*Draft (subject to change):*

**Human Rights in the Age of Revolutions**

Fall 2017

Prof. Sophia Rosenfeld

Class hours and location:

Office hours:

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This **seminar** is designed as both as an introduction to the question of the origins of the idea of human rights and as an opportunity to develop a sustained research project related to the Age of Revolutions in Europe, the Americas (North or South), or Caribbean, mid-18th century to 1848. Topics to be discussed include: the relationship and tension in Enlightenment thought between equality and liberty, the idea of “the rights of man” and its exclusions, the emergence of abolitionism in the context of slave societies, the roots of feminism, the problem of the poor and the question of social and economic rights, rights and national self-determination, and left- and right-wing critiques of rights language. Primary source readings will range from the Declaration of the Rights of Man and Citizen, to 18th-century slave codes, to the writings of Olympe de Gouges and Jeremy Bentham. Secondary source readings will introduce students to interpretative problems in thinking about human rights in the context of the American, French, Haitian, and Latin American revolutions. Emphasis will also be placed on the development of a historical research project, including framing a question, building a bibliography, analyzing various kinds of sources, constructing an effective outline, and writing an argument-driven and well substantiated seminar paper.

**Course requirements:** 1) Class participation (40% of final grade), which will entail submitting a thoughtful question for discussion in the evening prior to each class meeting and then coming to class every week prepared to engage in a vigorous discussion of the assigned reading, and 2) Writing of an approx.. 20 page research paper (60% of final grade), including handing in on assigned dates: a paper proposal, a preliminary bibliography of primary and secondary sources, an outline, and a final paper, as well as a brief (10 min.) class presentation in the last weeks of the semester centered on a key piece of evidence and the argument you are building around it.

**Course Schedule**

Week One: **Introduction**

\*discussion of course subject matter and of the steps involved in constructing a research paper

\*handouts: “Declaration of Independence” (1776) and “Declaration of Rights of Man and Citizen” (1789)

<http://avalon.law.yale.edu/18th_century/declare.asp>

<http://avalon.law.yale.edu/18th_century/rightsof.asp>

Week Two: **Royal Liberties, Natural Rights, and Toleration: Political and Intellectual Foundations**

\*John Locke, Letters Concerning Toleration (1689) in the Portable Enlightenment Reader, ed. I. Kramnick (Penguin, 1996), 81-90 (\*)

\*John Locke, Second Treatise on Government (1689), chapts. 1-7, 18 <http://www.gutenberg.org/files/7370/7370-h/7370-h.htm>

\*Richard Tuck, “The Modern Theory of Natural Law” in The Languages of Political Theory in Early- Modern Europe, ed. A. Pagden (Cambridge, 1987), 99-120 (\*)

\*Benjamin Kaplan, Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe (Harvard, 2010), intro, chapts. 4 and 12 (X)

Week Three: **Imagining Humanity: Enlightenment Universalism**

\*Adam Smith, A Theory of Moral Sentiments (1759), ed. Knud Haakonssen (Cambridge, 2002), 1-23 (\*)

\*Cesare Beccaria, “On Torture and the Death Penalty,” from Treatise on Crimes and Punishments (1766), in The Human Rights Reader, ed. Micheline Ishay, 2nd ed. (Routledge, 2007), 107-12 (\*)

\*Sharon Sliwinski, “The Aesthetics of Human Rights,” Culture, Theory and Critique 50, no. 1 (2009): 23-39 (\*)

\*Lynn Hunt, Inventing Human Rights: A History (Norton, 2008), 1-113 (X)

Week Four: **The Enlightenment and the Problem of Difference**

\*Dorinda Outram, The Enlightenment, 3rd ed. (Cambridge, 2013), chapt. 5 (and read ahead to chapts. 6 and 7 if esp. interested in related questions about slavery and/or gender) (\*)(X)

\*Daniel Carey and Sven Trakulhun, “Universalism, Diversity, and Postcolonial Enlightenment” in The Postcolonial Enlightenment: 18th-Century Colonialism and Postcolonial Theory, eds. D. Carey and L. Festa (Oxford, 2009), 240-280 (\*)

\***library resources meeting** **during class** (come ready with a broad idea of a research direction)

Week Five: **Declarations, Religious Minorities, and Rights: US and France**

\*Virginia Statue for Religious Freedom (1777/1786) <http://edu.lva.virginia.gov/online_classroom/shaping_the_constitution/doc/religious_freedom> (and click on “transcription” after reading introduction)

\*First Amendment to the US Constitution (1791)

<http://constitution.findlaw.com/amendment1.html>

\*French Edict of Toleration for Protestants (1787) and documents on the status and rights of Jews in France (1789-1791), in The French Revolution and Human Rights: A Brief Documentary History, ed. L. Hunt (Bedford, 1996), 40-43, 84-89, 93-97, 99-101(X)

 \*Lynn Hunt, Inventing Human Rights: A History, 113-160 (X)

