Mission
The Human Rights Studies Program introduces Barnard undergraduates to the basic normative, theoretical and empirical knowledge and skills necessary to contribute cogently to public debates and policy initiatives related to social justice in the modern world. This mission reflects the proliferation of human rights concerns and the associated growth of public and private human rights institutions over the past half century, but more importantly the daunting theoretical and practical challenges that still remain. Human Rights Studies at Barnard is an interdisciplinary program, a joint major that combines the study of human rights with a complementary disciplinary, regional or other expertise at the choice of each student. These options include but are not limited to Africana Studies, American Studies, Anthropology, Asian and Middle Eastern Cultures, Comparative Literature, English, French, German, History, Italian, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women’s Studies.

Student Learning Goals
Human rights learning objectives fall into four broad categories:

1. Competence with respect to the normative dimensions concerned with social justice, and the related institutions.
2. Mastery of the empirical skills required to collect, evaluate and report accurately data on human rights abuses and institutional activities.
3. A basic knowledge of the causes and effects associated with human rights situations, including the factors that ameliorate or aggravate violations.
4. An understanding of the factors that contribute to effective remedial or response strategies and take into account the different political, economic, social and cultural contexts of each set of problems.

Student Learning Outcomes
In the case of undergraduate women majoring in human rights, these four broad goals would require students to possess the following knowledge and skills. The capacity to:

1. Identify, and understand the work of, the main public and private institutions that comprise the modern international human rights regime.
2. Identify the main past and present currents of theory and practice that define and challenge the contemporary consensus on human rights norms, particularly with respect to the core concepts of discrimination, equality, diversity, pluralism and human dignity.
3. Identify and trace the impact of the major events over the last hundred years that have led to the formation of the contemporary human rights norms and institutions.
4. Understand the major taxonomies, paradigms and current debates in the field of international human rights.
5. Exhibit competency in the integration of normative, institutional, public policy and empirical materials.
6. Understand the ways in which international standards are implemented and enforced in both international and domestic fora, including the nature of the obligations on states and other national and international actors.
7. Think and write critically about human rights institutions, theories, strategies and their relationship to other social priorities.
8. Discuss in detail two or more case studies, groups at risk, or specific human rights problems such as public health, specific rights, refugees, indigenous people, poverty etc., incorporating as appropriate the resources of other Barnard departments and programs.
9. Identify the ways in which the human rights regime offers tools to address violations of women’s human rights as well as the ways in which women have been influential in the field.
10. Examine the relationships between human rights paradigms and those in related fields, notably development studies, peace and conflict management, security studies, social work, refugee and migration studies and especially women’s studies.
11. Complete and defend advanced original research that draws on diverse sources and addresses one or more of the above questions.

Human rights studies at Barnard is designed to contribute to a liberal arts curriculum. Its cross-disciplinary character enriches and benefits from Barnard's teaching in the humanities and social sciences. Its core courses examine critically universally accepted intellectual and political frameworks for debates on social justice, i.e. international human rights law. Many of these debates focus on domestic and international issues that are the grist of ongoing political and ethical debates that are legitimately the concern of all citizens and for which they ought to be well prepared. As such, human rights studies forms an integral part of the expanding field of international education at Barnard. The Program draws on Columbia’s and NYC’s unique human and documentary resources. It also provides an intellectual base and appropriate skills for social advocacy. These different dimensions do not coincide with individual disciplines. The range of issues that now fall within the field of human rights is extensive, reflecting the scope of the Universal Declaration of Human Rights and its subsequent associated treaties. The unique and defining dimensions of human rights studies are the problems raised by its normative and prescriptive or remedy-oriented dimensions (the first and the fourth of the fields of study above).

Director: J.C. Salyer (Assistant Professor of Practice, Anthropology & Human Rights)
Assistant Professor: Timothy Vasko (Religion & Human Rights)
Term Assistant Professor: Widney Brown
Adjunct Lecturer: Martin Flaherty
Committee on Human Rights Studies: Elizabeth Bernstein (Women's Studies), Alex Cooley (Political Science), Ayten Gündoğdu (Political Science), Rachel McDermott (Asian and Middle Eastern Cultures), Anupama Rao (History), Rajiv Sethi (Economics), Paige West (Anthropology)

Additional members of the faculty offering courses on human rights:
Nadia Abu El-Haj (Anthropology), Séverine Autesserre (Political Science), James Basker (English), Sheri Berman (Political Science), Kaiaoma Glover (French), Larry Heuer (Psychology), Janet Jakobsen (Women’s Studies), Brian Larkin (Anthropology/Africana Studies), Xiaobo Lü (Political Science), Kimberly Marten (Political Science), José Moya (History), Jonathan Rieder (Sociology)
Requirements for the Combined Major

A minimum of six courses in the Human Rights Program, including either HRTS BC1025 Human Rights in Theory and Practice or HRTS UN3001 Introduction to Human Rights and at least two other courses from among those designated "core courses", three "related" courses; and a complete major in a relevant department. Where courses in the Human Rights Program also satisfy departmental requirements, no more than three Human Rights courses may count toward the major. Besides the six courses in the Human Rights Program, students submit a senior thesis or project in the area of human rights, written in the major department. Those interested in a combined major should consult with the Director or other members of the Committee on Human Rights Program.

Designated Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HRTS BC1025</td>
<td>Human Rights in Theory and Practice</td>
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</tr>
<tr>
<td>HRTS UN3001</td>
<td>Introduction to Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>POLS UN3002</td>
<td>Human Rights and Immigration</td>
<td>3</td>
</tr>
<tr>
<td>HRTS BC3099</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>POLS UN3173</td>
<td>Power, Rights, and Social Change: Achieving Justice</td>
<td>4</td>
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<tr>
<td>HRTS UN3190</td>
<td>International Human Rights Law</td>
<td>3</td>
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<tr>
<td>POLS BC3254</td>
<td>First Amendment Values (T 4:10-6:00pm)</td>
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<tr>
<td>POLS UN3285</td>
<td>Freedom of Speech and Press</td>
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<td>HRTS BC3360</td>
<td>Our Bodies and the Struggle to Define Personal Autonomy</td>
<td>4.00</td>
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<td>POLS BC3410</td>
<td>*Colloquium on Human Rights in a Diverse World (M 2:10-4:00pm)</td>
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<tr>
<td>POLS BC3521</td>
<td>Civil Rights and Civil Liberties</td>
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<tr>
<td>HRTS BC3601</td>
<td>International Law and the United Nations in Practice</td>
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</tr>
<tr>
<td>RELI UN3671</td>
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<tr>
<td>HRTS BC3850</td>
<td>Human Rights and Public Health</td>
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<tr>
<td>HRTS BC3851</td>
<td>Human Rights &amp; Public Health: Advanced Seminar</td>
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<tr>
<td>HRTS BC3855</td>
<td>Religion, Social Justice, and Human Rights</td>
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<td>HRTS BC3900</td>
<td>Inequality and Rights</td>
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<tr>
<td>ANTH BC3911</td>
<td>The Social Contexts of U.S. Immigration Law and Policy</td>
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<tr>
<td>ANTH BC3913</td>
<td>Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society</td>
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<td>HRTS BC3931</td>
<td>Seminar for Internships in Social Justice and Human Rights</td>
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<td>ANTH BC3932</td>
<td>Climate Change, Global Migration, and Human Rights in the Anthropocene</td>
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<td>SOCI UN3937</td>
<td>Sociology of Human Rights</td>
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<td>HRTS GU4185</td>
<td>Human Rights and Global Economic Justice</td>
<td>3</td>
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<tr>
<td>HRTS GU4195</td>
<td>Topics in History, Memory and Transitional Justice</td>
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<tr>
<td>HRTS GU4215</td>
<td>NGOs and the Human Rights Movement: Strategies, Successes and Challenges</td>
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<td>HRTS GU4230</td>
<td>Refugees, Forced Migration, and Displacement</td>
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<tr>
<td>HRTS GU4270</td>
<td>Social Media and Human Rights: Actors, Advocacy and Analytics</td>
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<td>HRTS GU4300</td>
<td>Economic and Social Rights in Policy and Practice</td>
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<td>HRTS GU4340</td>
<td>Human Rights Accountability &amp; Remedies</td>
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<td>HRTS GU4360</td>
<td>Menstruation, Gender, and Rights: Interdisciplinary Approaches</td>
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<tr>
<td>HRTS GU4380</td>
<td>Advocating and Campaigning for Social and Economic Rights</td>
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<tr>
<td>HRTS GU4400</td>
<td>Sexual Orientation, Gender Identity, and Human Rights</td>
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<tr>
<td>CSER GU4484</td>
<td>Cultural Rights as Human Rights</td>
<td>4</td>
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<tr>
<td>HRTS GU4500</td>
<td>SOCIO-ECONOMIC RIGHTS</td>
<td>3</td>
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<tr>
<td>CLEN GU4550</td>
<td>Narrative and Human Rights</td>
<td>3</td>
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<tr>
<td>HRTS GU4600</td>
<td>Human Rights in the Anthropocene</td>
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<td>HRTS GU4650</td>
<td>Children's Rights Advocacy</td>
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<tr>
<td>HRTS GU4700</td>
<td>Ethical Dilemmas in Healthcare: A Human Rights Approach</td>
<td>3</td>
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<tr>
<td>HRTS GU4810</td>
<td>Religion and Human Rights</td>
<td>3</td>
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<tr>
<td>HRTS GU4880</td>
<td>Human Rights in the United States</td>
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<tr>
<td>HRTS GU4900</td>
<td>UN HUMAN RIGHTS BODIES: IMPACT – REFORM – ADVOCACY</td>
<td>4</td>
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<tr>
<td>HRTS GU4910</td>
<td>Children's Rights, Armed Conflict, and Peacebuilding</td>
<td>3</td>
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<tr>
<td>HRTS GU4915</td>
<td>Human Rights and Urban Public Space</td>
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<tr>
<td>HRTS GU4930</td>
<td>International Humanitarian Law and Human Rights</td>
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<td>HRTS GU4950</td>
<td>Human Rights and Human Wrongs</td>
<td>3</td>
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<tr>
<td>HRTS GU4955</td>
<td>Narrative and Representation in Post-Conflict Societies</td>
<td>3</td>
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Core Courses

HRTS BC1025 Human Rights in Theory and Practice. 3 points.


Provides a broad overview of the rapidly expanding field of human rights. Lectures on the philosophical, historical, legal and institutional foundations are interspersed with weekly presentations by frontline advocates from the U.S. and overseas.

