

## **TUT 100-30: THE MAKING OF HUMAN RIGHTS**

Fall 2008

T/Th 8:00-9:50, Mears 202

Elizabeth Prevost

Mears 306, x4958

[prevoste@grinnell.edu](mailto:prevoste@grinnell.edu)

Fall office hours: Tues & Thurs, 2:15-4:05; Wed, 9:00-11:00

Does "human rights" denote a universal ideal of the human condition, or is it a Western ideology which has been imposed on the rest of the world? When do human rights violations require intervention? What international structures have been created to maintain standards of human rights and to hold those who violate them accountable? This course will grapple with some of these questions by considering the global context for the development of human rights ideology and institutions. Several historical case studies will frame our investigation of how different groups have attempted to define and enact the principle of human rights in response to absolutism, slavery, colonialism, genocide, minority rule, and gender and women's issues.

### **Course Requirements**

Grinnell's mission emphasizes that students should approach their education as "producers" rather than merely "consumers" of knowledge. Tutorial provides the tools to help you develop various skills of critical thinking and knowledge production in a liberal-arts setting, including reading, writing, discussion, oral presentations, and research and information literacy. The following course requirements provide opportunities to hone these skills through both individual and collaborative work.

#### Class Attendance, Preparation, and Participation

Each individual must take responsibility for the collective quality of class discussions. It is therefore essential that you come to every class and peer review section on time and prepared. Your participation in both kinds of discussions should show thoughtful engagement with the material and respectful consideration of others' ideas. Unexcused absences will adversely impact your grade, so please let me know if there is a personal or medical issue which is compromising your ability to be in class.

Each day a reading assignment is due, consider the following questions and bring your responses to class. (You may wish to keep an ongoing record.) You may be called upon at the beginning of class to address any one of these questions, so be prepared!

- 1) What is the writer's purpose in writing? What question is he/she trying to answer?
- 2) How does the author answer that question? Which passage from the text best states the writer's overall argument? What other interpretation(s) does he/she appear to be arguing against?
- 3) How is that argument developed throughout the piece? What are the "sub-arguments" that bolster the main argument?
- 4) How does the writer employ evidence to establish the credibility of the argument? Which passage best exemplifies his or her methodological approach? (Note: you need to read footnotes in order to answer these questions!)
- 5) Do you find the argument compelling? Why or why not?
- 6) How do the themes introduced in these readings relate to those in other readings?
- 7) What questions do you have after reading this selection that you would like to address as a class? (See handout for additional guidelines on this point.)

### Short papers and peer reviews

Short (2- or 3-page) papers constitute the focus of weeks 3, 6, and 9. For each paper, writers will meet in groups of three or four to discuss drafts. Topics, instructions, and peer review groups will be posted the previous Thursday, and the paper is due via email in Word format by 7:00 p.m. the night before the writer's group meets. Reviewers will then read and make comments on the other papers in their group, and we will discuss all papers the next morning. The writer must turn in the revised draft by that Saturday at 3:00 p.m.

### Information Literacy

These assignments are designed to familiarize students with different ways of mobilizing information creatively and responsibly. The IL exercise in week 4-5 will require you to make use of various resources in Burling and online, in order to locate, interpret, and analyze primary and secondary sources; you will then use these skills in your research project during the last part of the semester. In both cases, you will give short oral presentations to report on your research. Gail Bonath is our consulting librarian and she will be working with us throughout the semester.

### Final Paper

The last paper will give students a chance to explore how Grinnell College's commitment to social and international justice has engaged with some of the larger movements and debates we have examined as a group. This is not itself a full research paper, but the writer will be responsible for selecting sources. The writer will also develop a bibliography of sources that he or she would use in a longer research paper. Everyone must submit a proposal (consisting of topic, argument, outline, and sources) by Monday, November 24. Drafts of the paper are due for peer review on Monday, December 1, and final drafts are due on Monday, December 8. Writers will then give oral presentations on their papers.

### Academic Honesty

All written work must employ proper citations, according to Chicago or Turabian Style (see "CMS & Turabian" on Pioneer Web). The first written assignments will work toward fulfilling the Academic Honesty Agreement that Grinnell College requires all first-year students and their tutors to sign (see handouts).

