

## History of Human Rights

Fall 2020: HIST 33805 ~ MWF 1:30-2:20 ~ UNIV 217

Divided Course: Monday f2f group (24 max), Wednesday f2f group (24 max), Friday ONLINE

Professor Klein-Pejšová (PAY-shova)

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**ONLINE student meeting hours: Wednesday 2:30-4:30pm, or by appointment**



Eleanor Roosevelt holding the Spanish-language version of the Universal 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:

- Micheline R. Ishay, *The History of Human Rights: from Ancient Times to the Globalization Era* (University of California Press, 2008)
- Lynn Hunt, *Inventing Human Rights* (Norton, 2007)
- Michael R. Marrus, *The Nuremberg War Crimes Trial, 1945-46, A Brief History with Documents, 2nd edition* (Bedford St. Martin's, 2018)
- **Additional required readings available on Brightspace, marked with a “B” (B).**

**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;
- 6) Become proficient in the use of **Zotero** citation software. <https://www.zotero.org/>

**Course Requirements and Grading: 400 possible points**

- I) **Participation (50 points):** The success of the class, in trying times or otherwise, depends on your participation. This is especially true now, as I will be mainly be using active learning methods to keep us all engaged online and off in our hybrid class this semester. Let us be generous, courteous, and respectful of each other as we adjust to these methods. We will alternate seeing each other "face-to-face"/f2f (Monday group & Wednesday group) and online (everyone on Friday). We will be using discussion boards, chat boxes, collaborative work (groups, documents, slides), and other means we find to work well, in addition to f2f discussion. The Zotero assignment is part of your participation grade. Make use of student meeting hours.
- II) **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 on Brightspace by 1pm on Fridays.**
- III) **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 on Brightspace at 1pm on Friday, October 9<sup>th</sup>.**
- IV) **Take-home Final (50 points):** For the take-home final exam, you will reflect upon one essay question regarding the development of human rights over time, drawing from your course materials and engagement over the semester in minimum 700 to maximum 800 words (about 3 pages). **Due on Brightspace at 1pm on Tuesday, December 8<sup>th</sup>.**
- V) **Postwar Case Study Project (100 points):** While this course gives you a map of human rights developments over time, it cannot deal with every issue. This project offers you a chance to work as a pair (with a partner randomly assigned on Friday, September 18<sup>th</sup>) on a topic of special interest to you. For it, you will identify a human rights violation, explain what is violated, and how it is violated based on existing legal frameworks. **One paragraph case study proposals are due on Brightspace by 1pm on Friday, October 16<sup>th</sup>. You will upload your recorded presentation to Brightspace by 9pm ET on Monday, November 30<sup>th</sup>.** More information to follow.

Grade determined by adding together total points out of 400, and dividing them by 4.

**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

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

**Week 1: Rights & Responsibilities – Making a Class Contract**

M, 8/24: Course Introduction

W, 8/26: Course Introduction

F, 8/28: Chapter One, “What Together We Can Do,” in Sikkink, Kathryn. *The Hidden Face of Rights: Toward a Politics of Responsibilities*. The Castle Lectures in Ethics, Politics, and Economics. New Haven: Yale University Press, 2020, pp.1-25. **(B)**

•Creating Our Class Contract Together

**Week 2: Thinking Historically about Human Rights**

M, 8/31: Ishay, “Introduction,” pp. 2-14.

W, 9/2: Iriye, “Introduction: Human Rights as History,” pp. 3-24. **(B)**

F, 9/4: Stefan Ludwig Hoffmann, “Genealogies of Human Rights,” pp.1-26. **(B)**  
**(RL#1)** Hoffmann discusses 4 points in the section of the article “Rights, Nations, and Empires since 1800,” and 4 more in the section “Competing Universalisms since 1945.” Briefly explain the main idea of each of the 8 total points. We will build on this foundational narrative all semester.

**Week 3: Rights of man – What Changes?**

M, 9/7: Ishay, ch.2, “Human Rights and the Enlightenment,” pp.63-91.

