

Topics in Transnational History: Human Rights

21:510:462

Spring 2016

Class Location: Engelhard Hall Room 213
Class Meeting Times: Tuesdays and Thursdays, 10:00-11:20
Professor: E. Eittreim
My Office: 313 Conklin Hall
Office Phone: 973-353-3823
Office Hours: before class by appointment or Tuesdays and Thursdays, 1:00-2:00
My Email: eittreim@rutgers.edu

Course Description:

This course analyzes the history of “human rights” and focuses on this transnational movement’s development over the course of the “long” twentieth and into the twenty-first century. Some attention will be paid to the various foundations of the modern human rights movement (including the influence of various religions, social justice movements, and political revolutions across the globe), although the majority of the course will focus on “human rights” as a modern phenomenon. Central themes of the course include universalism versus cultural relativity, the development of human rights discourse and practice, and the lived experiences of people who have helped to define and redefine the meaning of “human rights.” Throughout the course, issues concerning gender, sexuality, class, race, and structural power will be explored to inform both the history of the movement as well as contemporary human rights struggles.

In this class, students will apply analytic reading, writing, speaking, and research skills. They will critically analyze primary and secondary course readings in addition to news and media sources. Students will write social action and research papers about historic as well as contemporary human rights issues in addition to practicing informal and formal public speaking.

Course Requirements:

- 1) Attendance and regular class participation (in class discussion, activities, and note-taking during lectures).
- 2) Readings. You are expected to read assigned texts prior to class, take notes on ALL of these assigned readings, and bring your notes and readings to class. *Your notes for the readings will be checked (at random) throughout the semester to ensure that you are keeping up with the readings.* You will also be asked to select and post a reading (relevant to your research project) with the class.
- 3) Oral Presentations. You will present multiple oral presentations over the course of the semester.
- 4) Written Assignments. You will have one short writing assignment (2-3 pages) due on March 1 and a longer research paper (6-8 pages) due on date of scheduled final exam (TBD).
- 5) Current Events. You will be expected to read a newspaper regularly and find news items relevant to human rights to share with the class (either in class discussion or via Blackboard).

Grading:

Attendance	10%
Regular Class Participation	10%
Reading Notes	10%
Current Events	10%
Oral Presentation(s)	20%
Short Written Assignment	10%
Long Written Assignment	30%

Attendance/Tardiness:

Attendance is required. Class will begin on time. Habitual lateness is not acceptable and will be penalized. Do not take the course if you are unable to get to class on time. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused Absences: The Rutgers-Newark Undergraduate Catalog (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

Tardiness and Grade Penalties: Any student who is habitually late for class (five or more times over the course of the semester)—even if the student arrived within twenty minutes after the start of class—will receive a full grade reduction (from an “A” to “B,” for example). Lateness of twenty minutes or more counts as a half-absence and puts a student at risk of grade penalties (discussed below).

Attendance and Grade Penalties: Any student who misses four classes will receive a half grade reduction (from “B” to “C+,” for example). Any student who misses six classes will receive a full grade reduction (from “B” to “C,” for example). Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Late Writing Assignments:

Writing Assignments: Papers are due at the beginning of class on the dates indicated on the syllabus. For every class day that a paper is not turned in, the paper will lose a half grade reduction (from “B+” to “B,” for example). If turned in late on the due date (after class has begun), the paper will lose a half-grade reduction (from “B+” to “C,” for example).

Reading Notes: You are expected to take notes on ALL of the readings for the course. These notes will be checked several times at random over the course of the semester.

Technology and Class Environment:

Use of technology for personal use (texting, social media, etc.) during classtime is prohibited. Breaking this code of conduct will result in penalties, including dismissal from class and grade reductions (pertaining to class participation, attendance).

Members of the class are expected to create a “safe” learning space by speaking, listening, and engaging with one another in a respectful manner. It is important to both be present—

demonstrate that you are engaged in the class—and to consider others’ opinions and ideas regardless of whether they complement or challenge your own. Many of the topics are sensitive (i.e. torture, genocide) and it is important both to respect your own limits as a scholar as well as those of others.

Disabilities:

Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner to set up appropriate accommodations.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and ethical offense. It violates your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither given nor received any unauthorized assistance on this examination/assignment.”

Course Readings:

The following book is required for the course. It is available at New Jersey Books, 167 University Avenue (corner of University and Bleeker) and at the Rutgers University Book Store. It is also on two-hour reserve at Dana Library.

