

POS 6934.003

Fall 2016, 3CH

Meeting Time: T, 6:00–8:50pm

Meeting Place: SO 377

Course website: <https://bb.fau.edu/>Personal website: <http://angeladnichols.weebly.com/>**Professor: Angela D. Nichols**

Office: SO384D

Office Hours: T,R: 1-3pm

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The Politics of Human Rights

Course Description and Objectives

This course is designed to introduce students to the state of the discipline on human rights violations. At the end of the course, students should have an understanding of what factors both increase and decrease the likelihood of human rights violations. We will cover material focused on personal integrity rights, which includes genocide, politicide, torture, disappearances, mass atrocities, and detention, as well as work centered on civil liberties, which includes restrictions on speech, association, assembly and religion. Readings will consider the origins of human rights norms, explanations for variation in respect for those norms, where abuses are most likely to occur, attempts to limit that abuse, and the aftereffects of repression of human rights. While we will focus primarily on political science, we will also draw from sociology, history, psychology, and economics. Familiarity with empirics is not essential, but would be helpful. Please ask a lot of questions and visit office hours if you have a difficulty comprehending the material assigned.

Course Materials

There is one required book for this class:

Landman, Todd. 2006. *Studying Human Rights*, NY: Routledge.

The remainder of the daily reading assignments typically come from academic and policy journals, and are available from two sources:

- the BlackBoard (BB) site for this course (Course Content → Readings)
- directly from an online provider (typically JSTOR)

JSTOR is likely your best option to access the assigned material. JSTOR is an academic journal service that FAU provides for us. Access is free from any FAU computer (e.g., in computer labs or dorms, or via FAU wireless networks); you can search for individual articles by author or title, or browse by journal name and issue at www.jstor.org. Additionally, you can access the FAU electronic journal library via <http://www.fau.edu/library/ecollect/ejournals.php>.

Student Assignments & Responsibilities

Exams: Twenty-five percent of your grade will be determined by an exam. The exam will be essay format. See the schedule for the exam date. The exam is worth 25% of your final grade.

Make-up Exams: If you cannot attend the exam, you need to notify me as soon as possible by email and in person. Make-up exams will only be given to students who have been unable to sit for the examination as a consequence of illness requiring medical care, required university activities, or a personal emergency of a serious nature. To be excused without penalty, documentation and/or prior permission is required. Additionally, an alternative exam may be provided.

Reaction Papers/Critical Essays: Beyond regular class attendance and active participation in class discussion, each student is expected to come to class with a short reaction paper to that week's readings. You should be prepared to begin the conversation each week, as well as make meaningful contributions to every discussion. These short papers are meant to help focus the class discussion and should be written from a research-oriented, academic perspective, rather than a literature review or a Siskel-and-Ebert-style review (I liked/hated this article). Essays should be constructive; criticisms of assigned readings should be accompanied by one or more suggestions about how to overcome the problems, with appropriate discussion of the implications of these suggestions for the body of research. Each essay should be 2-to-3-pages, followed by a list of at least 3 questions you have that remain unanswered. Hard copies of essays are due at the beginning of each class. Please bring 2 copies, 1 for you and 1 for me. Additionally, you each have 2-get-out-of-jail-free-cards (a pass for that week's essay) to be used at your own discretion. My advice is save these for emergencies or busy weeks. Get-out-of-free-jail-cards are not transferable; additional cards do not exist and cannot be purchased for any price. These writing assignments are collectively worth 25% of your final grade.

Mini Research Designs : You must also complete two mini research designs for this course. These assignments are designed to help you identify a hole in or problem with existing work and attempt to address that hole/problem. These assignments should be 5-to-7-pages and include a reference list of at least 10 references. More information regarding these assignments will be distributed the second week of class. These mini research designs are each worth 15% of your final grade.

Attendance & Participation: The quality of a graduate seminar depends to a large extent on your efforts. I expect you to come to class each week prepared to discuss the required readings. When reading the assigned material, I encourage you to consider the following: What is the research question? What is the researchers theoretical argument? What methods/approach does the author use to try to answer the question? Is the approach suitable for the question or theory? If the author provides empirical tests, are the operational measures of the concept appropriate? What are the most significant research findings, and how do these relate to other course readings? To what degree, in your opinion, has the researcher answered her research question(s)? Does the material reveal potential new directions for future research? Finally, note that coming to class late, or missing class without a very pressing concern, is simply unacceptable and will be penalized accordingly. To this end, attendance and participation is worth 20% of your final grade.

Grading & Evaluation

Grades are assigned in accordance with the following scale:

93 - 100% = A	86 - 89% = B+	76 - 79% = C+	66 - 69% = D+	below 60% = F
90 - 92 % = A-	83 - 85% = B	73 - 75% = C	63 - 65% = D	
	80 - 82% = B-	70 - 72% = C-	60 - 62% = D-	

Other Policies

- Allow a reasonable amount of time for a response when you send me an email. Do not email me an hour before an exam and expect me to respond to or receive the email before class. Additionally, I will not answer questions that can be answered by reading the syllabus or accessing blackboard. Further, I encourage students to utilize office hours to answer their questions whenever possible.
- Grades will not be released to any student via email, phone, or other electronic means. If you wish to discuss your grades, report to the appropriate office hours or make an appointment, and come prepared with your university identification.
- You can expect to be graded solely on your academic performance. This includes clarity of thought, knowledge of the material, composition, spelling, and grammar.

