

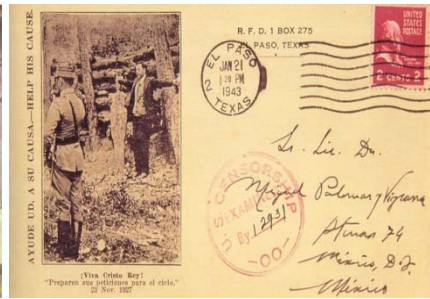
## HMNR 100/HITO 119, Human Rights: History and Theory

Winter 2009, Monday-Wednesday, 5-6:20 pm PCYNH 106

Ev Meade, Department of History

Office Hours: Wednesday, 1-3:00 p.m.

HSS 6044, [emeade@ucsd.edu](mailto:emeade@ucsd.edu)



Sixty years after the passage of the Universal Declaration of Human Rights, there's widespread agreement over what human rights *should be*. And yet, what human rights *are* – where they come from, how best to achieve their promise, and what they mean to people living through war, atrocity, and poverty – is more contentious than ever. These questions demand our attention. This course explores where human rights come from and what they mean by integrating them into a history of modern society, from the Conquest of the Americas and the origins of the Enlightenment, through the first World War and the rise of totalitarianism.

Torture and the mistreatment of prisoners are perhaps *the* prototypical human rights violations. They situate individuals at the mercy of the state (or those acting with state-like authority) in an abusive relationship, and many who suffer torture have first suffered other rights violations. Racial, ethnic, religious, and political 'others' play a disproportionate role as victims in the annals of torture; and torture victims predominate among the disappeared and extra-judicially executed. Torture is nearly universally proscribed in international law, it tops the short-list of 'non-derogable' rights in the international system – the core rights that cannot be violated, even during national crises and states of emergency – and it is the subject of specific monitoring bodies and professional organizations dedicated to its eradication.

The proscription of torture under international law grew out of the Enlightenment. Through many setbacks and inconsistencies – particularly in times of war and when applied in colonial contexts – the humane treatment of prisoners (of all sorts) became one of the bedrocks of the postwar human rights revolution, advancing steadily from 1948 to the present. And yet, in the year 2000, Amnesty International reported incidences of torture in more than one hundred countries, both rich and poor, Western and non-Western, democratic and dictatorial, and suggested that the practice was growing. Things have only heated up since the onset of the global “war on terror.” This paradox of proliferation strikes a recurrent theme across the field of human rights since at least the eighteenth century – with notable exceptions, while international human rights instruments and monitoring bodies have multiplied, so too have chronic violations and the regimes that perpetrate them. While lots of variation by regime, location, and period, and numerous progressive trajectories in terms of protecting basic human rights admittedly color the modern political landscape, the exceptions are striking.

What then are we to make of global human rights in the modern era? Can we simply label the monstrous regimes ‘outlaws’ or ‘atavisms’? Or, is there something inherent in the modern international system and inherently modern in their atrocities? Does it suffice to lament a lack of adequate enforcement mechanisms for human rights laws at the state and inter-state level?

Or, are there fatal contradictions built into the very mechanisms designed to enforce human rights? Are human rights merely aspirational, or symbolic – fluffy window dressing for a ‘real world’ of cold hard interests? When and how do certain human rights become norms that regulate, or at least influence human behavior, while others fail to transcend their existence on paper? How can we get a better handle on the trajectory of human rights as a body in modern society given the latter’s myriad contradictions? The relationship between the baseline of all human rights – human dignity and freedom – and the defining institution of modern society – the modern state, provides an invaluable point of departure. Tracking the development of this relationship over time should provide valuable points with which to chart a more accurate path for the development and meaning of global human rights over the same period. In this context, the case of torture is once again useful.

Michel Foucault begins *Discipline and Punish: The Birth of the Prison* with a gory, visceral scene of torture and execution from the mid eighteenth century. Seven chapters later, he juxtaposes an austere, antiseptic portrait of the modern prison of the late nineteenth century. Whereas the former situation immerses both victim and reader in horror, physical anguish, and ultimately spectacular death, the latter presents paranoia, internal anguish, and ultimately the solitary death of the soul, rather than the biological being – in his terms, the disciplining of the self, rather than the body. Foucault projects both extremes as archetypes of their respective societies.

While violent and cruel in its expiatory rituals, Foucault’s pre-modern (in his case pre-French/Industrial Revolutions) universe is also undeniably intimate, its sense of community and individuality as tangible as its tortures. Like the panoptic prison, Foucault’s modernity is impersonal, prophylactic, and anonymous; its power emanates from invisible normative structures that permeate the former intimacies of everyday life and cause people to discipline their behavior through constant guilt and suspicion.

Foucault’s rendering of modern society, written in 1975, while admittedly hyperbolic, represents a certain common sense in postwar social thought (even among those who disagree radically with Foucault on many, or even most matters). That is to say, the mechanized doom and destruction of the Holocaust and the nuclear age drove an entire generation of scholars and public intellectuals to develop models of society that drastically curtailed individual agency in human events, and held out little hope for the emancipatory power of modern institutions, chiefly the state. Even among those in the New Left and elsewhere who sought to revive and rescue individual agency from the social theorists, the modern state and its clients often served as the burning buildings from which human agency needed rescuing.

The same basic impulse – the man-made mass death and tyranny of the mid twentieth century – drove a generation of lawyers and statesmen to create international legal instruments to curtail the agency of states, in protection of the basic rights of individuals. What we call the global “human rights revolution” was thus born out of the ashes of World War II. Despite the importance of this historical moment, however, and the fact that similar human rights catastrophes both preceded and followed the foundation of the new international system, human rights practice and theory continue to assume an evolutionary model from the Enlightenment to the present, rooted largely in the methodology of legal research. And, the periodization makes some sense – one can plainly trace a general and self-conscious chronology of the progressive establishment of international human rights principles and instruments from the late eighteenth century to the present; and it is rather easy to document. However, as suggested in the case of torture above, when confronted with the simultaneous development of increasingly abusive practices and regimes, the implied locomotive of

progress chugging through most of the existing human rights literature leaves one wondering what human rights really mean, how they have shaped modern history, and what role they play in the contemporary world; or, simply, how to incorporate in any kind of intellectually rigorous manner all of the reports of abuses in particular regimes and derogations of international law in the same human rights literature, and the vast historical and social scientific literatures investigating these issues in broader relief. Whether or not Foucault's broader generation of social thinkers and their descendants are right in their skeptical assessment of modern institutions, the fundamental questions that they have asked of modern society and its development since the Age of Revolution offer a much more holistic understanding than standard legal histories – one that helps us to account for the setbacks and crises, as well as the triumphs of global human rights over the last two hundred years.

Rather than a strict legal or intellectual history, this course will present an events-based approach to the development of what we now call “human rights.” We will certainly review many of the standard philosophical and legal treatises that most human rights textbooks cite as “origins” of the contemporary international system, but the texts themselves will take a back seat to the historical contexts in which they were produced, disseminated, and interpreted. This should help us to de-center human rights a bit, both geographically and spatially, such that the field is something greater than a subset of European history, and thus help us to deal with the relationship between the definition of rights and their violation without resorting to stale tropes like ‘the lack of enforcement,’ ‘corruption,’ ‘cultural barriers,’ etc. Defining human rights as they are, or have been in historical context, rather focusing on what they could have or should have become, will allow us to sidestep questions about their putative success or failure. It's not that these and other cognate questions are not important – most of us are interested in studying human rights precisely because we want to understand how to expand and protect human freedom. The problem is that framing the question in terms of success or failure and focusing on nominal “human rights” limits the kinds of answers that we can offer and favors narrowly-tailored notions of the outcome of events, excluding alternative chronologies, spatial arrangements, and value systems. Instead, we will use a definition of human rights *in practice* as a lens through which to ask much broader question about the relationship between modern society and human freedom.

