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.

Note: Since this is the first year of the major, we are waiving the human rights field/research requirement for graduating seniors in academic year 2022–23. This is a one-time waiver that applies only to this single cohort of students.
SUMMARY OF REQUIREMENTS FOR THE MAJOR IN HUMAN RIGHTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HMRT 24823</td>
<td>International Human Rights Law and Practice</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 23921</td>
<td>Human Rights Methods</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>One foundational course in the Humanities</td>
<td>100</td>
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<tr>
<td></td>
<td>One foundational course in the Social Sciences</td>
<td>100</td>
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<td></td>
<td>Six electives (four grouped in a stream)</td>
<td>600</td>
</tr>
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<td></td>
<td>Two quarters of BA Thesis Workshop or Practice Capstone Workshop</td>
<td>100</td>
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<tr>
<td></td>
<td>BA Thesis or Practice Capstone Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Rights Field or Research Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>1100</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HMRT 21001</td>
<td>Human Rights: Contemporary Issues</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 21002</td>
<td>Human Rights: Philosophical Foundations</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 20101</td>
<td>Human Rights I in Vienna: Philosophical Foundations of Human Rights</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 20201</td>
<td>Human Rights II in Vienna: History and Theory</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 20301</td>
<td>Human Rights III in Vienna: Contemporary Issues in Human Rights</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>HMRT 21001</td>
<td>Human Rights: Contemporary Issues</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 21002</td>
<td>Human Rights: Philosophical Foundations</td>
<td></td>
</tr>
<tr>
<td>HMRT 20101</td>
<td>Human Rights I in Vienna: Philosophical Foundations of Human Rights</td>
<td></td>
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<td>HMRT 20301</td>
<td>Human Rights III in Vienna: Contemporary Issues in Human Rights</td>
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Four approved HMRT courses or cross-listed courses: 400

Total Units: 500
To apply for the minor, students must receive the Pozen Center Executive Director’s approval on 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): 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 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): Kathleen Cavanaugh, Senior Lecturer, Executive Director, Pozen Center for Human Rights Terms and how the permanence of emergency is beginning to give the concept of 'securitization of rights' legal legs. how the narrative of prevention and protection has impacted normative changes to fundamental human rights militant democracy and the preventative state on the current human rights landscape. It will look specifically language of the 'preventive state' and has been most visible in the raft of antiterrorism measures that were 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' and, potentially, transnational corporations) or states.

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

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 Spring Winter

Equivalent Course(s): LLSO 21001, HIST 39302, INRE 31700, CRES 29302, HIST 29302

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): INRE 31602, PHIL 21002, LLSO 21002, HIST 29319, HIST 39319, MAPH 42002, HMRT 31002, PHIL 31002

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' (Koskenniemi 2004:197). As a hegemonic technique, law is a surface over which political struggles are waged, reflecting back the political uncertainties of the time. That international law is situated within, not apart from political realities is not in question and before we can begin to explain universal international law, we must first clarify 'what or whose view of international law is meant' (199). This course challenges a traditional reading of international law by examining the politics of law. Specific attention will be paid to the interface between emergency powers and international law. When are international law principles relevant? What guidance or constraints does international law impose on emergency powers? What is the relationship between national and international control mechanisms? How do international law mechanisms supervise or monitor the exercise of emergency powers-from the "global war on terror" to Covid19—and how effective are they? The course will provide students with a toolkit to [re]conceptualise international law in order to better understand the hegemonic contestation over the rights-based discourse.
Instructor(s): Kathleen Cavanaugh, Senior Lecturer, Pozen Center for Human Rights Terms Offered: Autumn

HMRT 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 worldview 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): ENST 21207, PHIL 21207, MAPH 31207, CRES 21207, CHST 21207, PLSC 21207

HMRT 21400. Health and Human Rights. 100 Units.
This course attempts to define health and healthcare 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, HMRT 31400, MEDC 60405

HMRT 21499. Philosophy and Philanthropy. 100 Units.
Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their resources to worthy causes-for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)
Instructor(s): B. Schultz Terms Offered: TBD
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): MAPH 31499, PHIL 21499, 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): CMLT 21648, ENGL 21648

HMRT 22123. Natural Law in the Hist of Scholastic Political Thought: Aquinas, Vitoria, Suarez, 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 Suarez (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 Terms Offered: Spring  
Equivalent Course(s): HIST 22123, MDVL 22123, RLST 27123

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, CRES 21217

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 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 into question 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): ANTH 22855, GLST 22855, CHDV 22855

