

History of Human Rights Junior Research Seminar

Spring 2022: HIST 395 ~ MWF 1:30-2:20

UNIV 319, as needed on [zoom](#)

Professor Klein-Pejšová (PAY-shova; she, hers)

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Spring Office hours: Wednesdays 9-11am (or by appointment); in-person or on [zoom](#)



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 junior research seminar explores human rights' genealogy 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 focusing on an issue that pushed forward our understanding and reconfiguration of human rights. Counts toward the Human Rights Minor.

Required Texts:

- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th edition. Chicago, University of Chicago Press, 2018. For quick reference, see: <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>
- Eric D. Weitz, *A World Divided: The Global Struggle for Human Rights in the Age of Nation-States*. Princeton and Oxford, Princeton University Press, 2019.
- Ned Richardson-Little, *The Human Rights Dictatorship: Socialism, Global Solidarity and Revolution in East Germany*. Cambridge, Cambridge University Press, 2020.
- Amia Srinivasan, *The Right to Sex: Feminism in the Twenty-First Century*. New York, Farrar, Straus and Giroux, 2021. **E-BOOK: unavailable in print.**
- Any additional required readings available on Brightspace, marked with a “B” (B).

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. Although we will explore a common theme over the course of the semester, each of you will pursue your own research project that emerges from our early discussions of who – when, where, and how – has had, as Hannah Arendt put it, the “right to have rights.” You will choose a broad theme for your research project from the codification of rights found in the 1948 [Universal Declaration of Human Rights \(UDHR\)](#). From the UDHR theme that most sparks your interest, each of you will find a topic, develop a research question, find and evaluate evidentiary sources, construct an argument, and finally, draft a scholarly paper of about 12 pages, or 3500 words (excluding bibliography).

Learning Outcomes:

By the end of this course, you will be able to:

- find and articulate a question worthy of historical investigation.
- identify and evaluate evidence with which to construct your answer to that question.
- assemble your evidence into a logical and compelling argument
- offer an interpretation of past events and possible relevance to present understanding.
- write a readable prose essay demonstrating each of the above achievements.

Formatting Written Assignments:

Written work for this course shall 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 rough draft and finished research paper.

Course Requirements and Grading: 300 possible points – Submit on Brightspace**1) Discussion & Participation (30 points, cumulative):**

The success of our research seminar depends on everyone’s active engagement with the materials and goals of the course. We will be using collaborative learning methods, including google docs, slides, and jam-boards, in addition to oral discussion (lively!) in the classroom, and, as needed, online. Let us be generous, courteous, and respectful of each other as we engage in the course. You will receive one point for every evidence of written participation. Your goal will be to reach the 30 points. Points calculated weekly. You may wish to create a separate google drive for course materials, or a separate folder in an existing drive.

2) Draft a problem statement (10 points, due Friday 1/28):

-defines the conversation in which you want to enter with your project; maps out the conversational landscape

3) Draft a research question and strategy (10 points, due Friday, 2/4):

-specifies what question you want to try to answer; where you are going to find the sources

4) Build a draft bibliography (10 points, due Friday 2/11):

This is where you find yourself in the historian’s nexus between your research and the accessible sources. Which key interpretative secondary works will you use to create a framework? Which primary sources are you likely to use to build answers? Are those primary sources available to you?

- 5) **Set up a Zotero folder for your project (10 points, due Friday 2/11):**
Zotero is a powerful citation and notetaking platform designed for historians. <https://www.zotero.org/> Download it – if you have not already – and prepare to use it. We will have an in-class Zotero workshop, in which you add your sources to your Zotero folder and create a bibliography from them during class time.
- 6) **Submit sample notes on a key secondary source (10 points, due Friday 2/18):**
Your note-taking methods are crucial to the success of your project. You will work with Turabian’s chapter four on “Engaging Your Sources” (pp. 38-50) to draw up two pages of highly effective notes on one of your key sources.
- 7) **Progress Report #1 (20 points, due Friday 2/18):**
Refine your question, strategy, and source list.
- 8) **Draft opening paragraph (20 points, due Friday 2/25):**
How will you draw your reader into your topic? It is helpful at this stage to get excited about your punchy opener!
- 9) **Progress Report #2 (20 points, due Friday 3/4):**
What have you found? Where have you looked? What do you still need?
- 10) **Progress Report #3 (20 points, due Friday 3/25):**
What is your working hypothesis? Tentative conclusion? What problems remain? What challenges do you face?
- 11) **Draft outline (40 points, due Friday 4/1):**
Create the structure for your argument. Prepare how you will organize and present you evidence. Create topic sentences.
- 12) **Rough draft of paper (30 points, due Friday 4/8):**
This is your formal prose draft of the final paper, as close to done as you can get it at this stage. You may still have gaps to fill in later. The rough draft should include most of the evidence you need for your argument.
- 13) **Finished paper (70 points, due Friday 4/22 by 5pm):**
Final paper will be about 12 pages, or 3500 words of text, plus the bibliography (i.e., bibliography does not figure into the 3500 word count). Submit the paper in MS word so I can make edits.