Of course, concepts of modernity and modernization are fraught with geographic, cultural, and temporal biases of their own, as Foucault and others have explored from many different perspectives. Without adopting any particular school of thought or theoretical bent, we can take from critics of modernity an intense focus on the distribution and exercise of power in society. This focus happens to be one of, if not the central limits question in theories of human rights. If we borrow the preoccupation with power and a rough chronology of the shifting contours of the distribution of power in society over what historians have defined as the modern period, and overlay standard human rights chronologies, the gaps and tension between them should open some interesting spaces for defining human rights in practice.

Within this chronology, three situations related to power will be paramount to defining human rights in practice: 1) the ways in which people have born witness and denounced atrocities, playing close attention to the way in which they structure their claims, and the publics that receive and interpret these claims; 2) situations in which people end up at the mercy of others, and post-facto attempts to regulate these situations in the future; and 3) the revolutionary's dilemma, or situations in which a group forcibly imposes changes on an unwilling other in the name of their fundamental rights and well-being.

## Goals

While I hope that everyone who takes this course will achieve a good general knowledge of global human rights and how they have developed over time, my primary goal is to help you to cultivate your critical thinking skills, and more specifically, to teach you how to use human rights as a lens through which to examine social relationships, and the social scientific and humanistic tools developed in the study of modern society as a lens through which to examine human rights dilemmas. You can always jump on the internet and look up when the Red Cross was founded, who took which side in the drafting of the Universal Declaration of Human Rights, or whether or not television appearances by POWs constitute violations of international law. Explaining how, why, and what such events mean is a much more difficult task. The decisive moments in this learning process will likely arise not so much in lectures and discussions as when you set about to thinking and writing.

We will dedicate a lot of time to student writing projects, and we will constantly encourage you to cultivate analyses of human rights issues sustained on good social scientific and historical inquiry rather than mere moral indignation. And when you get it, you will *really* get it, developing expertise in particular areas beyond that of your instructors, myself included. The best courses are often not those that present the most information, but those that change the way that you think and stick with you for the long haul.

## Grading

Review Essays = 1/3

Document Analysis = 1/3

Timeline = 1/3

## Writing Assignments

There are five writing assignments for this course, two review essays, two document analyses, and your contribution to a human rights timeline.

## Review Essays

For the review essays, you may choose any scholarly work that addresses a “human rights question.” Any of the readings assigned below or any outside texts should work, so long as they address a human rights question from a scholarly perspective. In general, this would include anything written by a professional researcher or academic (in any discipline), which includes footnotes or some other kind of formal documentation.

Your review essays should be 3-4 pages long, double-spaced, in 12 pt. font with 1 inch margins. Do not exceed four pages. Please use parenthetical citation rather than footnotes; you only need to include a “works cited” page if you cite more than one source.

## Document Analyses

Choose an historical document and write an essay analyzing how it addresses an important human rights question. Feel free to define “document” as broadly as you like here – novels, paintings, poems, photographs, etc. are just as valid as constitutions, legal opinions, and declarations. Just make sure that the document addresses a human rights question, and your essay makes an argument as to how it addresses that question, and why it’s answer is significant.

We will evaluate your papers based on the novelty of your choice of document and approach to that document, and the general clarity and quality of your essay. We will not penalize you for choosing something that is already part of the human rights cannon, such as the Declaration of the Rights of Man and Citizen. In fact, we encourage you to read and write about these documents. In this case, the novelty or innovation will come in the form of the question you choose to ask of the document.

Your document analyses should be 3-4 pages long, double-spaced, in 12 pt. font with 1 inch margins. Do not exceed 4 pages. Please use parenthetical citation rather than footnotes; you only need to include a works cited page if you cite more than one source.

All of the writing assignments are due on Fridays, by 5:00 p.m. (See the specific dates below). Please submit all of your work electronically, via WebCT. Submit your papers on time. Please do not ask for extensions – no exceptions. There are too many assignments this quarter for us to keep track of late work. If you're running late or catastrophe arises, please submit something on time, and submit a revised draft ASAP. We may penalize or reject late papers, but you will have a much better chance of getting full credit if you submit something on time.

*\*If you decide to work with a particularly long text or document for either set of assignments, you may write about the same material more than once, so long as you ask a different question of the material for each individual assignment.*

### **Human Rights Timeline**

This course explores where human rights come from, what they mean, and how these processes have developed over time. We want you to help us contribute to this conversation and to the building of a human rights program here at UCSD. To this end, as a group, we will compose a master timeline to help us to conceptualize the history of Human Rights before the Universal Declaration (1948). Because our timeline will precede the contemporary human rights regime, many of the entries will not use the specific language of “human rights” (as established by the UDHR and subsequent documents). In this way, every individual entry or set of entries will imply an argument about what *should* count as a component of the origins of contemporary human rights. Furthermore, by using the rubric of “origins” and proposing to construct a “history” of human rights, our timeline will not be restricted to people, events, and documents which tried to define and protect human rights, but also the things that provoked these efforts and their violation – war, atrocity, exploitation, etc.

Each of you will choose a specific theme and a period of time – we will post a first-come-first-serve sign-up sheet on WebCT early in the quarter. Your contribution to the timeline will consist of at least 25 entries, and a brief explanatory essay. Each entry should include a precise date (or date range) and a brief description including, the definition of any special terms. Ideally, you will divide your entries into macro and micro demarcations, such that your timeline will identify smaller sets of events and progressions within larger phenomena, and provide several different levels of analysis. Your essay will explain how the entries on your timeline contribute to our understanding of the origins of contemporary human rights. (Hint: Follow the guidance above for the other writing assignments on the development of a “human rights question.”) Your essay should be 3-4 pages, double-spaced. Please do not exceed 4 pages.

As with other databases, good chronologies also have a relational dimension. To this end, we will post the list of who is working on which part of the timeline.

We also invite collaboration, both in form and content. For example, if a group of you can develop a common form for entering the data from your timelines, such that you (or a third-party user) can generate overlapping timelines, or timelines that isolate specific kinds of events (documents, people, phenomena, etc) in different places, this would be wonderful and we will reward you for your creativity.

At the same time, if you prefer to treat your contribution to the timeline strictly as a writing project, or even as a work of art, that will be fine as well, and we will evaluate your project according to the appropriate qualitative metric.

Whatever else you do, you must turn in a text version of your contribution to the timeline, including 25 original entries and an explanatory essay. Feel free to use published timelines, textbooks, and any other sources in preparing your entries, but you must footnote these sources, and all entries should be in your own words. \*If your project includes an interactive or graphic component, please integrate this into your explanatory essay, and include any user instructions along with your submission.

### **Important Dates**

Monday, January 12 – Optional Writing Workshop on Review Essays

Friday, January 23 – Review Essay #1 Due

Monday, January 26 – Optional Writing Workshop on Document Analyses

Friday, February 6 – Document Analysis #1 Due

Friday, February 20 – Review Essay #2 Due

Monday, March 2 – Optional Writing Workshop on Human Rights Timeline

Friday, March 13 – Document Analysis #2 Due

Friday, March 20 – Final Contributions to Timeline Due

### **Extra Credit**

If you attend four of the events from the list of “Human Rights Activities and Events, Winter 2008” *and* submit a concise (100-150 words) written explanation of its relevance to this class, you will earn a ½ grade bonus on your final grade. In order to reward you for participating, but also keep things simple, this is the only extra credit that we will grant, and it is an all-or-nothing proposition. Please make your submissions via the Extra Credit section of our WebCT page.

