

Social Movements in World History: The History of Human Rights

HIST 4369-001

Monday through Friday, 9:00-10:40 AM

HPR 252

3 Credit Hours

Dr. Colin Snider

BUS 267

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Office Hours:

M-T-W, 10:45-11:45 AM

Or by appointment

This course explores social movements from a comparative perspective in order to consider the historical role of popular, grassroots, and other types of social actors and movements and their impact on historical processes.

Course Description

This course explores social movements in world history through the lens of human rights movements. Incorporating social history, intellectual history, cultural history, political history, diplomatic history, and legal history, it considers how societies and cultures have historically conceptualized what constitutes “human rights,” from ancient times to the present. It juxtaposes various schools of thought on human rights with historical phenomena of human rights struggles. In the process, this course will use debates over human rights, the history of human rights violations, and the activities of various individuals and organizations to defend human rights, to understand the ways in which individuals and groups shape basic definitions of humanity, rights, justice, and truth in the past and present. Finally, this course will focus on sharpening critical thinking skills through readings, discussions, and written exercises, exposing students to the history and methodologies of regions and fields with which they may not be familiar, as well as allowing them to better learn and understand the broader tools historians and other scholars employ in their work.

Course Objectives

- To understand various schools of thought on, and definitions of, human rights throughout history
- To trace the causes, motivations, and effects of modern human rights movements
- To understand the ways in which a variety of different groups shape history in different ways across different geographic and temporal landscapes.
- To develop an ability to analyze and think critically about events employing a wide variety of historical analyses, including political history, social history, cultural history, and transnational history.

- To develop an ability to analyze a wide variety of primary sources, including government documents, personal journals, fiction, art, music, film, and speeches.
- To aid students in developing and expressing their own ideas and interpretations of history in a variety of ways, both through written word and broader oral discussions and presentations.

Texts

For the semester, students are expected to purchase and read the books listed below.

Ung, Luong. *First They Killed My Father: A Daughter of Cambodia Remembers*. New York: Harper Perennial, 2006. [ISBN: 978-0060856267]

Arditti, Rita. *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*. Berkeley: University of California Press, 1999. [ISBN: 978-0520215702]

In addition to these items, you will be expected to read selections of primary documents regularly. These items will be available on Canvas, and students will be able to access them online.

Course Requirements

Learning is a process, and the interactions, stories, and discussions we share in the classroom are one of the more rewarding parts of that process. Therefore, student ***attendance and participation is required***. Attendance and participation will make up 10% of the student's final grade. Additionally, students are expected to complete weekly readings; given the nature of a short summer course, students in Summer I are expected to read around 200+ pages of readings a week across the five weeks of class. Discussions sections between students and the professor will be a regular feature of the course, and so they must complete the assigned readings outside of the classroom. Should it become apparent that students are unprepared for discussion, pop quizzes will become a regular feature of the course; the grades on the quizzes can and will factor into the student's final grade.

Nor will students be limited to discussing the books. Indeed, writing is an essential party of historical study and analysis. Students will write a single 3000-word research essay in this course that will draw on primary and secondary sources. This paper is worth 30% of students' final grade and is due at the end of the day on **Sunday, July 1**. Students will have some choice in this essay, selecting **one** of four options:

- **A case study of a historical instance of human rights** – In this option, students will select a case study in human rights in history, using primary research to provide a narrative and analysis of a moment of the history of human rights. This option focuses on how human rights have operated in historical practice.

- **A conceptual analysis** – In this option, students use primary analysis to provide a conceptual consideration of definitions, applications, and/or violations of human rights in history, using case studies to articulate how ideas of human rights have operated in the past. This option focuses on how human rights have been conceptualized, talked about, and codified in history.
- **A case study of a human rights organization** – In this option, students will focus on an organization – be it international (e.g., the United Nations Human Rights Commission; the Inter-American Commission on Human Rights; the African Court on Human and Peoples’ Rights; the European Court of Human Rights; etc.) or a Non-Governmental Organization [NGO] (e.g., Amnesty International, Human Rights Watch, the World Council of Churches, Refugee Council, etc.), exploring the history of that institution, its organizational structure and development, its actions in human rights, its accomplishments and/or limitations, and its role in the history of human rights
- **A policy piece** – In this option, students will construct a policy piece making recommendations on human rights in an area they feel is worthy of attention from a human rights perspective. In crafting this policy, students will be expected to provide a historical background of the general topic (e.g., human trafficking); articulate the reason for new policy; and provide a new policy vision that addresses the issue, drawing on primary research in the legal and conceptual realm. This option focuses on human rights issues of the past and how to address them going forward.

Since we will be reading and discussing documents (as well as themes that they reveal) from these readings in class throughout the course, students should be adequately prepared for this assignment.

To prepare for the paper, students will also submit a **paper proposal and bibliography**. The proposal should be 250-300 words, and should do the following: contextualize your topic; frame your approach; point to the questions/issues your paper will explore/address. The bibliography should have **at least five unique primary sources and five secondary sources**. This proposal will be due **Tuesday, June 12** and is worth 10% of your final grade.

