

Department/ unit	Course title	Course number	Instructor	When offered	UG, G, or both	Notes
Harvard Divinity School	Theologies of the Body	2412	Rivera Rivera	Fall 2014	HDS courses are open to Harvard graduate and undergraduate students. Courses that indicate limited enrollment require instructor permission.	This lecture course introduces Christian theology focusing on these questions. We will study theologies written from the Second World War to the present—texts that respond to state violence, economic oppression, and ecological devastation; to wrestle with the significance of race, gender, sexuality, and disability. By turning to the body, these theologies do not merely add an item to the list of themes that theology treats. They transform the way of doing theology.
	Being and Knowing in Latina Theory	2795	Rivera Rivera	Spring 2015	HDS courses are open to Harvard graduate and undergraduate students. Courses that indicate limited enrollment require instructor permission.	cross-listed with EMR. Offered jointly as FAS Romance Languages and Literature Spanish 242. New Course.
	Buddhism, Community, and Diversity: The Color of Practice Seminar	3003	Giles	Fall 2014	HDS courses are open to Harvard graduate and undergraduate students. Courses that indicate limited enrollment require instructor permission.	Buddhist teachings have arrived in a land that is racially heterogeneous and was founded by a white majority, "on the unwholesome seeds of colonialism, genocide and slavery." As the sangha (community) embraces the dharma (teaching) that professes equal access to enlightenment, we wrestle with the oppression that persists. Prejudice, discrimination, and racism held by the wider society influences our Buddhist communities, even while our members have the best intentions. This course explores the impact of silence and passivity in white Buddhist communities on people of color who have joined sanghas throughout the US in search of enlightenment.
	Religion, Gender, and Politics in Transnational Perspective	3223	Braude, Ahmed	Spring 2015	HDS courses are open to Harvard graduate and undergraduate students. Courses that indicate limited enrollment require instructor permission.	Note: Offered jointly as FAS Religion 1009. In particular, the religious history of American women and the history of women in Islam primarily in relation to the Middle East (professors Braude's and Ahmed's fields respectively) are intertwined and brought into conversation. The interaction of religion, gender and sexuality and the turns and complexities imparted to these by the politics of imperialism, race, resistance, and the politics of class, are examined in the context of the emergence of modernity, nationalism, feminism and the globalization of religions in the wake of empire and Christian mission.
	Indigenous Religious Traditions and Modernity: Seminar	3703	Olupona	Spring 2015	HDS courses are open to Harvard graduate and undergraduate students. Courses that indicate limited enrollment require instructor permission.	Offered jointly as FAS AAAS 162; cross-listed with EMR
	The World's Religions in Multicultural America: Case Studies in Religious Pluralism	3847	Eck	Spring 2015	HDS courses are open to Harvard graduate and undergraduate students. Courses that indicate limited enrollment require instructor permission.	cross-listed with EMR; Offered jointly as FAS United States in the World 32. This course, when taken for a letter grade, meets the General Education requirement for United States in the World or Culture and Belief, but not both.
Harvard Graduate School of Education	Leading Through Difference	A011M	Pittinsky	Spring 2015	Primarily for Graduates; open to the possibility of Undergraduates	A011M is designed for students enrolled in the Ed.M., CAS, Ed.D., and Ph.D. programs. Is difference the roadblock or the road? Education leaders have to "lead through difference" in the sense that they have to deal with the complexities and conflicts created by cultural, ethnic, economic, linguistic, gender, ideological, disability, sexual orientation, and age diversity. But they could also "lead through difference" in the sense of using the positive power of difference to go well beyond mere tolerance.
	Native Americans in the 21st Century: Nation-Building I	A101	Kalt	Winter 2015	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. Non-HGSE students (graduate and undergraduate) from all schools and departments in the university are welcome. Jointly offered at the Harvard Kennedy School (HKS) as PED-501M.

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	Native Americans in the 21st Century: Nation-Building II	A102	Norman	Spring 2015	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. Permission of instructor required. Prerequisite: A-101. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as PED-502.