### **Week #1**

#### **Human Rights as History**

Monday, January 5

#### **To Bear Witness, But for Whom?**

#### **Human Rights as Image and Public**

#### **Reference Materials:**

1. Robert Hughes, *Goya* (New York: Alfred A. Knopf, 2006).
2. Juliet Wilson-Bareau, *Manet, The Execution of Maximilian: Painting, Politics and Censorship* (London: National Gallery Publications/Princeton University Press, 1992).
3. Pete Hamill Ed., *Mexico: The Revolution and Beyond* (New York: Aperture, 2005).
4. Susan Sontag, *Regarding the Pain of Others* (New York: Farrar, Strauss and Giroux, 2003).
5. Ian Patterson, *Guernica and Total War* (London: Profile, 2007).

Wednesday, January 7

## **Sadism as Synchronicity, or Do the Basics Ever Change? Torture and Capital Punishment from Socrates to Sadam**

### **Reading:**

1. James Ross, "A History of Torture," from *Torture: Does it Ever Make Us Safer? A Human Rights Perspective*, Kenneth Roth and Minky Worden Eds. (New York: The New Press/Human Rights Watch, 2005), 3-17. [WebCT]
2. Michel Foucault, *Discipline and Punish: The Birth of the Prison*, Sheridan Trans. (New York: Vintage, 1971), 3-16. [WebCT]
3. Jeremy Mercer, *When the Guillotine Fell: The Bloody Beginning and Horrifying End to France's River of Blood, 1791-1977* (New York: St. Marten's Press, 2008), 1-4, 12-13. [WebCT]

### **Reference Materials:**

1. Roger Hood and Carolyn Hoyle, *The Death Penalty: A Worldwide Perspective, Fourth Edition* (Oxford: Oxford University Press, 2008).
2. William A. Schabas, *The Abolition of the Death Penalty in International Law, Third Edition* (Cambridge: Cambridge University Press, 2002). UC e-library, Stable URL: <http://site.ebrary.com/lib/ucsd/Doc?id=10069960>
3. Stuart Banner, *The Death Penalty: An American History* (Cambridge: Harvard University Press, 2003). ACLS Humanities e-book, Stable URL: <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;iidno=heb05192>
4. Victor Hugo, *The Last Day of a Condemned Man* (London: Hesperus Press, 2002).
5. Cesare Beccaria, *Essay on Crimes and Punishments* (1764). [\*Several electronic versions of this text are available via the UCSD library, and our WebCT page]. Early American Imprints, Stable URL: <http://uclib.org/PID/65778>
6. Randall McGowen, "Civilizing Punishment: The End of Public Execution in England," *Journal of British Studies*. Vol. 33, no. 3 (July 1994). Stable URL: <http://www.jstor.org/stable/176073>

## **Week #2**

### **Empathy and Empire: Human Rights and the Revolutionary's Dilemma**

Monday, January 12

\*Optional Writing Workshop After Class

### **The Destruction of the Indies and the Limits of Charity**

### **Readings:**

1. Bertolomé de las Casas, *An Account, Much Abbreviated, of the Destruction of the Indies*, Franklin W. Knight Ed., Andrew Hurley Trans. (Indianapolis: Hackett Publishing, 2003). \*Please refer to the print edition; the online editions are valuable, but fragmented.  
[http://eebo.chadwyck.com/search/full\\_rec?SOURCE=pgimages.cfg&ACTION=ByID&ID=V53024](http://eebo.chadwyck.com/search/full_rec?SOURCE=pgimages.cfg&ACTION=ByID&ID=V53024)  
[http://eebo.chadwyck.com/search/full\\_rec?SOURCE=pgimages.cfg&ACTION=ByID&ID=V57864](http://eebo.chadwyck.com/search/full_rec?SOURCE=pgimages.cfg&ACTION=ByID&ID=V57864)

### **Reference Materials:**

1. Patricia Seed, "Commentary. 'Are These Not Also Men?': The Indians' Humanity and Capacity for Spanish Civilisation," *Journal of Latin American Studies*, Vol. 25, No. 3 (Oct., 1993), 629-652. Stable URL: <http://links.jstor.org/sici?sici=0022-216X%28199310%2925%3A3%3C629%3A%27TNAMT%3E2.0.CO%3B2-3>
2. David Brading, *The First America. The Monarchy, Creole Patriots and the Liberal State, 1492-1867*. (Cambridge: Cambridge University Press, 1990), 59-101.

- Lewis Hanke, "More Heat and Some Light on the Spanish Struggle for Justice in the Conquest of America," *The Hispanic American Historical Review*, Vol. 44, No. 3 (Aug., 1964), 293-340. Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28196408%2944%3A3%3C293%3AMHASLO%3E2.0.CO%3B2-Y>
- \_\_\_\_\_, "A Modest Proposal for a Moratorium on Grand Generalizations: Some Thoughts on the Black Legend," *The Hispanic American Historical Review*, Vol. 51, No. 1. (Feb., 1971), 112-127. Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28197102%2951%3A1%3C112%3AAMPFAM%3E2.0.CO%3B2-F>
- Benjamin Keen, "Notes and Comments: The Black Legend Revisited: Assumptions and Realities," *The Hispanic American Historical Review*, Vol. 49, No. 4 (Nov., 1969), 703-719. Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28196911%2949%3A4%3C703%3ATBLRAA%3E2.0.CO%3B2-0>
- \_\_\_\_\_, "The White Legend Revisited: A Reply to Professor Hanke's "Modest Proposal"," *The Hispanic American Historical Review*, Vol. 51, No. 2 (May, 1971), 336-355. Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28197105%2951%3A2%3C336%3ATWLRAR%3E2.0.CO%3B2-8>

Wednesday, January 14

## Empathy and Modernity

### Readings:

- Lynn Hunt, *Inventing Human Rights: A History* (New York: W.W. Norton, 2007), 35-112 [WebCT].
- Frans M. B. de Waal, "The Evolution of Empathy," *Greater Good* (Fall/Winter 2005), 6-9. Stable URL: [http://greatergood.berkeley.edu/greatergood/archive/2005fallwinter/FallWinter0506\\_deWaal.pdf](http://greatergood.berkeley.edu/greatergood/archive/2005fallwinter/FallWinter0506_deWaal.pdf)

### Reference Materials:

- Francisco de Vitoria, *Refection on Homicide*, Stable URL: <http://roger.ucsd.edu/record=b5810969~S9>
- Hugo Grotius, *On the Law of War and Peace/De Jure Belli ac Pacis* (1625), Stable URL: <http://www.constitution.org/gro/djbp.htm>; or Permanent link for this record: <http://roger.ucsd.edu/record=b5039504~S9>
- Thomas Hobbes, *Leviathan* (1651), Stable URL: <http://roger.ucsd.edu/record=b5808424~S9>
- Voltaire, *Philosophical Dictionary* (1764), Stable URL: <http://roger.ucsd.edu/record=b4902018~S9>
- John Locke, *A Letter Concerning Toleration* (1763), Stable URL: <http://roger.ucsd.edu/record=b5055634~S9>
- Richard Shelly Hartigan, "Francesco de Vitoria and Civilian Immunity," *Political Theory*, Vol. 1, No. 1 (Feb., 1973), 79-91. Stable URL: <http://links.jstor.org/sici?sici=0090-5917%28197302%291%3A1%3C79%3AFDVACI%3E2.0.CO%3B2-B>
- Steven Forde, "Hugo Grotius on Ethics and War," *The American Political Science Review*, Vol. 92, No. 3 (Sep., 1998), 639-648. Stable URL: <http://links.jstor.org/sici?sici=0003-0554%28199809%2992%3A3%3C639%3AHGOEAW%3E2.0.CO%3B2-M>

## Week #3

### From Natural Slaves to Noble Savages, *El Populacho* to *El Pueblo*: Modern Tyranny and The Age of Revolution

Monday, January 19 – No Class, Martin Luther King Jr. Day

Wednesday, January 21

## Governance and Rights

### Readings:

- Hannah Arendt, *On Revolutions* (New York: Penguin, 2006), 10-58.



