

# HUMAN SECURITY

University of Massachusetts-Amherst | Department of Political Science

**Course #:** POLSCI 791-S

**Term:** Spring 2012

**Day:** Tuesday

**Time:** 9:30-12:00

**Location:** Machmer E-23

**Instructor:** Professor Charli Carpenter

**Office:** Thompson 432

**Office Hours:** Tuesdays 1:00-3:00 pm

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## COURSE DESCRIPTION

Do human rights treaties improve human rights performance? Do the rules of war “matter” or do they simply reflect the interests of powerful states? Do peace-keeping and humanitarian intervention save lives? To what extent do institutions and norms of human rights, international justice and conflict prevention fundamentally change the nature of the Westphalian system? More importantly, how do we know?

This course is a doctoral reading seminar focused on political science literature at the intersection of human rights and international security. Conventionally two distinct subfields with IR, an increasing literature has begun to blur this boundary as it keeps up with evolving global events, institutions and discourses. Topics to be covered will include human rights, the law of war, conflict prevention and peace-keeping; humanitarian intervention and transitional justice.

The course has a set of three-fold learning objectives. First, it is designed to familiarize students conceptually and substantively with history, concepts and global policy processes related to human rights, humanitarian affairs and “peace and security.” Second, it will train students to synthesize and critique literature in preparation for the type of writing expected on comprehensive exams. Third, students will learn to translate social science research into policy-relevant arguments that might conceivably impact political practice.

## REQUIRED READINGS:

The reading load for this course is heavy. You are not required to read every word. Use your time strategically, but try to understand the main points of all the readings as well as similarities and contrasts between the arguments made by different authors.

*Required Readings* are the minimum essential to do well in the class and will form the basis of class discussions and exercises. You are expected to come to class having absorbed the basic substance of and prepared to raise questions about all the required readings. You will need to **obtain hard copies** of the readings either by purchase or downloading from the Internet, and **bring them to class**. I recommend reading both with a highlighter (to make visible the basic points of the articles and books for later re-skimming) and with a pen (for writing comments and questions to yourself in the margins).

*Supplementary Readings* are additional to the class readings for that week. They are not mandatory for all students, but will enhance your understanding of the material even if you simply find time to skim them. On any given week, a particular student will be responsible for completing the supplementary readings, and summarizing them for the rest of the class as they relate to the required readings.

**The following books are available from Amazon.com:**

Fen Osler Hampson, [\*Madness in the Multitude\*](#). Oxford University Press 2001.

Beth Simmons, [\*Mobilizing For Human Rights\*](#). Cambridge University Press, 2009.

Martha Finnemore and Michael Barnett, [\*Rules For the World\*](#). Cornell University Press 2005

Kathryn Sikkink, [\*The Justice Cascade\*](#). NY: W.W. Norton 2010

In addition, enough articles from the following reader are assigned to justify purchase, although all of them can be accessed online for free – your choice:

Michael Brown, et al. [\*New Global Dangers: Changing Dimensions of International Security\*](#). MIT Press, 2004

## GRADING AND ASSIGNMENTS

**Grading:** Your final letter grade is based on a 100 pt. scale. 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 82-86.9 = B; 80-81.9 = B-; 77- 79.9=C+; 72-76.9=C; 70-72.9 = C-; 60-69 = D; less than 60 = F. Only exceptional work will receive grades of an A- or higher, but it is expected that all doctoral students will cultivate the skills necessary to produce such work. These include completing the readings; coming to class prepared to provide incisive commentary on the readings; meeting writing deadlines with polished, concise, well-organized prose; synthesizing existing literature into original arguments rather than simply regurgitating it; and linking theories to real-world evidence in order to critically assess them. I will provide ample mentorship on all these skills as we go through the semester.

**Participation (30 points):** The class and discussion sections will be highly interactive. Attendance and engaged participation is essential both to your ability to absorb the information and to the effective functioning of the classroom environment. It should go without saying that in a graduate seminar of this type it is vital to attend all sessions, and to communicate in advance with the instructor should you require an excused absence. Events such as deaths in the family, documented illness of oneself or one's child, or emergencies of similar gravity qualify for excused absences. It is also important to show up for section prepared to discuss the readings and link them to global issues. Thirty percent of your grade will be based on the instructor's assessment of the quality of your participation. Class days missed without an excused absence will automatically be penalized by a reduction of five points off the final grade.

