**Human Rights Spring Symposium**

**Human Rights Activism**

**International House**

**Friday, May 26, 12:00 pm to 5:00 pm**

**Program**

**12:00 – 12:30 pm Lunch at International House**

**12:30 – 1:00 pm Welcome – Jeannette Money**

 **Updates on the Human Rights Program – Keith Watenpaugh**

**Panel 1 – 1:00 pm – 2:00 pm – Rights for vulnerable groups**

1. Presenter: Patricia Vidal Olivares, Department of History

Title: Who Has the Right to Lunch? School Lunches in Chile and the United States in the 1960s

1. Presenter: Lauren R. Eastland, Religion Graduate Program

# Title: Human Rights and Homeschooling: Contrasting Bay Area Muslim Homeschoolers’ Goals with those of the Baptist-Burqa Coalition

1. Presenter: Liza Grandia, Department of Native American Studies

Title: When the Mountains Trimble

**Panel 2 – 2:00 pm – 2:45 pm – Definitions of rights**

1. Presenter: Erika Lynn Schumacher, Department of History

Title: Imagined Utopia in the Formation of Modern Germany

1. Presenter: Keith Watenpaugh, Department of Religion

Title: From “Among the Ruins” to “We Refugees” and “The Land of Sad Oranges”

Yesayan, Arendt, and Kanafani — Exile and the Framing of Refugee Diaspora Thought

**2:45 pm – 3:15 pm Coffee break**

**Panel 3 – 3:15 pm – 5:00 pm – Community Engaged Research and Community Engaged Learning**

1. Presenter: Undergraduate student(s) from the Backpack program

Title: Supporting “Women, Life, Freedom”: An Overview of Resistance Movements

Within the US and Iran

1. Presenter: Undergraduate student(s) from the Backpack program

Title: Dispatches from Argentina: Article 26 Backpack at the World Forum for Human Rights

1. Presenter: Lizbeth De La Cruz Santana, Department of Spanish and Portuguese

Title: Human Rights DIY Community-Engaged Projects in the University Classroom.

Case Study: CHI 130 United States-Mexican Border Relations

Participants: Undergraduate students Mariana Perez Sierra and Mary Anneleise Dulce Padilla, and Lizbeth De La Cruz Santana, Ph.D. Candidate at the University of California, Davis

1. Presenters: Benjamin Weber, Shingirai Taodzera, Genesis Lara, and Dominique Williams, African American Studies

Title: Teaching Histories of Human Rights and Reparations Activism

1. Presenters: Jeannette Money

Title: Immigrants, Refugees, and Community Engaged Learning

**Attendees without presentations**:

Claudia Huerta

Simona Celik

Ally Lazar

Shreya Murthy

Mara Uriol-Garate

**Paper Abstracts in alphabetical order**

**Lizbeth De La Cruz Santana.**

**Title: Human Rights DIY Community-Engaged Projects in the University Classroom.**

**Case Study: CHI 130 United States-Mexican Border Relations**

**Participants**: Undergraduate students Mariana Perez Sierra and Mary Anneleise Dulce Padilla, and Lizbeth De La Cruz Santana, Ph.D. Candidate at the University of California, Davis **Abstract**: The presentation centers on the final project proposals assigned in the CHI 130: United States-Mexican Border Relations course taught in the Department of Chicana/o/x Studies Department at UC Davis. In this course, we studied how violences are produced at the border through war and neoliberalism and how border communities and migrants challenge violences through arts, culture, and social movements. Student project proposals range from Children’s Book on Border Ecologies, the Undocumented Migration Project: Hostile Terrain 94, and projects that address the needs of deported communities. We will present the “Deadly Terrain: Geographies of Migrant Deaths at the U.S.-Mexico Borderlands,” a DIY project that culminated from this course. Through this course and project, we explore the benefits and challenges of incorporating community-engaged projects in university classrooms to promote human rights. We will discuss the concept of community-engaged learning, its relevance to human rights education, and the potential benefits for students, communities, and universities. We will also address challenges associated with implementing community-engaged projects, including issues related to funding, collaboration, and assessment. Keywords: US-Mexico Border, Community-Engaged Project, Immigration, Engaged Classroom