- Josefina Zoraida Vazquez, "The Mexican Declaration of Independence." *The Journal of American History*, Vol. 85, No. 4 (Mar., 1999), 1362-1369. Stable URL: <http://links.jstor.org/sici?sici=0021-8723%28199903%2985%3A4%3C1362%3ATMDOI%3E2.0.CO%3B2-Z>

## Reference Materials

### Documents:

- The Declaration of Independence (1776), Stable URL: <http://www.access.gpo.gov/su%5Fdocs/dpos/coredocs.html>
- The U.S. Constitution (1787), (Preamble and Bill of Rights) Stable URL: <http://www.access.gpo.gov/su%5Fdocs/dpos/coredocs.html>
- The Declaration of the Rights of Man and Citizen (1789), Stable URL: <http://historicaltextarchive.com/sections.php?op=listarticles&secid=12>
- Maximilian Robespierre, *On the Festival of the Supreme Being* (1794), Stable URL: <http://www.historyplace.com/speeches/robespierre.htm>
- El Grito de Dolores* (English) (1810), Stable URL: <http://historicaltextarchive.com/sections.php?op=viewarticle&artid=551>
- El Plan de Iguala* (English) (1821), Stable URL: <http://historicaltextarchive.com/sections.php?op=viewarticle&artid=538>
- Federal Constitution of the United Mexican States (1824). Stable URL: <http://www.law.utexas.edu/constitutions/text/1824index.html>

### Secondary Literature:

- Bernard Bailyn, "Political Experience and Enlightenment Ideas in Eighteenth-Century America," *The American Historical Review* Vol. 67, No. 2 (Jan., 1962), 339-351. Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28196201%2967%3A2%3C339%3APEAEII%3E2.0.CO%3B2-N>
- Gordon S. Wood, "Rhetoric and Reality in the American Revolution," *The William and Mary Quarterly*, 3rd Ser., Vol. 23, No. 1 (Jan., 1966), 3-32. Stable URL: <http://links.jstor.org/sici?sici=0043-5597%28196601%293%3A23%3A1%3C3%3ARARITA%3E2.0.CO%3B2-M>
- Elise Marienstras and Naomi Wulf, "French Translations and Reception of the Declaration of Independence," *Journal of American History*, Vol. 85, No. 4 (Mar., 1999), 1299-1324. Stable URL: <http://www.jstor.org/stable/2568254>
- Jeremy Jennings, "The Declaration des droits de l'homme et du citoyen and Its Critics in France: Reaction and Ideologie," *The Historical Journal*, Vol. 35, No. 4 (Dec., 1992), pp. 839-859. Stable URL: <http://links.jstor.org/sici?sici=0018-246X%28199212%2935%3A4%3C839%3ATDDDDL%3E2.0.CO%3B2-N>
- François Furet, *Interpreting the French Revolution*, Elborg Forster Trans. (Cambridge: Cambridge University Press, 1981), 1-31.
- Michael Scott Christofferson, "An Antitotalitarian History of the French Revolution: Francois Furet's "Penser la Revolution francaise" in the Intellectual Politics of the Late 1970s," *French Historical Studies*, Vol. 22, No. 4 (Autumn, 1999), 557-611. Stable URL: <http://links.jstor.org/sici?sici=0016-1071%28199923%2922%3A4%3C557%3AAAHOTF%3E2.0.CO%3B2-1>
- Roger Chartier, *The Cultural Origins of the French Revolution* (Durham: Duke University, 1991), 3-20.
- \_\_\_\_\_. *The Cultural Uses of Print in Early Modern France*, Cochrane Trans. (Princeton: Princeton University Press, 1987). Stable URL: <http://roger.ucsd.edu/record=b2489642~S9>
- Jaime Rodríguez O., *The Independence of Spanish America* (Cambridge: Cambridge University, 1998), 1-35.
- Eric Van Young, *The Other Rebellion. Popular Violence, Ideology, and the Struggle for Mexican Independence, 1810-1821* (Stanford: Stanford University, 2001), 39-67. Stabel URL: <http://roger.ucsd.edu/record=b5818285~S9>
- François Xavier Guerra, "The Spanish-American Tradition of Representation and its European Roots," *Journal of Latin American Studies*, 26, No. 1 (February 1994), 1-35. Stable URL: <http://links.jstor.org/sici?sici=0022-216X%28199402%2926%3A1%3C1%3ATSTORA%3E2.0.CO%3B2-U>

*\*Friday, January 23 – Review Essay #1 Due*

Week #4

**De-Centering Human Rights:  
Colonialism, Cultural Relativism, and Social History**

Monday, January 26

**Madame Guillotine and the Black Jacobins:  
The Contradictory Cultural Lives of the Revolution**

**Readings:**

1. C. L. R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, Second Ed. (New York: Vintage, 1989), 3-162.

**Reference Materials:**

1. Daniel Gerould, *Guillotine: Its Legend and Lore* (New York: Blast Books, 2002).
2. Charles Dickens, *A Tale of Two Cities* (New York: Modern Library, 1996). Stable URL: <http://roger.ucsd.edu/record=b5796634~S9>
3. William H. Sewell Jr., "Historical Events as Transformations of Structures: Inventing Revolution at the Bastille," *Theory and Society*, Vol. 25, No. 6 (Dec., 1996), 841-881. Stable URL: <http://links.jstor.org/sici?sici=0304-2421%28199612%2925%3A6%3C841%3AHEATOS%3E2.0.CO%3B2-Y>
4. Arno Mayer, *The Furies. Violence and Terror in the French and Russian Revolutions*. (Princeton: Princeton University Press, 2000), 171-225. Stable URL: <http://roger.ucsd.edu/record=b5817336~S9>
5. Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge, Mass.: Belknap/Harvard University Press, 2004).

Wednesday, January 28

**Widow Burning and the Remarkable Durability of the Indian Spleen:  
Cultural Relativism and Racial Hierarchy**

**Readings:**

1. Jordanna Bailkin, "The Boot and the Spleen: When Was Murder Possible in British India?" *Comparative Studies in Society and History* Vol. 48, No. 2 (April, 2006), 462-93. Stable URL: [http://journals.cambridge.org/download.php?file=%2FCSS%2FCSS48\\_02%2FS001041750600017Xa.pdf&code=3a9ef64c55da03706ca4bcf617ba24df](http://journals.cambridge.org/download.php?file=%2FCSS%2FCSS48_02%2FS001041750600017Xa.pdf&code=3a9ef64c55da03706ca4bcf617ba24df)
2. Anupama Rao, "Problems of Violence, States of Terror: Torture in Colonial India," *Economic & Political Weekly*, Vol. 36, No. 43 (Oct. 27 –Nov. 2, 2001), 4125-4133. Stable URL: <http://www.jstor.org/stable/4411302>
3. Carolyn Conley, "The Agreeable Recreation of Fighting," *Journal of Social History*, Vol. 33, No. 1 (Autumn, 1999), 57-72. Stable URL: <http://www.jstor.org/stable/3789460>
4. Raja Rammohan Roy: A Second Conference Between an Advocate for, and An Opponent of the Practice of Burning Widows Alive (1820), Stable URL: [http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/roy.html](http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/roy.html)
5. William Bentinck, *On Ritual Murder in India* (1829), Stable URL: <http://www.fordham.edu/halsall/mod/1829bentinck.html>

**Background on the British in India:**

Barbara D. and Thomas R. Metcalf, *A Concise History of Modern India, 2<sup>nd</sup> Edition* (Cambridge: Cambridge University Press, 2006), 55-121. [WebCT].

