Junior Research Seminar

History of Human Rights
HIST 395 ~ MWF 12:30-1:20pm ~ UNIV 301

There are some things worth suffering for. – Jan Patočka, co-founder Charter 77

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Fall 2013 Office Hours: Monday 2-4pm, or by appointment


The concept of – and struggle for – human rights is powerful, pervasive. Its origins, development, and strategies of implementation contested. Have human beings always had the "right to have rights"? How did the concept of "rights" arise? What does it mean, and how has it been used? This junior research seminar explores human rights' geneology and uneven historical evolution from the European Enlightenment through the late twentieth century human rights revolution. Students will hone their research and writing skills through step by step production of a major research paper (20 pages) focusing on an issue that pushed forward our understanding and reconfiguration of human rights.

Required Texts:
• Peter N. Stearns, Human Rights in World History (Routledge, 2012)
• Lynn Hunt, Inventing Human Rights (Norton, 2007)
• Samuel Moyn, The Last Utopia (Belknap of Harvard UP, 2010)
• Stefan-Ludwig Hoffmann, ed., Human Rights in the Twentieth Century (Cambridge, 2011)
• Mary Lynn Rampolla, Pocket Guide to Writing in History, 7th edition, (Bedford/ St. Martin's, 2012)
  •Additional required readings posted on Blackboard Learn.
Course Objectives:
The goal of this course is to hone your research, analytical, and writing skills, so that you may produce an original scholarly paper that adheres to professional standards and practices of historians. To reach this goal, we will read and discuss selected histories of the genealogy and development of human rights from the Enlightenment through the late twentieth century (secondary sources), alongside milestone documents and contemporary essays (primary sources) that will serve as models, examples, and inspiration for your own research, analysis, and writing. Each of you will lead a class discussion. At the same time, you will all work on your own individual projects, based on a randomly chosen milestone document addressing an issue central to human rights' evolution, applying what you learn in class to your project. You will present your research in class. You will consult me frequently over the course of the semester as you work through each stage of your project.

All of your work over the course of the semester builds toward this goal. You must submit assigned work on time. Late papers will not be accepted. Failure to hand in written assignments on time will result in a failing grade for the course.

Librarians you should know:
Larry Mykytiuk, History Bibliographer  
larrym@purdue.edu
Bert Chapman, Subject Specialist, government documents  
chapmanb@purdue.edu

Attendance:
Attendance at all class sessions is mandatory. Arrive on time. An attendance sheet will be passed around to sign at the beginning of class. More than 4 absences will result in a grade penalty (1/2 of a letter grade) for each subsequent unexcused absence. Unexcused means undocumented by doctor's note, or other valid form of documentation. If there is an occasion where you must leave early, notify me before class starts. Be respectful. Do not disrupt the professor or your fellow students. This is a small, discussion-based seminar. The use of electronic devices is prohibited. Turn off your cell phones for the duration of the 50-minute class session.

Participation:
**You are expected to come to class having completed the readings, ready to participate.

Grading:
Participation in class discussion 15%
Short papers, prep assignments, presentations 20%
Essay draft 35%
Final Essay 30%

Important Notes! Make use of my office hours and email communication! I am happy to meet with you during office hours, or another arranged time, to discuss your topics, research issues, drafts, class participation grades, or other matters relevant to the course. I will send important announcements to you via your Purdue account. I will announce any changes to the class or reading schedule. You are expected to check your Purdue email accounts every weekday. Please note that I do not respond to emails from Friday sundown through Saturday sundown.
• **Cheating / Plagiarism:** Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Cheating, plagiarism, and other forms of academic dishonesty are serious offenses, and will result in a failing grade and notification of the Dean of Students Office. Don't do it. See Rampolla, chapter 6.

• **Course evaluations:** During the 15th week of classes, you will receive an official email from evaluation administrators with a link to the evaluation site. You will have two weeks to complete the evaluation.

**Disclaimer:** In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted on Blackboard once the course resumes or can be obtained by contacting the professor via email.