**Lauren R. Eastland**, PhD Candidate, Religion Graduate Program, Designated Emphasis in Human Rights

# **Title: Human Rights and Homeschooling: Contrasting Bay Area Muslim Homeschoolers’**

# **Goals with those of the Baptist-Burqa Coalition**

**Abstract:** In the emerging “Global Moral Conservative Movement,” homeschooling activists like the Christian-based Homeschool Legal Defense Association use the language of human rights and appeals to the ideal of the “traditional family” to garner international support for their claims about absolute parental rights, and to deny any claims the state might have for acting on behalf of children (Permoser and Stoeckl 2020; Bob 2012). Their pro-homeschooling, anti-regulation agenda finds support among some fundamentalist Islamic groups, whose beliefs about women’s and children’s rights are consonant with those of many U.S. Christian homeschoolers but at odds with those of Bay Area Muslim homeschoolers. Drawing from my current ethnographic work and from data gathered in a field study that I conducted in 2016-2017, I find that Bay Area Muslims prioritize children’s rights and view homeschooling as the way to best fulfill their Islamic obligation to help them reach their own, God-given potential, regardless of gender. Thus, their goals do not resonate with those of most Christian homeschoolers or international homeschooling activists.

**Liza Grandia, Department of Native American Studies**

**Title: When the Mountains Trimble**

**Abstract**: After five hundred years and fifty ways to be dispossessed of private property, the Autonomous Indigenous Communities of Petén have sent two test cases through the Guatemalan Land Fund to recommunalize their lands.  After their 162 member villages lost more than half their territory to land grabs between 1998 and 2010, a hundred have reconstituted ancestral governance structures.  Through a legal crack from sixteenth century municipal law, they secured the legal right to re-establish village forests.  Through dreams, ceremonies, and nocturnal deliberations, ancestral Q’eqchi’ Maya authorities in northern Guatemala are developing a new model to re-wild their denuded lands with culturally-significant tree species.  Involving youth enrolled at their Indigenous agroecology high school to demarcate communal lands, they are being trained in the use of Trimble and other land equipment to avoid dependence on corruptible land surveyors who routinely cheat Q'eqchi' communities of territory.

**Jeannette Money, Department of Political Science**

**Title: Immigrants, Refugees, and Community Engaged Learning**

**Abstract**. Sacramento is one of nine cities where resettled refugees are placed. California has an immigrant population of almost 25 percent. In a Quarter at Aggie Square Program, students learn about voluntary and forced migratory flows to the United States as well as advocacy. They also engage in the community with internships in which they interact directly or indirectly with federal, state, and local government as well as non-governmental organizations.

**Erika Lynn Schumacher**

**Title: Imagined Utopia in the Formation of Modern Germany**

**Abstract**: The “golden age” of Weimar Classicism set an agenda that would influence calls for German national unity throughout the nineteenth and twentieth centuries. Claims of inheritance to classical antiquity, the patronage of court-sponsored ‘geniuses’ on politics, and appeals to the individual and collective relationship to the land all aided in building a vision of utopia. Though still in early stages, my research aims to study the formation of this utopia, how it became part of the collective imagination of the still-forming “Germany,” how it was used to make rights claims, and how it contributed to the early modern state’s understanding of to whom rights applied.

**Patricia Vidal Olivares**

**Title: Who Has the Right to Lunch? School Lunches in Chile and the United States in the**

**1960s.**

**Abstract**: During the 1960s, Chile and the United States created programs to feed children in schools. I am looking at historized notions of rights in Chile and the United States governments through a comparative approach. With this aim, I am interested in analyzing what was behind these programs. Was the nutrition of children what these states were looking to improve? What children were the ones that these states wanted to feed? How were Chile and the United States planning to do it? And why did food politics addressing children become relevant at that time?