Students will also have two exams during the semester, a mid-term (25%) and a final (25%). The midterm exam is due on **Sunday, June 17**, and the final exam is due on **Saturday, July 7**. Both of these exams will be available on Canvas. These exams will incorporate elements from the readings as well as the lectures, and will require students to demonstrate both a familiarity with and an ability to analyze concepts and practical experiences of human rights issues.

Due Dates

The following are deadlines for this course:

Paper Proposal	6/12 (By noon)
Midterm Exam:	6/17 (By the end of the day)
Research Paper:	7/1 (By the end of the day)
Final Exam:	7/7 (By the end of the day)

Grades

As outlined above, grades will be determined based upon the following percentages:

Paper Proposal	10%
Paper Assignment	30%
Mid-term Exam	25%
Final Exam	25%
<u>Attendance and Participation</u>	<u>10%</u>
TOTAL	100%

The grading scale will be the standard grading scale: A (90-100), B (80-89), C (70-79), D (60-69), and F (<60)

Attendance and Makeup Policy

Because this is an accelerated and condensed summer course, students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade for the course grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. There are no exams that will require makeup in this course. However, students must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class

(scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.

- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and for every two unexcused absences, a student's **final** grade will drop by a full letter (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused and an assignment possibly made up. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused, and it remains the professor's prerogative to determine what is or is not an excusable absence. Students also must put forth every effort to submit their assignments on time. Each day an assignment is late will result in a reduction of one-letter grade from the assignment. Assignments more than one week late will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Academic Integrity

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. (Revised 05/17)

Student Absence for University-Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Campus Carry We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Course Schedule

Week 1: Defining Human Rights

Readings: Primary Sources in Human Rights [Available on Canvas]

Monday, June 4 – Introduction

Tuesday, June 5 – What *Are* Human Rights?

Wednesday, June 6 – Concepts of Human Rights from Antiquity to Enlightenment

Thursday, June 7 – Human Rights in Latin America

Discussion of Cardenas, *Human Rights in Latin America* [**Graduate Students Only**]

Friday, June 8 – Historical Notions of Human Rights

Discussion of Primary Sources available on Canvas [**Undergraduate Students Only**]

Week 2: Establishing Human Rights

Readings: Primary Sources in Human Rights [Available on Canvas]

Monday, June 11 – **NO CLASS** – Research Day [work on paper proposals]

Tuesday, June 12 – Defining Rights in the Enlightenment

Paper Proposals due by noon

Wednesday, June 13 – Codifying Human Rights in the 20th Century

Thursday, June 14 – The State and Human Rights Violations in Latin America

Discussion of Esparza et al, *State Violence and Genocide in Latin America* [**Graduate Students Only**]

Friday, June 15 – Towards International Human Rights

Discussion of Primary Sources available on Canvas [**Undergraduate Students Only**]

Week 3: Research Week

Readings: Primary Sources Human Rights [Available on Canvas]

Monday, June 18 – The Limits of Codification: Human Rights Violations and Mobilization in the 20th Century

Tuesday, June 19 – Theorizing and Legislating Human Rights into the 21st Century

Discussion of Primary Sources available on Canvas [**Undergraduate Students Only**]

Wednesday, June 20 – Research Day (No Class)

Thursday, June 21 – Research Day (No Class)

Friday, June 22 – Research Day (No Class)

Week 4: Violating Human Rights

Readings: Loung Ung, First They Killed My Father

Monday, June 25 – Genocide and the Fight for Human Rights

Tuesday, June 26 – State-Led Violence and the Fight for Human Rights

Wednesday, June 27 – The Birth of a New Era: Human Rights Mobilization, 1970s-1980s

Thursday, June 28 – Transnational Networks and Human Rights Mobilization

Discussion of Stites Mor, *Human Rights and Transnational Solidarity in Cold War Latin America* [**Graduate Students Only**]

Friday, June 29 – The Experience of Human Rights Violations

Discussion of Loung Ung's *First They Killed My Father* [**Undergraduate Students Only**]

Week 5: Defending Human Rights

Readings: Rita Arditti, Searching for Life

Monday, July 2 – Human Rights Struggles, 1990s-2010s

Tuesday, July 3 – Expanding Human Rights in the Twenty-First Century

Wednesday, July 4 – **NO CLASS (Holiday)**

Thursday, July 5 – Demanding Human Rights in Latin America

Discussion of Kelly, *Sovereign Emergencies* [**Graduate Students Only**]

Friday, July 6 – Everyday Activism and Human Rights

Discussion of Arditti, *Searching for Life* [**Undergraduate Students Only**]

List of Possible Topics for Research Paper

Historical Case Studies [not exhaustive]

