

Institute on Globalization and the Human Condition and Department of Anthropology
3HH3/3A03 Globalization, Social Justice, and Human Rights
Mondays, 11:30 am – 14:20 pm, BSB 104

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Office: L.R. Wilson Hall, Room 2020
Office Hours: Mondays, 14:30 – 15:30

Land Acknowledgment

While meeting for this course we recognize and acknowledge our presence on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish With One Spoon” Wampum agreement. This acknowledgement gives rise to honour treaties and work toward decolonization and the establishment of just relations.

Course Description:

This course offers an introduction to – and an overview of – the theories, issues, and debates associated with social justice, human rights, and globalization. The course rests on the foundation that social justice should be an integral element of our world. It explores the economic, political, legal, and cultural dimensions of social justice in a mobile and global world, with a particular emphasis on conflict, immigration, global inequality, and the possible fade of liberal values. The course also critically interrogates into assumptions we have.

Course Requirements:

- 30% of your final mark will reflect class attendance and participation in classroom discussions
- 30% of your final mark will be based on a 2-hrs exam (**October 21**).
- 40 % of your final mark will be based on a 2hrs exam (cumulative) related to issues discussed in class. This paper will be written on **November 25**.

Required Readings:

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Weekly Schedule of Topics and Readings

Part I: Key Concepts and Methods of Analysis

September 9

Introduction to the Course: Terms, themes, history – the dry run

The introduction will focus on a number of key terms regarding the course, including humanism, humanitarianism, colonialism, state, and social rights.

September 16

Rights: Transnationalism, Migration, and Asylum

Required Reading

Holmes, Seth M. and Heide Castaneda

2016 Representing the “European Refugee Crisis” in Germany and Beyond: Deservingness and Difference, Life and Death. *American Ethnologist* 43 (1): 12 – 24.

Further Reading

Benhabib, Seyla

2004 *The Rights of Others*. Cambridge: Cambridge University Press.

2002 *The Claims of Culture*. Princeton: Princeton University Press.

Benhabib, Seyla, and Türküler Isiksel

2006 Ancient Battles, New Prejudices, and Future Perspectives: Turkey and the EU. *Constellations* 13 (2): 218 – 233.

September 23

Film: *Fire at Sea* (2014, dir. David Fedele)

September 30

Social Justice: Structural Violence

Required Reading

Abu-Lughod, Lila

2002 Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist* 104 (3): 783 – 790.

Further Reading

Farmer, Paul

2009 On Suffering and Structural Violence: A View from Below. *Race/Ethnicity* 3 (1): 11 – 28.

Said, Edward

1979 Latent and Manifest Orientalism. In *Orientalism*. Pp. 201 – 225. New York: Vintage.

October 7

Social Justice: Material Violence/Borders and Walls

Required Reading

De León, Jason

2012 “Better to be Hot than Caught:” Excavating the Conflicting Roles of Migrant Material Culture. *American Anthropologist* 114 (3): 477 – 495.

Further Reading

Bach, Jonathan

2016 The Berlin Wall after the Berlin Wall: Site into Sight. *Memory Studies* 9 (1): 48 - 62.

Boyer, Dominic

2006 Ostalgie and the Politics of the Future in Eastern Germany. *Public Culture* 18 (2): 361 – 381.

Brown, Wendy

2017 *Walled States, Waning Sovereignty*. Cambridge, Mass.: Zone Books.

October 14

Recess

October 21

Exam I

October 28

Advocacy, and Empathy I

Required Reading

Schuller, Mark

2014 Being an Insider Without: Activist Anthropological Engagement in Haiti after the Earthquake. *American Anthropologist* 116 (2): 409 – 412.

Further Reading

Engle, Karen

2001 From Skepticism to Embrace: Human Rights and the American Anthropological Association from 1947 – 1999. *Human Rights Quarterly* 23: 536 – 559.

Fassin, Didier

2007 Humanitarianism as a Politics of Life. *Public Culture* 19 (3): 499 – 520

2005 Compassion and Repression: The Moral Economy of Immigration Policies in France. *Cultural Anthropology* 20 (3): 362 – 387.

Moyn, Samuel

2006 Empathy in History, Empathizing with Humanity. *History and Theory* 45: 397 – 415.

November 4

Film: *Waste Land* (2014, dir. Lucy Walker)

November 11

Creating Social Justice: Testimony, Witnessing, and Truth

Further Reading

Allen, Jennifer

2019 National Commemoration in an Age of Transnationalism. *The Journal of Modern History* 91 (1): 109 – 148.

Rumiko, Nishino, Puja Kim, and Akane Onozawa

2018 *Denying the Comfort Women: The Japanese State's Assault on Historical Truth*. New York: Routledge.

Soh, Sarah

2008 *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan*. Chicago: University of Chicago Press.

November 18

Decentering Anthropos: Wither Human Rights?

Required Readings

De la Cadena, Marisol

2010 Indigenous Cosmopolitics in the Andes: Conceptual Reflections Beyond “Politics.”
Cultural Anthropology 25 (2): 334 – 370.

Further Readings

Bennett, Jane. 2010. *Vibrant Matter*. Durham: Duke University Press.

Chakrabarty, Dipesh. 2009. The Climate of History: Four Theses. *Critical Inquiry* 25 (2):
197 – 222.

Foltz, Richard. 2003. Does Nature have Historical Agency?: World History, Environmental
History, and How Historians Can Help Save the Planet. *The History Teacher* 37 (1): 9 –
28.

Mitchell, Timothy. 2002. *The Rule of Experts: Egypt, Techno Politics, Modernity*. Berkeley:
University of California Press.

November 25

Exam II

December 2

It's Up to You!

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [Academic Integrity](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.