HISTORY 201 - The Historian's Craft
A Global History of Human Rights in the 20th Century

University of Wisconsin-Madison
Fall 2023

Instructor: Paige E. Pendarvis (she/her) **Email:** ppendarvis@wisc.edu
Course Time: Wednesdays, 1:20-3:15pm
Class Location: 5257 Mosse Humanities Building
Office Hours: Thursdays, 2-4pm or by appointment
Office: 5269 Mosse Humanities Building or Zoom
Canvas site: https://canvas.wisc.edu/courses/376363

COURSE DESCRIPTION

What are human rights? What rights are human rights? Who is responsible for defending them? What projects and positions have revolutionaries, activists, international organizations, and governments justified in their name? Today, human rights are invoked by grassroots social movements, NGOs, national governments, and international institutions to demand individual rights, claim legitimacy for their actions and existence, and justify international intervention in sovereign states. But human rights have not always held such a privileged place in our contemporary world. This class will investigate why and how human rights rose to such prominence over the course of the 20th century. We will also examine how historians have accounted for the emergence of human rights and make our own contributions to these exciting scholarly debates. We will begin with the French and Haitian Revolutions in the late 18th century, abolitionist movements in the 19th century, and the rise of nationalism and minority rights in the early 20th century. We will focus on the second half of the 20th century where we

will explore how human rights came to structure international institutions like the United Nations and the International Criminal Court, and the historical events and processes that shaped their evolution. Throughout, we will pay particular attention to the social movements around the world that have shaped the history, including: survivors of the Armenian genocide, diplomats and politicians in the Global North, anti-colonial movements in sub-Saharan Africa, US Civil Rights, NGOs such as Amnesty international, movements to end female genital mutilation, dissidents in the Soviet Union and Eastern Bloc, and victims of torture under Pinochet's dictatorship in Chile, among others.

We will grapple with these questions and themes by analyzing a wide range of primary sources in addition to scholarship written by historians. This is a discussion-based seminar designed to support and challenge you as you work toward an original capstone project. Students will define their own historical questions, track down and analyze evidence, and contribute to contemporary discussions about human rights.

DIVERSITY AND INCLUSION

At UW-Madison diversity is a source of strength, creativity, and innovation. As a community, we value the contributions of each person and respect the ways that their identity, culture, background, experience, status, and abilities enrich life on and beyond campus. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. UW-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background, whether they are students, staff, or faculty.

All people have a right to be addressed and referred to in accordance with their personal identity. In this class you will have the chance to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

MENTAL HEALTH AND WELL-BEING

Students often experience stressors that can influence their academic experience and personal well-being. These may be mental health concerns, substance misuse, sexual or relationship violence, difficult family or friend circumstances, campus climate, financial matters, or may take other forms. I hope that you feel empowered to learn about and access UW-Madison's mental health services and/or other resources when needed. Please visit www.uhs.wisc.edu or call University Health Services at 608-265-5600 for more information.

All students have a right to feel safe and respected at UW-Madison. Unfortunately, sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). Friends of survivors are also encouraged to seek support. A list of resources can be found at www.uhs.wisc.edu/survivor-resources/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I recognize that it is a personal decision to disclose a disability. I encourage students with disabilities to contact the McBurney Disabilities Resource Center, which is UW-Madison's office for reviewing documentation provided by students with disabilities and for establishing accommodations in accordance with the Americans with Disabilities Act (ADA), Wisconsin state law, and university policies. I also ask that you inform me of any needs at the beginning of

the semester for two reasons: first, to make sure that you have the accommodations you need; second, so that I can let you know how glad I am that you are here. I promise to do what I can to accommodate whatever needs you may have and follow the recommendations made by the McBurney Center. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

LEARNING OBJECTIVES

Students will learn to:

1. Refine their skills in reading, analyzing, and critically engaging with primary and secondary sources.
2. Ask and answer informed questions about the past.
3. Understand how historians make history and why our understandings of the past change over time.
4. Evaluate historical arguments and assess existing historical debates, especially in the history of human rights.
5. Research and identify relevant primary and secondary sources to produce an original piece of historical scholarship.
6. Craft sophisticated analytical arguments and practice communicating those arguments through speech and in writing.