Africa

The Congo Free State (1885-1908)
The Second Boer War (1899-1902)
Herero and Namaqua Genocide (1904-1907)
Apartheid South Africa (1948-1994)
Sekou Toure and Guinea (1958-1984)
Hastings Kamuzu Banda's Malawi (1963-1994)
Gnassingbé Eyadéma's Togo (1967-2005)
Nigerian Civil War (1967-1970)
Francisco Macías Nguema and Equatorial Guinea (1968-1979)
Muammar Gaddafi's Libya (1969-2011)
Siad Barré and Somalia (1969-1991)
Idi Amin's Uganda (1971-1979)
Obiang Mbasogo's Equatorial Guinea (1979-present)
José Eduardo dos Santos and Angola (1979-present)
Paul Biya and Cameroon (1982-present)
Hissene Habre and Chad (1982-1990)
Robert Mugabe and Zimbabwe (1987-present)
Omar Al-Bashir and Sudan (1989-present)
Sani Abacha and Nigeria (1993-1998)
Rwandan Genocide (1994)
Paul Kagame's Rwanda (1994-present)
Yahya Jammeh's Gambia (1994-2017)
First/Second Congo Wars (1996-1997/1998-2003)
Charles Taylor and Liberia (1997-2003)
Darfur (2000s)

Asia

Nanjing Massacre (1937-1938)
Democratic People's Republic of Korea (1945-present)
China's Great Leap Forward (1950s)
Iran (1953-1979)
The Burmese/Myanmar Military Regime (1962-2011)
Park Chung-Hee's South Korean Dictatorship (1963-1979)
Israel/Palestine (1967-present)
China's Cultural Revolution (1960s-1970s)
India and the Naxalite Movement (1960s-1970s)
Pol Pot and the Khmer Rouge in Cambodia (1975-1980)
Autocratic South Korea (1979-1997)
Iran (1979-present)
Iraq (1980s-1990s)
Tiananmen Square (1989)
Chechnya/Russia (1990s-present)
Taliban Afghanistan (1996-2001)

Australia

Australian Frontier Wars
Australia's Treatment of Aboriginal Peoples

Europe

Circassian Genocide (1860s-1870s)
Greek Genocide (1914-1923)
Assyrian Genocide (1914-1925)
Armenian Genocide (1915-1923)
Italy's Invasion of Libya (1923-1932)
Portugal's Estado Novo (1926-1974)
Russian Purges (1930s)/Gulags (1930s-1950s)
Franco's Spain (1939-1975)
The Nazis' Holocaust
Yugoslavian Disintegration (1990-1995)
Kosovo (1999)

Latin America

Argentina's "Conquest of the Desert" and the Selk'nam Genocide (1880s-1900s)
Chile's Mapuche Wars (1870s)
Trujillo's Dominican Republic (1930-1961)
Argentine dictatorship (1930-1943)
Maximiliano Hernández Martínez's El Salvador (1931-1944)
Nicaragua's Somozas (1936-1979)
Getúlio Vargas's Brazilian Estado Novo (1937-1945)
Fulgencio Bautista and Cuba (1933-1959)
Alfredo Stroessner's Paraguay (1954-1989)
Castro's Cuba (1959-2018)
Guatemala's Civil War (1960-1996)
Colombia's Civil War (1964-2017)
Brazil's military regime (1964-1985)
Argentine dictatorship (1966-1970)
Mexico's "Dirty War" (1968-1980)
Hugo Banzer's Bolivia (1971-1978)
Omar Torrijos's Panama (1972-1981)
Pinochet's Chile (1973-1990)
Uruguay's Military Regime (1973-1985)
Argentine dictatorship (1976-1983)
El Salvador's Civil War (1979-1990)
Nicaragua's Sandinistas and the Contra War (1979-1990)
Luís García Meza's Bolivia (1980-1981)
Honduras's 1980s
The Guatemalan Genocide (1981-1983)
Peru's *Sendero Luminoso*'s (Shining Path) (1980s-1990s)
Alberto Fujimori's Presidency in Peru (1990-2000)
Manuel Noriega's Panama (1983-1989)

North America

Canada's First Nations
Canada's Lost Generations
Slavery in the United States
The Californian Genocide (1840s-1870s)
Indian "Wars" (1864-1890)
Tuskegee Syphilis Experiment (1932-1972)
Love Canal, New York (1940s-1970s)
Guatemala Syphilis Experiment (1946-1948)
Japanese Internment Camps during World War II (1942-1945)
Segregation in the United States (1880s-1970s)
Hispanic Rights in the United States (1960s)
Informal Segregation in the United States (1970s-present)
Native American Rights in the United States
Cancer Alley, Louisiana (1980s-present)
Times Beach, Missouri (1983)
Torture and the War on Terror (2000s)
ICE Enforcement in the 2010s
Flint Michigan and Water Resources (2014-present)

Possible Thematic Topics (not exhaustive)

Abortion
Child labor
Child Soldiers' Use/Experience in Warfare
Death Penalty
Environmental Issues
Femicide
Freedom of Religion in the Global Setting
Global Indigenous Rights
Global Trade
Historical Practice of Eugenics
Human trafficking
LGBTQ Rights
Modern Slavery
Police violence/brutality
Poverty
Prison Systems/Incarceration Rates
Racism/racial inequality
Rape and Sexual Violence
Refugees
Surveillance/spying
Sweatshop labor
Torture
Universal Basic Income
Welfare programs
Women's rights