Fall 2020: HRTS BC1025

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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HRTS UN3001 Introduction to Human Rights. 3 points.

Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally.

Spring 2021: HRTS UN3001

<table>
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<th>Course Number</th>
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<td>001/11513</td>
<td>M W 2:40pm - 3:55pm</td>
<td>Andrew Nathan</td>
<td>3</td>
<td>148/150</td>
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</table>
POLS UN3002 Human Rights and Immigration. 3 points. Not offered during 2020-21 academic year.

Prerequisites: Not open to students who have taken or are currently taking POLS BC3410. Prerequisites: POLS V1013 or HRTS UN3001 or the equivalent. Enrollment limited to 25 students. Examination of human rights within the context of international migration. The course covers topics such as citizenship, state sovereignty, border control, asylum-seekers, refugees, and undocumented immigrants.

HRTS BC3099 Independent Study. 1-4 points.

Independent research and writing project. See the website or the program office for application details and deadlines.

HRTS UN3173 Power, Rights, and Social Change: Achieving Justice. 4 points.

This lecture course, accompanied by its weekly discussion section, will introduce students to the field of justice. It will combine an intellectual history of conceptions of justice and modes of political change with an exploration of the main areas of public interest and advocacy. The course is intended to serve as a bridge from the Columbia Core to present issues of social justice. Throughout, the discussion will question how we—contemporary subjects and citizens—can improve our social and political condition and achieve justice.

HRTS UN3190 International Human Rights Law. 3 points.

This course will introduce students to the international law of human rights, and give a basic orientation to fundamental issues and controversies. The course has two principal focal points: first, the "nuts and bolts" of how international law functions in the field of human rights, and second, the value and limitations of legal approaches to a variety of human rights issues. Throughout the course, both theoretical and practical questions will be addressed, including who bears legal duties and who can assert legal claims, how these duties might be enforced, and accountability and remedy for violations. Attention will be given to how international law is made, what sorts of assumptions underlie various legal mechanisms, and how the law works in a variety of contexts.

POLS BC3254 First Amendment Values. 3 points.

Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. Examines the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political speech, commercial speech, freedom of the press and religion. (Cross-listed by the American Studies Program.)

POLS BC3360 Our Bodies and the Struggle to Define Personal Autonomy. 4.00 points.

One of the most hotly debated issues of today is the extent to which the state can legitimately dictate or impinge on one's bodily autonomy. This is a long-running debate in the area of sexual and reproductive rights, but also is relevant to such current debates as the right to die / right to death with dignity; the right to use drugs for recreational or ritual purposes; engaging in hunger strikes as a protected form of freedom of expression; and the debate about whether the state can mandate vaccines. It is a debate that is highly gendered but also raises questions about how political power and socio-economic status influences how governments act on individuals and communities.

POLS BC3410 *Colloquium on Human Rights in a Diverse World. 4 points.

Prerequisites: Not open to students who have taken or are currently taking POLS UN3002. Prerequisites: POLS V1013 or HRTS UN3001 or the equivalent. Admission by application through the Barnard department only. Enrollment limited to 16 students. Examination of human rights within the context of international migration. The course covers topics such as citizenship, state sovereignty, border control, asylum-seekers, refugees, and undocumented immigrants. (Cross-listed by the Human Rights Program.)
POLS BC3521 Civil Rights and Civil Liberties. 3 points.
Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses/). Not an introductory-level course. Not open to students who have taken the colloquium POLS BC3326. Enrollment limited to 25 students; L-course sign-up through eBear (http://ebear.barnard.edu/). Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).
Explores seminal caselaw to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty. (Cross-listed by the American Studies and Human Rights Programs.)

Fall 2020: POLS BC3521
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3521 001/00650 T 4:10pm - 6:00pm Room TBA Paula Franzese 3 50/50

HRTS BC3601 International Law and the United Nations in Practice. 4 points.
Prerequisites: POLS UN1601 or HRTS UN3001 An equivalent course to POLS UN1601 or HRTS UN3001 may be used as a pre-requisite, with departmental permission.
Examines the development of international law and the United Nations, their evolution in the Twentieth Century, and their role in world affairs today. Concepts and principles are illustrated through their application to contemporary human rights and humanitarian challenges, and with respect to other threats to international peace and security. The course consists primarily of presentation and discussion, drawing heavily on the practical application of theory to actual experiences and situations. For the Barnard Political Science major, this seminar counts as elective credit only. (Cross-listed by the Human Rights Program.)

Spring 2021: HRTS BC3601
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HRTS 3601 001/00025 M W 12:10pm - 2:00pm Room TBA Martin Flaherty 4 28/30

RELI UN3671 Religion and Human Rights. 4.00 points.
What is the relationship between religion and human rights? How have different religious traditions conceived of “the human” as being worthy of inherent dignity and respect, particularly in moments of political, military, economic, and ecological crisis? How and why have modern regimes of human rights privileged some of these ideas and marginalized others? What can these complicated relationships between religion and human rights explain some of the key crises in human rights law and politics today, and what avenues can be charted for moving forward? In this class, we will attempt to answer these questions by first developing a theoretical understanding of some of the key debates about the origins, trajectories, and legacies of modern human rights’ religious entanglements. We will then move on to examine various examples of ideas about and institutions for protecting “humanity” from different regions and histories. Specifically, we will examine how different societies, organizations, and religious traditions have addressed questions of war and violence; freedom of belief and expression; gender and sexual orientation; economic inequality; ecology; and the appropriate ways to punish and remember wrongdoing. In doing so, we will develop a repertoire of theoretical and empirical tools that can help us address both specific crises of human rights in various contexts, as well as the general crisis of faith and observance of human rights as a universal norm and aspiration for peoples everywhere

Spring 2021: RELI UN3671
Course Number Section/Call Number Times/Location Instructor Points Enrollment
RELI 3671 001/00666 W 4:10pm - 6:00pm Online Only Timothy Vasko 4.00 18/25

HRTS BC3850 Human Rights and Public Health. 4 points.
Prerequisites: Enrollment in the course is open to 18 undergraduates who have completed at least one core course in human rights and/or international law.
This seminar introduces students to the field of health and human rights. It examines how to advocate for and implement public health strategies using a human rights framework. It takes note of current international and domestic debates about the utility of a “human rights-based approach” to health, discusses methods and ethics of health-related human rights research, and examines case studies of human rights investigations to explore the role of human rights analysis in promoting public health.

Fall 2020: HRTS BC3850
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HRTS 3850 001/00435 T 6:10pm - 8:00pm Room TBA Widney Brown 4 20/20
HRTS BC3851 Human Rights # Public Health: Advanced Seminar. 4.00 points.

As we face the triple threats of inequalities, climate change, and a pandemic, the dignity and well-being of many people are under attack or at imminent risk. Exploring several specific issues through the lens of human rights principles and public health standards will provide students with a strong analytic framework for understanding the challenges of and potential for systemic change to address these threats. Specifically, we will be looking at disparate health impacts and how to understand what drives the disparities; intellectual property laws and how they apply during a global crisis; the double-edged sword of digital technology particularly as it applies to health surveillance; the strengths and weaknesses of a biomedical model dominating the public health discourse; and, the politicization of health policy. Specifically, we will explore systems of oppression that drive inequalities and lead to disparate health outcomes; the lack of a transnational accountability framework to address both climate change and the rights of those most impacted by it; and how a corporate-driven intellectual property regime has put access to essential medicines, including vaccines, beyond the reach of people living in poverty. Finally, looking at reports ripped from the headlines, we will look at how the COVID-19 pandemic has thrown open the door to widespread digital surveillance with few safeguards to protect privacy rights or to address the biases in many of the algorithms driving this technology.

Spring 2021: HRTS BC3851

<table>
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<th>Times/Location</th>
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<td>Widney Brown</td>
<td>4.00</td>
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HRTS BC3855 Religion, Social Justice, and Human Rights. 4 points.

Prerequisites: At least one course on Human Rights or Religion, or permission of the instructor

This seminar will provide students with the concepts and methodologies necessary to assess some of the different, often ambiguous, roles that the world’s major religions play in contemporary international affairs, notably in relation to poverty alleviation and human rights abuses in general as well as to the use of violence and community relations.

HRTS BC3900 Inequality and Rights. 4 points.

ANTH BC3911 The Social Contexts of U.S. Immigration Law and Policy. 4 points.

Examines the historical and contemporary social, economic, and political factors that shape immigration law and policy along with the social consequences of those laws and policies. Addresses the development and function of immigration law and aspects of the immigration debate including unauthorized immigration, anti-immigration sentiments, and critiques of immigration policy.

Fall 2020: ANTH BC3911

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>J.C. Salyer</td>
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ANTH BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.

This class will examine the historical roots and ongoing persistence of social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

HRTS BC3931 Seminar for Internships in Social Justice and Human Rights. 3 points.

Corequisites: Students must have an internship related to social justice or human rights during

This class is intended to complement and enhance the internship experience for students working in internships that relate to social justice and human rights during the Spring 2016 semester. This course will meet bi-weekly to provide an academic framing of the issues that students are working on and to provide an opportunity for students to analyze their internship experience.

Spring 2021: HRTS BC3931

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<th>Course Number</th>
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ANTH BC3932 Climate Change, Global Migration, and Human Rights in the Anthropocene. 4 points.

While the existence of processes of anthropogenic climate change is well established, predictions regarding the future consequences of these processes are far less certain. In no area is the uncertainty regarding near and long term effects as pronounced as in the question of how climate change will affect global migration. This course will address the issue of climate migration in four ways. First, the course will examine the theoretical and empirical literatures that have elucidated the nature of international migration in general. Second, the course will consider the phenomena of anthropogenic climate change as it relates to migration. Third, the course will consider how human rights and other legal regimes do or do not address the humanitarian issues created by anthropogenic climate change. Fourth, the course will synthesize these topics by considering how migration and climate change has arisen as a humanitarian, political, and economic issue in the Pacific. Human Rights elective.

Spring 2021: ANTH BC3932

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<th>Course Number</th>
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<td>J.C. Salyer</td>
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</table>
SOCI UN3937 Sociology of Human Rights. 4 points.
Sociology came to the study of human rights much later than law, philosophy, or political science. In this course, you’ll learn (1) what constitutes a sociology of human rights and (2) what sociology, its classics, and its diverse methods bring to the empirical study and theory of human rights.