REQUIRED WORK AND ASSESSMENTS

The success of this seminar depends on you. Because our class is discussion based, your attendance and thoughtful, engaged, participation are essential. The main requirements for this course are class participation and a final capstone research project, which we will work toward throughout the semester.

Participation: 30%

Please come to each class prepared to engage with that week's readings as well as your classmates. Thoughtful, engaged participation is just as much about listening and asking questions as it is about sharing your own thoughts. Reading actively and taking thorough notes will ensure you are prepared for our discussions. You can miss one seminar meeting, no questions asked. If you need to miss more classes due to health issues (including mental health), work schedules, family responsibilities, religious holidays, etc., let me know so that we can make arrangements to ensure you don't miss anything.

Weekly Reading Responses: 10%

From weeks 2-11 of the course, you will submit a short reading response (1-2 paragraphs) , no more than 500 words) on Canvas. These responses are a place for you to begin to formulate thoughts and questions you may want to discuss in class. Please do not use any AI software to compose these responses. **These reading responses must be posted to Canvas by 11:59pm on Tuesday evenings.** Within the first four weeks of class, I will provide you with written feedback on one of your posts.

There are several options for your weekly reading responses:

- Answer one of the questions I post to Canvas—though I will not always post these each week
- Respond to one of your classmates' posts
- Analyze one of the week's primary sources

- Reflect on our readings: did something in our readings interest or surprise you? Did you find something confusing? Did you disagree with any of them?

Regardless of your choice, your response should make clear that you have completed and engaged all of the week's assigned readings. Please cite at least one primary or secondary source—just the page number is fine as long as it is clear what source you are citing.

Preparatory writing assignments (30%):

- **Two-page primary source analysis (5%):** Provide your interpretation of a primary source from the syllabus. *Due Monday, October 9 at 11:59pm via Canvas.*

- **Topic and Research Question (5%):** Submit a one paragraph explanation of the topic and possible research question that you plan to explore in your final paper. Why do you find this topic interesting or compelling? What do you hope to learn in your research? What kinds of primary sources could you potentially use in order to answer your research questions? This can be preliminary and it is fine if your topic and question change as you progress in your research. *Due by 11:59pm on Monday, October 30 via Canvas.*

- **Research Proposal and Outline (10%)**: Build on your research question to craft a research proposal and outline, including an annotated bibliography with at least two secondary sources and three primary sources that you will use to answer your research question. We will go over a more detailed prompt and rubric for this assignment later in the semester. *Due by 11:59pm on Friday, November 13 via Canvas.*

- **Peer review (10%):** Peer review is a crucial part of how historians make history. All scholarly books and articles must pass through a process of review by experts in the field before being published. But even before submitting scholarship to be considered for publication, historians rely on friends and colleagues for feedback on works in progress. You will be responsible for providing your peer review partner a 2-page written response to their rough draft, along with in-text edits and annotations. *Due in class on Wednesday, December 6.*

Capstone research project (30%):

- **Rough draft (5%):** You will be graded only on the completion of your rough draft. We will go over a more detailed prompt and rubric for this assignment later in the semester. Rough drafts will be returned with comments that should be addressed in your revisions. *Due by Friday, December 1 at midnight via Canvas.*

- **Oral presentation (5%)**: On the last day of class, you will prepare a 5-7 minute oral presentation on your capstone research project. I will provide further details later in the semester.

