**History of Human Rights**Fall 2017: HIST 33805 ~ MWF 10:30-11:20 ~ UNIV 117

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Eleanor Roosevelt holding the Spanish-language version of the

Univeral Declaration of Human Rights, Palais de Chaillot, Paris, December 1948.

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 course explores human rights' geneology and uneven historical evolution from the European Enlightenment through the late twentieth century human rights revolution and experience of globalization. We will examine Atlantic Revolutionary era articulations of “rights of man” and “human rights,” the interwar institutionalization of rights, the post-WWII shift from minority to individual human rights, the human rights revolution of the late 1970s, and the relationship between globalization and human rights using a variety of primary and secondary sources. Students will come away with a deeper understanding of a human rights narrative that belongs to the world, its politics and ideas, and our own humanity. This course fulfills a core requirement for the Human Rights minor.

**Required Texts:**

• Stefan-Ludwig Hoffmann, ed., *Human Rights in the Twentieth Century* (Cambridge, 2011)

• Lynn Hunt*, Inventing Human Rights* (Norton, 2007)

• Akira Iriye, et al, eds., *The Human Rights Revolution: An International History* (Oxford, 2012)

• Micheline R. Ishay, *The History of Human Rights: from Ancient Times to the Globalization Era* (University of California Press, 2008)

•Additional required readings posted on Blackboard, marked with an asterik (\*).

**Course Objectives:**

By the end of the course, you will have:

1. Gained a deeper understanding of the patterns and processes, ruptures and continuities in the human rights history narrative which have shaped today’s world, its politics, ideas, and ambitions;
2. Explored how human rights connects us to other people, places, and times;
3. Used primary source evidence to analyze fundamental problems in human rights history in individual writing and in group work;
4. Engaged in an environment of open inquiry to exchange ideas and interpretations of human rights concepts;
5. Become better prepared to negotiate the variable applications of human rights concepts in today’s globalized world.

**Attendance Policy**:

**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 four (4) absences will result in a grade penalty (1/2 of a letter grade) for each subsequent unexcused absence. Unexcused means undocumented by a doctor's note, or other valid form of documentation. If there is an occasion where you must leave early, notify me before class starts and sit near an exit. Be courteous. Do not disrupt the professor or your fellow students. Turn off & Put away all electronic devices. Be prepared to participate. Bring the day’s readings to class.

**Course Requirements and Grading:**

1. **Five Reaction Logs (RL) (100 points total, 20 pts. each):** These are concise (300 word min – 500 word max, about 1 ½ pages) and reflective responses to the RL question based on the week’s readings, which you will find listed on the syllabus under the Friday entry. Reaction Logs are due at the beginning of class on Fridays, typed, and in hard copy. You will receive a grade for entry. The final cumulative grade will be posted on blackboard.
2. **Take-home Midterm (100 points):** For the take-home midterm exam, you will answer the two given questions as completely and thoughtfully as you can, drawing on your readings and our class discussions. Take a position, back up your statements, and clearly state what you want to say in minimum 800 to maximum 1000 words (about 4 pages). Due at the beginning of class on the date noted on the syllabus, typed, and in hard copy.
3. **Take-home Final (100 points):** For the take-home final exam, you will reflect upon one question regarding the relationship between civil society and human rights, drawing from your readings and class discussions from the second half of the semester in minimum 600 to maximum 800 words (about 3 pages).
4. **“Conundrum Days” (100 points):** Week 11 is set aside for addressing the profound debates in Human Rights History outlined by Ishay in debate format. We will hear two debates on Monday, Wednesday, and Friday of that week. More details to follow in class.

= 400 possible points.

Grade determined by calculating points, participation, & attendance.

**Grade scale:** A+ = 98-100; A = 93-97; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82;

C+ = 78-79; C = 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 0-59

Written work for this course must adhere to the following format: **double-spaced, one-inch margins, in 12 point Times New Roman font, paginated, proofread, and including Chicago Style footnotes for the take home exams. You will find a link to proper citation format through Purdue OWL (Online Writing Lab) on blackboard.** Assignments are due at the beginning of class. No email attachments. Late papers will be penalized by 5 points for each day late. 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.

**Important Notes:**

## • 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!!

**• Course evaluations:** During the15th 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. I do not see your evaluation until after grades are submitted.