We’ll explore the history, social institutions and laws, ideas, practices, and theories of human rights. We’ll become familiar with the social actors, social structures, and relationships involved in practices such as violation, claims-making, advocacy, and protection. We’ll consider how social, cultural, political, and economic forces affect human rights issues.

We’ll learn about the questions sociologists ask, starting with the most basic (but far from simple) question, “what is a human right?”

We’ll tackle key debates in the field, considering – for instance – whether human rights are universal and how human rights relate to cultural norms/values, national sovereignty, and national security.

Finally, we’ll apply the concepts we’ve learned to a wide range of issues (ex: how racial, ethnic, gender, and other social inequalities relate to human rights), rights (ex: LGBTQ rights, the rights of laborers, the rights of refugees), and cases (ex: enslavement, the separation of children from their families, circumcision, sterilization, the use of torture). We’ll consider human rights cases in the United States and across the globe, and how events and actions in one place relate to human rights violations in another.

HRTS GU4185 Human Rights and Global Economic Justice. 3 points.
The world economy is a patchwork of competing and complementary interests among and between governments, corporations, and civil society. These stakeholders at times cooperate and also conflict over issues of global poverty, inequality, and sustainability. What role do human rights play in coordinating the different interests that drive global economic governance? This seminar will introduce students to different structures of global governance for development, trade, labor, finance, the environment, migration, and intellectual property and investigate their relationship with human rights. Students will learn about public, private, and mixed forms of governance, analyze the ethical and strategic perspectives of the various stakeholders and relate them to existing human rights norms. The course will examine the work of multilateral organizations such as the United Nations and the International Financial Institutions, as well as international corporate and non-governmental initiatives.

HRTS GU4215 Topics in History, Memory and Transitional Justice. 3 points.
How do societies address their “bad pasts” in order to create “good futures” in the aftermath of conflict, state-sponsored repression, dictatorship, and genocide? Transitional Justice has generated numerous strategic and tactical approaches for redressing often irreparable harms. These include: international criminal tribunals, national or local legal proceedings, truth commissions, restitution, the accurate revision of history, public apologies, the establishment of monuments and museums, and official commemorations.

The aim of this course is to examine and analyze from a historical perspective the characteristics and problems of transitions from non-democratic/dictatorial/totalitarian/criminal political regimes to the beginnings of democracy and civil society. We shall focus on concepts and comparative cases, and current and past transitional justice-related questions, including historical reconciliation. We will study, among others, the experience of Germany at and after the Nuremberg proceedings, transitional justice in Africa, post-Soviet efforts at coming to terms with its Communist past, the ICTY/ICTR/ICC, amnesty and amnesia, and the legacy and memory of genocide and mass political repression. Students will gain a substantive framework for understanding the questions and challenges related to transitional justice today.

HRTS GU4215 NGOs and the Human Rights Movement: Strategies, Successes and Challenges. 3 points.
This class takes a social movement perspective to analyze and understand the international human rights movement. The course will address the evolution of the international human rights movement and focus on the NGOs that drive the movement on the international, regional and domestic levels. Sessions will highlight the experiences of major human rights NGOs and will address topics including strategy development, institutional representation, research methodologies, partnerships, networks, venues of engagement, campaigning, fundraising and, perhaps most importantly, the fraught and complex debates about adaptation to changing global circumstances, starting with the pre-Cold War period and including some of the most up-to-date issues and questions going on in this field today.

HRTS 4185 001/15659 001/11569
M 6:10pm - 8:00pm M 6:10pm - 8:00pm
Online Only
Rainer Braun
Louis Bickford

HRTS 4215 001/11123
Th 4:10pm - 6:00pm
601 Fairchild Life Sciences Bldg
Louis Bickford

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Fall 2020: HRTS 4215
Number
001/11123

Fall 2020: HRTS 4185
Number
001/15659

Spring 2021: SOCI 3937
Number
001/11282

Summer 2021: SOCI 3937
Number
001/10306
Refugees, forced migration, and displacement: these subjects top the headlines of the world’s newspapers, not to mention our social media feeds. Over a million refugees have reached Europe’s shores in recent years, and conflicts in the Middle East and elsewhere continue to force people to flee their homes. In the aftermath of the financial crisis and 9/11, politicians in the Global North have focused on borders: who crosses them and how. Walls are being erected. Referendums are being held. We are consumed with thorny questions about who gets to join our political communities. Today there are over 65 million refugees, displaced persons, and stateless persons in the world, represented at last summer’s Olympics by their own team for the first time, a testament to their increasing visibility on the world stage. Global forced displacement recently hit a historical high. And while numbers are increasing, solutions are still elusive. The modern refugee regime, the collection of laws and institutions designed to address the problems faced by refugees, has developed slowly over the course of the last 100 years, first in response to specific crises. That regime has been shaped by a changing geopolitical landscape. At the end of the Cold War, institutions in the field expanded their mandates and preferred solutions to the “problem” of refugees changed. And yet today many scholars and policy makers argue the regime is not fit for purpose. They point to the European refugee crisis as the latest case in point. Why? What went wrong and where? Can it be fixed? This course will largely focus on the issues of forced migration, displacement and refugees related to conflict, although this subject is inevitably intertwined with larger debates about citizenship and humanitarianism. Taking an interdisciplinary perspective, this course will address both scholarly and policy debates. Utilizing human rights scholarship, it will draw on work in history that charts the evolution of institutions; legal scholarship that outlines international and domestic laws; work in political science that seeks to understand responses in a comparative perspective, and anthropological studies that address how refugees understand these institutions and their experiences of exile and belonging. These topics are not only the purview of those in the academy, however. Investigative journalists have most recently provided trenchant coverage of the world's refugees, especially the current European crisis, where many have reported from the shores of the Mediterranean Sea. Policy makers scramble to keep up with a crisis literally in motion. We will read their communiqués as well. While we will only begin to skim the surface of these issues, in this course you should expect to gain the following expertise: 1) Knowledge of the modern refugee regime and its origins 2) An analysis of actors and institutions who are tasked with responding to refugee crises and how their roles have changed 3) An understanding of a few critical historical case studies, both in the United States and abroad 4) Critical analysis of the current refugee crisis in Europe and the Middle East 5) Knowledge of the asylum process in the US and in comparative perspective 6) An understanding of the debates about conducting research with vulnerable populations such as refugees and displaced persons.
HRTS GU4360 Menstruation, Gender, and Rights: Interdisciplinary Approaches. 3 points.
The course will explore the contemporary discourse around menstruation in global and local contexts. The recent shift in public discourse around menstruation is crucial because efforts to support menstruators across the lifespan not only confer health benefits but are also part of an enduring project of pursuing gender equality and women's rights. Centering attention on menstrual health resists pernicious social control of women's bodies and recognizes the body as foundational, urgent and politically relevant. This is why menstruation matters: it unites the personal and the political, the intimate and the public, the physiological and the socio-cultural.

The course examines gender justice and women's rights through the lens of menstruation, discussing questions of gender stereotyping, transnational feminism, and gender identity. Students will gain an understanding of the relevance of menstruation across different spheres of life combining bio-medical and socio-cultural factors. We will ask: What is the relationship between menstruation, human rights and gender equality? What does it mean to approach menstrual health research from an interdisciplinary perspective? -- Over the course of the semester, we will examine different spheres of life, including health, education, equality in the workplace, freedom of religion, and cultural rights. In doing so, the course will pay particular attention to the intersection of gender and other markers of inequalities, including disability, socio-economic status, age, caste, and gender identity.

Spring 2021: HRTS GU4360

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HRTS GU4380 Advocating and Campaigning for Social and Economic Rights. 3 points.
This course will examine practical issues, opportunities, tactics and strategies to advocate for economic and social rights. The course will incorporate central debates about economic and social rights, such as how to identify violators and define state responsibility, whether these rights can be litigated, and how to make implementable recommendations for change, measure implementation and measure impact. The course will also look more in depth at the standards and fulfillment challenges on several of the key rights including health, housing, education, and labor.

Throughout the course, you will focus on one economic and social rights topic of your choice. Through the lens of your chosen topic, you will review how organizations and social movements have engaged to affect change on similar issues, and use that research to explore many of the practical skills of advocacy and campaigning: framing recommendations and calls to action; drafting policy briefs; crafting media pitches and social media content; and designing and evaluating an overall advocacy strategy.

Spring 2021: HRTS GU4380

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HRTS GU4400 Sexual Orientation, Gender Identity, and Human Rights. 3 points.
PRIORITY:HRSMA. GRAD & UNDERGRAD (3&4YR) ON 1ST DAY OF TERM

Debates over the rights of lesbian, gay, bisexual and transgender people have never been more visible in the international arena. Advocates are beginning to have some success in putting sexual orientation and gender identity on the agenda for inclusion in human rights instruments. But in many local and regional contexts, state-sanctioned homophobia is on the rise, from the official anti-gay stance of Russia featured during the Sochi Winter Games to the passage of Mississippi’s anti-gay bill and Uganda’s anti-homosexuality act. This course examines these trends in relation to strategies pursued by grassroots activists and NGOs and the legal issues they raise, including marriage and family rights, discrimination, violence, torture, sex classification, and asylum. We will also focus on current debates about the relation between sexual rights and gender justice, tensions between universality constructions of gay/trans identity and local formations of sexual and gender non-conformity, and legacies of colonialism.

Fall 2020: HRTS GU4400

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CSER GU4484 Cultural Rights as Human Rights. 4 points.
The seminar will situate the historical, legal and political analysis within the context of current debates of human rights theory, cultural relativism, racism, “dialogue among civilizations”, the post- September 11th era and the increasingly prominent phenomenon of destruction of cultural heritage. Reviewing international legal instruments, national and international practice, jurisprudence and literature of the last sixty years, and using a multidisciplinary approach, the seminar will explore what cultural rights mean both as individual and as collective human rights, with special references to the rights of minorities and indigenous peoples, women, migrants and other groups, offering a vision for pluricultural democratic and peaceful societies.

HRTS GU4500 SOCIO-ECONOMIC RIGHTS. 3 points.
Socio-economic rights have emerged from the margins into the mainstream of human rights. We will explore conceptual issues through the lens of specific rights which will help us ground these principles and ideas in concrete cases. We will discuss developments on socio-economic rights and examine their relevance in the United States as well as selected other countries, particularly those with progressive legislation, policies and jurisprudence.
CLEN GU4550 Narrative and Human Rights. 3 points.

