Anthropology 319: Anthropology of Human Rights
070:319:01
Prof. Daniel Goldstein
Fall 2012
Mondays 3:55-6:55 PM, Loree 115
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Office Hours: Wed. 1:30-2; Thurs 12-2; or by appt.
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Course Description and Goals

Human rights is one of the most profound legacies of the 20th century, an attempt by politicians, policy makers, scholars, and humanitarians to erect obstacles against future state violence and other crimes against humanity. Since its inception, human rights has become a global concept that has produced many and varied impacts. Though developed by nations and transnational in scope, human rights ideas and language have been adapted and reworked in local contexts worldwide, becoming the object of as well as a resource for popular struggle, state policymaking, and transnational movements. All of this makes human rights a perfect subject for anthropological analysis: It is at once a global force and set of resources that find expression in different ways in a variety of local settings. But anthropology has a long and complicated relationship with human rights, as this course explores. We will examine the origins and expansion of human rights thinking, and the impacts this has had on national formations and local contexts. We will go on to consider the conflicts between culture and rights that have emerged in this process, and the question of universality in the application of human rights around the world. The course will also consider the ways in which rights conceptions have been mobilized in local struggles. We will look at the different forms that human rights have taken in response to changing political and social realities, including group rights, women's rights, and the relationship between security and rights in the ongoing "global war on terror." A particular focus of concern this semester will be the question of undocumented immigration, and the relationship of rights, citizenship, and (il)legality in Europe and the United States. In this way the course will connect what might seem to be a distant issue to the daily reality of life in our own backyards.

My goals in this course are that students become familiar with the broad international political environment in which human rights concepts have been developed, debated, and disseminated since their inception in the aftermath of World War II. Students should also come to understand, however, that human rights, like other global phenomena, are not restricted to this international realm, but have real impacts and consequences – often in unintended ways – in local settings around the world. Students will develop a more critical understanding of "culture" and its articulation with human rights, through readings and discussions of these issues in historical and contemporary contexts. They will also sharpen their ability to discuss publicly and write about these issues through classroom conversations and debates, and through homework and written assignments.

Expectations

This class meets once a week, so it is of the utmost importance that you attend every class meeting. If you are not able to come to class due to illness or some other excused absence, please email me immediately (before class if possible) to explain your absence, and provide me with a doctor's note or other proof of excuse thereafter. Each unexcused absence will reduce your final course grade by a half a letter grade. I expect you to be in class on time every week – late arrivals to class will wait in the hall until such time as I decide to let you in. I expect you to come to class having done all the assigned readings; take notes on the readings and be prepared to discuss the ideas contained therein. Participation counts for 10% of your final course grade; it includes being alert and taking notes during lectures; asking questions to clarify points of misunderstanding; engaging actively in small-group activities; and contributing meaningfully and often to discussions. If you are having trouble with the material or the requirements of the course, I expect you to come see me during office hours for extra help and guidance. Of critical importance is academic honesty: I expect you to adhere to the Rutgers Academic Integrity policy (http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers), violations of which include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Class Readings

The following books are available for purchase from the RU bookstore. All other assigned readings are available through the course Sakai site.

- Goldstein, Daniel M. 2012. *Outlawed: Between Security and Rights in a Bolivian City*. Durham: Duke University Press. ISBN# 0822353113.
- Goodale, Mark (ed.). 2008. *Human Rights: An Anthropological Reader*. London: Wiley-Blackwell. ISBN# 1405183349.
- Ignatieff, Michael. 2003. *Human Rights as Politics and Idolatry*. Princeton: Princeton University Press. ISBN# 0691114749.
- Ticktin, Miriam. 2011. *Casualties of Care: Immigration and the Politics of Humanitarianism in France*. Berkeley: University of California Press. ISBN# 0520269055.