	Strategies and Policies for Narrowing Racial Achievement Gap	A108	Ferguson	Spring 2015	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. Students who have taken H-204 should not take this course. Jointly offered at the Harvard Kennedy School (HKS) as SUP-470. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with "group-proportional equality" (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity.
	Implementing Inclusive Education	A117A, A117B	Hehir	Fall 2014, Spring 2015	Primarily for Graduates; open to the possibility of Undergraduates	Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education.
	Cultural Explanations for Ethnic and Racial Inequality In Education	A133	Warikoo	Fall 2014	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. This course attempts to understand how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. We will analyze differences between and within ethnic and racial groups. Discussing solutions for reducing inequality will be an important component of this course.
	Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and Cognitive Justice	H110G	della Chiesa	Winter 2015	Primarily for Graduates; open to the possibility of Undergraduates	Our globalizing world demands a broader set of linguistic (and, hence, cultural) competencies from individuals than ever before, and while cultural diversity represents a potential enhancement, our educational systems are facing huge challenges (e.g., migration flows). What does this all mean for education policy and practices worldwide? This transdisciplinary module examines international approaches to education policies in contexts of diversity.
	Issues of Diversity in Cross-Cultural Counseling and Advocacy	H311	Kim, Josephine	Spring 2015	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. This course is designed to assist students interested in counseling, teaching, program and policy development, guidance, and student support careers in developing a more informed understanding of issues involved in working effectively with diverse students and families in community and school settings. The course is also designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which one approaches interactions with individuals who are most "different" from them. In addition, the course is designed to help students develop a deeper understanding of how sociopolitical factors affect selected ethnic and nonethnic minority groups in the United States.
	LGBTQ Students in K12 Settings and Beyond: Understanding the Issues and Supporting Students' Needs	H610G	Mundy-Shephard	Fall 2014	Primarily for Graduates; open to the possibility of Undergraduates	This course explores the role of sexual orientation and gender identity in shaping students' educational experiences and outcomes.
	Gender and Education	H613	Johnson	not currently offered	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. Cross-listed as FAS WGS 1167.
	Critical Race Theory in Education	T002	Graves, Truong	Fall 2014	Primarily for Graduates; open to the possibility of Undergraduates	On EMR course numbers listing. Students who have taken the module T-010A should not take this course.

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	Universal Design for Learning: Meeting the Challenge of Individual Differences	T560	Rose	Spring 2015	Primarily for Graduates; open to the possibility of Undergraduates	The challenge of individual differences faces every teacher, administrator, and curriculum designer. To meet that challenge, educators are typically equipped with media and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach -- universal design for learning (UDL) -- that creates curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities.
Harvard Kennedy School	Native Americans in the 21st Century: Nation-Building I	PED-501M	Kalt	Winter 2015	primarily for G	On EMR course numbers listing. Non-HKS students (graduate and undergraduate) from all schools and departments in the university are welcome. Jointly offered at the Harvard Graduate School of Education as A101.
	Native Americans in the 21st Century: Nation-Building II	PED-502	Norman	Spring 2015	primarily for G	On EMR course numbers listing. Permission of instructor required. Jointly offered at the Harvard Graduate School of Education as A102.
	Social Capital and Public Affairs: Research Seminar	DPI-360	Putnam	Fall 2014	primarily for G	Offered jointly as Government 2310. This course addresses topics in the relationship between politics, inequality, and civil society in the United States. How does civic engagement affect government, economics, and social life? What are the implications of growing social and economic inequality? Topics include race, education, urban design, the workplace, religion, immigration, and social mobility.
	Race, Riot, and Backlash in the United States	DPI-390	Rigueur	Fall 2014	primarily for G	This course explores the ways in which the racial experiences and emotions of the nation's citizens collided and produced different forms of public rebellion, backlash and resistance in the modern United States. We will cover a variety of topics including urban riots, civil rights, ethnic and racial nationalism, suburban socio-economic revolts, and contemporary political rebellions of the left and the right. Over the course of the semester, we will use these moments to examine not only how these processes influenced political institutions, but also how they influenced the development of policy over the course of the 20th Century.