(Lecture). We can't talk about human rights without talking about the forms in which we talk about human rights. This course will study the convergences of the thematics, philosophies, politics, practices, and formal properties of literature and human rights. In particular, it will examine how literary questions of narrative shape (and are shaped by) human rights concerns; how do the forms of stories enable and respond to forms of thought, forms of commitment, forms of being, forms of justice, and forms of violation? How does narrative help us to imagine an international order based on human dignity, rights, and equality? We will read classic literary texts and contemporary writing (both literary and non-literary) and view a number of films and other multimedia projects to think about the relationships between story forms and human rights problems and practices. Likely literary authors: Roberto Bolaño, Miguel de Cervantes, Assia Djebar, Ariel Dorfman, Slavenka Drakulic, Nuruddin Farah, Janette Turner Hospital, Franz Kafka, Sahar Kalifeh, Sindiwe Magona, Maniza Naqvi, Michael Ondaatje, Alicia Partnoy, Ousmane Sembène, Mark Twain . . . . We will also read theoretical and historical pieces by authors such as Agamben, An-Na‘im, Appiah, Arendt, Balibar, Bloch, Chakrabarty, Derrick, Douzinas, Habermas, Harlow, Ignatieff, Laclau and Mouffe, Levinas, Lyotard, Marx, Mutua, Nussbaum, Rorty, Said, Scarry, Soyinka, Spivak, Williams.

Fall 2020: CLEN GU4550

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HRTS GU4600 Human Rights in the Anthropocene. 3 points.

In August 2016, a working group of the International Geological Congress voted to acknowledge a new geological epoch, following 11,700 years of the Holocene, and that it would be called The Anthropocene. The announcement indicated a new era in the earth's chronology marked by the consequences of human activity on the planet's ecosystems. Closely related to discussions of sustainability, investigations into the Anthropocene tend to focus on environmental and ecological issues while ignoring its social justice dimensions. This course will investigate how Human Rights has and will be impacted by the Anthropocene, with special attention paid to the human dimensions and consequences of anthropogenic change. Do new and troubling revelations about anthropogenic mistreatment of the earth and its resources modify or amplify the kinds of responsibilities that govern activity between individuals and communities? How do we scale the human response from the urban, to the periurban, to the rural? How must the study of Human Rights evolve to address violence and mistreatment associated not just among humans but also amid human habitats? What sorts of juridical changes must occur to recognize and respond to new manifestations of social injustice that relate directly to consequences of anthropogenic changes to the Earth system? Topics will include discussions of the Environmental Justice movement, agribusiness, access to (and allocation of) natural resources, population growth; its global impact, advocacy for stronger and more accountability through environmental legal change, biodiversity in urban environments, and the growing category of environmental refugees.

Spring 2021: HRTS GU4600

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HRTS GU4650 Children's Rights Advocacy. 3 points.

This course is designed to introduce contemporary children's rights issues and help students develop practical advocacy skills to protect and promote the rights of children. Students will explore case studies of advocacy campaigns addressing issues including juvenile justice, child labor, child marriage, the use of child soldiers, corporal punishment, migration and child refugees, female genital mutilation, and LGTB issues affecting children. Over the course of the semester, students will become familiar with international children's rights standards, as well as a variety of advocacy strategies and avenues, including use of the media, litigation, and advocacy with UN, legislative bodies, and the private sector. Written assignments will focus on practical advocacy tools, including advocacy letters, op-eds, submissions to UN mechanisms or treaty bodies, and the development of an overarching advocacy strategy, including the identification of goals and objectives, and appropriate advocacy targets and tactics.

Fall 2020: HRTS GU4650

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<td>Michael Bochenek, Jo Becker</td>
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HRTS GU4700 Ethical Dilemmas in Healthcare: A Human Rights Approach. 3 points.

This course examines major ethical dilemmas that emerge in the convergence between human rights and public health at the national and international levels. Using specific case studies, Attention will be given to the rationales, meaning and implementation of the right to health across borders; the theories and practices of allocation of scarce resources; the challenges of providing care for minority groups—including sexual minorities, children, and persons with disabilities; and the ethical, legal, and social implications of international health governance. This is an interactive course, with interdisciplinary scholarship and exploration of issues in historical, cultural and political contexts.

Spring 2021: HRTS GU4700

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HRTS GU4810 Religion and Human Rights. 3 points.
Priority given to human rights studies M.A. students. Open to 3rd and 4th year undergraduates on first day of term with the instructor’s permission.

The resurgence of religion over the past three decades has had a transformative influence globally and within nations. Religious nationalism, fundamentalism, and communalism have arisen to forcefully compete with secular democracy. With the fall of the Soviet bloc and the bilateralism of the Cold War, ethnic particularism, often of a religious character, has emerged as the locus of identity for people on all continents. These rapid changes engendered by a new, often commanding, role for religion challenge the very concept of individual and universal human rights. They raise difficult theoretical and painfully practical questions as to the preservation of individual human rights, and the relationship of democracy to religion. At the same time, recent currents such as economic globalization, the triumph of the free market, and the communications revolution promote individual autonomy, a cornerstone of human rights. There can be no doubt that religion will occupy an increasingly salient role in the social and political life of nations during the course of the 21st century. The relevance of religion to human rights in our time cannot be undervalued. The course examines the relationship of religion to human rights from several standpoints, including religion’s role in abetting intolerance, religious minorities as victims of human rights violations, and religion as a framer of human rights ideals which inspire action.

Spring 2021: HRTS GU4810

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HRTS GU4880 Human Rights in the United States. 3 points.
The United States sees itself as a country founded on the norms of equality under the law and inalienable rights but the modern reality is quite different. Police brutality in Ferguson, Executive Orders banning Muslims, protests at the Dakota Pipeline, the water crisis in Flint, Michigan, raids by Immigration and Customs Enforcement, high levels of domestic violence, wage stagnation, and the lack of a right to health care, all point to a human rights crisis at home. Some scholars have even argued that, for the majority of its citizens, the United States has the standards of a “third world” country.

In which areas are the most violations of human rights occurring and why? How have long term trends, including historical legacies, contributed to the current state of affairs? This survey course will provide an overview of contemporary human rights issues in the United States and will analyze them through the theoretical lenses of scholarship in the fields of comparative politics (including social movements) and law and society. It will outline the different actors in the human rights landscape, and focus on the various forms and strategies of mobilization around human rights issues with an eye to what has helped increase the enjoyment of rights.

Spring 2021: HRTS GU4880

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HRTS GU4900 UN HUMAN RIGHTS BODIES: IMPACT – REFORM – ADVOCACY. 4 points.
The course is part of the program’s offerings in experiential learning. Students will engage in an applied research project with an NGO partner focused on the role of UN Special Rapporteurs and the strategies they employ. Students will become familiar with the intricacies of the UN human rights system, while also taking a bird’s-eye view on the system, its challenges and the need for reform. The course seeks to combine critical reflection with practical application, including through the perspectives of practitioners and guest speakers who discuss their strategies for advocacy.

Fall 2020: HRTS GU4900

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HRTS GU4910 Children’s Rights, Armed Conflict, and Peacebuilding. 3 points.
According the UN Secretary-General’s (SG) annual report on children and armed conflict last year armed conflicts around the world led to at least 4,000 verified rights violations against children committed by government forces and over 11,500 by non-state armed groups. The violations include killing or maiming, recruitment or use of children in hostilities, sexual violence, using children as human bombs, abductions, the denial of humanitarian access, and attacks on schools and hospitals. About 50 per cent of the estimated 26 million people currently displaced by armed conflicts and violence are children.

This course examines global approaches, challenges and problems associated with providing resources, implementing laws and guidelines, and ensuring education to children before, during and after armed conflicts. Students will be asked to interrogate current approaches and literature in light of critical theories of childhood, human rights and children’s rights more specifically. The course utilizes case studies that show the failures of international human rights and NGOs to address the needs of children before, during, and after conflict, as well as the problems with not taking into account children's perspectives and lived experience. The course seeks to the extent possible to incorporate children's views on conflict through a review of children's drawings, writing, and interviews. It questions the common representations about children and armed conflict that mass media, international development literature, children’s literature, and film promote. The course will also explore the international norms for protecting children in emergencies which have also been strengthened considerably, by a number of UN Security Council resolutions, notably resolutions 1612 and 1820, aimed at ending the abuse of children and civilians in the context of war. What are the responsibilities of the International Community to protect and support children of war? What preventative measures can be taken to better ensure children do not fall victims to armed conflict? Finally, the course takes a special look at education prior to, during conflict, and post-conflict, to understand how and whether the root causes of conflict–discrimination, intolerance, economic inequality– are addressed by educational systems.
The course will explore the often-contested terrain of urban contexts, looking at cities from architectural, sociological, historical, and political positions. What do rights have to do with the city? Can the ancient idea of a “right to the city” tell us something fundamental about both rights and cities? Our notion of citizenship is based in the understanding of a city as a community, and yet today why do millions of people live in cities without citizenship? The course will be organized thematically in order to discuss such issues as the consequences of cities’ developments in relation to their peripheries beginning with the normative idea of urban boundaries deriving from fortifying walls, debates around the public sphere, nomadic architecture and urbanism, informal settlements such as slums and shantytowns, surveillance and control in urban centers, refugees and the places they live, catastrophes natural and man-made and reconstruction, and sovereign areas within cities the United Nations, War Crimes Tribunals. At the heart of our inquiry will be an investigation of the ways in which rights within urban contexts are either granted or withheld.