Required Book

Micheline R. Ishay, “Early Ethical Contributions to Human Rights,” *The History of Human Rights: From Ancient Times to the Globalization Era* (Berkeley: University of California Press, 2008). [Listed in Syllabus as “Ishay”]

Other Required Readings

The rest of the **required readings** can be accessed via Blackboard (blackboard.newark.rutgers.edu) and are indicated in the syllabus below as “BB.”

***In addition to the textbook (Ishay) and Blackboard readings listed on the syllabus, each student will be expected to choose and share one reading with the class (related to your research project). These student-selected (and professor approved) readings are also REQUIRED readings. These readings will be added to the syllabus on a weekly basis beginning in February.**

SYLLABUS

Tuesday January 19: Introduction

Thursday January 21: Visions

Reading: BB: Paul Gordon Lauren, "My Brothers and Sisters Keeper: Visions and the Birth of Human Rights," *The Evolution of International Human Rights: Visions Seen* 3rd ed. (Philadelphia: University of Pennsylvania Press, 2011), 5-42.

Tuesday January 26: Origins

Reading: Ishay, "Early Ethical Contributions to Human Rights," 15-61.

Thursday January 28: "West" versus "Non-West"?

Reading: BB: Jack Donnelly, "Markets, States, and "The West,"" and "Non-Western Conceptions of Human Rights," *Universal Human Rights in Theory and Practice* 2nd ed., (Ithaca: Cornell University Press, 2003), 57-88.

Tuesday February 2: The Enlightenment

Reading*: Ishay, "Human Rights and the Enlightenment: The Development of a Liberal and Secular Perspective on Human Rights," 63-116.

Thursday February 4: Inventions

Reading*: BB: Lynn Hunt, "Introduction: 'We hold these truths to be self-evident,'" and "Declaring Rights: 'They Have Set a Great Example,'" *Inventing Human Rights* (New York: W.W. Norton and Co., 2007), 15-34, 113-145.

Tuesday February 9: Consequences

Reading*: BB: Lynn Hunt, "The Consequences of Declaring: 'There Will Be No End of It,'" *Inventing Human Rights* (New York: W.W. Norton and Co., 2007), 146-175.

Thursday February 11: Rights for Whom?

Reading*: BB: Paul Gordon Lauren, "To Protect Humanity and Defend Justice: Early International Efforts," *The Evolution of International Human Rights: Visions Seen* 3rd ed. (Philadelphia: University of Pennsylvania Press, 2011), 43-78.

Tuesday February 16: Women's Rights

Reading*: BB: Clare Midgley, "British Women, Women's Rights and Empire, 1790-1850," and Nancy A. Hewitt, "Re-rooting American Women's Activism: Global Perspectives on 1848," in *Women's Rights and*

Human Rights: International Historical Perspectives (Palgrave, 2001), 3-15, 123-137.

Thursday February 18: Socialism

Reading*: Ishay, "Human Rights and the Industrial Age: The Development of a Socialist Perspective on Human Rights," 117-172.

Tuesday February 23: War, Revolution, Peace

Reading*: **BB:** Paul Gordon Lauren, "Entering the Twentieth Century: World Visions, War, and Revolutions," and "Opportunities and Challenges: Visions and Rights Between the Wars," *The Evolution of International Human Rights: Visions Seen* 3rd ed. (Philadelphia: University of Pennsylvania Press, 2011), 79-136.

Thursday February 25: Age of Genocide

Reading*: **BB:** Samantha Power, "*A Problem from Hell: America and the Age of Genocide*" (New York: Harper Perennial, 2002), xi-29.

Tuesday March 1: Naming Genocide

Paper 1 due at the beginning of class.

Reading*: **BB:** Samantha Power, "*A Problem from Hell: America and the Age of Genocide*" (New York: Harper Perennial, 2002), 30-60, 503-516.

Thursday March 3: War and Self-Determination

Reading*: Ishay, "The World Wars: The Institutionalization of International Rights and the Right to Self-Determination," 173-243.

Tuesday March 8: Stolen Generations

Reading*: **BB:** Victoria Haskins and Margaret D. Jacobs, "Stolen Generations and Vanishing Indians: The Removal of Indigenous Children as a Weapon of War in the United States and Australia, 1870-1940," *Faculty Publications, Department of History* (University of Nebraska Digital Commons, 2002), 227-241.

Thursday March 10: International New Deal

Reading*: **BB:** Elizabeth Borgwardt, "Introduction: Charting a New Course for Human Rights" and "Forging a New American Multilateralism," *A New Deal for the World: America's Vision for Human Rights* (Cambridge, MA: Belknap Press, 2005), 1-11, 46-86.