### Grading

Final evaluations will be determined according to the following distribution, taking into account consistent improvement throughout the semester:

#### *Individual Work*

- Three individual Academic Honesty Exercises [AHE]: 5%
- Three short (2- or 3-page) papers: 40%
- Research project and mid-length (5-6-page) paper, including proposal, bibliography, drafts, and oral presentation: 25%

#### *Collaborative Work*

- Class preparation and discussion, peer reviewing, and Antislavery IL exercise: 30%

### Disabilities

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Associate Dean and Director of Academic Advising, Joyce Stern, located in the Student Affairs office at the Rosenfield Center (x3702).

Required texts (available at the bookstore or on reserve at Burling):

Lynn Hunt, *The Making of Human Rights*

Adam Hochschild, *King Leopold's Ghost*

Additional readings will be available online, E-reserve, or as handouts (as noted below).

## **SCHEDULE OF MEETINGS AND ASSIGNMENTS**

### **Week 1: Introduction**

Sunday, Aug 24

Logistics of tutorial and course planning

Mon & Tues, Aug 25-26

Individual conferencing, Mears 306

In preparation for these meetings, you should make a list of possible courses you might like to take. Please take a look at the following to help you think about your course selection:

- Education in the Liberal Arts <http://www.grinnell.edu/academic/catalog/education/>
- Elements of a Liberal Education  
<http://www.grinnell.edu/academic/catalog/education/elem/>
- Ways of Learning: The First Year  
<http://www.grinnell.edu/academic/catalog/education/ways/firstyear/>

Wed, Aug 27

Registration

Thurs, Aug 28

- Hunt, *Inventing Human Rights*, pp. 15-34
- Michael Donnelly, "The Relative Universality of Human Rights," *Human Rights Quarterly* 29, no. 2 (2007), 281-306:  
[http://muse.jhu.edu/journals/human\\_rights\\_quarterly/toc/hrq29.2.html](http://muse.jhu.edu/journals/human_rights_quarterly/toc/hrq29.2.html) (You can also find the hard copy in Burling periodicals)

### **Week 2: The Enlightenment**

Tues, Sept 2

- Hunt, Ch. 1
- Writing assignment due: Academic Honesty Exercise #1 (paraphrasing) – see separate handout for instructions

Thurs, Sept 4

- Hunt, Ch. 2
- Writing assignment due: AHE #2 & 3 (block quotation and snippets)

### **Week 3: Writing, Reviewing, Revising**

Paper draft is due 7:00 the night before your group is meeting. This paper will incorporate AHE #4 (using an idea); see separate handout for instructions.

Tues, Sept 9            Group 1: 8:00  
                              Group 2: 9:00

Thurs, Sept 11        Group 3: 8:00  
                              Group 4: 9:30

### **Week 4: The Age of Revolution**

Tues, Sept 16

- Hunt, Ch. 3
- Declaration of Independence and Declaration of the Rights of Man and the Citizen (in Hunt Appendix)

Thurs, Sept 18

Library Workshop – meet downstairs in Burling

*This week is the Rosenfield symposium on “Trends in Islam.” You are welcome and encouraged to attend any of the events that interest you; however, you are required to attend at least one of these four talks which pertain especially to our course themes. Please be ready to give a quick synopsis of the speaker’s argument in class on Tuesday, 9/23.*

Mon, 9/15, 8:30 p.m. Arsalan Iftikhar, “Muslims in the United States”

Iftikhar is a human rights lawyer, media commentator, and contributing editor for *Islamica* magazine.

Tues, 9/16, 7:00 p.m. Amina Wadud, “Women and Islam”

Wadud is professor of Islamic studies at Virginia Commonwealth University and an activist for women’s religious equality.

Wed, 9/17, 7:00 p.m. Juan Cole, “Obstacles to Democracy in the Middle East”

Cole is the 2008 Gates Lecturer in Religious Studies at Grinnell. He is P. Mitchell Distinguished University Professor of History at the University of Michigan.

Thurs, 9/18, 4:15 p.m. Abdullahi Ahmed An-Na’im, “Islam and Human Rights”

An-Na’im is Charles Howard Chandler Professor of law at Emory Law School.