	Human Rights and the Politics of Inclusion	IGA-372	Clements, Stein	Spring 2015	primarily for G	This course will examine issues and discrimination based on race, gender, sexual preference, disability, etc. and the tactics and strategies used by those communities to gain recognition of their rights. 'Inclusion' should not be inferred as an end point as these struggles span generations, and the victories, such as the 19th Amendment, the Voting Rights Act, or the Convention on the Rights of Persons with Disabilities, are beginnings rather than endings. Though much of the course content will be related to these struggles within the U.S., particular attention will be paid to what Kathryn Sikkink has termed the 'boomerang' impact of transnational advocacy networks in other countries.
	Social Structure and Culture in the Study of Race and Urban Poverty	SUP-207	Wilson	Spring 2016	primarily for G	cross-listed with EMR; offered jointly as FAS Sociology 254
	Strategies and Policies for Narrowing Racial Achievement Gap	SUP-470	Ferguson	Spring 2015	primarily for G	On EMR course numbers listing. Jointly offered at the Harvard Graduate School of Education as A108. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with "group-proportional equality" (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity.

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	Health Policy Reform: Comparative Approaches to Reducing Inequalities	SUP-582	Ruggie	not presently offered	N/A	The United States spends more than any other country on health care, yet ranks low among developed countries in terms of equality in access and health outcomes. At the same time, inequalities in health care abound across the states in the U.S. This course asks how and why some policies and programs are more successful than others in reducing inequalities based on SES, race/ethnicity, age, and gender. We compare national, state and local efforts across the U.S. as well as between the U.S. and Canada, Britain, and Germany, in a search for transferrable lessons and best practices.
	The History of the Effort to Achieve Legal Equality for Lesbian, Gay, Bisexual, and Transgender People in the United States	DPI-375	Frank	Fall 2014	primarily for G	Jointly offered as Harvard Law School 2731. This course will describe, analyze, and agonize over the efforts by gay, lesbian, bisexual, and transgender people to adopt a legal framework in which differential treatment based on their sexual orientation or gender identity is prohibited.
	Negotiating Across Differences	MLD-223M A and B	Hong	Fall 2014, Spring 2015	primarily for G	This module is intended as an advanced course to follow either MLD-220M or MLD-222M. We will explore challenges inherent in negotiations involving differences in power, status, gender, expectations, attitudes toward risk, partisan perceptions, and culture. We will also give special attention to negotiations involving multiple levels of negotiation: both internal (negotiating within one's own group) and external (negotiating with another party).
	Gender Inequality and Development	PED-315M	Klugman	Spring 2015	primarily for G	There is a growing focus on gender inequality in global and national discussions, media and debates. This half course aims to review key issues in gender equality and economic development, across a range of dimensions of well-being. It will begin by reviewing progress and constraints, and why gender is relevant. It will take a deeper dive into selected areas where challenges persist and explore how they can be addressed – including labor markets and gender based violence. Particular attention will be given to low income countries. Some promising interventions to promote gender equality will be explored.
	The Art of Leading in a Diverse World: Skills, Insights, and Best Practices	MLD-320M	Bellinger	Spring 2015	primarily for G	In this module, we will explore the personal, interpersonal, organizational, and cultural dimensions of being an effective leader capable of leveraging diversity at multiple levels. How do we define diversity? How have our unique perspectives shaped our journeys? How do we experience bias and difference in our own lives and careers? How do those biases and experiences shape our interactions as change agents and leaders? What practices and programs can help leaders build diverse teams and organizations? How can we, in leadership roles, recognize and advance diversity and inclusion in the world around us?