This seminar will cover various issues, debates, and concepts in the international law of armed conflict (known as international humanitarian law), particularly as it relates to the protection of non-combatants (civilians and prisoners of war). In doing so, we will examine how international humanitarian law and human rights law intersect. Both sets of legal norms are designed to protect the lives, well-being, and dignity of individuals. However, the condition of armed conflict provides a much wider set of options for governments and individuals to engage in violent, deadly action against others, including killing, forcibly detaining, and destroying the property of those designated as combatants. At the same time, the means of waging war are not unlimited, but rather are tightly regulated by both treaty and customary law. This course will examine how these regulations operate in theory and practice, focusing on the principles of distinction, proportionality, and military necessity.
Related Courses

POLS UN1101 Political Theory I. 4 points.
What is the relationship between law and justice? Are capacities of political judgment shared by the many or reserved for the few? What does human equality consist of and what are its implications? Can individual freedom be reconciled with the demands of political community? What are the origins and effects of persistent gender inequalities? These are some of the crucial questions that we will address in this introductory course in political theory. The course is divided into five thematic sections, each addressing an enduring political problem or issue and centered on a key text in the history of political thought:
1. Laws, Obligations, and the Question of Disobedience; Sophocles, Antigone;
2. Democratic Citizenship and the Capacities of Political Judgment; Plato, Republic;
3. Origins and Effects of (In)equality; John Locke, Second Treatise of Civil Government;

Spring 2021: POLS UN1101
Course Number	Section/Call	Times/Location	Instructor	Points	Enrollment
POLS 1101	001/000529	M W 10:10am - 11:25am	Ayten Gundogdu	4	138/150

WMST BC1050 WOMEN AND HEALTH. 3.00 points.
Combines critical feminist and anti-racist analyses of medicine with current research in epidemiology and biomedicine to understand health and health disparities as co-produced by social systems and biology. (Prerequisite for Spring A course “Racism is a Pre-Existing Condition”)

Fall 2020: WMST BC1050
Course Number	Section/Call	Times/Location	Instructor	Points	Enrollment
WMST 1050	001/00277	T Th 4:10pm - 5:25pm	Rebecca Jordan-Young	3.00	87/100

ECON BC2010 The Economics of Gender. 3 points.
Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons.

Spring 2021: ECON BC2010
Course Number	Section/Call	Times/Location	Instructor	Points	Enrollment
ECON 2010	001/000179	M T W Th 2:40pm - 3:55pm	Homa Zarghamee	3	151/150

ANTH UN2110 Philosophy and Feminism. 3 points.
Explores the intersection of feminism and philosophy through a discussion of key texts by feminist philosophers, including among others: Mary Wollstonecraft, A Vindication of the Rights of Woman; Simone de Beauvoir, The Second Sex; bell hooks, All About Love; Willa Cather, My Ántonia; June Jordan, Back of the Bus; Alice Walker, In Search of Our Mother’s Gardens; Audre Lorde, Sister Outsider; Rose Macaulay, Theanti.

ECON BC2075 Logic and Limits of Economic Justice. 3 points.
Prerequisites: Introduction to Economic Reasoning (ECON BC 1003) or Principles of Economics (ECON W1105). An introductory course in political theory or political philosophy is strongly recommended, but not required.
Prerequisites: Introduction to Economic Reasoning (ECON BC 1003) or Principles of Economics (ECON W1105). An introductory course in political theory or political philosophy is strongly recommended, but not required.
Introduce students to problems of economic justice under capitalism.
Course has three goals: (1) expose students to debates between economists and philosophers about the meaning and nature of justice, (2) explore conflict between efficiency and justice, (3) examine implications of justice for gender equality, intergenerational equity and climate change.

PHIL UN2110 Philosophy and Feminism. 3 points.
Is there an essential difference between women and men? How do questions about race conflict or overlap with those about gender? Is there a “normal” way of being “queer”? Introduction to philosophy and feminism through a critical discussion of these and other questions using historical and contemporary texts, art, and public lectures. Focus includes essentialism, difference, identity, knowledge, objectivity, and queerness.
context of policy making.

of crime, normalcy and deviance, and the broader social and political
course will give particular focus to the interactions between conceptions
criminal justice system in the United States since the Civil War. The
HIST BC2401 The Politics of Crime and Policing in the US. 3 points.

justified by depicting such conditions as "natural."

Although all human beings share profound biological similarities, they
sharp relief the ways in which the natural world can serve both to
in the study of ethnicity, environmental history casts into particularly
which our understanding of the natural world is expressed: wilderness
its practitioners to rethink some of the fundamental categories through
locating nature within human history, environmental history encourages
history places at center stage a wide range of previously overlooked
which human life is intimately intertwined. As a result, environmental
history places at center stage a wide range of previously overlooked
historical actors such as plants, animals, and diseases. Moreover, by
locating nature within human history, environmental history encourages
its practitioners to rethink some of the fundamental categories through
which our understanding of the natural world is expressed: wilderness
and civilization, wild and tame, natural and artificial. For those interested
in the study of ethnicity, environmental history casts into particularly
sharp relief the ways in which the natural world can serve both to
undermine and to reinforce the divisions within human societies.
Although all human beings share profound biological similarities, they
have nonetheless enjoyed unequal access to natural resources and to
healthy environments—differences that have all-too-frequently been
justified by depicting such conditions as "natural."

HIST UN2222 NATURE # POWER: ENV HIST NORTH AMERICA. 4.00 points.

Environmental history seeks to expand the customary framework of
historical inquiry challenging students to construct narratives of the past
that incorporate not only human beings but also the natural world with
which human life is intimately intertwined. As a result, environmental
history places at center stage a wide range of previously overlooked
historical actors such as plants, animals, and diseases. Moreover, by
locating nature within human history, environmental history encourages
its practitioners to rethink some of the fundamental categories through
which our understanding of the natural world is expressed: wilderness
and civilization, wild and tame, natural and artificial. For those interested
in the study of ethnicity, environmental history casts into particularly
sharp relief the ways in which the natural world can serve both to
undermine and to reinforce the divisions within human societies.
Although all human beings share profound biological similarities, they
have nonetheless enjoyed unequal access to natural resources and to
healthy environments—differences that have all-too-frequently been
justified by depicting such conditions as "natural."

HIST BC2401 The Politics of Crime and Policing in the US. 3 points.

This course will examine the historical development of crime and the
criminal justice system in the United States since the Civil War. The
course will give particular focus to the interactions between conceptions
of crime, normalcy and deviance, and the broader social and political
course of policy making.

ECON BC3011 Inequality and Poverty. 3 points.

Prerequisites: ECON BC3035 or ECON BC3033, or permission of the
instructor.

Conceptualization and measurement of inequality and poverty, poverty
traps and distributional dynamics, economics and politics of public
policies, in both poor and rich countries.

ECON BC3029 Empirical Development Economics. 3 points.

Prerequisites: (ECON BC3035 or ECON BC3033) and ECON UN3412
ECON BC3035 or ECON BC3033 and Econometrics, or permission of the
instructor.

Examination of new challenges in the global economy from unequal
income distribution and poor institutions to health epidemics and
natural disasters. Accessing and analyzing real-time and historic
data to understand the current global economy. Applied econometric
techniques.

HIST UN3030 Immigration and Citizenship in American History. 4 points.

This course explores the meaning of American citizenship in connection
with the country’s immigration history. Topics include historic pathways
to citizenship for migrants; barriers to citizenship including wealth,
race, gender, beliefs and documentation; and critical issues such as
colonialism, statelessness, dual nationality, and birthright citizenship.
We will ask how have people become citizens and under what authority
has that citizenship been granted? What are the historic barriers to
citizenship and how have they shifted over time? What major questions
remain unanswered by Congress and the Supreme Court regarding the
rights of migrants to attain and retain American citizenship?

ECON BC3039 Environmental and Natural Resource Economics. 3 points.

Prerequisites: ECON BC1003 or ECON W1105. Prerequisite for Economics
majors: ECON BC3035.

Link between economic behavior and environmental quality: valuation of
non-market benefits of pollution abatement; emissions standards; taxes;
and transferable discharge permits. Specific problems of hazardous
waste; the distribution of hazardous pollutants across different sub-
groups of the U.S. population; the exploitation of commonly owned
natural resources; and the links between the environment, income
distribution, and economic development.

EESC BC3043 Water, Sanitation, and Health. 3 points.

This course focuses on understanding water, sanitation and health in
the developing world and how these factors interact to affect people’s
lives. Specifically, what are the options for providing cleaner water and
improved sanitation in order to reduce the incidence of waterborne
diseases in the developing world?
ECON BC3049 Economic Evaluation of Social Programs. 3 points.
Not offered during 2020–21 academic year.

Prerequisites: ECON BC3035 Intermediate Micro Theory and ECON BC2411 Statistics for Economics, or the equivalents
A study of the effectiveness of social programs and the different quantitative techniques economists use to evaluate policy interventions.
Cost-benefit analysis, testing predictions of economic theories. Specific examples of successful and unsuccessful social programs in the U.S. and around the world.

EDUC BC3055 Arts and Humanities in the City: Critical Literacy and Digital Storytelling. 4 points.
Using the theme of “Arts and Humanities in the City”, this seminar will build participants’ knowledge of critical literacy, digital storytelling methods, and ways to use New York City as a resource for teaching the Arts (Dance, Theatre, Music, and Visual Arts), Social Studies, and English Language Arts in grades K-12. Critical literacy is an approach to teaching and learning that focuses on developing students’ abilities to read, analyze, understand, question, and critique hidden perspectives and socially-constructed power relations embedded in what it means to be literate in a content area.

POLS UN3122 Citizenship, Rights, and Immigration. 3 points.
Our political discourse is inundated with talk of citizenship. In this course we will examine various theories of citizenship, paying particular attention to the way the increasing complexity and multiculturalism of societies have challenged our understanding of this concept. We will also consider how different conceptions of citizenship address the challenges raised by both global and local forces. After an overview of different theories of citizenship, we explore the debates about political rights and representation for oppressed groups and minorities and consider the nationalist and cosmopolitan understandings of civic identity. What should be the criteria for citizenship? What rights should citizens have? Does citizenship require boundaries? Does democratic citizenship demand a particular kind of patriotism? What rights should illegal immigrants have? What role does the court play in defining citizenship rights? Can there be global or transnational citizenship? Though the primary focus will be to explore normative theories of citizenship, we will briefly consider how the European Union and the United States are dealing with some of the pressing issues regarding citizenship: immigration and assimilation.

WMST BC3132 Gendered Controversies: Women’s Bodies and Global Conflicts. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women’s bodies. How do such conflicts constitute women, and what do they tell us about societies, cultures, and politics? - D. Ko

EDUC 3055
Number 001/00174
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Room TBA
Times/Location Instructor Points Enrollment
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POLS BC3102 * Colloquium on Race and Modern Political Thought. 4 points.
Admission by application through the Barnard department only. Enrollment limited to 16 students.