- **Capstone research paper (20%):** Build on your draft to complete an 7-10 page capstone paper, drawing on primary and secondary sources to answer an original research question of your choosing. To answer this question, you should engage ***at least*** 3-5 primary sources and 2-3 secondary sources. *Due by Monday, December 18 at 11:59pm via Canvas.*

Grade Breakdown
Class participation: 30%
Weekly reading responses: 10%
Preparatory writing assignments: 30%
- 2-page primary source analysis: 5%
- Topic and research question: 5%
- Research proposal and outline: 10%
- Peer review: 10%

Capstone research project: 30%
- Rough draft: 5%
- Oral presentation: 5%
- Research paper: 20%

Grading Scale
A (92.5+); AB (87.5-92.49); B (82.5-87.49); BC (77.5-82.49); C (69.5-77.49); D (69.49-60); F (below 60)

Deadlines, Extensions, and Late Work
If the requirements of your other classes, work, family responsibilities, health issues, or other concerns make it difficult to submit an assignment on time, you may request an extension on any graded assignment. I will grant all extension requests made **at least 24 hours in advance** of a deadline. I will evaluate requests for an extension made the day of or after an assignment on a case-by-case basis.

ACCESSING COURSE MATERIALS
All course materials can be found on our Canvas site. You do not need to purchase any materials for this class. If you encounter any difficulties accessing the technology needed to access Canvas or other course materials, please let me know as soon as possible.

IN-CLASS TECHNOLOGY
Please bring a copy of the week's reading to class with you. I will allow you to use computers to reference readings. Please bring a notebook, paper, and a pen or pencil to each class. During class, I ask that you take notes by hand and that you bring hard copies of your reading notes—whether typed and printed or handwritten. Ideally, our classroom will be as screen free as possible. Cell phones must be silenced and put away during class. Any other potentially distracting electronic devices (e.g. smart watches) should be silenced as well.

Because you are not asked to purchase materials for this class, I strongly encourage you to print hard copies of your readings, if possible. Though this is not a requirement, research has shown that information retention is greatest when reading a paper copy with a pen or pencil in hand. The same goes for taking notes in class.

REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION
During our weekly seminars I will facilitate discussion of our course materials and readings, provide direct instruction, and lead research and writing workshops. I will also provide regular written feedback on course assignments throughout the semester. In addition, students are encouraged to meet with me individually during my weekly office hours.

Office Hours: I will hold weekly office hours, when you can meet with me individually either in-person or via Zoom. Please sign up for a time slot here. If you can't attend my regularly scheduled office hours, please email me so we can find a time to meet. Office hours are a time where I can get to know a bit more about you and your interests and discuss anything related to the course and your work. As part of your participation grade, you are **required** to schedule a meeting with me by **Friday, September 22.** Please use this link to schedule: https://calendly.com/ppendarvis/september-meetings

Email: From Monday to Friday, I try to respond to all emails within 24 hours. If you have an urgent or time-sensitive issue to discuss, please include URGENT in the subject of your email.

ACADEMIC INTEGRITY

The most common causes of academic misconduct are not deliberate dishonesty but stress and uncertainty in the face of deadlines and mounting workloads. If you are having trouble managing the work for this course, please reach out. I would much rather work with you to mitigate work-related stress than learn you plagiarized or committed academic misconduct. My extensions policy is flexible and generous for this reason.

By enrolling in this course, you are agreeing to join UW-Madison's scholarly community and to uphold its high academic standards. Plagiarism or academic misconduct of any kind will not be tolerated and will be penalized according to university policy Academic misconduct is behavior that compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit such acts are examples of misconduct. I understand plagiarism as including—but not limited to—the following: using someone else's words or ideas without proper citation; copying from another text or source without the acknowledgment of that source; submitting work written by another person; and unauthorized use of artificial intelligence (AI) software, such as ChatGPT. If you are unsure what constitutes plagiarism or academic misconduct, please speak with me. For detailed information on student codes of conduct, please see: https://conduct.students.wisc.edu/academic-misconduct/

Artificial Intelligence (AI)

Please be aware that my policy on AI may be different from those of instructors for your other courses. There is no standard university-wide policy. I encourage you to think critically about text-generating AI software like ChatGPT. Outsourcing difficult intellectual labor to ChatGPT is the equivalent of having someone else go to the gym and work out for you. In the short term, your life might be easier and more comfortable but you are ultimately not building the intellectual muscles necessary for success in this and other courses. Rather than use AI software to brainstorm, I encourage you to speak with me about your ideas for assignments, bounce ideas off your classmates, or meet with a History Lab staff member. Text-generators like ChatGPT are notorious for producing incorrect or fabricated citations and references. You may consult ChatGPT as you would Wikipedia, knowing that it is not always a reliable source—in fact, I encourage you to use Wikipedia (I often do).