	Inequality and Social Policy	SUP-205	Luca	Fall 2014	primarily for G	This course examines inequality and poverty in the U.S. The goals of the course are threefold: first, it will provide an in-depth examination of the nature and extent of inequality in the US, focusing on the 20th century and the dramatic rise in income inequality in recent decades. Second, it will review different theories and the supporting empirical findings on the causes and consequences of inequality. Third, it will develop analytical frameworks for evaluating and designing policy interventions targeted towards alleviating social inequality, with an emphasis on issues related to health care, education, discrimination, and the criminal justice system
	Proseminar on Inequality & Social Policy I	SUP-921	Skocpol, Pager (HKS)	Fall 2014	primarily for G	offered jointly with FAS as Sociology 296a

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	Proseminar on Inequality & Social Policy II	SUP-922	Beckfield, Chandra (HKS)	Spring 2016	primarily for G	offered jointly with FAS as Sociology 296b; pre-requisite: SUP-92; for 2014-2015, FAS offers as Government 2340b
	Proseminar on Inequality & Social Policy III	307	Wilson	Fall 2014	primarily for G	offered jointly as FAS Sociology 307. pre-requisites: Soc 296a/ Gov 2340a and Gov 2340b/Soc 296b (or HKS SUP-921 and SUP-922)
	Economic Justice	DPI-235	Robichaud	Fall 2014	primarily for G	Recent worldwide attention on wealth and income inequality has sparked renewed interest in thinking seriously about what economic justice demands. This course provides students with an opportunity to tackle this issue head-on and to explore it with rigor and sophistication. Our discussions will wed empirical findings with theory, always with an eye toward policy implications
Harvard Medical School	Indian Health Services- Shiprock	ME528M.40s	Miller	one month		cross-listed with EMR. This clinical elective is designed to acquaint students with rural primary care delivery through the Indian Health Services at the Northern Navajo Medical Center in Shiprock, New Mexico. Students can apply for the four week elective.
	Health and Social Justice: Reshaping the Delivery of Health	HC731.0	Sen, Farmer	Fall 2014	primarily for G	new course; offered jointly as GSAS Economics 2395
	Justice Health and Genetics	HO705.0	Guenin	Spring 2015		In this seminar we encounter the problem of how benefits and burdens should be distributed in a just society, the significance for that problem of genetic assets, and how we should act in respect of persons and possible persons while pursuing some frontiers of biomedical research. Topics include egalitarian and libertarian theories of distributive justice, equal opportunity, the ethics of embryonic stem cell research, and genetic intervention.
	Introduction to Social Medicine and Global Health	SM750.0	Farmer, Jones, Kasper	Fall 2014		All physicians, regardless of their specialty, will work in setting where social, economic, and political forces powerfully influence who gets sick, the diseases that afflict them, the treatments that are available, and the outcomes of those treatments. This course will introduce students to the theory and practice of social medicine so that they will both be able to recognize and understand how these forces affect their patients, and be able to respond appropriately. Through lectures and tutorials, the course will explore (1) the determinants of disease; (2) why patterns of disease differ between different societies and change over time; (3) the causes of health disparities in both national and international contexts; and (4) the role of medical and public health interventions in combating health disparities.
	Seminar in Global Health Equity	SM715.0	Good BJ, Good M-JD	Spring 2015		Topics include historical overviews and political analyses of global health and health inequalities; social justice and human rights perspectives on global health; political and technical responses of WHO, states, donor organizations and other NGO and IGO global institutions. Examples include studies that address problems of access, equity and quality in health systems; ethical issues in global and local medical practice and in medical missions and interventions.

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Harvard School of Public Health	Society and Health	SBS201-01	Kawachi	Fall 2014	All HSPH courses are graduate level. HC students can petition to take HSPH courses through the Harvard University Cross-Registration system. Instructors decide who will be accepted to the course from the cross-registrant pool. Instructor permission does not guarantee enrollment in the course, and cross-registering students can only take an HSPH course for ordinal or pass/fail credit. Auditing is not allowed (even with instructor permission).	Analyzes major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources. Examines health consequences of social and economic policies, and the potential role of specific social interventions. Reviews empirical and theoretical literature on mechanisms and processes that mediate between social factors and their health effects, and discusses alternative models for advancing public health. Course Note: Departmental requirement in the Department of Society, Human Development and Health.