Prerequisites: POLS 1013 or the equivalent.
Race and Modern Political Thought is a Political Theory colloquium that explores how the concept of race became available to modern thought as a legitimate conceptualization of human being and difference and to political thought as an idea useful to structuring political communities. Is race best understood in ideological terms, i.e., as a viewpoint shared by philosophers and lay-persons alike about difference that usefully reflected the needs and aspirations of slaveholders and colonialists? Or is race instead an artifact of modern forms of reasoning? Or should we ignore questions of origin and simply take seriously the notion that the only practical—ethically correct or politically progressive—approach to theorizing race is to attend critically to the organization of racial power? What kind of idea is race?
SOCI UN3235 Social Movements. 3 points.
Prerequisites: One introductory course in Sociology suggested.
Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

Fall 2020: SOCI UN3235

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<tr>
<td>SOCI 3235</td>
<td>001/00051</td>
<td>M T W Th 2:40pm - 3:55pm</td>
<td>Debra Minkoff</td>
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POLS UN3245 Race and Ethnicity In American Politics. 3 points.
This course examines the role of race in American politics and the political behavior of racial and ethnic minorities in the United States. Topics will include, but are not limited to, minority political participation, segregation, gentrification, group identity, implicit bias, political representation, media effects, and the role of race in political campaigns. This course examines the role of race in American politics and the political behavior of racial and ethnic minorities in the United States. Topics will include, but are not limited to, minority political participation, segregation, gentrification, group identity, implicit bias, political representation, media effects, and the role of race in political campaigns. The course focuses on the historical and contemporary roles of various racial and ethnic groups; and the initiation, demands, leadership and organizational styles, orientation, benefits, and impact on the structures and outputs of governance in the United States.

SOCI UN3246 Medical Sociology. 3 points.
Prerequisites: None
Examines the ways sociologists have studied the field of medicine and experiences of health and illness. We cannot understand topics of health and illness by only looking at biological phenomena; we must consider a variety of social, political, economic, and cultural forces. Uses sociological perspectives and methods to understand topics such as: unequal patterns in health and illness; how people make sense of and manage illness; the ways doctors and patients interact with each other; changes in the medical profession, health policies and institutions; social movements around health; and how some behaviors but not others become understood as medical problems. Course is geared towards premed students as well as those with general interests in medicine, health and society.

Spring 2021: SOCI UN3246

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<tr>
<td>SOCI 3246</td>
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<td>M T W Th 4:10pm - 5:25pm</td>
<td>Amy Zhou</td>
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CSER UN3303 Whiteness, Sentiment and Political Belonging. 4.00 points.
Scholars of gender, sexuality, ethnicity and race have long been preoccupied with the terms, categories, and processes through which the United States has excluded or qualified the citizenship of particular groups, including women, immigrants, indigenous nations, and descendants of enslaved Africans. Yet it has spent less time interrogating the unqualified content of Americanness, and the work that the imagination of a "default" American identity does in contemporary political life. This seminar introduces students to this problem through an unspoken racial dimension of American political belonging -- the presumed whiteness of ideal American citizens. Readings drawn from several disciplinary traditions, including anthropology, linguistics, sociology, history, and journalism, will ground students in the course's key concepts, including racial markedness, the history of racialization, and public sentiment. Students will mobilize these tools to analyze several cases that rendered white sentiment explicit in politically efficacious ways, including the "panic" incited by the destabilization of race-based residential segregation, the "paranoia" of conspiracy theorists, the "sympathy" associated with natural disasters, and the "resentment" or "rage" associated with the loss of racial privileges.

Fall 2020: CSER UN3303

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<td>CSER 3303</td>
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<td>F 10:10am - 12:00pm</td>
<td>Catherine Fennell</td>
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POLS BC3307 *Colloquium on Racial Violence. 4 points.
Prerequisites: POLS 1201 Intro to American Politics or an equivalent American Politics course. Admission by application (http://polisci.barnard.edu/colloquia/) through the Barnard department only. Enrollment limited to 16 students.
This colloquium examines two particular episodes of racial violence, each of which situates the political differently: lynchings and prisons. The goal is to not only explore how to bring the state back in but also examine the differences, similarities and points of intersections across disciplines.

WMST UN3312 Theorizing Activism. 4 points.
Prerequisites: Critical Approaches or Feminist Theory or permission of instructor.
Considering local, national, and international activist case studies through social movement theories, we work together to understand what activism looks like, the people who engage in it, how activist messages are constructed, and how visions of transformation are developed.
WMST UN3335 Gender and Wars: Perspectives from the Global South. 3 points.
Wars are salient features of globalization. But, how can we understand the relationship between gender and war? How do notions of masculinities and femininities operate in the organizing, waging, protesting, and commemorating war? Starting from the premise that gender is crucial to explaining what happens in national revolutionary wars, postcolonial conflicts and civil wars, peacekeeping and humanitarian interventions, and the social and personal aspects when wars come to an end, this course considers a transnational feminist analysis to reflect on the relationship between gender and militarism. It pulls together literature from different disciplinary fields to explore the gendered dimensions of wars of national liberation, armed conflicts, wartime gender based/sexual violence, politics of victimhood, anti-war activism, resistance and agency. We will pay particular attention to case studies from the global South.

The gendered analyses of war will be explored from a multi-disciplinary framework including history, anthropology, sociology, political science, international relations, philosophy, literature and film. We will utilize film, journalistic accounts, ethnographic narratives and other resources to explore the complex ways in which people, especially men and women experience and respond to wars differently.

POLS UN3401 Democracy and Dictatorship in Europe. 3 points.
This course will examine the development of democracies and dictatorships in Europe from the French Revolution to the present day. It will analyze the nature and dynamics of European political history and use the European experience as a foundation upon which to build a broader understanding of how different types of political regimes emerge, function and are sustained over time. Prior knowledge of European history and comparative politics is welcome, but not presumed.

POLS BC3402 The Comparative Politics of Gender Inequality. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Prerequisites: Not an introductory-level course. Not open to students who have taken the colloquium POLS BC 3507. Enrollment limited to 20 students; L-course sign-up through eBear (http://ebear.barnard.edu/). Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).
Uses major analytical perspectives in comparative politics to understand the persistence of gender inequality in advanced industrial states. Topics include: political representation and participation; political economy and capitalism; the historical development of welfare states; electoral systems, electoral quotas; the role of supranational and international organizations; and social policy.

RELI UN3407 Muslims in Diaspora. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Consideration of controversies surrounding mosque-building, headscarves, honor killing, and other publicized issues that expose tensions surrounding citizenship and belonging for Muslims in North America and Europe. Exploration of film and other media representations of Muslims in the West. There will be additional meeting times for film screenings

POLS BC3411 *Colloquium on Building Peace. 4 points.
Prerequisites: POLS 1601 (Intro to International Politics) or equivalent. Admission by application (http://polisci.barnard.edu/colloquia/) through the Barnard department only. Enrollment limited to 16 students. How can we build peace in the aftermath of extensive violence? How can international actors help in this process? This colloquium focuses on international peacemaking, peacekeeping, and peacebuilding efforts in recent conflicts. It covers general concepts, theories, and debates, as well as specific cases of peacebuilding successes and failures. Cross-listed with Human Rights.

POLS BC3435 Law and Violence. 4 points.
Prerequisites: Admission by application through the Barnard Political Science Department only. Enrollment limited to 16 students. Requires POLS 1011 (Political Theory) or equivalent. This colloquium examines how the law can participate in the justification of various forms of violence, exclusion, and inequality. It focuses on the power of law to determine which subjects get recognized as persons entitled to rights. Possible topics include slavery, migration, gender, sexual orientation, disability, homelessness, and nonhuman animals.

WMST UN3450 Topics in Sexuality and Gender Law. 3 points.
As society shifts in its views about sexuality and gender, so too does the law. Indeed, legal developments in this area have been among the most dynamic of the past couple of decades. Yet law does not map easily or perfectly onto lived experience, and legal arguments do not necessarily track the arguments made in public debate.

In this seminar, we will explore the evolving jurisprudence of sexuality and gender law in a variety of areas. Our goal throughout the semester will be to understand and think about these issues as lawyers do - with our primary focus on understanding and evaluating the arguments that can be made on both (or all) sides of any particular case, with some attention to the factors outside of the courtroom that might shape how courts approach their work. Related to this, we will also seek to understand how and why some of the jurisprudence has changed over time.

ANTH UN3465 Women and Gender Politics in the Muslim World. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Practices like veiling that are central to Western images of women and Islam are also contested issues throughout the Muslim world. Examines debates about Islam and gender and explores the interplay of cultural, political, and economic factors in shaping women's lives in the Muslim world, from the Middle East to Southeast Asia.
URBS UN3480 From Homelessness to Foreclosure: NYC Geographies of Shelter and Home. 4 points.
This course will examine the social, political, and economic elements that have aligned in New York City to produce the most expansive infrastructure of homeless shelters in the United States, as well as ongoing changes in the city's homeless policy since the housing foreclosure crisis. While we will focus primarily on the past 30 to 40 years in New York City, we will consider the history of homelessness and housing in the United States since the Great Depression. Major themes will include criminalization, origin myths, and representations of people who are experiencing homelessness. Key questions will include: In what ways is the current geography of homelessness the result of historical patterns of racism and discrimination? How does studying homelessness provide insight into the ways urban spaces are made? Why have shelters become the primary public response to homelessness in New York? How are race and gender central to the project of building a shelter infrastructure in New York? How are shelters experienced by those living in them? What are some of the ways people living in shelters organize to advocate for their rights and to resist mainstream representations?

CSER UN3490 Post 9/11 Immigration Policies. 4 points.
Enrollment limited to 22. Since September 11, 2001, there has been an avalanche of immigration enforcement policies and initiatives proposed or implemented under the guise of national security. This course will analyze the domino effect of the Patriot Act, the Abscender Initiative, Special Registration, the Real I.D. Act, border security including the building of the 700-mile fence along the U.S./Mexico border, Secured Communities Act—that requires the cooperation of state and local authorities in immigration enforcement, the challenge to birthright citizenship, and now the congressional hearings on Islamic radicalization. Have these policies been effective in combating the war on terrorism and promoting national security? Who stands to benefit from these enforcement strategies? Do immigrant communities feel safer in the U.S.? How have states joined the federal bandwagon of immigration enforcement or created solutions to an inflexible, broken immigration system?

Fall 2020: CSER UN3490
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<td>Elizabeth</td>
<td>4</td>
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POLS BC3505 * Colloquium on Making Democracy Work. 4 points.
Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/ introductory-courses/). Admission by application (http://polisci.barnard.edu/colloquia/) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).
Examination of democratic consolidation and promotion. What makes democracy work and what, if anything, can outside actors do to help this process along? Topics include the theoretical literature on democratic consolidation, historical cases of intervention, debates about America's role in promoting democracy, and examination of some of the research on democracy promotion. (Cross-listed by the Europen Studies and Human Rights Programs.)