The Dalai Lama, “Human Rights and Universal Responsibilities,” in Ishay, p. 21

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

F, 9/11: 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. **(B)**

**(RL#2)** What changes does Katz discuss that gradually began the process of the Jewish struggle for equality in Europe? Were the changes under Joseph II of Austria (Edict of Toleration) or in France more far-reaching? Why?

**Week 4: "We hold these truths to be self-evident"**

M, 9/14: Hunt, "Introduction," pp. 16-34: consider terms and phrasing, their meaning and usage: "universal", "self-evident", "natural", "equal", "rights", "torture", "the Creator."

W, 9/16: Hunt, ch.1, "Torrents of Emotion," pp. 35-69.

F, 9/18: Jean-Jacques Rousseau, “The Social Contract” (1762) **(B)**

•**Zotero exercise due**

[https://www.zotero.org/;](https://www.zotero.org/)

[https://www.youtube.com/watch?v=BQL\\_7C-YqBk](https://www.youtube.com/watch?v=BQL_7C-YqBk)

• **Random assignment of pairs for case studies project**

**Week 5: Trajectories**

- M, 9/21: Hunt, ch.2, "Bone of Their Bone," pp. 70-112.  
 •How did Eighteenth-century readers learn to empathize "across more broadly defined boundaries"? To what extent do you find Hunt's argument convincing?
- W, 9/23: Hunt, ch.3, "They Have Set a Great Example," pp. 113-145.  
 •Why do declarations serve as milestones, and evidence of attitude transformation, according to Hunt? In what ways?
- F, 9/25: 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 6 – All Online: Slavery and anti-Slavery Movements**

- M, 9/28: No Class, Yom Kippur
- W, 9/30: Laqua, "The Tensions of Internationalism: Transnational Anti-Slavery in the 1880s and 1890s" (B)
- F, 10/2: Olaudah Equiano, "The Case Against the Slave Trade" (B)  
 •distribute & discuss midterm exams due on 10/9

**Week 7: Constitutional Struggles, Nationalism, and Socialism**

- M, 10/5: Ishay, ch.3, "Human Rights and the Industrial Age," pp.117-144.
- W, 10/7: Ishay, ch.3, "Human Rights and the Industrial Age," pp.145-172.
- F, 10/9: Albert Chapman, Professor in the Purdue libraries Humanities, Social Sciences, Education, and Business Division, presentation on library information resources.  
<http://guides.lib.purdue.edu/hist395kp>  
 •midterm due

**Week 8: National Self-Determination, Minority Rights, Genocide**

- M, 10/12: Mark Mazower, "Empires, Nations, Minorities," ch.2 of *Dark Continent: Europe's Twentieth Century* (B)  
["Maps, Central Europe, and History"](#)
- W, 10/14: Ishay, ch.4, "The World Wars," pp.173-178, 181-191, 199-211.  
 • The Polish Minorities Treaty (B)
- F, 10/16: Hannah Arendt, "The Perplexities of the Rights of Man," in ch. 9, *The Origins of Totalitarianism* (B)  
 •case study proposals due

**Week 9: Nuremberg Trials: Postwar Precedents**

- M, 10/19: I) Crimes against Peace: Marrus, *The Nuremberg War Crimes Trial, 1945-46*; pp. 1-13, 37-44, documents pp. 157-176.
- W, 10/21: II) War Crimes: Marrus, *The Nuremberg War Crimes Trial, 1945-46*; pp. 14-20, 44-51, documents pp.177-208.
- F, 10/23: III) Crimes against Humanity: Marrus, *The Nuremberg War Crimes Trial, 1945-46*; pp. 51-60, 68-74, documents pp.209-232.  
**(RL#4)** Discuss the justification for the category “Crimes against Humanity,” the new category of crime introduced at the Nuremberg Trials. Use two (2) documents from the section on Crimes against Humanity (pp. 209-232) to back up your position.