Assignments

1. Weekly Writing: Each week you are required to submit a one-page response to the week's readings (I call these "memos"). The memos are not meant to be a summary of every aspect of the week's readings. Rather, I would like you to choose one single aspect of the readings and write about it. It may be one small idea from one of the readings, or a big theme that runs through all the readings for the week. It may be something that sparks your interest, fires your indignation, makes you laugh, or makes you cry. It may be something that resonates with a childhood memory, connects with a movie or TV show you saw, with something you read earlier in the class, or something you read in a different class. Whatever it is, offer a strong, critical reflection that does not merely summarize what you read, but offers your own unique insight into its significance. Be sure that your memo does not exceed one page, typed, double-spaced. I will read your memos every week but will not provide detailed comments on them. Memos must be submitted via Sakai by 12:00 noon on Monday before class. You will be graded pass/fail on the memos; they count for 20% of your semester grade.

2. Midterm Exam: You will have an in-class, essay-style exam on October 22, for 30% of your final grade.

3. Term Paper: You will write a term paper based on original research related to some aspect of the course material. It will count for 40% of your total grade. You will be expected to meet several deadlines prior to turning in the final paper, as described below.

Community Service Option

This course is affiliated with CESEP, the Civic Engagement and Service Education Partnership at Rutgers University. Any student in the course seeking to get a more hands-on, advocacy-oriented type of education can opt to enroll in a one-credit recitation. Students will be placed with a community service organization focusing on immigrant rights in New Jersey. More information is contained in the flyer that accompanies this syllabus.

Field Trip

We will be taking a field trip to visit the United Nations and learn directly about human rights in the international political context. This trip will take place on Monday, October 29 – it will last the entire day, and everyone is required to participate, so please start making arrangements now if you have other classes or conflicts. Most expenses will be covered for the trip, though I am required to ask each student for a $5 contribution to help underwrite the cost. Transportation, admission, and lunch are provided.

Grading and Distribution

The class is based on a total of 100 possible points. Extra credit opportunities may arise when appropriate. Grade distribution is as follows:

1. Weekly writing – 20 points total; write 10 memos for two points each
2. Midterm exam – 30 points (October 22)
3. Term paper 40 points total, consisting of:

a. Statement of research topic (2 points; one paragraph; due October 1)
b. Preliminary bibliography (2 points; books, articles, and websites, at least six sources, only one of which can be web-based; due October 29)
c. Abstract of term paper (2 points: one page, double-spaced; due November 5)
d. Rough draft (4 points; due December 3)
e. Final paper (30 points; 10 pages, double-spaced; due December 17)

4. Class participation – 10 points

Grade Scale

I use the following scale in assigning grades:

A = 90 and above	C = 70-76
B+ = 87-89	D = 60-69
B = 80-86	F = 59 and below
C+ = 77-79	

Course Schedule

Week 1 (Monday September 10): Introduction to the Course

Week 2 (Monday September 17): The Politics and Philosophy of Human Rights

Read: Ignatieff, *Human Rights as Politics and Idolatry*, pp. 3-100

Week 3 (Monday September 24): Conceptual and Historical Foundations

Read: In Goodale, *Human Rights: An Anthropological Reader*: chapters 1 (American Anthropological Association et al.), 2 (Arendt), 3 (Kymlicka), 4 (An-Na'im), and 5 (Sen)

Week 4 (Monday October 1): Rights vs. Culture/Universalism vs. Relativism

Read: In Goodale, chapters 16 (Cowan), 17 (Preis), and 18 (Eriksen)
Gruenbaum, Ellen. 2009. The Cultural Debate over Female Circumcision: The Sudanese Are Arguing This One Out for Themselves. Medical Anthro Quarterly 10(4): 455-75.
Zechenter, Elizabeth. 1997. In the Name of Culture: Cultural Relativism and the Abuse of the Individual. Journal of Anthropological Research 53(3): 319-348.