Fall 2020: POLS BC3505
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<td>POLS 3505</td>
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<td>W 2:10pm - 4:00pm</td>
<td>Sheri Berman</td>
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WMST BC3514 HIST APPROACHES FEMINIST QUES. 4.00 points.
Comparative study of gender, race, and sexuality through specific historical, socio-cultural contexts in which these systems of power have operated. With a focus on social contexts of slavery, colonialism, and modern capitalism for the elaboration of sex-gender categories and systems across historical time
Fall 2020: WMST BC3514
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POLS UN3528 New and Old Forms of Political Protest. 3 points.
This course will introduce the students to the important topic of political protest. Each week we will address different aspects of the phenomenon: from the determinant to the actors and strategies of protest. We will discuss how the forms of protest have changed and the current role of the internet in general and social media in particular. Finally, we will discuss the role of the state and state repression, in particular censorship in the dynamics of protest. Since this is a comparative politics course, we will cover a range of different countries, including the United States, as well as both democratic and authoritarian regimes.

AFRS BC3589 Black Feminism(s)/Womanism(s). 4 points.
Black Feminism(s)/Womanism(s)
Spring 2021: AFRS BC3589
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<td>AFRS 3589</td>
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<td>W 4:10pm - 6:00pm</td>
<td>Celia Naylor</td>
<td>4</td>
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POLS UN3604 War, Peace, and International Interventions in Africa. 4 points.
Prerequisites: At least sophomore standing, except in consultation with the instructor. Interested students should join the wait list; attendance at the first class is required in order to secure a spot in the class. Registration to discussion section is mandatory.
This course analyzes the causes of violence in wars and examines the debates around emergency aid, peacekeeping and peacebuilding. In addition, it focuses on recent conflict situations in Africa – especially Congo, Sudan, and Rwanda – as a background against which to understand the distinct dynamics of violence, peace, and international interventions in civil and international conflicts.

PSYC UN3615 Children at Risk (Lecture). 4 points.
Prerequisites: PSYC UN1010, PSYC UN2280, PSYC UN2620, or PSYC UN2680, and the instructor's permission.
Considers contemporary risk factors in children's lives. The immediate and enduring biological and behavioral impact of risk factors.

POLS UN3619 Nationalism and Contemporary World Politics. 3 points.
The causes and consequences of nationalism. Nationalism as a cause of conflict in contemporary world politics. Strategies for mitigating nationalist and ethnic conflict.

Spring 2021: POLS UN3619
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<td>POLS 3619</td>
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<td>T 10:10am - 11:25am</td>
<td>Jack Snyder</td>
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POLS UN3623 Ending War & Building Peace. 3 points.
This course provides an introduction to the politics of war termination and peace consolidation. The course examines the challenges posed by ending wars and the process by which parties to a conflict arrive at victory, ceasefires, and peace negotiations. It explores how peace is sustained, why peace lasts in some cases and breaks down in others and what can be done to make peace more stable, focusing on the role of international interventions, power-sharing arrangements, reconciliation between adversaries, and reconstruction.

SOCI UN3721 SOCIAL JUSTICE: CONNECTING ACADEMICS TO ACTION. 4.00 points.
Many of us are drawn to sociology because we care about making the world more just. One important promise of the discipline is that social research can help direct efforts toward progressive social change. And yet, people and organizations on the front lines of grassroots action are often not privy to social-scientific research and vice versa. This course will create an opportunity for active engagement between students doing sociology and a local organization working for social change. Before the semester begins, the instructor(s) will have secured a commitment to a partnership with a community organization and planned a research or action project for the students to complete over the course of a semester. During the class, students will be expected to actively study and/or participate in the project designed by the instructor and organization leaders. The action/research may take the form of participant observation (taking part in the activities of the organization/campaign and analyzing your experiences); interviews (conducting interviews with members and leaders from an organization or campaign); historical analysis (studying the origins and development of the organization(s) or campaign(s)); or something else entirely. Students will also read, discuss, and write about literature on scholarly-community partnerships, collective-action models, and relevant social issues. We will study a combination of scholarly work, practical organizing advice, and case studies. This course is intended to be one semester of a two-semester course. Students may take either Part I or II or both. The opportunity to take two semesters (and engage with two different projects) should allow students to engage more deeply and broadly with the material and relationship with the organization.

ANTH UN3878 Neoliberal Urbanism and the Politics of Exclusion. 4 points.
This seminar examines the impact of neo-liberal strategies and practices of urban development and governance on contemporary American cities with special emphasis on the dividing practices that have led to the segregation, stigmatization and exclusion of urbanites on the basis of class, race, sex/gender and other power-laden ascriptions of difference and pathology. We will situate the formative period of neoliberal urbanism in the urban renewal or “slum clearance” programs of the 1950s and 1960s-initiatives that registered post-war anxieties concerning civil defense, urban disinvestment and growing populations of racial-cum-ethnic “minorities.” Through a reading of key anthropological ethnographies and other literature across disciplines, we will examine topics including: deindustrialization and the construction of the inner city and “ghetto underclass,” the cultural politics of neo-liberal governance, the privatization and policing of public space, gated communities, gentrification and socioeconomic polarization, and homelessness.

PHIL UN3752 Philosophy of Law. 3 points.
This course explores philosophical reflection on the relationship between law, society and morality. We discuss the nature of law, the nature of legal reasoning, the relationship between law and social policy, and central concepts in civil and criminal law. Readings are drawn from such sources as the natural law tradition, legal positivism, legal realism, and Critical Legal Theory. Readings will be supplemented by analysis of classic cases.

POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa. 4 points.
Prerequisites: POLS UN1601 or the equivalent. Admission by application through the Barnard department only.
Explores the concepts, theoretical traditions and debates around development and humanitarian aid, focusing on the relationships between aid, politics, and violence. It looks at the political and military impacts of aid, the linkage between humanitarian aid and conflict resolution, and aid’s contribution to perpetuating subtle forms of domination. (Cross-listed by the Africana Studies and the Human Rights Programs.)

SOCI BC3909 Ethnic Conflict and Unrest. 4 points.
Not offered during 2020-21 academic year.
Prerequisites: Sophomore Standing. SOCI BC1003 or permission of the instructor. Enrollment limited to 20 students.
Post-1965 immigration in the U.S. has prompted conflicts between new immigrant groups and established racial and ethnic groups. This seminar explores ethnic conflict and unrest that takes place in the streets, workplace, and everyday social life. Focus is on sociological theories that explain the tensions associated with the arrival of new immigrants.
SOCI UN3915 Seminar in Inequality, Poverty, and Mobility. 4 points.
This is an undergraduate seminar in social stratification. The course focuses on the current American experience with socioeconomic inequality and mobility. The goals of the course are to understand how inequality is conceptualized and measured in the social sciences, to understand the structure of inequality in the contemporary U.S., to learn the principal theories and evidence for long term trends in inequality, to understand the persistence of poverty and the impact of social policies on American rates of poverty, and to understand the forces that both produce and inhibit intergenerational social mobility in the U.S. Given the nature of the subject matter, a minority of the readings will sometimes involve quantitative social science material. The course does not presume that students have advanced training in statistics, and any readings sections that contain mathematical or statistical content will be explained in class in nontechnical terms as needed. In these instances, our focus will not be on the methods, but rather on the conclusions reached by the author concerning the research question that is addressed in the text.

Fall 2020: SOCI UN3914

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Online Only

DiPete

SOCI UN3915 Stigma and Discrimination. 4 points.
This course considers stigma and discrimination as general processes that apply to a broad range of phenomena, from mental illness to obesity to HIV/AIDS to racial groups. We will use a conceptual framework that considers power and social stratification to be central to stigma and discrimination. We will focus on both macro- and micro-level social processes and their interconnections, and we will draw on literature from both sociology and psychology.

WMST UN3915 Gender and Power in Transnational Perspective. 4 points.
Enrollment limited to 15.

Prerequisites: Instructor approval required
Considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist movements that have emerged to address contemporary gendered inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist politics, and human rights.

If it is a small world after all, how do forces of globalization shape and redefine both men's and women's positions as as workers and political subjects? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of the political economy of globalization? These questions will frame this course by highlighting how gender and power coalesce to impact the lives of individuals in various spaces including workplaces, the home, religious institutions, refugee camps, the government, and civil society, and human rights organizations. We will use specific sociological and anthropological case studies, to look at how various regimes of power operate to constrain individuals as well as give them new spaces for agency. This course will enable us to think transnationally, historically, and dynamically, using gender as a lens through which to critique relations of power and the ways that power informs our everyday lives and identities.

Spring 2021: WMST UN3915

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602 Northwest Corner

Gowinathan

SOCI BC3918 Gender and Inequality in Families. 4 points.
Critical exploration of contemporary US families. Analyzes the ways gendered forces structure relations between and among family members. Investigates changes over time in roles and expectation for family members. Topics include social class differences, LGBT families, transnational families, parent-child relationships, domestic violence, racial/ethnic variation in men's experiences.

CSER UN3924 Latin American and Latina/o Social Movements. 4 points.
In Latin America, a wave of new popular social movements have been transforming politics and social reality. In the United States, latino/as are building on decades of organizing and demographic growth to claim a new public persona and challenge their marginal status. What are the significant areas of political action, and how can we understand them? What claims can those disenfranchised for reasons of race, class, or national origin make on societies? Indigenous survival movements in Brazil, multi-ethnic electoral alliances in Bolivia, growing Afro-Colombian assertion, Dominican community organizing in New York City, and poetic post-marxist guerrillas in Mexico are just a few of the new forms of social activism that are transforming class, ethnic identity, and citizenship throughout the Americas, and combating the dominance of free-market social and economic policies. We will discuss a number of important social movements throughout the region, while developing tools for understanding social movements and their possibilities. This class is designed to give you an opportunity to do independent research; as a result, it will demand your intensive engagement, and your willingness both to master the information and tools we go over in class, and to pursue a specific topic of your own choosing. Students will all write a term paper based on independent research.
CSER UN3928 Colonization/Decolonization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor’s permission.

This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

CSER UN3940 Comparative Study of Constitutional Challenges Affecting African, Latino, and Asian American Communities. 4 points.
This course will examine how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Focus will be on the role that race, citizenship, capitalism/labor, property, and ownership played in the court decision in the context of the historical, social, and political conditions existing at the time. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery, and Japanese Americans during World War II.