Academic Honor Code

Academic dishonesty will not be tolerated in this class. Incidents of plagiarism and/or cheating will result in a failing grade for the class and further penalties per the University's judicial process. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

Accommodations (SAS)

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) and follow all SAS procedures. For more information, see <http://osd.fau.edu/>

Additionally, if you are a student with a disability and wish to request accommodations, please notify me by the second week of class.

University Attendance Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated

absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Classroom Conduct

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: laptops, cell phones, and the like, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you use a laptop to take notes during class, turn off the sound and restrain yourself from unnecessary surfing. I reserve the right to suspend the use of laptops if this policy is abused. If you need a phone for *emergency purposes*, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Class discussions of political issues can often stimulate strong feelings and heated debate. I ask all of you to respect the opinions of your fellow students, even if you do not agree with them. In simple terms, that means not interrupting other students while they are speaking and not verbally attacking them for their beliefs. While I believe that it is essential to connect theory to current events, I will cut short debates of current events that do not enhance the understanding of course concepts. I expect you to offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow free discussion and exchange of ideas.

Course Content & Schedule

The following is an approximate calendar of class discussions. Every attempt will be made to adhere to this schedule. However, departures from the schedule may occasionally occur. Exam and activity dates should be considered firm, and you should arrange your personal schedule to be present at the appointed dates and times.

(I) COURSE INTRODUCTION

Tuesday, 8/23

- No required reading

(II) BACKGROUND

Historical Background

Tuesday, 8/30 – Conceptual Origins of Human Rights

- Lauren, Paul Gordon. 1998. "Visions and the Birth of Human Rights," in *The Evolution of Human Rights*, Philadelphia: University of Pennsylvania Press, pp. 4-36.

and

Tuesday, 8/30 – Institutional Origins of Human Rights

- Lauren, Paul Gordon. 1998. “The Universal Declaration of Human Rights,” in *The Evolution of Human Rights*, Philadelphia: University of Pennsylvania Press, pp. 205-240.

Tuesday, 9/06 – Modern International Institutions

- Forsythe, David. P. 2001. *Human Rights in International Relations*, New York: Cambridge University Press, chapters 3 and 4 (pp. 57-79 and 85-93 only).
- Landman Ch 1 - 3
- Enterline, Andrew. 2007. “A Guide to Writing Research Projects in Graduate Political Science Courses”. pdf file is posted on BB.

Tuesday, 9/20 – Theoretical Foundations

- Finnemore, Martha & Kathryn Sikkink. 1998. “International Norm Dynamics and Political Change,” *International Organization*, 52(4): 887-917.
- Moravcsik, Andrew. 2000. “The Origins of Human Rights Regimes,” *International Organization*, 54(2): 217-252.
- Hafner-Burton, Emilie M. 2014. ”A Social Science of Human Rights,” *Journal of Peace Research*, 51(2): 273-286.
- Recommended: Earl, Jennifer. 2003. ”Tanks, Tear Gas, and Taxes: Toward a theory of Movement Repression.” *Sociological Theory*.
- Recommended: Davenport, Christian. 2007. ”State Repression and Political Order.” *Annual Review of Political Science*.
- Recommended: Ron, James. 1997. ”Varying Methods of State Violence,” *International Organization*, 51(2): 275-300.

Tuesday, 9/27 – Measuring and Studying Human Rights

- Landman Ch 4-6
- Wood, Reed M., and Mark Gibney. 2010. ”The Political Terror Scale (PTS): A re-introduction and a comparison to CIRI.” *Human Rights Quarterly* 32(2): 367-400.
- Poe, Steven C. and Neal C. Tate. 1994. Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis, *American Political Science Review*, 88:853-872.

- Recommended: McCormick, James N. and Neil J. Mitchell. 1997. "Human Rights Violations, Umbrella Concepts, and Empirical Analysis," *World Politics*.
- Recommended: Cingranelli, David L., and David L. Richards. 2010. "The Cingranelli and Richards (CIRI) human rights data project." *Human Rights Quarterly* 32(2): 401-424.
- Recommended: Davenport, Christian, and Patrick Ball. 2002. "Views to Kill: Exploring the Implications of Source Selection in the Case of Guatemalan State Terror, 1977-1995," *Journal of Conflict Resolution*.

Tuesday, 10/4 – Trafficking and Torture

- Feingold, David A. 2005. "Human Trafficking," *Foreign Policy*, 32: 26-30.
- Rejali, Darius. 2007. *Torture and Democracy*, Princeton University Press, pp. 35-63 and pp. 8-25.
- Fahey, Diane L. 2009. "Can Tax Policy Stop Human Trafficking?" *Georgetown Journal of International Law*, 40(2): 345-403.
- Conrad, Courtney, and Will H. Moore. 2010. "What Stops the Torture?" —textitAmerican Journal of Political Science, 52(2).
- Recommended: Agbu, Osita. 2003. "Corruption and Human Trafficking: The Nigerian Case," *West Africa Review*, 4(1): 1-12.
- Recommended: Davenport, Christian. 2007. *State Repression and the Domestic Democratic Peace*. Cambridge, UK: CUP.