SPRING RECESS NO CLASS

Tuesday March 22: Creating a Modern Declaration

Reading*: **BB:** Mary Ann Glendon, "Madam Chairman: The Creation of the Human Rights Commission," "Every Conceivable Right: The Drafting Committee Begins Its Work," and "A Philosophical Investigation: The UNESCO Report," *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*, (New York: Random House, 2002) 21-34, 53-78.

Thursday March 24: The UDHR

Reading*: **BB:** Mary Ann Glendon, "The Declaration of Interdependence: A Close Look at the Declaration," *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*, (New York: Random House, 2002), 172-191.

BB: The Universal Declaration of Human Rights

Tuesday March 29: The Cold War and Beyond

Reading*: **BB:** William I. Hitchcock, "The Rise and Fall of Human Rights?: Searching for a Narrative from the Cold War to the 9/11 Era," *Human Rights Quarterly* 37 no. 1 (February 2015), 80-106.

Thursday March 31: Realizing Human Rights

Reading*: **BB:** Paul Gordon Lauren, "Transforming Visions into Reality: The First Fifty Years of the Universal Declaration," *The Evolution of International Human Rights: Visions Seen* 3rd ed. (Philadelphia: University of Pennsylvania Press, 2011), 227-266.

Tuesday April 5: Human Rights Beginnings?

Reading*: **BB:** Samuel Moyn, "Prologue" and "Death From Birth," *The Last Utopia: Human Rights in History* (Cambridge, MA: Belknap Press, 2010), 1-10, 44-83.

Thursday April 7: Decolonization

Reading*: **BB:** Meredith Terretta, "We Had Been Fooled into Thinking that the UN Watches over the Entire World": Human Rights, UN Trust Territories and Africa's Decolonization," *Human Rights Quarterly* 34, no. 2 (May 2012): 329-360.

Tuesday April 12 : NGOs: Torture

Reading*: **BB:** Sarah B. Snyder, "Exporting Amnesty International to the United States: Transatlantic Human Rights Activism in the 1960s," *Human Rights Quarterly* 34, no. 3(August 2012): 779-799.

Reading*: **BB:** William Schulz, "The Ticklish Case of a Ticking Bomb: Is Torture Ever Justified?" *Tainted Legacy: 9/11 And the Ruin of Human Rights* (New York: Thunder Mouth Press, 2003), 155-170. [CHUMAN]

Thursday April 14: Statelessness

Reading*: **BB:** UNHCR, "Special Report: Ending Statelessness Within 10 Years," and "I am Here, I Belong: The Urgent Need to End Childhood Statelessness"

Tuesday April 19: New Cultural Relativisms and Rights of Sexuality

Reading*: **BB:** Tom Zwart, "Using Local Culture to Further the Implementation of International Human Rights: The Receptor Approach," *Human Rights Quarterly*, 34 no. 2 (May 2012): 546-569.

BB: Yvonne Donders, Vincent Vleugel, "The Receptor Approach: A New Human Rights Kid on the Block or Old Wine in New Bags? A Commentary on Professor Zwart's Article in HRQ," *Human Rights Quarterly* 36, no. 3 (August 2014): 653-662.

BB: Dan Kuwali, "Battle for Sex?: Protecting Sexual(ity) Rights in Africa," *Human Rights Quarterly* 36, no. 1 (February 2014): 22-60.

Thursday April 21: Universal Human Rights?

Reading*: **BB:** Mary Ann Glendon, "Universality Under Siege" and "The Declaration Today," *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*, (New York: Random House, 2002), 221-241.

BB: Temma Kaplan, "Women's Rights as Human Rights: Grassroots Women Redefine Citizenship in a Global Context," *Women's Rights and Human Rights: International Historical Perspectives* (Palgrave, 2001), 290-308.

Tuesday April 26 - Violence Against Women

Reading*: **BB:** Anna Maedl, "Rape as Weapon of War in the Eastern DRC?: The Victims' Perspective," *Human Rights Quarterly* 33, no. 1 (February 2011): 128-147.

BB: Jodie G. Roure, "Gender Justice in Puerto Rico: Domestic Violence, Legal Reform, and the Use of International Human Rights Principles," *Human Rights Quarterly* 33, non. 3 (August 2011): 790-825.

Thursday April 28 (Last Day of Class) - Globalization

Reading*: Ishay, "Globalization and Its Impact on Human Rights," 245-313

Paul Farmer, "On Suffering and Structural Violence," *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (Berkeley: University of California Press), 29-50.

Paper 2 is due on the day of the schedule final exam (TBD).