**• 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.

**\*Email etiquette**: Outside of class or office hours, communicate with your professor and TA by email. State the reason for your email in the subject line (ex: “question about essay”). Include a full salutation (ex: “Dear Professor”), and closing with your full name (ex: “Sincerely, Eleanor Roosevelt”). Use full sentences, correct grammar, and punctuation. If you fail to follow this etiquette, I will not respond to your email. I will *usually* respond to your emails within 24 hours, with the exception of weekends.

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**Schedule of Classes** (You will learn of any changes to the schedule in advance**):**

Week 1: **Introduction to the History of Human Rights: Timelines, Arguments**

 M, 8/21 **Building a chronology:**

Ishay, appendix, “Chronology of Events and Writings Related to Human Rights,” pp. 357-367.

 W, 8/23 **Snapshot of human rights debates in our globalized world:**

Ishay, “Preface,” pp. ix-xxi.

 F, 8/25 **Six controversies:**

Ishay, “Introduction,” pp. 2-14.

Samuel Moyn, “Rights vs. Duties: Reclaiming Civic Balance,” *Boston Review* \*

Week 2: **Genealogies: Where does the history of human rights begin?**

 M, 8/28 In Iriye, "Introduction: Human Rights as History," pp.3-24.

W, 8/30 In Iriye, ch.1, Cmiel, "The Recent History of Human Rights," pp. 27-51.

  **Class discussion:** What are three ways, or sensibilities, by which historians have approached writing about human rights, according to Cmiel?

 F, 9/1 Stefan Ludwig Hoffmann, “Genealogies of Human Rights,” pp.1-26.

 **(RL#1)** After reading Hoffmann, where do *you* think the history of human rights begins?

Week 3: **Early Ethical Contributions: A Pre-history**

M, 9/4 *No Class – Labor Day*

W, 9/6 Ishay, ch.1, “Early Ethical Contributions to Human Rights,” pp. 15-40.

 F, 9/8 Ishay, ch.1, “Early Ethical Contributions to Human Rights,” pp. 40-61.

**Class discussion:** How did the ancients understand notions of liberty, equality, justice, fraternity?

Week 4: **The Rights of Man**

M, 9/11 Ishay, ch.2, “Human Rights and the Enlightenment,” pp.63-91.

 • class discussion with Dan Frank, Professor of Philosophy

 W, 9/13 Ishay, ch.2, “Human Rights and the Enlightenment,” pp. 91-116.

F, 9/15 Jacob Katz, “Legal Steppingstones,” ch.10 in *Out of the Ghetto: The Social Background of Jewish Emancipation, 1770-1870*, pp. 161-175.; and see map of Jewish Emancipation in Europe.\*

**(RL#2)** How can we trace the transition from religious ethics to a secularized version of these ethics? Drawing on the Jewish case presented in Katz, what sort of legal transformations are necessary for civic emancipation?

Week 5: **"We hold these truths to be self-evident"**

M, 9/18 Hunt, "Introduction," pp. 16-34: consider terms and phrasing, their meaning and usage: "universal", "self-evident", "natural", "equal", "rights", "torture", "the Creator."

 W, 9/20 Hunt, ch.1, "Torrents of Emotion," pp. 35-69.

 **• Human Rights Lab 12:30-1:20, details TBA**

F, 9/22 *No class – Rosh Hashanah*

Week 6: **Trajectories**

M, 9/25 Hunt, ch.2, "Bone of Their Bone," pp. 70-112.

**Class discussion:** How did Eighteenth-century readers learn to empathize "across more broadly defined boundaries"? To what extent do you find Hunt's argument convincing?

W, 9/27 Hunt, ch.3, "They Have Set a Great Example," pp. 113-145.

**Class discussion**: Why do declarations serve as milestones, and evidence of attitude transformation, according to Hunt? In what ways?

F, 9/29 Hunt, ch.4, "There Will Be No End of It," pp. 146-175.

**(RL#3)** What does Hunt mean when she cites the quotation “there will be no end of it?” How does this sentiment relate to the cascading rights demands argument?

Week 7: **Advances and Retreats**

M, 10/2 Albert Chapman, Professor in the Purdue libraries Humanities, Social Sciences, Education, and Business Division, presentation on library information resources that you will draw on for Conundrum Days debates. <http://guides.lib.purdue.edu/hist395kp>

 **•Discussion of Conundrum Days project**

W, 10/4 Ishay, ch.3, “Human Rights and the Industrial Age,” pp.117-144.

 • **Discuss and distribute take-home midterm exam**

F, 10/6 Ishay, ch.3, “Human Rights and the Industrial Age,” pp.145-172.