HMRT 23128. Sanctuary: Land Rights in Times of Rural Gentrification and Conservation Eviction. 100 Units.
How, today, do the power not to develop land and powerlessness to develop land converge? Drawing on African American studies scholar Nicole Waligora-Davis's definition of sanctuary (as a sacred space that at the same time also "demarcates the politically provisional") this course explores that question via the entanglements of two iconic sites of sanctuary, globally, today—the wildlife sanctuary/nature refuge and the sanctuary city, respectively. Centered on several book length ethnographic studies where these sites intersect in surprising manners, students will learn to grasp and grapple with linkages between environmental conservation governance, indigenous/peasant-led land struggles, forced population displacements, the politics of mass migration in a diverse set of global contexts. Instructor(s): Matt Furlong, Pozen Center for Human Rights Teaching Fellow Terms Offered: Winter Equivalent Course(s): LACS 23128, CRES 23129, HMRT 33128

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): CHDV 23145, ANTH 25272

HMRT 23275. Justice: Race, Digital Media, & Human Rights Activism. 100 Units.
How have digital media platforms influenced and motivated recent developments in human rights activism? Can literature, art, and film contribute to political debate and systemic change as much as on-the-ground protest? In this interdisciplinary seminar, we will explore a variety of ways that grassroots activists, writers, artists, and filmmakers have made inventive use of digital media to aid in political struggles for refugee rights, gender equality, environmental justice, police abolition, data protection and privacy, and an economy founded on fair labor practices. We will be especially attuned to how their practices advocate for communities of color and other marginalized groups, who are disproportionately impacted by regimes of surveillance, state violence, and capitalist expansion. In addition to resources and tools created by digital transparency activists, we will examine how cultural practitioners make political interventions and claims with literature, art, media, and other nontraditional forms of engagement. These cultural case studies will include films produced with iPhones and drones that document the global refugee crisis, digital poems concerning discrimination against immigrants, new media art installations that critique algorithm-driven predictive policing, and border-crossing robotic sculptures, among others.
Instructor(s): Maria A. Dikcis, Pozen Center for Human Rights, ACLS Emerging Voices Postdoctoral Fellow
Terms Offered: Spring
Equivalent Course(s): CRES 33275, CRES 23275, HMRT 33275, MAAD 13275

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): HIPS 23410, GNSE 23490, HLTH 23400, HIST 23400

HMRT 23415. Land and Rights. 100 Units.
What are land rights? Why are they so ubiquitous, and what do they do? In this course, we will study how regimes of individual and collective rights emerge and analyze the complicated ways they shape conflicts over private property, geopolitical borders, ancestral homes, and common land. Each section of the course examines how land is at the heart of economic development, territorial sovereignty, gender equality, or environmental policy, and explores how rights can both enable justice and redistribution as well as dispossession and exclusion.
Course readings consist of ethnographic studies and engaged research that foreground how experts and laypeople make claims to land and show us what effects theories, laws, and narratives about rights have when people put them to work in the world.
Instructor(s): Paul Kohlbry, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): ANTH 23415, ENST 23415, GLST 23415

HMRT 23478. Decarcerating Disability: Towards the Abolition of Carceral Spaces. 100 Units.
This advanced undergraduate seminar will bring together several literatures to foreground solidarities between disability justice, prison abolition movements, and anti-imperialist transnational organizing. The imperative to understand the relationships between carceral spaces and disability is greater than ever in the face of the rise of authoritarian governments under the guise of democracy; engulfing forms of disaster capitalism, climate change, and ecocide; refugee, immigration, and crises of abandoned populations; unprecedented levels of mass incarceration, policing, and counter terrorism surveillance; the consolidation of post-1971 speculative financial markets and the sustaining of US empire through privatized debt and deficit economies; repression of political protest, freedom of speech rights, and the right to assembly; the failure of human rights to stem state violence; and local, regional, transnational and global modes of resistance, refusal, and revolt.
Instructor(s): Jasbir Puar, Pozen Center for Human Rights Visiting Professor Terms Offered: Spring
Prerequisite(s): Third and fourth year undergraduates only.
Equivalent Course(s): CRES 23478, GNSE 23478

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
Equivalent Course(s): HMRT 33561

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): HMRT 33825

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 course 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): EALC 34517, HMRT 34007, HIST 34516, EALC 24517, HIST 24516

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 Iñigo 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 Iñigo 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 Iñigo Manglano-Ovalle, and curator Abigail Winograd.

Instructor(s): S. Gzesh, A. Winograd
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): BPRO 24193, CHST 24193, SOSC 21005, ENST 24193, ARTH 24193

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.
This course explores how indigenous rights emerge in relation to the uneven incorporation of indigenous land, labor, and commodities into global circuits of capital. Whether in racist discourses about primitiveness or backwardness, or romantic ones about environmentalism and resistance, it is still common to encounter narratives that assume indigenous people and places exist outside of modernity. This course, on the other hand, asks that we think indigeneity and capitalism together. Readings will consist primarily of ethnographies and cover Southeast Asia, the Middle East, Africa, and the Americas. We will study how Palestinian real estate developers, Cherokee small business owners, Mayan coffee cooperatives, Navajo coal workers, Lauje cultivators,
and others use economic practices to defend territory, claim rights, and build communities. We will ask how these experiences contribute to critiques of inequality and dispossession, and how they clarify what is at stake in struggles over autonomy, sustainability, and sovereignty.