**Keith Watenpaugh**

**Title: From “Among the Ruins” to “We Refugees” and “The Land of Sad Oranges”**

**Yesayan,Arendt, and Kanafani — Exile and the Framing of Refugee Diaspora**

**Thought**

**Abstract**: This work draws from my ongoing project *The White Savior, the Waif, and the Ends of Humanitarianism*that introduces a human rights critique of humanitarianism. Beginning with a question about how Hannah Arendt’s status as a refugee influenced the way she theorized refugee-ness and human rights, I asks us think about two other refugee scholars who thought about what it means to be a refugee, to be the objects of humanitarianism rather than the subject of rights, to survive genocide and rape,  and in the process developed concepts and ideas that inform the ongoing critique and criticism of humanitarianism and human rights: the Ottoman Armenian feminist intellectual, activist and author Zabel Yesayan and the Palestinian journalist and political activist Ghassan Kanafani.  Their biographies are likewise instructive of how the vulnerabilities and human rights abuse that they themselves faced or witnessed, while contributing to their thought and writing are not mere abstractions, they are day-to-day lived reality with often fatal outcomes, and to reflect on the exceptional nature of Arendt’s rescue and extra-legal entry into the US. My thought here is to bring together these historic refugee voices that because of issues of time, location, language, and political context are outside of Western mainstream thought on refugees as part of imagining a much larger project akin to marvelous book, by Viet Thanh Nguyen: *The Displaced: Refugee Writers on Refugee Lives.*

**Benjamin Weber, Shingirai Taodzera, Genesis Lara, and Dominique Williams**

**Title: Teaching Histories of Human Rights and Reparations Activism**

**Abstract**: This year, a coalition of young people, activists, and educators from across California have organized in defense of the new Ethnic Studies requirements for public secondary education in California, including how Black History will be taught. This session takes up the question of what lessons we can learn from histories and current practices of human rights and reparations activism in Africa, the Caribbean, and United States, and how we might best incorporate them into our teaching and research. The California Reparations Commission will release its final report this summer (June, 2023), ten years after the CARICOM Reparations Commission was formed, and two decades since South Africa's Truth and Reconciliation Commission Report. Like other state-sponsored initiatives, the CA Reparations Report risks foreclosing some of the more radical visioning that grassroots groups, activists, and intellectuals have fought for over centuries. Still, it offers an opening to teach more expansive histories of human rights and reparations activism beyond liberal humanism and the formal politics of the nation state and world system.

**Presenter**

**Title: Supporting “Women, Life, Freedom”: An Overview of Resistance Movements**

**Within the US and Iran**

**Abstract**: This presentation will examine government attacks on students and higher education institutes in Iran as compiled through open source database research, as well as our learnings of best research practices in volatile contexts. We will also review scholarly human rights work and resistance within the US and Iran for actionable takeaways, as well as ongoing movements to free specific political prisoners. In coordination with Article 26 Backpack educational non-profit, we will address best opportunities for technological civilian protection and strategies for outreach to student populations. In closing, we will discuss models of American educational outreach in times of political crises and offer final recommendations.

**Presenter:**

**Title: Dispatches from Argentina: Article 26 Backpack at the World Forum for Human**

**Rights**

**Abstract**: Four undergraduate Human Rights Studies students and Backpack interns–Emma Tolliver, Valerie Lima, Dheera Dusanapudi, and Ella Ross–presented on Article 26 Backpack’s document storage platform and support for displaced learners at the Third World Forum for Human Rights, co-sponsored by the Argentine government and UNESCO. In addition to learning more about the human rights history of Buenos Aires and genocide resistance movements across Latin America, the Backpack team gained several key takeaways from their path to presentation day, including being flexible with language. This presentation will offer a brief overview of the World Forum conference, key takeaways for undergraduate student presenters, and a discussion of Backpack’s next steps in Argentina, and more broadly Latin America