**Class discussion**: How can we explain the nature of human rights advances in the Industrial Age?

Week 8: **Midterms**

M, 10/9 *No Class – Fall Break*

W, 10/11 Hunt, ch.5, “The Soft Power of Humanity,” pp. 176-200.

**Class discussion:** Where do Hunt and Ishay differ most significantly in their analysis of 19th advances and retreats in the development of human rights?

F, 10/13 **Take-home Midterms due.** In-class viewing of *The Wave*.

Week 9: **Interwar Institutionalization of Rights**

M, 10/16 Ishay, ch.4, “The World Wars,” pp.173-178, 181-191.

W, 10/18 Ishay, ch.4, “The World Wars,” pp.199-211.

F, 10/20 Eric Weitz, "From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions"\*

**Class discussion:** What does Weitz mean by the transition from the Vienna to the Paris system? What issue dominates his field of vision? What is at stake?

Week 10: **Perplexities**

M, 10/23 **Conundrum Days prep: in class group meetings**

W, 10/25 Hannah Arendt, "The Perplexities of the Rights of Man," in ch. 9, *The Origins of Totalitarianism*\*

 **• Human Rights Lab 12:30-1:20, details TBA**

F, 10/27 Mark Mazower, "The Strange Triumph of Human Rights, 1933-1950"\*

**Class discussion:** Where and how do we see the shift in the international system from protection of minority rights to the UN's commitment to human rights?

Week 11: **Conundrum Days**

MWF, 10/30-11/3 Group Debates

Week 12: **Regime of Rights**

M, 11/6 Ishay, ch.4, “The World Wars,” pp.179-181, 191-198, and 211-229.

 • In-class viewing of scenes from Lanzmann’s *Shoah* [Karski, Vrba]

W, 11/8 In Hoffmann, ch. 2, G. Daniel Cohen, “The ‘Human Rights Revolution’ at Work: Displaced Persons in Postwar Europe,” pp. 45-61.

F, 11/10 In Iriye, ch.5, Atina Grossmann, “Grams, Calories, and Food: Languages of Victimization, Entitlement, and Human Rights in Occupied Germany, 1945-1949,” pp. 113-132.

 **(RL#4)** Must the state be the ultimate guarantor of individual rights? What is the relationship between displacement and the understanding of “rights”?

Week 13: **Cold War Parameters**

M, 11/13 In Hoffmann, ch.5, Glenda Sluga, “René Cassin: Les droits de l’homme *and the Universality of Human Rights, 1945-1966*,” pp. 107-124

T, 11/14 **• Human Rights Lab 12:30-1:20, details TBA**

W, 11/15 In Iriye, ch.6, Allida Black, “Are Women ‘Human’? The UN and the Struggle to Recognize Women’s Rights as Human Rights,” pp.133-155.

R, 11/16 **•Human Rights Annual Science & Social Context Lecture 4:00-5:30, delivered by Haley F. Oliver, Associate Professor of Food Sciences, title, location TBA**

F, 11/17 In Iriye, ch.7, Samuel Moyn, “Imperialism, Self-Determination, and the Rise of Human Rights,” pp. 159-178.

**(RL#5):** how did the passage of the Universal Declaration of Human Rights (UDHR) by the UN General Assembly in 1948 transform the ways people conceived of “human rights” their meaning and usage?

Week 14: **Human Rights and the Dissident Movement**

M, 11/20 Gale Stokes, ed., *From Stalinism to Pluralism*, pp. 160-174 – Human Rights: "The Helsinki Accords," "Charter 77," and "The Power of the Powerless"\*

**Class discussion:** What does it mean to “live in truth”? What is the power of the powerless?

WF, 11/22-11/24 *No Class: Thanksgiving Break*

Week 15: **Globalization and Human Rights**

 M, 11/27 Ishay, ch.5, “Globalization and Its Impact on Human Rights,” pp. 246-279.

 W, 11/29 Ishay, ch.5, “Globalization and Its Impact on Human Rights,” pp.279-311.

F, 12/1 In Hoffmann, ch.11, Fabian Klose, “’Source of Embarrassment’”: Human Rights, State of Emergency, and the Wars of Decolonization,” pp. 237-257.

**Class discussion:** What are some of the ways in which globalization has shaped major human rights concerns? What new opportunities and challenges has globalization brought to the forefront?

Week 16: **Wrap-Up**

M, 12/4 **Take-home final due. Discussion of responses.**

W, 12/6 Course wrap-up: Hunt, ch.5, “The Soft Power of Humanity,” pp. 176-200.

F, 12/8 Open discussion