	Race, Ethnicity and Health	SBS207-01	Williams	Spring 2015	All HSPH courses are graduate level. HC students can petition to take HSPH courses through the Harvard University Cross-Registration system. Instructors decide who will be accepted to the course from the cross-registrant pool. Instructor permission does not guarantee enrollment in the course, and cross-registering students can only take an HSPH course for ordinal or pass/fail credit. Auditing is not allowed (even with instructor permission).	Cross-listed with EMR. Health outcomes in the U.S. vary dramatically as a function of race and ethnicity. The purpose of this course is to address the possible pathways by which such disparities in health status arise at different stages in the life cycle. The course will highlight research that explores this issue from social, behavioral and psychological perspectives, as well as ideas about the meaning of race and ethnicity in American society.
	Ethics and Health Disparities	ID513-01	Daniels	Spring 2015	All HSPH courses are graduate level. HC students can petition to take HSPH courses through the Harvard University Cross-Registration system. Instructors decide who will be accepted to the course from the cross-registrant pool. Instructor permission does not guarantee enrollment in the course, and cross-registering students can only take an HSPH course for ordinal or pass/fail credit. Auditing is not allowed (even with instructor permission).	When is an inequality in health status an injustice or inequity? This course examines various aspects of this issue, bringing appropriate perspectives from ethical theories (utilitarian, libertarian, liberal egalitarian, feminist) to bear on case studies revealing a range of important health disparities. Four main cases will be discussed, each focusing on a central type of health disparity: U.S. racial disparities, class disparities, gender disparities in a developing country setting, and global health inequalities.
Harvard Law School	American Indian Law	2002	Anderson	Winter 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	cross-listed with EMR. States. Topics include the relative bounds of federal, tribal and state jurisdiction over Indian country; hunting, fishing and gathering rights; Indian reserved water rights; and settlement of Alaska Native land claims. The casebook is Anderson, Berger, Frickey & Krakoff, American Indian Law, Second Edition (West 2010).

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	Disability Law	2058	Emens	Fall 2014	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course examines disability law and theory. The emphasis is on US statutory law, with a particular focus on the Americans with Disabilities Act, the ADA Amendments Act, and the Individuals with Disabilities Education Act. Material from psychology, philosophy, economics, and literature supplements the legal readings. Topics include the following: the challenge of defining disability; the social and medical models of disability; the continuities and discontinuities among different kinds of disabilities, including physical and mental, psychiatric and cognitive; the nature and causes of disability discrimination; the proper scope of legal regulation; the costs and benefits of accommodation; the overlapping and distinctive features of regulating discrimination in different domains such as employment, education, and public accommodations; what disability law and theory can teach antidiscrimination law more generally; and the role of extra-legal knowledge in the legal project of responding to disability discrimination.
	Sex Equality	2226	MacKinnon	Fall 2014	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	The relation between sex equality under law and sex inequality in society is interrogated in theory and practice in the context of relevant social science, history, and international and comparative law. Mainstream equality doctrine is probed on its own terms and through an alternative. Cases on concrete issues--including work, family, rape, sexual harassment, lesbian and gay rights, abortion, prostitution, pornography--structure the inquiry. Race, economic class, and transsexuality are considered throughout. The purpose of the course is to understand, criticize, and expand the law toward equality between women and men.
	Title IX: Sports, Sex, and Equality on Campus	2242	Rosenfeld	Spring 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	Title IX of the Civil Rights Act promises "equal access to educational opportunities." This course considers the implications of that mandate for various dimensions of education, including athletic opportunities, sexual harassment, and campus sexual assault. The newly passed Campus Sexual Violence Elimination Act (part of the federal Violence Against Women Act of 2013) in conjunction with unprecedented student activism about civil rights on campus, contributes to a dynamic moment in Title IX jurisprudence. Students will have the opportunity to develop legal-policy initiatives to implement the new legislation, as well as to learn about representation of students involved in campus adjudications.
	Critical Race Theory	2279	Mack	Fall 2014	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course will consider one of the newest intellectual currents within American Legal Theory -- Critical Race Theory. Emerging during the 1980s, critical race scholars made many controversial claims about law and legal education -- among them that race and racial inequality suffused American law and society, that structural racial subordination remained endemic, and that both liberal and critical legal theories marginalized the voices of racial minorities.