Your final grade will be calculated based on your percentage of earned points out of 300.

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

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

Week 1:	Orientation to Human Rights History
M, 1/10:	Introduction to course. Read the syllabus before class.
W, 1/12:	Weitz, Introduction
F, 1/14:	Weitz, ch. 1 “Empires and Rulers”

- Week 2: **New Sovereignties and Access to Rights**
 M, 1/17: *MLK Day: No Class*
 W, 1/19: Weitz, ch. 2 “Greece,” ch. 3 “America,” ch. 4 “Brazil”
 F, 1/21: Turabian, ch.1 (pp. 5-9) & pp. 134-5. Finding a Topic discussion.
- Week 3: **Conditional Access to Rights**
 M, 1/24: Weitz, ch. 5 “Armenians and Jews,” ch. 6 “Namibia”
 W, 1/26: Weitz, ch. 7 “Korea,” ch. 8 “The Soviet Union”
 F, 1/28: Turabian, ch. 2 (pp. 10-19). Problem statement: submit & discuss.
- Week 4: **National Belonging and Access to Rights**
 M, 1/31: Weitz, ch. 9 “Palestine and Israel,” ch. 10 “Rwanda and Burundi”
 W, 2/2: Weitz, conclusion, “Nation-States and Human Rights”
 F, 2/4: Turabian, ch. 2 (pp. 19-24). Research question and strategy. Writing Groups.
- Week 5: **Meanings and Functions of Rights**
 M, 2/7: Richardson-Little, Introduction and ch. 1 “Creating a Human Rights Dictatorship”
 W, 2/9: Richardson-Little, ch. 2 “Inventing Socialist Human Rights,” and ch. 3 “Socialist Human Rights on the World Stage”
 F, 2/11: Turabian, ch. 3 (pp.25-37). First bibliography. In-Class Zotero workshop.
- Week 6: **Dissent, Protest, and Human Rights**
 M, 2/14: Richardson-Little, ch. 4 “The Ambiguity of Human Rights from Below,” and ch. 5 “The Rise of Dissent and the Collapse of Socialist Human Rights”
 W, 2/16: Richardson-Little, ch. 6 “Revolutions Won and Lost,” and Conclusion
 F, 2/18: Turabian, ch. 4 (pp. 38-50). Progress Report #1. Sample Notes.
- Week 7: **Feminism, Sex, and Human Rights**
 M, 2/21: Srinivasan, preface through ch. 3 (pp. xi-91)
 W, 2/23: Srinivasan, ch. 4 through end (pp. 93-179)
 F, 2/25: Your punchy opening paragraph.
- From Week 8 out, we will focus entirely on your research and writing.
 - We will hold two required individual meetings during weeks 8 and 11, and then we will confer as needed.
 - Organize a set time each week to work together in your writing circles. Check-in.
- Week 8: **Research and Individual Meetings & Writing Circles**
 M, 2/28: Individual meetings – sign-up
 W, 3/2: Individual meetings – sign-up
 F, 3/4: Turabian, ch. 5 (pp. 51-65). Progress Report #2.
- Week 9: **Research & Writing Circles**
 M, 3/7: Confer as needed
 W, 3/9: Confer as needed
 F, 3/11: Confer as needed

Week 10: **Research**
M-F, 3/14-3/18: Spring Break!

Week 11: **Research & Writing Circles**
M, 3/21: Individual meetings – sign-up
W, 3/23: Individual meetings – sign-up
F, 3/25: Turabian, ch. 6 (pp. 66-74). Progress Report #3.

Week 12: **Research & Writing Circles**
M, 3/28: Confer as needed
W, 3/30: Confer as needed
F, 4/1: Turabian, ch. 7 (pp. 75-85). Submit draft outline.

Week 13: **Research & Writing Circles**
M, 4/4: Confer as needed
W, 4/6: Confer as needed
F, 4/8: Submit rough draft.

Week 14: **Research & Writing Circles**
M, 4/11: Read Turabian, chs. 9-12 (pp. 102-126) to prepare for revisions.
W, 4/13: Confer as needed
F, 4/15: Confer as needed

Week 15: **Revising and Submitting & Writing Circles**
M, 4/18: Confer as needed
W, 4/20: Confer as needed
F, 4/22: Papers due by 5pm.

Have a Great Summer!

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.

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.