\*Nathan Hatch, “The Whirlwind of Religious Liberty in Early America” *or* David Itzkowitz, “The Jews of Europe and the Limits of Religious Freedom” in Freedom and Religion in the Nineteenth Century, ed. Richard Helmstadter (Stanford, 1997) (\*)

Week Six: **What about Women (and Children)?**

\*Documents on women’s rights (1790-93), in The French Revolution and Human Rights: A Brief Documentary History, ed. L. Hunt (Bedford, 1996), 119-139, including Olympe de Gouges, “Declaration of the Rights of Woman” (compare with “Declaration of the Rights of Man”) (X)

\*“Declaration of Sentiments, Seneca Falls” (1848) in Women, The Family, and Freedom: The Debate in Documents, ed. S. G. Bell and K. Offen (Stanford, 1983), vol. 1, 251-56 (\*)

\*Joan Scott, Only Paradoxes to Offer: French Feminists and the Rights of Man, 1-56 (\*)

\*Corinne Field, “If You Have the Right to Vote at 21 Years, Then I Have: Age and Equal Citizenship in the Nineteenth-Century United States,” in Age in America: The Colonial Era to the Present, ed. C. Field and N. Syrett (NYU, 2015), 69-85 (\*)

\***two-paragraph paper proposals due in class**

Week Seven: **Race, Slavery and Abolitionism in the US**

\*Ira Berlin, Generations of Captivity: A History of African-American Slaves (Harvard, 2003), 1-15, 97-157 (\*)

\*George William Van Cleve, A Slaveholders’ Union: Slavery, Politics, and the Constitution in the Early American Republic (Chicago, 2010), 1-142 (X)

Week Eight: **Race, Slavery, and Abolitionism in Saint-Domingue/Haiti**

\*”Free Citizens of Color, Address to the National Assembly” (1789) and Julien Raimond “Observations on the Origin and Progression of the White Colonists’ Prejudice Against Men of Color,” in Slave Revolution in the Caribbean, 1789-1804: A Brief Hisory with Documents, ed. L. Dubois and J. Garrigus (Bedford, 2006), 67-70, 78-82 (\*)

\* “Code Noir” (1685), “Emancipation Decree” (1793) and “Constitution of the Republic of Haiti” (1806) in Slavery, Freedom and the Law in the Atlantic World: A Brief History with Documents, ed. S. Peabody and K. Grinberg (Bedford, 2007), 31-36, 57-64 (\*)

\*Laurent Dubois, Avengers of the New World: The Story of the Haitian Revolution (Harvard, 2004), 1-170 (X)

\***preliminary bibliography, including primary and secondary source lists, due in class**

Week Nine: **Independence in the Americas: the origins of national self-determination?**

\*David Armitage, The Declaration of Independence: A Global History (Harvard, 2008) (X)

\*Jeremy Adelman, “An Age of Imperial Revolutions,” American Historical Review 113, no. 2 (2008): 319-340: <http://ahr.oxfordjournals.org/content/113/2/319.full>

\*John Charles Chasteen, “Patriotic Footwork: Social Dance and the Watershed of Independence in Buenos Aires,” in State and Society in Spanish America during the Age of Revolutions, ed. Victore Uribe-Urán (Washington, 2001), 173-192 (\*)

Week Ten: **Poverty, Workers, and the Rise of Economic and Social Rights**

\*Gracchus Babeuf, “Conspiracy of Equals Manifesto” (1796):

<https://www.marxists.org/history/france/revolution/conspiracy-equals/1796/manifesto.htm>

\*Pierre Joseph Proudhon, “What Is Property?” (1840) and Louis Blanc, “On the Material Basis for Rights” (1848) in The Human Rights Reader, ed. Micheline Ishay, 2nd ed. (Routledge, 2007), 208-18 (\*)

 \*Pierre Rosanvallon, “The Right to Work: History of a Problem,” in The New Social Question: Rethinking the Welfare State (Princeton, 2000), 68-81 (\*)

 \*Dan Rogers, “Rights Consciousness in American History,” in The Nature of Rights at the American Founding and Beyond, ed. B. Shain (Virginia, 2007), 258-79 (\*)

\***paper outline due in class, incl. statement of the paper’s question and argument**

Week Eleven: **Nonsense on Stilts: Right and Left Opposition to Human Rights**

\*Edmund Burke, “Reflections on the Revolution in France” (1790); and Jeremy Bentham, “Anarchical Fallacies” (1796, pub. 1816); and Karl Marx, “On the Jewish Question” (1844), in Nonsense Upon Stilts: Burke, Bentham, Marx on the Rights of Man, ed. Jeremy Waldron (Methuen, 1988), 46-76, 96-118, and 137-150 (X)

Week Twelve: **Brief presentations of a key source and accompanying project**

Week Thirteen: **Brief presentations of a key source and accompanying project, cont.**

The final paper will be due on xxx and must be submitted by 5 pm that day in order to be on time. Late papers will lose a full grade each day that they are late.