*Note: Friday, Sept 19 is the last day to add or drop a class*

### **Week 5: Antislavery**

Tues, Sept 23

- Discussion of symposium
- Hunt, Ch. 4

Thurs, Sept 25: **Meet at 8:00 a.m.**

Presentations on information literacy exercise (see separate handout for assignment)

## **Week 6: Writing, Reviewing, Revising**

Paper draft is due at 7:00 the night before your group is meeting. Please see separate handout for paper instructions.

Tues, Sept 30            Group 1: 8:00  
                                 Group 2: 9:00

Thurs, Oct 2            Group 3: 8:00  
                                 Group 4: 9:00

## **Week 7: Contesting Colonialism**

Tues, Oct 7  
Hochschild, *King Leopold's Ghost*, pp. 1-181

Thurs, Oct 9  
Hochschild, *KLG*, pp. 185-306

## **Week 8: HR Violations in the 20<sup>th</sup> c: National and International Responses**

Tues, Oct 14

- Hunt, Ch. 5
- Mark Mazower, "The Strange Triumph of Human Rights, 1933–1950," *The Historical Journal* 47, no. 2 (2004), pp. 379–398 – Blackboard
- UN Universal Declaration of Human Rights (in Hunt Appendix)

Thurs, Oct 16

- Caroline Elkins, "Reckoning with the Past: The Contrast between the Kenyan and South African Experiences," *Social Dynamics* 26, no. 2 (2000), pp. 8-28: [http://web.uct.ac.za/depts/cas/sd/Articles\\_Vol26no2/elkins.pdf](http://web.uct.ac.za/depts/cas/sd/Articles_Vol26no2/elkins.pdf)
- Mukoma Wa Ngugi, "Britain should pay for its colonialism," *LA Times*, November 3, 2007 – handout

## **FALL BREAK**

## **Week 9: Writing, Reviewing, Revising**

Paper draft is due at 7:00 the night before your group is meeting. Please see separate handout for paper instructions.

Tues, Oct 28            Group 1: 8:00  
                                 Group 2: 9:00

Thurs Oct 30:            Group 3: 8:00  
                                 Group 4: 9:00

## **Week 10: Conferencing**

Tues, Nov. 4: Individual  
Thurs, Nov. 6: Meetings

*Nov. 3 – 13 is Preregistration. During class time this week, I will be holding individual advising sessions with each of you. You should use this time both to think about your course planning and to begin identifying your research paper topic and sources (see separate handout for guidelines).*

## **Week 11: Women and Gender**

Tues, Nov 11

- Tabitha Kanogo, "Becoming Kavirondo: Clitoridectomy, Ethnicity, & Womanhood," from *African Womanhood in Colonial Kenya, 1900-1950* (Oxford: James Currey, 2005), 73-103 – E-reserve
- H-Net discussion: <http://www.h-net.org/~africa/sources/clitorodectomy.html>

Thurs, Nov 13

Film: *Veiled Revolution* (screening time TBA)

## **Week 12: Research**

*Note: please see separate handout for instructions and guidelines on the research paper.*

Tues, Nov 18

Library workshop – meet downstairs in Burling

Thurs, Nov 20: **meet at 8:00 a.m.**

Discussion of sources and paper scaffolding.

## **Week 13: The Strange Death of Human Rights?**

Mon, Nov 24: *Proposal, outline, and bibliography due*

Tues, Nov 25

- Michael Ignatieff, "Is the Human Rights Era Ending?" *New York Times*, February 5, 2002 – handout
- David Lubin, "The War on Terrorism and the End of Human Rights," *Philosophy and Public Policy Quarterly* 22 (Summer 2002), 9–14:  
<http://www.publicpolicy.umd.edu/IPPP/reports/vol22sum02/Summer%202002%20issue.pdf>

**THANKSGIVING BREAK**

### **Week 14: Final Paper Review**

Mon, Dec 1: Drafts for all groups due by 4:00 p.m. today.

Tues, Dec 2: Group 1: 8:00  
Group 2: 9:30

Thurs, Dec 4: Group 3: 8:00  
Group 4: 9:30

### **Week 15: Presenting your research**

Mon, Dec. 8: Final paper due by 4:00 p.m.

Tues, Dec 9: Presentations

Thurs, Dec 11: Presentations