**Week 10: Regime of Rights**

- M, 10/26: Genocide Convention (1948): chapter 1, “A Crime without a Name,” in: Waller, James. *Confronting Evil: Engaging Our Responsibility to Prevent Genocide*. Oxford ; New York: Oxford University Press, 2016, pp. 3-40. **(B)**
- W, 10/2:8 Universal Declaration of Human Rights [UDHR] (1948) & Refugee Convention (1951): G. Daniel Cohen, “The ‘Human Rights Revolution’ at Work: Displaced Persons in Postwar Europe,” ch.2 in Hoffman, ed., *Human Rights in the Twentieth Century* **(B)**
- F, 10/30: •Making the UDHR: Ishay, pp. 211-225  
 •Wells, H. G., and Ali Smith. *The Rights of Man ; or, What Are We Fighting For?* First Vintage Classics edition. Vintage Classics. New York: Vintage Books, a division of Penguin Random House LLC, 2017, preface, pp. 1-15. **(B)**  
 • <https://www.un.org/en/universal-declaration-human-rights/index.html>  
**(RL#5)** Compare the rights that actually made it into the UDHR with the proposal H.G. Wells wrote (on pages 8-11). If you wrote a proposal, which right(s) would you include that you do not find in the UDHR?

**Week 11: Decolonization & Internationalization of Rights**

- M, 11/2: Ishay, pp. 191-198.
- T, 11/3: Election Day**
- W, 11/4: Brad Simpson, “The Biafran Secession and the Limits of Self-Determination” **(B)**
- F, 11/6: •International Convention on the Elimination of All Forms of Racial Discrimination (ICERD):  
<https://ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx> **(B)**  
 •Opinio Juris. “Black Lives Matter, the USA and the UN Convention against Racial Discrimination,” June 8, 2020. <http://opiniojuris.org/2020/06/08/black-lives-matter-the-usa-and-the-un-convention-against-racial-discrimination/>. **(B)**

**Week 12: Cold War: Social & Economic Rights vs. Civil Rights**

- M, 11/9: Ishay, pp. 225-229.
- W, 11/11: Moyn, Samuel. *Not Enough: Human Rights in an Unequal World*, 2019, Introduction, pp. 1-10. **(B)**
- F, 11/13: Gale Stokes, ed., *From Stalinism to Pluralism*, pp. 160-174 – Human Rights: "The Helsinki Accords," "Charter 77," and "The Power of the Powerless" **(B)**

- Week 13: Globalization & the New Humanitarianism**  
 M, 11/16: Neier, Aryeh. *The International Human Rights Movement: A History*. Human Rights and Crimes against Humanity. Princeton: Princeton University Press, 2020, chapter 1, “The Movement,” pp. 1-26. **(B)**  
 W, 11/18: Peter Gatrell, “The World Wide Web of Humanitarianism: NGOs and Population Displacement in the third quarter of the twentieth century” **(B)**  
 F, 11/20: Kathryn Sikkink, “Introduction,” ch.1 of *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* **(B)**

- Week 14: Thinking Forward**  
 M, 11/23: Osita Nwanevu, “The Willful Blindness of Reactionary Liberalism” **(B)**  
 W, 11/25 & F, 11/27: No Class, Thanksgiving Break

- Week 15: Case Presentations**  
 M, 11/30: **Upload projects by 9pm ET**  
 W, 12/2 & F, 12/4: view projects 😊

- Week 16: Final Essay due Tuesday 12/8: Rights & Responsibilities**

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## UNIVERSITY POLICIES

### Protect Purdue Pledge

Being a part of the Boilermaker community means that each of us must take extraordinary steps to stay well and persistently protect each other, on campus and in the community. Accountable together, I pledge to take responsibility for my own health, the protection of others and help keep the Purdue community safe from spread of COVID-19 and other infections as identified and instructed by the university.

**PROTECT PURDUE WEBSITE:** <https://protect.purdue.edu/>

### 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 Brightspace 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 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.

**CHEATING / PLAGIARISM**

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials.** Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. Please make sure that you are familiar with Purdue's academic integrity policies:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

**GRIEF ABSENCE POLICY**

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

**STUDENTS WITH DISABILITIES**

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), [drc@purdue.edu](mailto:drc@purdue.edu).

**NONDISCRIMINATION POLICY STATEMENT**

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

## **VIOLENT BEHAVIOR POLICY**

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.