**Writing Assignments (70 pts).** Students will turn in three types of written assignments over the course of the term. Writing assignments are structured around one of two course objectives: to prepare them to successfully synthesize literatures and write in a style conducive to passing comps; and to develop the ability to communicate cutting-edge human-security-related research outside academic circles.<sup>1</sup>

*Critical Reading Reactions (25 points).* First, in at least five of the eight heavy reading weeks, each student will prepare a short (1-2 page) critical reaction to the set of readings for class that day. These will be submitted to the professor by noon each Monday and used as a jumping-off point for in-class discussion. The goal of this exercise is not to summarize each reading, but to respond to the set of readings by comparing, contrasting, or identifying cross-cutting themes or debates. These memos should also be archived as a set of notes that will help you study and prepare for comps.

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<sup>1</sup> One of the skill-sets required for responsible IR scholarship in the twenty-first century is the ability to communicate research findings to practitioners. This is not always easy given the linguistic and sociological divide between researchers and policy-makers, but given that human security is a policy domain as well as an analytical sub-field we are required to develop and hone these skill-sets.

*“Foreign Affairs” Essay Pitch (5 pts).* Early in the semester, students will be required to pick a human security topic of interest to them and develop a proposal for 3000-word “Foreign Affairs”-style essay on the topic, and write a proposal “pitching” the idea to the “editor,” including a list of the specific empirical political science studies on which the argument is based.

*“Foreign Affairs” Essay (20 pts).* The purpose of this assignment is to a) demonstrate mastery over a particular topic in the human security literature b) demonstrate the ability to summarize what is known by social scientists on that topic and c) practice communicating one’s findings in the context of a policy-relevant argument in a style intelligible to lay readers and foreign policy elites. The student must also make a short, empirically informed presentation of the argument (15 minutes) at the end of the semester.

*Practice Comp Essay (20 points).* The final assignment for the semester is to write a “practice comp” over a human-security related question. The question will be written to simulate a comprehensive exam question and the answer is expected to respond cumulatively to the readings covered in the course. Students will have one week to complete their essay.

## TENTATIVE READING LIST

### INTRODUCTION

#### **January 24: Human Security: Paradigm Shift, Hot Air or Master Frame?**

President Obama, [“Remarks by the President at the Acceptance of the Nobel Peace Prize”](#)

Roland Paris, [“Human Security: Paradigm Shift or Hot Air?”](#)

Fen Osler Hampson, ch. 1 and 2.

#### **January 31: Human Security Norms, IR Scholarship and Global Public Policy**

*Human Security Norms*

Martha Finnemore and Kathryn Sikkink, [“International Norm Dynamics and Political Change.”](#)

Hampson, ch 3; Simmons, “Introduction”; Barnett and Finnemore, ch. 1, Sikkink, “Introduction”

*Human Security Norms: Theory v. Policy*

Bruce Jentleson and Ely Ratner, [“Bridging the Beltway-Ivory Tower Gap”](#)

Anoulak Kittikhoun and Thomas Weiss, [“The Myth of Scholarly Irrelevance for the UN”](#)

Roland Paris, [“Ordering the World”](#)

Daniel Drezner, [“Sanctions Sometimes Smart”](#)

*Examples of Policy-Relevant Writing on Human Security (Pick One):*

Jon Western and Joshua Goldstein, [“Humanitarian Intervention Comes of Age”](#)

Benjamin Valentino, [“The True Costs of Humanitarian Intervention”](#)

Suzanne Katzenstein and Jack Snyder, "[Expediency of the Angels](#)"

## HUMAN SECURITY NORM DEVELOPMENT AND IMPACT

### February 7: Human Rights Origins and Impact

*Required:*

Beth Simmons, *Mobilizing for Human Rights*, chs. 2-4, one case study, conclusion.

Emilie Hafner-Burton and James Ron, "[Seeing Double.](#)"

Christian Reus-Smit, "[Human Rights and the Social Construction of Sovereignty](#)"

*Supplementary:*

James Ron, Howard Ramos and Kathleen Rodgers, "[Transnational Information Reporting](#)"

Thomas Risse and Kathryn Sikkink, *The Power of Human Rights* ch. 1."

### February 14: War Law: Origins and Impact

*Required:*

Sikkink, chapter 4.

Martha Finnemore, "[Rules of War and Wars of Rules](#)"

Ward Thomas, "[Norms and Security: The Case of International Assassination](#)"

Colin Kahl, "[In the Crossfire or in the Crosshairs?](#)"

James Morrow, "[When Do States Comply with the Laws of War?](#)"

Helen Kinsella, "[Discourses of Difference](#)"

*Supplementary:*

Macartan Humphreys and Jeremy Weinstein, "[Handling and Manhandling Civilians...](#)"

Maria Eriksson Baaz and Maria Stern, "[Why Do Soldiers Rape?](#)"

### February 21: Domestic Human Rights and Armed Conflict

*Required:*

Sebastian Rosato, "[The Flawed Logic of the Democratic Peace](#)" plus Doyle, Kinsella and Rosato, "[The Forum](#)" in APSR Vol. 99 Issue 3.