Under no circumstances can you submit text generated by AI as your own writing. If you submit AI-generated text for class assignments, I will consider that plagiarism.

COURSE DESIGNATIONS, ATTRIBUTES, AND REQUISITES

Designations: Gen-Ed: Communications Part B; Breadth: Humanities; Level: Intermediate; L&S Credit: Counts as Liberal Arts and Sciences credit in L&S
Requisites: Satisfied Communications A requirement
Credits: 3
Modality: In-person

Explanation of Credit Hours
The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (45 hours per credit, about 9 hours per week), which include our weekly seminars, course reading, written assignments, preparation for class discussions, individual meetings with the instructor, and other student work as described in the syllabus. Most weeks, you should plan to work at least 2 hours outside of the class for every hour in the classroom.

ADDITIONAL ACADEMIC RESOURCES

History Lab: The History Lab is the Department of History's writing center. Our graduate student staff offer expert, one-on-one advising for your projects (both in-person and virtually). Regardless of the stage of your project—choosing a topic, conducting research, outlining, drafting, revising—the History Lab staff will be able to help. Please visit the website for instructions on how to schedule an appointment or to find tips, guides, and other resources to help with assignments.

University Writing Center: Provides individual consultations, workshops, and online guides on all aspects of academic writing. http://www.writing.wisc.edu/

Greater University Tutoring Services: Provides study skills support and peer tutoring across academic subjects. https://guts.wisc.edu/

CLASS SCHEDULE

Week 1: Introduction to thinking like historians and why it's worth thinking historically about human rights
September 6
No readings this week

Workshop**:** Reading and notetaking strategies for historical research and writing.

Week 2: Revolutionary Rights and Their Exclusions
September 13
Readings

- Lynn Hunt, *Inventing Human Rights: A History*, pp. 15-34, 113-145
- Joan Scott, "French Feminists and the Rights of Man: Olympe de Gouges's Declarations," *History Workshop Journal* 28 (autumn 1989), pp. 1-21.
- Franklin W. Knight, "The Haitian Revolution and the Notion of Human Rights," *The Journal of the Historical Society* 3 (fall 2005), 391-416.
- The Declaration of the Rights of Man and of the Citizen (1789)
- Olympe de Gouges, "The Declaration of the Rights of Woman and of the Female Citizen" (1791)
- The Haitian Declaration of Independence (1804)

Workshop**:** What are primary and secondary sources? How do historians use them to write about the past?

Week 3: Human Rights, Humanitarianism, and the Abolition of Slavery
September 20
Readings

- Thomas L. Haskell, "Capitalism and the Origins of the Humanitarian Sensibility, Parts 1 and 2," in *The Antislavery Debate: Abolitionism as a Problem of Historical Interpretation*, ed. Thomas Bender), pp. 107-160.
- Philip Alston, "Does the Past Matter? On the Origins of Human Rights," *Harvard Law Review* 126, no. 7 (2013), pp. 2043–2081.
- Jenny S. Martinez, "The Slave Trade on Trial: Lessons of a great human rights-law success," *Boston Review*, September 1, 2007.

Workshop: What is historiography? How do historians use primary and secondary sources together to engage in scholarly debates about the past? How do we evaluate a historian's argument?

Week 4: Minorities, Nationalism, and Genocide in the Late 19th and Early 20th Centuries
September 27—**Meet at Memorial Library, Room 231**
Readings

- Eric Weitz, "From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions," *American Historical Review* vol. 113, no.5 (December 2008), pp. 1313-1343.