Week 5 (Monday October 8): Immigration and Rights: The Politics of Care

Read: Ticktin, *Casualties of Care*, pp. 1-127 (Intro, chapters 1-3)

Week 6 (Monday October 15): Immigration and Rights, continued

Special Guest: Prof. Miriam Ticktin, New School for Social Research
Read: Ticktin, chapters 4, 5, 6 and Conclusion

Week 7 (Monday October 22): Rights of the Undocumented(?)

Exam in-class today!
Read: Chavez, Leo. 2007. The condition of illegality. International Migration 45(3): 192-6.
DeGenova, Nicholas. 2004. The legal production of Mexican/migrant "illegality." Latino Studies 2: 160-85.
Fassin, Didier. 2011. Policing borders, producing boundaries: The governmentality of immigration in dark times. Annual Review of Anthropology 40: 213-26.

Week 8 (Monday October 29): Anthropology Engages Human Rights

Special Guest: Ms. Rita Dentino, Casa Freehold

Read: In Goodale, chapters 6 (Committee for Human Rights), 7 (Messer), 12 (Wilson), and 19 (Goodale)
Engle, Karen. 2001. From Skepticism to Embrace: Human Rights and the American Anthropological Association. Human Rights Quarterly 23: 536-560.
Merry, Sally Engle. 2003. Human Rights Law and the Demonization of Culture (And Anthropology Along the Way). Polar: Political and Legal Anthropology Review 26(1): 55-77.

Week 9 (Monday November 5): Human Rights and the United Nations

Field trip today to the UN! Details TBA.

Read: for our trip, the following international agreements (on Sakai):
- Universal Declaration of Human Rights (UDHR)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social, and Cultural Rights (ICESCR)
- The Beijing Declaration on Women's Rights
- The African Charter on Human and Peoples' Rights
- The Vienna Declaration and Program of Action

…and read around on the UN's human rights page: http://www.un.org/en/rights/ and be prepared to discuss!

Week 10 (Monday November 12): Women's and Indigenous Rights as Human Rights

Read: In Goodale, chapter 13 (Speed)
Binion, Gayle. 1995. Human Rights: A Feminist Perspective. Human Rights Quarterly 17:509-526
Brems, Eva. 1997. Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in Human Rights Discourse. Human Rights Quarterly 19: 136-164.
Brysk, Allison. 1996. Turning Weakness into Strength: The Internationalization of Indian Rights. Latin American Perspectives 23(2):38-57
Merry, Sally Engle. 2009. Transnational Human Rights and Local Activism: Mapping the Middle. American Anthropologist 108(1): 38-51.

Week 11 (Monday November 19): Security vs. Rights?

Read: Goldstein, *Outlawed*, chapters 1, 3, and 4

Week 12 (Monday November 26): Security vs. Rights?, cont.

Read: Goldstein, chapters 5, 6, and 7
In Goodale, chapter 15 (Merry)

Week 13 (Monday December 3): Anthropology and activism

Read: In Goodale, chapters 9 (Farmer and Gastineau) and 11 (Turner et al.)
Goldstein, chapter 2
Kirsch, Stuart. 2002. Anthropology and Advocacy: A Case Study of the Campaign against the Ok Tedi Mine. Critique of Anthropology 22(2): 175-200.

Week 14 (Monday December 10): Presentations of student research

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WELCOME TO CESEP

The 3 credit course you are enrolled in, **Anthropology and Human Rights** is affiliated with the Rutgers Civic Engagement and Service Education Partnerships Program (CESEP) and offers an optional 1 credit component, **Public Scholarship and Service Internship, 090:399**. By combining academic study with community service, the CESEP program offers you the opportunity to get real-world experience and earn course credit at the same time.

The CESEP program offers a **mandatory** orientation training session so that you can get the most out of your service placement. The orientation session is scheduled as follows:

Friday, September 14, 2012
Cook Campus Center
Multi-Purpose Room
Registration: 1:00 pm – 2:00 pm
Program: 2:00 pm – 3:30 pm

Non-attendance may affect your grade. If you absolutely cannot attend this session, please contact the CESEP office at, (732) 932-8660, or email us at, **civic@rci.rutgers.edu**.