AHIS BC3949 The Art of Witness: Memorials and Historical Trauma. 4 points.
Undergraduate seminar course. Course limited to 15 Students with instructor’s permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials.

HIST UN3928 Comparative Slavery and Abolition in the Atlantic World. 4 points.
Prerequisites: seminar application required. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT’S WEBSITE.
This seminar investigates the experiences of slavery and freedom among African-descended people living and laboring in the various parts of the Atlantic World. The course will trace critical aspects of these two major, interconnected historical phenomena with an eye to how specific cases either manifested or troubled broader trends across various slaveholding societies. The first half of the course addresses the history of slavery and the second half pertains to experiences in emancipation. However, since the abolition of slavery occurs at different moments in various areas of the Atlantic World, the course will adhere to a thematic rather than a chronological structure, in its examination of the multiple avenues to freedom available in various regions. Weekly units will approach major themes relevant to both slavery and emancipation, such as racial epistemologies among slaveowners/employers, labor regimes in slave and free societies, cultural innovations among slave and freed communities, gendered discourses and sexual relations within slave and free communities, and slaves’ and freepeople’s resistance to domination. The goal of this course is to broaden students’ comprehension of the history of slavery and freedom, and to promote an understanding of the transition from slavery to freedom in the Americas as creating both continuities and ruptures in the structure and practices of the various societies concerned.

SOCI BC3934 Global Activism. 4 points.
This seminar explores social movements and political protest on the global stage. We will bring together the literatures on social movements and the sociology of globalization and transnationalism to explore the emergence, development, dynamics and consequences of global activism.
SOCI UN3974 Sociology of Schools, Teaching and Learning. 4 points.
In this class we will examine the school as a central institution in modern society, and we will grapple with an important question in the sociology of education: what role do schools play in reinforcing or challenging broader patterns of social inequality? We will pay special attention to the ways in which students’ class, race/ethnicity and gender shape their educational experiences. We will also look at how schools are organized, how schools construct differences among students, and how schools sort kids into different (and unequal) groups. Finally we will explore the types of interventions - at both the individual and organizational levels - that can mitigate inequality in educational achievement and help low-income students to succeed.

One such intervention that has shown promise is tutoring in academic and social and behavioral skills, and interventions that strengthen self-affirmation. A major component of this class is your experience as a tutor. You will be trained as tutors to work with students from local high schools both through in-person tutoring and through tutoring using social networking technologies. Throughout the semester we will combine our academic learning with critical reflection on our experience in the field. Because you will be working with NYC high school students, we will pay special attention to how NYC high schools are organized and how current issues in education play out in the context of NYC schools.

Fall 2020: SOCI UN3974

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WMST GU4000 GENEALOGIES OF FEMINISM. 4.00 points.
This advanced seminar examines historical, social, cultural, and theoretical propositions for decolonizing praxis and their complex relations to feminist critique. How do we understand Western European colonialism and coloniality as modes, conditions, and institutions of power, dispossession, subjugation, and subjection continuing into the present? What are the methods, practices, and vision enacted and proposed by the colonized for undoing and radically transforming the determinate logics, instruments, and structures of colonialism as these persist in the present moment? We will consider how gender and sexuality as well as race – as technologies of social organization, codes of valuation, and modes of survival – shape colonialism and the struggles against it. We will inquire into their significance to projects of decolonization. How might decolonization envision and make possible other ways of life?

Spring 2021: WMST GU4000

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WMST GU4317 ADVANCED TOPICS. 4.00 points.
This course explores transcontinental connections across Africa, Asia, and the Americas as forged in the practices and movements of peoples, in the context of global colonial and postcolonial orders. We will consider the intersections, crossings, and collaborations of different communities of the global South across these continents in the course of their social, cultural, and political struggles to shape and transform the worlds they live in. We will ask, how might different narratives of these global South connections contribute to our imagination and practice of global resistance and transformation? Topics include: colonialism, capitalism, Third Worldism, feminism

Spring 2021: WMST GU4317

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CSER GU4340 Visionary Medicine: Racial Justice, Health and Speculative Fictions. 4 points.
In Fall 2014, medical students across the U.S. staged die-ins as part of the nationwide #blacklivesmatter protests. The intention was to create a shocking visual spectacle, laying on the line “white coats for black lives.” The images were all over social media: students of all colors, dressed in lab coats, lying prone against eerily clean tile floors, stethoscopes in pockets, hands and around necks. One prone student held a sign reading, “Racism is Real.” These medical students’ collective protests not only created visual spectacle, but produced a dynamic speculative fiction. What would it mean if instead of Michael Brown or Eric Garner or Freddie Gray, these other, more seemingly elite bodies were subjected to police violence? In another viral image, a group of African American male medical students from Harvard posed wearing hoodies beneath their white coats, making clear that the bodies of some future doctors could perhaps be more easily targeted for state-sanctioned brutality. “They tried to bury us,” read a sign held by one of the students, “they didn’t realize we were seeds.” Both medicine and racial justice are acts of speculation; their practices are inextricable from the practice of imagining. By imagining new cures, new discoveries and new futures for human beings in the face of illness, medicine is necessarily always committing acts of speculation. By imagining ourselves into a more racially just future, by simply imagining ourselves any sort of future in the face of racist erasure, social justice activists are similarly involved in creating speculative fictions. This course begins with the premise that racial justice is the bioethical imperative of our time. It will explore the space of science fiction as a methodology of imagining such just futures, embracing the work of Asian- and Afroturism, Cosmos Latinos and Indigenous Imaginaries. We will explore issues including Biocolonialism, Alien/nation, Transnational Labor and Reproduction, the Borderlands and Other Diasporic Spaces. This course will be seminar-style and will make central learner participation and presentation. The seminar will be inter-disciplinary, drawing from science and speculative fictions, cultural studies, gender studies, narrative medicine, disability studies, and bioethics. Ultimately, the course aims to connect the work of science and speculative fiction with on the ground action and organizing.
MDES GU4349 Concentration Camps from Cuba to East Asia. 3 points.
Forcibly moving civilians to designated areas as a wartime measure has constituted a widely practiced military strategy for centuries. In the late 19th and early 20th centuries, colonial powers increasingly provided more structure and organization to these policies of relocation and internment in the Americas, Africa, and East Asia. This course provides a social history of civilian internment and mass murder from late-19th century colonial cases to World War II.

Through case studies of the Spanish-Cuban war, the South African War, the Philippines-American War, the genocide of the Herero and Nama in Southwest Africa, the Armenian Genocide, and the Holocaust, the course traces the evolution of the concentration camp from a counter-insurgency strategy in wartime to a weapon of mass murder. The course also examines the internment of Japanese Americans, and the Japanese “comfort stations” in comparative perspective.

POLS GU4409 Political Activism and Social Movements. 3 points.
How do ordinary citizens participate in democratic politics? The course examines main concepts in the comparative study of political participation and social and political movements to address this question. The first part of the course focuses on normative and methodological aspects related to the study of political activism. In this part, we examine the role that citizens’ political activism plays in democratic politics and look at how these normative views are reflected in the methods used to study political activism (individual and organizational surveys, protest event analysis, participant observation). In the second part of the course, we focus on the individual-level political participation. Here we discuss various modes of political action available to citizens of contemporary democracies and examine micro-, meso-, macro-factors that determine people’s willingness to get involved in politics. The third part of the course focuses on the meso-level of political actors that organize and coordinate people’s political activism — social movements, interest groups and civil society organizations. This part of the course discusses the role of organizational resources, strategic action repertoire, political opportunities and framing and campaigning strategies of mobilizing actors.

POLS GU4474 Politics, Justice and Human Rights in Southeast Asia. 4 points.
The course starts from the premise that questions of justice are essentially political, and their study cannot be safely left in the sole hands of lawyers and legal experts. In recent years, a number of important global trends have become evident in the study of justice. These include a growing focus on transitional justice — especially how the transition from an authoritarian regime, or from conditions of violent conflict, may best be handled. Another important trend is the so-called ‘new constitutionalism’ — efforts to strengthen checks and balances through establishing new institutions such as constitutional courts. A third trend concerns disturbing developments in the use of the criminal justice system for essentially political purposes. This course will explore how these recent trends are being played out in various parts of Southeast Asia.

ECON GU4480 Gender and Applied Economics. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213
This course studies gender gaps, their extent, determinants and consequences. The focus will be on the allocation of rights in different cultures and over time, why women’s rights have typically been more limited and why most societies have traditionally favored males in the allocation of resources.

HIST GU4518 Research Seminar: Columbia and Slavery. 4 points.
In this course, students will write original, independent papers of around 25 pages, based on research in both primary and secondary sources, on an aspect of the relationship between Columbia College and its colonial predecessor King’s College, with the institution of slavery.

POLS GU4852 Insurgencies and Civil Wars. 3 points.
Civil wars have become the predominant type of conflict in recent years and decades, as exemplified by the civil wars in Syria, Iraq, Afghanistan, or Yemen, among others. Invariably, these civil wars feature insurgencies, i.e., organized, protracted politico-military struggles designed to weaken control and legitimacy of an established government, occupying power, or other political authority, while increasing insurgent control.

The purpose of this course is to examine the causes, nature, and termination of civil wars and the insurgencies that characterize them. Special emphasis is placed on the conduct of civil wars—the nature of insurgency and counterinsurgency (COIN). The course offers different theoretical perspectives and provides historical and contemporary case studies.

RELI GU4999 GLOBAL INDIGENOUS RELIGIOUS HISTORIES. 4.00 points.
Nomads, natives, peasants, hill people, aboriginals, hunter-gatherers, First Nations—these are just a handful of the terms in use to define indigenous peoples globally. The names these groups use to describe themselves, as well as the varying religious practices, attitudes, and beliefs among these populations are far more numerous and complex. For much of recorded history however, colonial centers of power have defined indigenous peoples racially and often in terms of lacking religion; as pagan, barbarian, non-modern, and without history or civilization. Despite this conundrum of identity and classification, indigenous religious traditions often have well-documented and observable pasts. This course considers the challenges associated with studying indigenous religious history, as well as the changing social, political, and legal dimensions of religious practice among native groups over time and in relationship to the state. Organized thematically and geographically, we will engage with classic works of ethnohistory, environmental history, indigenous studies, anthropology, and religious studies as well as primary sources that include legal documentation, military records, personal testimony, and oral narrative.