- Michelle Tusan, "'Crimes Against Humanity': Human Rights, the British Empire, and the Origins of the Response to the Armenian Genocide," *American Historical Review* vol. 119, no. 1(February 2014), pp. 47-77.

Workshop: How to find primary and secondary sources using the library website and online databases.

Week 5: The Universal Declaration of Human Rights and the Aftermath of the Second World War—A Rights Revolution?
October 4
Readings

- Mark Mazower, "The Strange Triumph of Human Rights, 1933-1950," *The Historical Journal* 47, no. 2 (2004), pp. 379-398.
- Marco Duranti, "The Holocaust, the Legacy of 1789, and the Birth of International Human Rights Law: Revisiting the Foundation Myth," *Journal of Genocide Research* 14, no. 2 (2012), pp. 159-186.
- Hannah Arendt, "The Perplexities of the Rights of Man," *Origins of Totalitarianism* (1951), pp. 380-396.
- Dorothy Canfield Fisher, *A Fair World for All: The Meaning of the Declaration of Human Rights*, illustrated by Jeanne Bendick (1952)
- United Nations Universal Declaration of Human Rights (1948)
- European Convention on Human Rights (ECHR), "Convention on the Protection of Human Rights and Fundamental Freedoms" (1950, 1952)
- Selections from WEB Dubois and NAACP petitions to the UN Human Rights Committee

Workshop: What makes an effective, compelling historical question, and how to craft your own.

2-page primary source analysis due by 11:59pm on Monday, October 9

Week 6: Decolonization and Human Rights in the 1950s and 1960s
October 11
Readings

- 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. 12 (May 2012), pp. 329-360.
- Samuel Moyn, "Why Anticolonialism Wasn't a Human Rights Movement," in *The Last Utopia: Human Rights in History* (2010), pp. 84-119.
- Adom Getachew, "From Principle to Right: The Anti-Colonial Reinvention of Self-Determination," in *Worldmaking after Empire: The Rise and Fall of Self-Determination*, pp. 71-106.
- Selections from Bandung Conference documents

Workshop: How to identify historical questions within historiography: what makes an effective, compelling historical question, and how to craft your own.

Week 7: The 1970s—A "Breakthrough" for Human Rights?
October 18

Readings

- Jan Eckel, "The Rebirth of Politics from the Spirit of Morality: Explaining the Human Rights Revolution of the 1970s," in *The Breakthrough: Human Rights in the 1970s*, eds. Samuel Moyn and Jan Eckel, pp. 226-259.
- Miranda Johnson, "Connecting Indigenous Rights to Human Rights in the Anglo Settler States: Another 1970s Story," in *Decolonization, Self-Determination, and the Rise of Global Human Rights Politics*, eds. A. Dirk Moses, Marco Duranti, and Roland Burke,. pp. 109-131.
- Michelle Carmody, "Making Human Rights Effective? Amnesty International, 'Aide and Trade,' and the Shaping of Professional Human Rights Activism, 1961-1983," *Humanity* vol. 11, no. 3 (winter 2020), pp. 280-297.
- British and East German documentaries on human rights abuses in Chile
- Selected Amnesty International publications

Workshop: How do we use different kinds of primary sources differently? What are the advantages and disadvantages of film, photographs, newspapers, government documents, novels, etc.?

Week 8: Human Rights behind the Iron Curtain—The Soviet Union and the Eastern Bloc
October 25
Readings

- Benjamin Nathans, "The Disenchantment of Socialism: Soviet Dissidents, Human Rights, and the New Global Morality," in *The Breakthrough: Human Rights in the 1970s*, eds. Samuel Moyn and Jan Eckel, pp. 33-48.
- Paul Betts, "Socialism, Social Rights, and Human Rights: The Case of East Germany," *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* vol. 3, no.3 (winter 2012), pp. 407-426.
- Jonathan Bolton, "Legends of the Underground," in *Worlds of Dissent: Charter 77, the Plastic People of the Universe, and Czech Culture under Communism*, pp. 115-152.
- Selections from the Helsinki Final Act (1975)
- Selections from Charter 77 documents
- Interview with a member of the Plastic People of the Universe

