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 within 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 “international 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 design research projects to attract external funding. Finally, 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, but will enhance your understanding of the material even if you simply find time to skim them. Non-superficial engagement with these readings in addition to the required readings on your cumulative written essays will earn you brownie points.

The following books are available from Amazon.com and/or are on reserve. Students who come by my office to meet me on Tuesday September 8 between 12:00 and 3:00 will receive a free copy of Lost Causes.

Amanda Murdie, Help or Harm. Stanford University Press, 2014
Tuba Inal, Looting and Rape in Wartime. University of Pennsylvania Press 2013

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, spell-checked prose; synthesizing existing literature into original arguments rather than simply regurgitating them; 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.
ASSIGNMENTS

Participation (30 points): The class is a reading seminar and 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. Your participation grade also includes presenting your term project – and showing up to provide critical feedback on others’ projects – at the end of the semester; as well as providing written peer feedback on a writing assignment draft once during the term. 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 three course objectives: to prepare students 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; and to begin thinking about how to develop research designs that will attract funds for human security-related topics.

Unless otherwise noted, all writing assignments must be brought to class in hard copy at the start of class on the day they are due. I will not accept late or electronic assignments unless a student has an excused absence negotiated well in advance. All writing projects should be turned in spell-checked, proofread and with accurate citations.

Mini-Review-Essays (30 points). First, at the end of each module, students will prepare a short (1500-word maximum, or approximately 3 pages single-spaced) critical reaction to the set of readings in that module. The goal of this exercise is not to summarize that various readings, but to demonstrate knowledge of the set of readings and respond to them by comparing, contrasting, or identifying cross-cutting themes or debates. These “mini-review-essays” should also be archived as a set of notes that will help you study and prepare for comprehensive exams. Each is worth 10 points on your final grade.

1 At a subtle level, the latter involves listening with respect while peers speak, responding thoughtfully but critically to their comments (aka providing constructive feedback), and providing space, leadership and encouragement for those less inclined to take initiative. At a more obvious and easily gradable level, it means not dominating the discussion, interrupting, or reacting disrespectfully to others’ opinions you may

2 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.
Term Writing Assignment (20 points). By Friday, October 9 at noon, students will submit either a proposal pitch for an essay at Foreign Affairs, or a one-page letter of intent to write a National Science Foundation grant proposal, with an attached project summary. Either one of these assignments is worth 20 points and the final version is due in class on December 7.

Option 1: “Foreign Affairs” Essay (20 pts). This option is required for MA or exchange students in the class, and strongly recommended for first year doctoral students. The purpose of this assignment is to a) develop 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 social science findings in the context of a policy-relevant argument in a style intelligible to lay readers and foreign policy elites. Early in the semester, students will be required to pick a human security topic of interest to them, 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. Emails should be addressed to “Charlie” Carpenter, Editor, Foreign Affairs at charlicarpenterfaeditor@gmail.com. Student’s ability to earn complete credit for the assignment will depend on doing well at the “pitch” stage; students who do not advance beyond the pitch stage will have the opportunity to earn partial credit (15 points) by submitting a blog post version of their idea instead to the Monkey Cage editor, C. Carpentier. Either way, the student must also make a short, empirically informed presentation of the argument (8-10 minutes) at the end of the semester.

Option 2: Grant Proposal (20 pts): Doctoral students in the class may opt out of the policy-writing assignment in favor of writing a grant proposal. The purpose of this assignment is to a) identify and articulate a novel research problem in human security b) communicate its theoretical or empirical significance by describing what is already known on the topic and what we still need to know and c) to outline a research design capable of exploring the question and d) to build career skills in grant-writing. To this end, students will not conduct primary research but rather will craft a request for external funding in support of a future project. Early in the semester, students must identify a topic of interest and an NSF Program they will submit to, and draft a letter of inquiry to the Program Officer for that program attached to a one-page draft project summary. The grant proposal itself must include the revised one-page summary, a project narrative of no more than 10 single-spaced pages, and a budget/budget justification. This option is strongly recommended for doctoral students in their second year or beyond. You must meet with me early in the semester to create a timeline for success.

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 (over finals) to complete their essay.
TENTATIVE READING LIST

INTRODUCTION

September 14: Human Security: Paradigm Shift, Hot Air or Master Frame?
President Obama, “Remarks by the President at the Acceptance of the Nobel Peace Prize”
Carpenter, ch. 1; Murdie, “Introduction”; Hafner-Burton, “Introduction”; Finnemore and Barnett, ch. 1; Sikkink, “Introduction”

September 21: Human Security Norms, IR Scholarship and Global Public Policy
Human Security Norms
Martha Finnemore and Kathryn Sikkink, “International Norm Dynamics and Political Change”
Carpenter, Ch. 2; Alexander Cooley, “Authoritarianism Goes Global”
Theory / Policy Divide
Bruce Jentleson and Ely Ratner, “Bridging the Beltway-Ivory Tower Gap”
Anoulak Kittikhoun and Thomas Weiss, “The Myth of Scholarly Irrelevance for the UN”
Paul Avey and Michael Desch, “What Do Policymakers Want from Us?”
Carpenter, Appendix, “Studying Transnational Spaces”
Policy-Relevant Writing on Human Security:
Jon Western and Joshua Goldstein, “Humanitarian Intervention Comes of Age”