### Reference Materials:

1. Jack Donnelly, "Cultural Relativism and Universal Human Rights," *Human Rights Quarterly*, Vol. 6, No. 4 (November 1984), 400-420. Stable URL: <http://pao.chadwyck.co.uk/PDF/1230963087230.pdf>
2. William Dalrymple, *The Last Mughal: The Fall of a Dynasty, Delhi, 1857* (London: Bloomsbury, 2006).
3. Anne Hardgrove, "Sati Worship and Marwari Public Identity in India," *The Journal of Asian Studies*, Vol. 58, No. 3 (Aug., 1999), 723-752. Stable URL: <http://links.jstor.org/sici?sici=0021-9118%28199908%2958%3A3%3C723%3ASWAMPPI%3E2.0.CO%3B2-K>
4. Dorothy Stein, "Burning Widows, Burning Brides: The Perils of Daughterhood in India," *Pacific Affairs*, Vol. 61, No. 3 (Autumn, 1988), 465-485. Stable URL: <http://links.jstor.org/sici?sici=0030-851X%28198823%2961%3A3%3C465%3ABWBBTP%3E2.0.CO%3B2-U>
5. Nicholas B. Dirks, "Constructing Colonial Culture. The Policing of Tradition: Colonialism and Anthropology in Southern India," *Comparative Studies in Society and History*, Vol. 39, No. 1 (Jan., 1997), 182-212. Stable URL: <http://links.jstor.org/sici?sici=0010-4175%28199701%2939%3A1%3C182%3ATPOTCA%3E2.0.CO%3B2-W>

### Week #5

### *Inhuman Bondage, Race, Slavery and Citizenship*

Monday, February 2

### Slavery and Abolition in the Anglophone World

#### Readings:

1. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford: Oxford University Press, 2006), 12-26, 193-230, 250-67.

#### Reference Materials:

#### Documents/Testimonial:

1. Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or, Gustavus Vassa, The African Written by Himself* (New York: Modern Library, 2004). Stable URL: <http://roger.ucsd.edu/record=b5802009~S9>
2. Sterling Lecater Bland Jr., Ed., *African American Slave Narratives: An Anthology* (3 Volumes) (Westport, Conn.: Greenwood Press, 2001). Stable URL: <http://roger.ucsd.edu/record=b5800235~S9> ; <http://roger.ucsd.edu/record=b5800132~S9> ; <http://roger.ucsd.edu/record=b5800109~S9>
3. [\*A number of electronic collections available through the UCSD library deal with the *Amistad* case] John Warner Barber, *A History of the Amistad Captives* (Chapel Hill: The University of North Carolina Academic Affairs Library, 1999). Stable URL: <http://roger.ucsd.edu/record=b4795226~S9>
4. [\*Electronic versions of many of Garrison's writings are available via the UCSD library] William Lloyd Garrison, *American Slavery* (1846). Stable URL: <http://roger.ucsd.edu/record=b5544628~S9>
5. Frederick Douglass, *My Bondage and My Freedom* (1855) (New York: Modern Library, 2003). Stable URL: <http://roger.ucsd.edu/record=b5829344~S9>
6. William Wilberforce, *Abolition Speech* (1789). Stable URL: <http://www.brycchancarey.com/abolition/wilberforce2.htm>
7. The Emancipation Proclamation (1862). Stable URL: <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=1026800>
8. "Africans in America," hosted by PBS. Stable URL: <http://www.pbs.org/wgbh/aia/home.html>

#### Secondary Literature:

1. Orlando Patterson, *Slavery and Social Death: A Comparative Study* (Cambridge, Mass.: Harvard University Press, 1982). Stable URL: <http://roger.ucsd.edu/record=b1799918~S9>
2. John Stauffer, *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* (Cambridge, Mass.: Harvard University Press, 2002).
3. Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge, Mass.: Harvard University press, 2007).

4. Seymour Drescher, "Whose Abolition? Popular Pressure and the Ending of the British Slave Trade," *Past and Present*, No. 143 (May, 1994), 136-166. Stable URL: <http://links.jstor.org/sici?sici=0031-2746%28199405%290%3A143%3C136%3AWAPPAT%3E2.0.CO%3B2-7>
5. Henry Mayer, "William Lloyd Garrison: The Undisputed Master of the Cause of Negro Liberation," *The Journal of Blacks in Higher Education*, No. 23 (Spring, 1999), 105-109. Stable URL: <http://links.jstor.org/sici?sici=1077-3711%28199921%290%3A23%3C105%3AWLGTUM%3E2.0.CO%3B2-7>
6. Elizabeth Jane Wall Hinds, "The Spirit of Trade: Olaudah Equiano's Conversion, Legalism, and the Merchant's Life," *African American Review*, Vol. 32, No. 4 (Winter, 1998), 635-647. Stable URL: <http://links.jstor.org/sici?sici=1062-4783%28199824%2932%3A4%3C635%3ATSOTOE%3E2.0.CO%3B2-E>

Wednesday, February 4

## Slavery and Abolition in Brazil and Cuba

### Readings:

1. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford: Oxford University Press, 2006), 103-123.
2. Anonymous, "The War Against Palmares," *The Brazil Reader* (Durham: Duke University Press, 1999), 125-30.
3. Princess Isabel and Rodrigo Augusto da Silva, "Abolition Decree" (1888) *The Brazil Reader*, 145.
4. Various. *The Cuba Reader: History Culture, Politics*, Chomsky, Carr, and Smorkaloff Eds. (Durham: Duke University Press, 2003), 39-117. Stable URL: <http://roger.ucsd.edu/record=b4645795~S9>

### Reference Materials:

1. Rebecca J. Scott, *The Abolition of Slavery and the Aftermath of Emancipation in Brazil* (Durham: Duke University Press, 1988). Stable URL: <http://roger.ucsd.edu/record=b3289530~S9>
2. \_\_\_\_\_, "Race, Labor, and Citizenship in Cuba: A View from the Sugar District of Cienfuegos, 1886-1909," *The Hispanic American Historical Review*, Vol. 78, No. 4 (Nov., 1998), 687-728. Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28199811%2978%3A4%3C687%3ARLACIC%3E2.0.CO%3B2-G>
3. Matt Childs, *The 1812 Aponte Rebellion and the Struggle Against Atlantic Slavery* (Chapel Hill: The University of North Carolina Press, 2006).
4. Seymour Drescher, "Brazilian Abolition in Comparative Perspective" *The Hispanic American Historical Review*, Vol. 68, No. 3 (Aug., 1988), 429-460. Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28198808%2968%3A3%3C429%3ABAICP%3E2.0.CO%3B2-X>
5. Peter M. Beattie, *The Tribute of Blood. Army, Honor, Race, and Nation in Brazil, 1864-1945* (Durham: Duke University Press, 2001). Stable URL: <http://roger.ucsd.edu/record=b4314418~S9>
6. Gilberto Freyre, *The Masters and the Slaves: A Study in the Development of Brazilian Civilization*, Putnam Trans. (New York: Alfred A. Knopf, 1956). Stable URL: <http://roger.ucsd.edu/record=b5652183~S9>

**\*Friday, February 6 – Document Analysis #1 Due**

## Week #6

### Cogs in the Machine:

#### Race, Radicalism, and Repression in the Global Organization of Labor

Monday, February 9

### Temporal and Cultural Frontiers:

#### Labor Organization and Resistance

#### Readings:

1. Micheline R. Ishay, "Human Rights and the Industrial Age," *The History of Human Rights: From Ancient Times to the Globalization Era* (Berkeley: The University of California Press, 2008), 118-172. [WebCT]