Instructor(s): Paul Kohlbry, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring
Equivalent Course(s): CRES 24253, ENST 24253, GLST 24253, ANTH 24253

HMRT 24600. Trad Ppl Intell Right. 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, LLSO 24701, LACS 25303, CRES 24701, 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 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, Corsín Jimenez, Darwall, 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): HMRT 34720, ANTH 24720, ANTH 34720

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 reconciliation 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): GLST 2425, ANTH 2425, ANTH 3425, HMRT 34721

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): PHIL 24823

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
Equivalent Course(s): GNSE 25118, GNSE 35118, HMRT 35118

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 25314, PHIL 35314

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, bioprisal politics 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 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
Prerequisite(s): Graduate students need permission to enroll and will have additional requirements.
Note(s): This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): CRES 25706, RETH 35706, GNSE 25702, ENST 25706, PBPL 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, N. Briz Terms Offered: Spring
Prerequisite(s): PQ: Third- or fourth-year standing.
Equivalent Course(s): BPRO 25900, MAAD 25900

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 csskrable@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): ENST 26365, CHST 26365, PBPL 26365

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): E. Atkinson Terms Offered: Autumn
Equivalent Course(s): AMER 27605, LLSO 29704, HIST 27605, CRES 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): GNSE 37205, HLTH 27205, HMRT 37205, GNSE 27205

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): GNSE 27306, CRES 23700, HIST 27306, LLSO 27306

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): CRES 27536, HIST 27536, LACS 27536, GNSE 27536

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? 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 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): RLST 28005, AMER 28005, HIST 27120

HMRT 28215. Anthropological Approaches to Human Rights. 100 Units.
How do human rights-based frameworks help people and societies solve problems of contemporary life? And do they always help? If not, how do human rights regimes also help generate new problems in contemporary life? For decades, anthropologists have used the concept of the "problem space" to help unpack how people and
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societies grasp rules and norms of all kinds as not simply sacred truths, but as tools used by people in search of resolution to some problem. By taking up human rights practices as social spaces in which people try to resolve problems, but also end up fragmenting, rationalizing, or otherwise remaking those original problems at times, this course unpacks key anthropological approaches to a central moral-legal framework of contemporary geopolitics. Students in the course will engage the contemporary ‘human rights problem space’ through a set of primarily ethnographic readings, as they consider how and why global social movements for land rights, sexual rights, and rights to mobility (among others) have become entangled with human rights frameworks in specific places and times.

Instructor(s): Matt Furlong, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered: Winter
Equivalent Course(s): CRES 28215

HMRT 28992. Anticolonial Thought. 100 Units.
This course looks at the traditions of anticolonial thought from the late nineteenth century to the present day. Comparing movements for national liberation, realignment, and literary self-determination from across the world, we’ll consider the shifting claims of the British, American, French, Spanish, and Russian empires, and the colonial subjects, postcolonial frameworks, and decolonial movements that sought to contest these formations from Chile to Alcatraz, India to Ireland, and Azerbaijan to Martinique. Our focus will most often be on the manifestos and essays in which anticolonial writers outlined their literary and political programs, but we may also look at a few poems, stories, and films. From Vicente Huidobro’s fantasies of a secret international society to end British Imperialism to Ngũgĩ wa Thiong’o’s call to abolish the English Department, how did the radical claims of anticolonial political thought take shape in literary writing?
Instructor(s): Leah Feldman Terms Offered: Winter
Note(s): NB: This course is designed for undergraduate and MA students. PhD students will not be admitted. This course will be taught in conjunction with parallel courses offered by [Professor Harris Feinsod at Northwestern University] and [Professor Peter Kalliney at the University of Kentucky]. The class will meet remotely on zoom one day a week across the three campuses and one day in person. We anticipate building opportunities for cross-campus collaborative research among students as part of an ongoing, large-scale research collaboration. This course will be taught in conjunction with parallel courses offered by [Professor Harris Feinsod at Northwestern University] and [Professor Peter Kalliney at the University of Kentucky]. The class will meet remotely on zoom one day a week across the three campuses and one day in person. We anticipate building opportunities for cross-campus collaborative research among students as part of an ongoing, large-scale research collaboration.
Equivalent Course(s): MAPH 38922, ENGL 28992, CMLT 38922, CRES 28992, ENGL 38992, HMRT 38992, CMLT 28992

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 have 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): AMER 29313, LLSO 20301, CRES 29313, GNSE 29313, HIST 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 intersect 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
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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
Equivalent Course(s): HIPS 29318, GNSE 29318, CHDV 29318, CRES 29318, HIST 29318, HTH 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
Prerequisite(s): 3rd or 4th year standing
Note(s): This is a 3CT Capstone course.
Equivalent Course(s): ANTH 29604