Friday, September 25: First Synthetic Essay Due @ 12pm.
HUMAN SECURITY NORM DEVELOPMENT AND IMPACT

September 28: Human Rights Origins and Impact
Deadline to Meet Outside of Class with Professor Over Term Assignments.
Required:
Hafner-Burton, ch 2-12
Thomas Risse, Kathryn Sikkink, and Stephen Ropp, The Persistent Power of Human Rights, ch. 1
Emilie Hafner-Burton and James Ron, “Seeing Double.”
Gary Jaugen and Victor Boutrous, “And Justice for All”

Supplementary:
Charli Carpenter, “You Talk of Terrible Things So Matter-of-Factly in This Language of Science”
Christopher Farris, “Respect for Human Rights Has Improved Over Time”

October 5: Domestic Human Rights and Armed Conflict
Required:
Bruce Russett, “Bushwhacking the Democratic Peace”
Tanisha Fazal, READ “Reports of War’s Death Have Been Exaggerated” and SKIM “Dead Wrong”
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”

October 9: Foreign Affairs Proposal Pitch / Project Summaries Due Electronically by 5pm

Tuesday, October 13: War Law: Origins and Impact
Required:
Sikkink, chapter 4; Inal, chapter 2-6
James Morrow, “When Do States Comply with the Laws of War?”
Colin Kahl, “In the Crosshairs or in the Crossfire?”
Maria Eriksson Baaz and Maria Stern, “Why Do Soldiers Rape?”
Dara Kay Cohen, “Explaining Sexual Violence in Civil War”
Bronwyn Leebaw, “Scorched Earth”
Geoffrey Wallace, “Martial Law?”

Supplementary:
Ward Thomas, “Norms and Security: The Case of International Assassination”
Helen Kinsella, “Discourses of Difference”

Friday, October 16: Second Synthetic Essay Due.

PROMOTING AND ENFORCING HUMAN SECURITY

October 19: INGOs, Advocacy Networks and Disarmament
Required:
Amanda Murdie, ch 2-3
Charli Carpenter, ch 3 and 5
Denise Garcia, “Humanitarian Security Regimes”
Keith Krause, "Transnational Civil Society Activism and International Security Politics”
Noha Shawki, “Political Opportunity Structures and Transnational Campaigns”

Supplementary:
Richard Price, “Reversing the Gun Sights”
Clifford Bob, “Packing Heat”
October 26: Humanitarian Action in World Politics

Required:
Murdie, ch. 4-6, Carpenter, ch. 4
Finnemore and Barnnett, chs 2-4
Alexander Cooley and James Ron, “The NGO Scramble”
Neil Narang, “Assisting Uncertainty”
Michael Walzer, “On Humanitarianism”

Supplementary:
Charli Carpenter, “Women and Children First”
Sarah Kenyon Lischer, “Collateral Damage”

November 2: 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”
Valerie Morkevicius, “Power and Order: The Shared Logics of Realism and Just War Theory”
Michael Barnett, Songying Fang and Christoph Zurcher, “Compromised Peacebuilding”
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?”
November 9: Humanitarian Intervention

Required:
Finnemore and Barnett, ch. 5
Alex Bellamy, “The Responsibility to Protect Turns Ten”
Ian Hurd, “Is Humanitarian Intervention Legal?”
Martha Finnemore, “Constructing Norms of Humanitarian Intervention”
Matthew Krain, “International Intervention and the Severity of Genocide”
Alan Kuperman, “The Moral Hazard of Humanitarian Intervention”
Benajmin Valentino, “The True Costs of Humanitarian Intervention”

Supplementary:
Robert Rauchaus, “Principal-Agent Problems in Humanitarian Intervention”

November 16: Politics of International Justice

Required:
Sikkink, ch 5-7
Christopher Rudolph, “Constructing an Atrocity Regime”
Allison Danner and Erik Voeten, “Who is Running the International Criminal Justice System?”
Jack Snyder and Leslie Vinjamuri, “Trials and Errors”
Michal Ben-Josef Hirsch, “Ideational Change and the Emergence of Truth Commissions”

Supplementary:

Friday, November 20: Third Synthetic Essay Due

November 23: Student Presentations / Peer Feedback Day
Deadline for Draft Grant Proposals.

November 30: TOPIC TO BE ANNOUNCED

December 7: Conclusion.
“Foreign Affairs” Essays / Grant Proposals Due. Final Exam/Practice Comp Handed Out.

December 14: Final Exam/Practice Comp Due in Hard Copy to Dr. C’s Mailbox by 3pm.