#### Reference Materials:

1. Robert Owen. 1813-16. *A New View of Society*. Stable URL: <http://www.yale.edu/lawweb/avalon/econ/owenm.htm>
2. Karl Marx. 1848. *Manifesto of the Communist Party*. Stable URL: <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=1086199>
3. E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present*, No. 38 (Dec., 1967), 56-97. Stable URL: <http://links.jstor.org/sici?sici=0031-2746%28196712%290%3A38%3C56%3ATWAIC%3E2.0.CO%3B2-G>
4. Dipesh Chakrabarty, "On Deifying and Defying Authority: Managers and Workers in the Jute Mills of Bengal circa 1890-1940," *Past and Present*, No. 100 (Aug., 1983), 124-146. Stable URL: <http://links.jstor.org/sici?sici=0031-2746%28198308%290%3A100%3C124%3AODADAM%3E2.0.CO%3B2-P>
5. Arthur Deakin, "The International Trade Union Movement," *International Affairs (Royal Institute of International Affairs 1944-)*, Vol. 26, No. 2 (Apr., 1950), 167-171. Stable URL: <http://links.jstor.org/sici?sici=0020-5850%28195004%2926%3A2%3C167%3ATTITUM%3E2.0.CO%3B2-H>

Wednesday, February 11

### The Wages of Whiteness:

#### Race, Migration, and the Making of a Working Class

#### Readings:

1. David Roediger, *The Wages of Whiteness. Race and the Making of the American Working Class* (London: Verso, 1991), 3-17, 95-111. [WebCT]
2. Ida B. Wells, *Southern Horrors. Lynch Law in all its Phases* (1892), Royster Ed. (New York: St. Martin's Press, 1997), 50-72. [WebCt]
3. Ronald Takaki, *Strangers from a Different Shore. A History of Asian Americans* (Boston: Little, Brown and Company, 1989), 197-212 (The story of the Japanese-Mexican Labor Association).

#### Reference Materials

4. Ken González-Day, *Lynching in the West, 1850-1935* (Durham: Duke University Press, 2006).
5. Upton Sinclair, *The Jungle* (1906) (New York: Barnes and Noble Books, 1995).
6. Eric Arnesen, "'Like Banquo's Ghost, It Will Not Down': The Race Question and the American Railroad Brotherhoods, 1880-1920," *The American Historical Review*, Vol. 99, No. 5 (Dec., 1994), 1601-1633. Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28199412%2999%3A5%3C1601%3A%22BGIWN%3E2.0.CO%3B2-5>
7. Mae Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *The Journal of American History* 86 (1999), 67-92. Stable URL: <http://www.jstor.org/stable/2567407>

## Week #7

Monday, February 16 – No Class, Presidents' Day

### Don't Cry for Solferino:

#### Battlefield Testimonial and the Birth of International Humanitarian Law

Wednesday, February 18

#### Readings:

1. J. Henry Dunant, *A Memory of Solferino* (London: Cassel and Company, 1947). [WebCt]
2. Christine Kelly Ed., *Mrs. Duberly's War: Journal and Letters from the Crimea* (Oxford: Oxford University Press, 2007), xvii-lii [e-Reserve].
3. Founding and early years of the International Committee of the Red Cross (1863 - 1914), Stable URL: [http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/section\\_founding](http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/section_founding)
4. History of International Humanitarian Law, Stable URL: <http://www.icrc.org/web/eng/siteeng0.nsf/iwpList304/7A44BA8D2CAC0CD2C1256B6600599A60>

#### Reference Materials:

#### Documents:

1. Resolutions of the Geneva international Conference of 29 October 1863, and Geneva Convention for the amelioration of the condition of the wounded in armies in the field of 22 August 1864, Stable URL: <http://www.icrc.org/IHL.nsf/52d68d14de6160e0c12563da005fdb1b/87a3bb58c1c44f0dc125641a005a06e0?OpenDocument>
2. Declaration Renouncing the Use, in Time of War, of certain Explosive Projectiles, 18 Martens Nouveau Recueil (ser. 1) 474, 138 Consol. T.S. 297, entered into force November 29/December 11, 1868, Stable URL: <http://www1.umn.edu/humanrts/instree/1868b.htm>

#### Secondary Literature:

1. Pierre Bossier, *From Solferino to Tsushima: History of the International Committee of the Red Cross* (Geneva: Henry Dunant Institute, 1985), 7-123.
2. Mark Bostridge, *Florence Nightingale: The Making of an Icon* (New York: Farrar, Straus and Giroux, 2008), 215-300.
3. Sue M. Goldie Ed., *Florence Nightingale: Letters from the Crimea* (Manchester: Mandolin, 1997).
5. R. Parsons and Giorgio Del Vecchio, "On the History of the Red Cross," *Journal of the History of Ideas*, Vol. 24, No. 4 (Oct. - Dec., 1963), 577-583. Stable URL: <http://links.jstor.org/sici?sici=0022-5037%28196310%2F12%2924%3A4%3C577%3AOTHOTR%3E2.0.CO%3B2-2>
6. Kaete Hamburger; Erna Zutermann, "The Red Cross in the Nineteenth Century," *Social Forces*, Vol. 21, No. 1 (Oct., 1942 - May, 1943), 22-27. Stable URL: <http://links.jstor.org/sici?sici=0037-7732%28194210%2F194305%2921%3A1%3C22%3ATRCITN%3E2.0.CO%3B2-B>

**\*Friday, February 20 – Review Essay #2 Due**

By 5:00 p.m.

## Week #8

### Progressivism and Imperialism

Monday, February 23

#### World War I and the ICRC

##### Readings:

1. The ICRC and the First World War, Stable URL: [http://www.icrc.org/Web/Eng/siteeng0.nsf/html/section\\_first\\_world\\_war](http://www.icrc.org/Web/Eng/siteeng0.nsf/html/section_first_world_war)
2. André Durand, From Sarajevo to Hiroshima: History of the International Committee of the Red Cross (Geneva: Henry Dunant Institute, 1984), 13-95. [WebCT]

##### Reference Materials:

##### Documents:

1. Convention (II) with Respect to the Laws and Customs of War on Land and its annex: Regulation concerning the Laws and Customs of War on Land, 26 Martens Nouveau Recueil (ser. 2) 949, 187 Consol. T.S. 429, entered into force Sept. 4, 1900, Stable URL: <http://www1.umn.edu/humanrts/instree/1899b.htm>
2. Declaration (IV, 2) concerning Asphyxiating Gases, 26 Marten Nouveau Recueil (ser. 2) 1002, 187 Consol. T.S. 453, entered into force Sept. 4, 1900, Stable URL: <http://www1.umn.edu/humanrts/instree/1899e.htm>
3. [Declaration \(XIV\) Prohibiting the Discharge of Projectiles and Explosives from Balloons](#), The Hague, 3 Martens Nouveau Recueil (ser. 3) 745, 205 Consol. T.S. 403, entered into force Nov. 27, 1909.
4. [Convention for the Amelioration of the Condition of the Wounded and Sick in Armies in the Field](#), 11 L.N.T.S. 440, entered into force August 9, 1907.