Bruce Russett, "[Bushwhacking the Democratic Peace](#)"

Carol Atkinson, "[Constructivist Implications of Material Power](#)"

Valerie Hudson and Andrea van den Boar, "[A Surplus of Men, a Deficit of Peace](#)"

*Supplementary:*

Tim Peterson and Leah Graham, "[Shared Human Rights Norms and Military Conflict](#)"  
Sobek, Abouharb and Ingman, "[The Human Rights Peace](#)"

## **PROMOTING AND ENFORCING HUMAN SECURITY**

### **February 28: Civil Society and Weapons Norms**

*Required:*

Fen Osler Hampson, chapters 5 and 6.

Charli Carpenter, "[Vetting the Advocacy Agenda](#)"

M. Patrick Cottrell, "[Legitimacy and Institutional Replacement](#)"

Noha Shawki, "[Political Opportunity Structures and Transnational Campaigns](#)"

*Supplementary:*

Tannenwald, "[Stigmatizing the Bomb](#)"

Richard Price, "[Reversing the Gun Sights](#)"

### **March 6: Peace and Security Architecture**

*Required:*

Erik Voeten, "[The Political Origins of the UNSC's Ability to Legitimize the Use of Force](#)"

Mark Zacher, "[The Territorial Integrity Norm.](#)"

Roland Paris, "[Saving Liberal Peace-building](#)"

Page Fortna and Lise Morje Howard, "[Pitfalls and Prospects in the Peacekeeping Literature](#)"

Helena Carrieras, "[Gendered Culture in Peacekeeping Operations](#)"

*Supplementary:*

Page Fortna, "[Does Peace-keeping Keep Peace?](#)"

Lisa Hultman, "[Keeping Peace or Spurring Violence?](#)"

**Friday, March 9: "Foreign Affairs" Essay Pitch Due Electronically by 3pm.**

### **March 13: Humanitarian Action in World Politics**

*Required:*

Martha Finnemore and Michael Barnett, *Rules for the World*, chs 2 and 4

Charli Carpenter, "[Women and Children First](#)"

Sarah Kenyon Lischer, "[Collateral Damage](#)"

Achvarina and Reich, "[No Place to Hide](#)"

*Supplementary:*

Alexander Cooley and James Ron, "[The NGO Scramble](#)"

Taylor Seybolt, "[Harmonizing the Humanitarian Aid Network](#)"

**March 20: NO-CLASS: SPRING BREAK**

**March 27: Humanitarian Intervention**

*Required:*

Fen Osler Hampson, ch. 7

Martha Finnemore, "[Constructing Norms of Humanitarian Intervention](#)"

Martha Finnemore and Michael Barnett, *Rules for the World*, ch. 5

Alex de Waal, "[Darfur and the Failure of the Responsibility to Protect](#)"

*Supplementary:*

Alex Bellamy and Paul Williams, "[The New Politics of Protection?](#)"

Alan Kuperman, "[The Moral Hazard of Humanitarian Intervention](#)"

**April 3: NO CLASS – Professor Carpenter at International Studies Association Conference**

*Optional Practice Comprehensive Exams Due Electronically by 5pm.*

**April 10: Politics of International Justice**

*Required:*

Sikkink, ch 5-7

Fen Osler Hampson, Ch. 4

Christopher Rudolph, "[Constructing an Atrocity Regime](#)"

O. Thoms, J. Ron and Roland Paris, "[State-Level Effects of Transitional Justice Mechanisms](#)"

David Forsythe, "[Human Rights and Mass Atrocities: Revisiting Transitional Justice](#)"

*Supplementary:*

Jack Snyder and Leslie Vinjamuri, "[Trials and Errors.](#)"

Michael Gilligan, "[Is Enforcement Necessary for Effectiveness?](#)"

**April 17: NO CLASS – Happy Post-Patriot's Day!**

**April 24: Student Presentations.**

**May 1: Conclusion.**

Christie Ryerson, "[Critical Voices and Human Security](#)"

Edward Newman, "[Critical Human Security Studies](#)"

*"Foreign Affairs" Essays Due. Final Exam/Practice Comp Handed Out.*

**May 8: Final Exam/Practice Comp Due in Hard Copy to Dr. C's Mailbox by 3pm.**