by the other. Through close readings of the religious history and culture of Chicago over the last century and a half, the course will focus on Black-White racialization in Chicago, interrogating the construction of and contestation over whiteness among Catholics, Protestants, Jews, and new religious movements, as well as tracing the “spiritual afterlife of slavery” in Chicago’s churches, synagogues, mosques, and other places of worship. The readings, guest lectures, field trips, and class discussions will also open out to consider other religious and racial issues and projects in Chicago (e.g., Latinx, Indian American, and Indigenous religious communities).
Instructor(s): Joel Brown
Equivalent Course(s): CHST 27720, CRES 22720, HIST 27311, RLST 27720

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 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): PBPL 29120, LLSO 29120

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
Prerequisite(s): 3rd or 4th year standing
Note(s): This is a 3CT Capstone course.
Equivalent Course(s): ANTH 29604