##### Secondary Literature:

1. David P. Forsythe, *The Humanitarians: The International Committee of the Red Cross* (Cambridge: Cambridge University Press, 2005), 1-50.
2. Gerald H. Davis, "National Red Cross Societies and Prisoners of War in Russia, 1914-18," *Journal of Contemporary History*, Vol. 28, No. 1 (Jan., 1993), 31-52. Stable URL: <http://links.jstor.org/sici?sici=0022-0094%28199301%2928%3A1%3C31%3ANRCSAP%3E2.0.CO%3B2-1>
3. John Horne; Alan Kramer, "German 'Atrocities' and Franco-German Opinion, 1914: The Evidence of German Soldiers' Diaries," *The Journal of Modern History*, Vol. 66, No. 1 (Mar., 1994), 1-33. Stable URL: <http://links.jstor.org/sici?sici=0022-2801%28199403%2966%3A1%3C1%3AG%22AFO1%3E2.0.CO%3B2-C>

Wednesday, February 25

#### *The Ballot and the Bullet:*

#### The International Movement for Peace and Female Suffrage

##### Readings:

1. Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: University of Chicago, 1995), "Chapter 1—Remaking Manhood through Race and Civilization," 1-44.
2. Carrie Chapman Catt. 1897. *The Ballot and the Bullet*, Stable URL: <http://womenshistory.about.com/cs/cattworks/>
3. Leila J. Rupp, "Constructing Internationalism: The Case of Transnational Women's Organizations, 1888-1945," *The American Historical Review*, Vol. 99, No. 5. (Dec., 1994), 1571-1600. Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28199412%2999%3A5%3C1571%3ACITCOT%3E2.0.CO%3B2-K>

## Reference Materials:

### Documents:

1. Jane Addams, Emily Balch, and Alice Hamilton, *Women at the Hague: The International Congress of Women and its Results* (New York: Macmillan, 1915). Stable URL: <http://roger.ucsd.edu/record=b5597771~S9>
2. The 19<sup>th</sup> and 20<sup>th</sup> Amendments to the U.S. Constitution (1920), Stable URL: <http://www.access.gpo.gov/su%5Fdocs/dpos/coredocs.html>
3. Jane Addams, "If Men Were Seeking the Franchise" (1913), From Elshtain Ed., *The Jane Addams Reader* (New York: Basic Books, 2002), 229-234.
4. Various, *Major Problems in the Gilded Age and the Progressive Era, Second Edition*, Leon Fink, Ed. (New York: Houghton Mifflin, 2001).

### Secondary Literature:

1. Ellen Carol DuBois, "Working Women, Class Relations, and Suffrage Militance: Harriot Stanton Blatch and the New York Woman Suffrage Movement, 1894-1909," *The Journal of American History*, Vol. 74, No. 1. (Jun., 1987), 34-58.
2. Ahmad A. Sikainga, "Shari'a Courts and the Manumission of Female Slaves in the Sudan, 1898-1939," *The International Journal of African Historical Studies*, Vol. 28, No. 1 (1995), 1-24. Stable URL: <http://links.jstor.org/sici?sici=0361-7882%281995%2928%3A1%3C1%3ASCATMO%3E2.0.CO%3B2-3>
3. Katrin Schultheiss, "'La Veritable Medecine des femmes': Anna Hamilton and the Politics of Nursing Reform in Bordeaux, 1900-1914," *French Historical Studies*, Vol. 19, No. 1 (Spring, 1995), 183-214. Stable URL: <http://links.jstor.org/sici?sici=0016-1071%28199521%2919%3A1%3C183%3A%22VMDFA%3E2.0.CO%3B2-M>
4. Diane M. Jones, "Nationalism and Women's Liberation: The Cases of India and China," *The History Teacher*, Vol. 29, No. 2 (Feb., 1996), 145-154. Stable URL: <http://links.jstor.org/sici?sici=0018-2745%28199602%2929%3A2%3C145%3ANAWLTC%3E2.0.CO%3B2-Z>
5. William Leuchtenburg, "Progressivism and Imperialism: The Progressive Movement and American Foreign Policy, 1898-1916." *Mississippi Valley Historical Review*. Volume 39, Issue 3 (1952), Stable URL: <http://links.jstor.org/sici?sici=0161-391X%28195212%2939%3A3%3C483%3APATTPM%3E2.0.CO%3B2-L>
6. Amy Kaplan, "'Left Alone with America': The Absence of Empire in the Study of American Culture." From: Kaplan and Pease Eds. *Cultures of United States Imperialism* (Durham: Duke University, 1993), 3-19.

## Week #9

Monday, March 2

### Forging Utopian Societies and Revolutionary Citizens: Social and Economic Rights in Mexico and Russia

#### Readings:

1. John Mason Hart, "The Mexican Revolution, 1910-1920," *The Oxford History of Mexico*, Meyer and Beezley Eds. (Oxford: Oxford University Press, 2000), 435-65.
2. Gilbert Joseph and Timothy Henderson, "Introduction [to the Mexican Revolution]," *The Mexico Reader*, 333-34. Stable URL: <http://roger.ucsd.edu/record=b4474064~S9>
  - a. Ricardo Flores Magón, "Land and Liberty," *The Mexico Reader*, 335-38.
  - b. Ricardo Pozas, "Juan the Chamula," *The Mexico Reader*, 387-97.
  - c. "The Constitution of 1917: Articles 27 and 123," *The Mexico Reader*, 398-402.
  - d. José Vasconcelos, "The Cosmic Race," *The Mexico Reader*, 15-19.
  - e. "The Socialist ABC's," *The Mexico Reader*, 411-17.
3. Ronald Grigor Suny, "Toward a Social History of the October Revolution." *The American Historical Review*, Vol. 88, No. 1, Supplement to Volume 88 (Feb., 1983), 31-52. Stable URL:



<http://links.jstor.org/sici?sici=0002-8762%28198302%2988%3A1%3C31%3ATASHOT%3E2.0.CO%3B2-J>

- Orlando Figes, "The Russian Revolution of 1917 and Its Language in the Village," *Russian Review*, Vol. 56, No. 3. (Jul., 1997), 323-345. Stable URL:  
<http://links.jstor.org/sici?sici=0036-0341%28199707%2956%3A3%3C323%3ATRRO1A%3E2.0.CO%3B2-7>

#### Reference Materials:

#### Documents/Testimonial:

- The Constitution of the United Mexican States (1917), Articles 3, 27, 123, and 130 Stable URL:  
<http://www.rose-hulman.edu/%7Edelacova/mex-revolution.htm>
- Revolutionary Platforms:
  - Program of the Partido Liberal Mexicano (1906)
  - Plan de San Luis (1910)
  - Plan de Ayala (1911)
  - Plan de Guadalupe (1913)
- John Reed, *Insurgent Mexico* (1914) (New York: International Publishers, 1969), 241-256.
- Elena Poniatowska, *Timisima*, Silver trans. (Albuquerque: University of New Mexico Press, 2006 ).
- Resolutions Adopted by The First All-Russian Congress of Soviets (1917), Stable URL:  
<http://www.dur.ac.uk/~dml0www/congsovs.html>
- Declaration of the Rights of the Toiling and Exploited Peoples (1917), Stable URL:  
<http://www.dur.ac.uk/~dml0www/decrigh.html>
- The Fundamental Law of Land Socialization (1918), Stable URL:  
<http://www.barnsdle.demon.co.uk/russ/land.html>
- John Reed, *Ten Days that Shook the World* (1919) (New York: Penguin, 1977).