	Race and Politics	2484	Robinson	Fall 2014	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course traces the trajectory of select sentiment, ideology and media relevant to the recent concept of a "post-racial" American society. While the successful campaign of President Barack Obama certainly acted as a galvanizing force for post racial conceptualizations and discourse, this course will consider this political watershed within a larger context of the historical and current factors facilitating the development of such a debatable construct. Relevant factors including the flaws and promises of traditional civil rights movements, changing demographics, evolving issues of race, the rise of the Tea Party, a caustic healthcare debate, anti-immigrant sentiment, political polarization, ongoing economic turmoil, and a sympathy for the loss of whiteness in traditional national identity will be discussed through literature, journalism and visual media.

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	LGBT Flashpoints- Litigation, Policy, and Persuasion	2494	Bonauto	Spring 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course will address substantive and strategic issues related to a number of current issues affecting efforts to obtain legal equality for LGBT people. Topics may change, but will likely include litigating for heightened scrutiny for sexual orientation classifications in constitutional litigation, efforts to undo the Federal Defense of Marriage Act, the fight for the freedom to marry for same-sex couples in state and federal courts, state legislatures and in ballot contests, efforts to obtain familial status apart from marriage, prominent issues in litigating and legislating non-discrimination and parenting issues, federal legislative efforts including the Employment Non Discrimination Act, brewing school curriculum battles, and analysis of the religious liberty narrative.
	Reproductive Rights and Justice	2540	Halley, Roseman	Spring 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course will examine reproductive rights and justice, domestically and globally. The concept of reproductive rights cuts across many legal doctrines such as family law, property, health law, criminal law, immigration, human rights, and constitutional law. Reproductive rights include access to fertility treatment, pre-natal care, contraception, pregnancy termination, perinatal and post-natal care, genetic counseling, gender equality and more--and yet in public and political discussions, attention is often limited to questions involving abortion.
	American Legal History: Law and Social Reform, 1929-1973	2586	Brown-Nagin	Fall 2014	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This seminar considers issues in 20th-century movement for social reform from the perspective of legal history and the legal profession. It emphasizes matters of race, class and gender inequality and readings cover the black freedom struggle, women's rights, the labor movement and anti-poverty struggles.
	Indigenous Peoples in International Law	2643	Graham	Spring 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	In 2007, the UN General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples. This used in a new era in Indigenous/State relations, with the International community overwhelmingly adopting a human rights-based approach to Indigenous Peoples' issues. How did we reach this point in Indigenous/State relations and what does the Declaration signify for Indigenous Peoples' rights in the future?
	Sexuality, Gender, and the Law	2682	Ben-Asher	Spring 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course examines state governance of sex, gender and sexuality. Topics include the development of privacy doctrine, state regulation of public and private sex, LGBT advocacy, marriage, transgender issues, intersex identities, sex-work, and employment discrimination. We will examine court decisions and legislation through the lens of various disciplines, including feminist and queer theories, documentary film, and philosophy.
	Disability, Human Rights, and Development	2712	Stein	Spring 2015	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	Cross-listed with EMR. This course will examine the current and future status of disability rights as a focus for both human rights theory and for thinking about what constitutes development and development assistance. After reviewing the historical status of disabled persons both practically and within the international human rights system, we will examine the United Nations Convention on the Rights of Persons with Disabilities, the first human rights treaty of the twenty-first century. The CRPD has, on its face, dramatically raised the standards for how disability rights are conceived, developed, and implemented around the globe while also pushing human rights jurisprudence in new directions. Yet many questions remain open regarding how to make it operational around the world. We will consider what effect the CRPD has had on law reform and development (including developmental aid and humanitarian assistance), as well as what barriers and systemic concerns remain to be addressed. Throughout, we will look at a few specific disabilities (such as Deafness) as a way of identifying themes that cross boundaries, cultures, and approaches to realizing disability rights.

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	The History of the Effort to Achieve Legal Equality for Lesbian, Gay, Bisexual, and Transgender People in the United States	2731	Frank	Fall 2014	Graduate level; undergrads allowed to enroll through cross-registration per instructor's permission	This course will describe, analyze, and agonize over the efforts by gay, lesbian, bisexual, and transgender people to adopt a legal framework in which differential treatment based on their sexual orientation or gender identity is prohibited.