**Grading Policies:**
- Written work for this course must be typed and adhere to the following format: double-spaced, one-inch margins, in 12-point font of common use (Times New Roman, Garamond), paginated, and proofread!
- Assignments are due at the beginning of class, no late papers will be accepted for full credit and will be penalized by 1/3 letter grade for every day late (A becomes A-). No email attachments.
- Keep all graded assignments until you have received your final grade. In this way, if there are grade discrepancies, you will have the original document in your possession for consideration of final grade adjustment.
- Remember: failure to complete any of the assignments may result in a failing grade for the course.

**Week One:**

Genealogies: Where does the history of human rights begin?


F, 8/23: Read & Discuss: Moyn, "Prologue," pp. 1-10; plus Rampolla, pp. 22-27 on "reading actively in history" – submit a max 1-page written summary of Moyn’s main points following Rampolla’s guidelines (p. 27).

**Week Two:**

The Rights of Man


W, 8/28: Read & Discuss: Stearns, ch. 3, "The New Push for Human Rights," pp. 54-85 – submit a written summary of the author's main points following Rampolla’s guidelines: Why is the terminological distinction between "rights of man" and "human rights" important? To what extent can we attribute the turn toward human rights to Western origins? What conditions allowed the emergence of a "new human rights advocacy"? What were the key innovations by 1800?

F, 8/30: HSSE Library visit, meet at 3rd floor conference room, by elevator

**Week Three:**

"We hold these truths to be self-evident"

M, 9/2: LABOR DAY – NO CLASS
W, 9/4: archives visit – meet 4th floor HSSE Library


**Week Four: Trajectories**


Student leader:


Student leader:

**Week Five: Advances and Retreats**

M, 9/16: Discuss research questions; submit research questions, thesis, topic summary & bibliography

W, 9/18: 3rd student-led discussion: Limitations – Stearns, ch.4, "Human rights on a world stage," pp. 86-123

Student leader:

F, 9/20: Document analysis discussion; submit primary source assignment (details TBA)

**Week Six: Interwar Institutionalization of Rights**


Student leader:


Student leader:

F, 9/27: Present: paragraph or page on thesis/research questions, and revised bibliography due (including primary and secondary sources separated into two categories)

**Week Seven: Regime of Rights**


Student leader:

Week Eight: Human Rights and the Dissident Movement
M, 10/7: OCTOBER BREAK – NO CLASS

W, 10/9: 8th student-led discussion: Moyn, ch.4, "The Purity of This Struggle," pp.120-175.
Student leader:

Student leader:

Week Nine: Genocide
M, 10/14: Presentations on research progress/challenges; tentative thesis, argument, how each source fits into project

W, 10/16: Presentations on research progress/challenges; tentative thesis, argument, how each source fits into project


Week Ten: Rights and Laws
Student leader:

Student leader:

F, 10/25: review research and writing; using quotations and documentation: Rampolla, chs. 5, 6, 7a-b

Week Eleven: Individual Meetings
M, 10/28: individual meetings: narrative outline or draft pages & annotated bibliography

W, 10/30: individual meetings: narrative outline or draft pages & annotated bibliography

F, 11/1: individual meetings: narrative outline or draft pages & annotated bibliography

Week Twelve: Drafts
M, 11/4: no class – work on research papers; class time can be used for individual meetings

Grade scale

100-98 = A+
97-93 = A
92-90 = A-
89-88 = B+
87-83 = B
82-80 = B-
79-78 = C+
77-73 = C
72-70 = C-
69-68 = D+
67-63 = D
62-60 = D-
59-0 = F
W, 11/6: FIRST DRAFTS DUE, exchange of drafts - film

F, 11/8: present and submit brief critiques of drafts

Week Thirteen: Where does the history of human rights begin? Redux
M, 11/11: CLASS DEBATE: Hunt or Moyn?

W, 11/13: review on revising, editing, and documentation; Rampolla, pp. 67-76, 7c

F, 11/15: no class – individual meetings can be arranged

Week Fourteen: Morality and the State
M, 11/18: read & discuss: Moyn, Epilogue, pp. 212-227

W, 11/20: NO CLASS – work on your projects

F, 11/22: NO CLASS – work on your projects

Week Fifteen: Revisions
M, 11/25: individual meetings

W, 11/27; & F, 11/29: NO CLASS - THANKSGIVING BREAK

Week Sixteen: Paper Presentations & Course Wrap-Up
M, 12/2; W, 12/4; & F, 12/6: PAPERS DUE – PRESENTATIONS