#### Secondary Literature:

- Friedrich Katz, *The Life and Times of Pancho Villa*, (Stanford: Stanford University Press, 1999), esp. 11-56. Stable URL: <http://roger.ucsd.edu/record=b3753732~S9>
- John Womack, *Zapata and the Mexican Revolution*, (New York: Vintage, 1969), esp. ix-x, and 3-9. Stable URL: <http://roger.ucsd.edu/record=b1472278~S9>
- Gilbert Joseph and Daniel Nugent, "Popular Culture and State Formation in Revolutionary Mexico," *Everyday Forms of State Formation. Revolution and the Negotiation of Rule in Modern Mexico* (Durham: Duke University Press, 1994).
- Richard Stites, *Revolutionary Dreams: Utopian Vision and Experimental Life in the Russian Revolution* (New York: Oxford University Press, 1989). Stable URL: <http://roger.ucsd.edu/record=b5806415~S9>
- Charles E. Clark, "Literacy and Labour: The Russian Literacy Campaign within the Trade Unions, 1923-27," *Europe-Asia Studies*, Vol. 47, No. 8 (Dec., 1995), 1327-1341. Stable URL:  
<http://www.jstor.org/stable/153300>
- Sheila Fitzpatrick, *The Cultural Front: Power and Culture in Revolutionary Russia* (Ithaca: Cornell University Press, 1992). Stable URL: <http://roger.ucsd.edu/record=b3206588~S9>
- \_\_\_\_\_, "Ascribing Class: The Construction of Social Identity in Soviet Russia," *The Journal of Modern History*, Vol. 65, No. 4 (Dec., 1993), 745-770. Stable URL: <http://links.jstor.org/sici?sici=0022-2801%28199312%2965%3A4%3C745%3AACTCOS%3E2.0.CO%3B2-G>

Wednesday, March 4

#### The Gulag:

#### Soviet Purges and the Making of the Concentration Camp

#### Readings:

- Anne Applebaum, *Gulag, A History* (New York: Doubleday, 2003) 1-92. Stable URL:  
<http://roger.ucsd.edu/record=b5802016~S9>

2. Various, "Gulag: Soviet Forced Labor Camps and the Struggle for Freedom," (Memorial Society), Stable URL: <http://gulaghistory.org/nps/onlineexhibit/museum/memorials.php>

**Reference Materials:**

1. Alexander I. Solzhenitsyn, *The Gulag Archipelago: 1918-1956* (New York: Harper Perennial, 2002).
2. Sheila Fitzpatrick, "Signals from Below: Soviet Letters of Denunciation of the 1930s," *The Journal of Modern History*, Vol. 68, No. 4 "Practices of Denunciation in Modern European History, 1789-1989" (Dec., 1996), Stable URL: <http://links.jstor.org/sici?sici=0022-2801%28199612%2968%3A4%3C831%3ASFBSLO%3E2.0.CO%3B2-5>
3. \_\_\_\_\_. "How the Mice Buried the Cat: Scenes from the Great Purges of 1937 in the Russian Provinces," *Russian Review*, Vol. 52, No. 3 (Jul., 1993), 299-320. Stable URL: <http://links.jstor.org/sici?sici=0036-0341%28199307%2952%3A3%3C299%3AHTMBTC%3E2.0.CO%3B2-D>
4. Kate Millett, *The Politics of Cruelty. An Essay on the Literature of Political Imprisonment.* (New York: Norton, 1994), "Chapter 1: Solzhenitsyn and the Creation of the Gulag," 23-43.
5. Dariusz Tolczyk, *See No Evil. Literary Cover-Ups and Discoveries from the Soviet Camp Experience.* (New Haven: Yale University Press, 1999).
6. Tzvetan Todorov, *Voices from the Gulag*, Zaretsky trans. (University Park: Penn State University Press, 1999).
7. Nanci Adler, "Life in the 'Big Zone': The Fate of Returnees in the Aftermath of Stalinist Repression," *Europe-Asia Studies*, Vol. 51, No. 1 (Jan., 1999), Stable URL: <http://links.jstor.org/sici?sici=0966-8136%28199901%2951%3A1%3C5%3ALIT%27ZT%3E2.0.CO%3B2-X>

**\*Friday, March 6 – Document Analysis #2 Due**

By 5:00 p.m.

**Week #10**

**Defining and Destroying:**

**International Peace Efforts from Versailles to Guernica**

Monday, March 9

**Rafael Lemkin and the Armenian Genocide**

1. Samantha Power, *'A Problem from Hell.' America in the Age of Genocide* (New York: Basic Books, 2002), 1-85 \*(read the first page and skim the first chapter if you wish; concentrate on pages 31-78).

**Reference Materials:**

1. James Joseph Martin, *The Man Who Invented "Genocide" : The Public Career and Consequences of Raphael Lemkin* (Torrance, California : Institute for Historical Review, 1984).
2. Taner Açam, *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility* (New York: Holt Paperbacks, 2006).
3. Peter Balakian, *The Burning Tigris: The Armenian Genocide and America's Response* (New York: Perennial, 2003).
4. Vahakan N. Dadrian, *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus* (New York: Berghahn Books, 1995).
5. \_\_\_\_\_. "The Documentation of the World War I Armenian Massacres in the Proceedings of the Turkish Military Tribunal," *International Journal of Middle East Studies*, Vol. 23, No. 4 (Nov., 1991), 549-576. Stable URL: <http://links.jstor.org/sici?sici=0020-7438%28199111%2923%3A4%3C549%3ATDOTWW%3E2.0.CO%3B2-2>

Wednesday, March 11

### The Forecast:

### The Amritsar Massacre, the Invasion of Abyssinia, and the Destruction of Guernica

#### Readings:

1. H.G. Wells, "The Idea of the League of Nations," *The Atlantic Monthly*, January, 1919. Stable URL: <http://www.theatlantic.com/issues/19jan/leag119.htm>
2. Margaret MacMillan, *Paris 1919: Six Months that Changed the World* (New York: Random House, 2003), esp. 53-62.
3. Derek Sayer, "British Reaction to the Amritsar Massacre, 1919-1920," *Past and Present*, No. 131 (May, 1991), 130-164. Stable URL: <http://www.jstor.org/stable/650872>
4. Ian Patterson, *Guernica and Total War* (London: Profile, 2007), 1-73.

#### Reference Materials:

#### Documents/Testimony:

1. Woodrow Wilson. 1918. *Speech on the Fourteen Points*, Stable URL: <http://www.fordham.edu/halsall/mod/1918wilson.html>
2. The Treaty of Versailles/The Covenant of the League of Nations (1919), Stable URL: <http://avalon.law.yale.edu/imt/parti.asp>
3. Sophie Quinn-Judge, *Ho Chi Minh: The Missing Years* (Berkeley: The University of California Press, 2003), 11-27. [WebCT]

#### Secondary Literature:

1. Rainer Baudendistel, *Between Bombs and Good Intentions: The Red Cross and the Italo-Ethiopian War, 1935-1936* (New York: Berghahn Books, 2006).
2. Purnima Bose and Laura Lyons, "Dyer Consequences: The Trope of Amritsar, Ireland, and the Lessons of the 'Minimum' Force Debate," *boundary 2*, Vol. 26, No. 2 (Summer, 1999), 199-229. Stable URL: <http://www.jstor.org/stable/303800>
3. Peter Yearwood, "'On the Safe and Right Lines!': The Lloyd George Government and the Origins of the League of Nations, 1916-1918," *The Historical Journal*, Vol. 32, No. 1 (Mar., 1989), 131-155. Stable URL: <http://links.jstor.org/sici?sici=0018-246X%28198903%2932%3A1%3C131%3A%27TSARL%3E2.0.CO%3B2-L>
4. Patrick B. Finney, "'An Evil for All Concerned': Great Britain and Minority Protection after 1919." *Journal of Contemporary History*, Vol. 30, No. 3 (Jul., 1995), 533-551. Stable URL: <http://links.jstor.org/sici?sici=0022-0094%28199507%2930%3A3%3C533%3A%27EFACG%3E2.0.CO%3B2-1>

### Exam Week

Friday, March 20

### Contribution to Human Rights Timeline Due

By 5:00 pm