Workshop: How to create an annotated bibliography and how historiography can guide your research

Topic and research question due on Monday, October 30 at 11:59pm via Canvas

Week 9: "Crimes against Humanity" and the Problem of Enforcement
November 1
Readings

- Samantha Power, *A Problem from Hell: America and the Age of Genocide*, preface, pp. 475-516.
- Stephen Wertheim, "A Solution from Hell: The United States and the Rise of Humanitarian Interventionism, 1991–2003," *Journal of Genocide Research*, vol. 12, no. 3-4 (Sept.-Dec. 2010):149-72
- George F. Kennan "Morality and Foreign Policy," *Foreign Affairs* vol. 64, no. 2 (Winter 1985/86), pp. 205-18

- David Rieff, "The End of Human Rights," *Foreign Policy*, April 9, 2018

Workshop: How to create a research proposal

Week 10: The Origins of the Human Rights Movements in the United States
November 8—MEET AT THE WISCONSIN HISTORICAL SOCIETY
Readings

- Carol Anderson, "A 'Hollow Mockery': African Americans, White Supremacy, and the Development of Human Rights in the United States," in Cynthia Soohoo et al., eds., *Bringing Human Rights Home: A History of Human Rights in the United States*, pp. 68-99.
- Barbara Keys, "Managing Civil Rights at Home," in *Reclaiming American Virtue: The Human Rights Revolution of the 1970s*, pp. 32-47.
- Patrick William Kelly, "The Origins of American Human Rights Activism," in *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*, pp. 167-207.

Workshop: What is an archive? How did all those documents get there?

Research Proposal and Outline due on Friday, November 13 by 11:59pm via Canvas

Week 11: Between Universalism and Relativism: The Rights of Women and Girls in the in the Late 20th and Early 21st Centuries
November 15
Readings

- Kelly J. Shannon, "The Right to Bodily Integrity: Women's Rights as Human Rights and the International Movement to End Female Genital Mutilation, 1970s-1990s," in *The Human Rights Revolution: An International History*, eds. Akira Iriye, Petra Goode, and William I. Hitchcock, pp. 285-310
- Melanie Adrian, "France, the Veil, and Religious Freedom," *Religion, Society, and State* vol. 37, no.4 (2009), pp. 345-374.
- Geoffrey W.G. Leane, "Rights of Ethnic Minorities in Liberal Democracies: Has France Gone Too Far in Banning Muslim Women from Wearing the Burka?," *Human Rights Quarterly* vol. 33 no.4 (November 2011), pp. 1032-1061.
- Selections from Fran Hosken, *The Hosken Report: Genital and Sexual Mutiliation of Females* (1979)
- Minutes: 51:24 to 1:00:08 of "Neither Whores nor Submissive: The Burqa Ban in France"
- https://time.com/6049226/france-hijab-ban/
- https://www.vogue.com/article/france-hijab-ban-hoda-katebi-personal-essay

Workshop: How can we use our understanding and research about the past to understand and intervene in the present?

Week 12: Schedule 1:1 meeting to discuss your research project
NO CLASS on November 22
Sign up for a meeting with Paige (either in-person or Zoom) here:
https://calendly.com/ppendarvis/research-paper-meetings

Week 13: From Research Proposal to Draft

November 29
Workshop: How to use peer review to improve your drafts *and* how to provide productive feedback during the peer review process.

Paper drafts due to instructor and your peer review partner(s) by Friday, December 1 at midnight.

Week 14: Peer Review
December 6
Workshop: Peer review of paper drafts
Come to class ready to discuss your peer review partner's papers and ready to receive feedback.

Week 15: Research Presentations + Wrap-Up
December 13
Workshop: Come to class ready to present your research, arguments, and conclusions!

Final papers due by Monday, December 18 at 11:59pm via Canvas