Tuesday, 10/11 – NO CLASS, Fall Break

Tuesday, 10/18 – Institutions

- Fein, Helen. 1995. "More Murder in the Middle-Life Integrity Violations and Democracy in the World, 1987." *Human Rights Quarterly*.
- Davenport, Christian, and David Armstrong. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996." *American Journal of Political Science* 48(3): 538-54.

- Keith, Linda Camp, C. Neal Tate and Steven C. Poe. 2009. "Is the Law a Mere Parchment Barrier to Human Rights Abuse?" *Journal of Politics*.
- Moore, Will H. 2000. "The Repression of Dissent: A Substitution Model of Government Coercion," *Journal of Conflict Resolution*.
- Recommended: Gartner, Scott, and Patrick Regan. 1996. "Threat and Repression: The Non-Linear Relationship between Government and Opposition Violence," *Journal of Peace Research*.

Tuesday, 10/25 – Government Killing

- Harff, Barbara, and Ted Robert Gurr. 1988. "Toward Empirical Theory of Genocides and Politicides: Identification and Measurement of Cases since 1945" *International Studies Quarterly* 32(3): 359-371.
- Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. 2004. "Draining the Sea: Mass Killing and Guerilla Warfare" *International Organization* 58: 375-407.
- DeMeritt, Jacqueline. 2014. "Delegating Death: Military Intervention and Government Killing," *Journal of Conflict Resolution*.
- Recommended: Harf, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955," *American Political Science Review*, 97(1): 57-73.
- Recommended: Mitchell, Neil J. 2004 *Agents of Atrocity: Leaders, Followers, and the Violation of Human Rights in Civil War*. London, Palgrave MacMillan.

Tuesday, 11/1 – Economic Factors

- Hafner-Burton, Emilie M. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression," *International Organization*, 59: 593-629.
- Wood, Reed M. 2008. "A Hand upon the Throat of the Nation: Economic Sanctions and State Repression, 1976-2001." *International Studies Quarterly* 52: 489-513.
- DeMeritt, Jacqueline H.R., and Joseph K. Young. 2013. "A Political Economy of Human Rights: Oil, Natural Gas, and State Incentives to Repress," *Conflict Management and Peace Science* 30(2): 99-120.

- Recommended: Dreher, Axel, Martin Gassebner and Lars-H. R. Siemers. 2012. "Globalization, Economic Freedom, and Human Rights," *Journal of Conflict Resolution* 65: 516-546.
- Recommended: Cingranelli, David L, and M. Rodwan Abouharb. 2006. "The Human Rights Effect of World Bank Structural Adjustment, 1981-2000," *International Studies Quarterly*.

Tuesday, 11/8 – Transitional Justice

- Landman Ch 7-9
- Dancy, Geoff, and Eric Wiebelhaus-Brahm. 2015. "Bridge to Human Development or Vehicle of Inequality? Transitional Justice and Economic Structures," *International Journal of Transitional Justice* 9, 51-69.
- Recommended: Thoms, O. N., Ron, J., and Paris, R. 2010. State-level Effects of Transitional Justice: What Do We Know?. *International Journal of Transitional Justice*, 4(3), 329-354.
- Recommended: Akhavan, Payam. 1996. "The International Criminal Tribunal for Rwanda: The Politics and Pragmatics of Punishment," *The American Journal of International Law*, 90(3):501-510.
- Recommended: Olsen, Tricia D., Leigh G. Payne, and Andrew G. Reiter. 2010. *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy*. Washington, DC: USIP.
- Recommended: Wiebelhaus-Brahm. 2010. *Truth Commissions and Transitional Societies: The impact on human rights and democracy*. New York, NY: Routledge.

Tuesday, 11/15–Enforcement

- Lebovic, James H. & Erik Voeten. 2006. "The Politics of Shame: The Condemnation of Country Human Rights Practices in the UNCHR," *International Studies Quarterly*, 50(4): 861-888.
- Hendrix, Cullen S. & Wendy H. Wong. 2013. "When is the Pen Truly Mighty? Regime Type and the Efficacy of Naming and Shaming in Curbing Human Rights Abuses," *British Journal of Political Science*, 43(3): 651-672.
- Hafner-Burton, Emilie M. 2012. "International regimes for human rights." *Annual Review of Political Science* 15: 265-286.

- Recommended: Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge UP.
- Recommended: Hafner-Burton, Emilie M. 2008. "Sticks and Stones: The Efficacy of Human Rights Naming and Shaming," *International Organization*, 62(4): 689-716.

Tuesday, 11/22–Human Rights in the United States

- TBD

Final Exam, 11/29

Tuesday, 12/6–Final Class–It's a surprise!

- no reading assigned

This syllabus is a guideline and is subject to change at any time.