

**IR SEMINAR (POLS 960):
THE POLITICS OF HUMAN RIGHTS**

POLS 960
OLDH 516
Spring 2020
Thursdays 1:30-4:20 PM

Instructor Info

Professor Hillebrecht
Email: chillebrecht2@unl.edu
Office Hours: Tuesdays, 9:30-11:30
By Appointment

Course Description

Human rights are inherently and inextricably political, and even in a time of rampant globalization and international activism, human rights remain tied to the state. In this course we will examine the contentious relationship between human rights and state sovereignty and its manifestation in the international legal framework for human rights, episodes of mass atrocity, the pursuit of transitional justice and the challenges of diffusing new human rights norms to an ever-widening audience. We also will pay close attention to how the study of human rights fits into the larger fields of international relations and political science and consider the utility of a variety of methodological approaches for human rights research.

We will divide our work into three units. We begin by asking what it is that we mean by “human rights,” how this meaning and attendant human rights norms developed and how international law seeks to safeguard human rights. In this unit, we also will consider the (sometimes contested) role of human rights activists in promoting and protecting human rights. Next, we will turn to incidents of mass atrocity and systematic human rights abuses and the legal, economic and military mechanisms designed to deal with them. Finally, we will look at humanitarian law. We conclude the semester by taking a broad overview of the empirical and theoretical challenges inherent in human rights research. Throughout the semester, we will come back time and again to the relationship between human rights and politics and the dual role of the state as protector and violator of human rights.

Course Requirements

- **Class Participation (20%):** Your class participation grade reflects your weekly contribution to class discussion. This means coming to class having read and thought about the readings. Come prepared to actively participate, and remember, quality counts just as much as quantity. Attendance is mandatory, although I do allow one “free pass” day over the course of the semester. You needn’t tell me why you won’t be attending seminar on this day. After

that, however, any absence will negatively affect your grade; with two or more absences you are in serious risk of failing the class.

- **Response Papers (10% Total):** Every week (minus the first and last weeks of class, spring break and the week of your presentations), you should turn in a one-page, single-spaced response paper that synthesizes the readings, identifies any inconsistencies or gaps in the related literature and poses questions for further inquiry. Response papers will be graded on 0/check/check-plus basis. They are due by 5:00 pm on Wednesdays via Canvas. No late response papers will be accepted.
- **Research Project (60%):** Over the course of the semester, you will be responsible for writing an original research paper. This can be on any topic related to human rights, and should generally take the form of a journal article. This project is designed to accomplish two goals: 1) to have you engage deeply in human rights research and 2) to provide you a “practice run” with submitting scholarly work at a peer-reviewed journal. This means that your research paper should be approximately 10,000-12,000 words, properly cited, and professionally researched and written. A draft of the paper will be due on **March 9**, at which time I will distribute your paper to two of your peers for comments. The final draft will be due on **April 23**, alongside a letter to the editor (me) and the reviewers (your colleagues). You will be evaluated on your first draft, your revisions (e.g. final draft) and your ability to address the comments you received on your initial submission.

At the end of the semester, you will present your research in the traditional POLS/IR conference format, e.g. four papers per panel with one discussant. Each presenter will have approximately 15 minutes to present his/her paper and then have an opportunity to answer questions from the audience. As with your discussant responsibilities throughout the semester, your colleagues and I will jointly evaluate your presentation.

Thus, your research project will constitute 60% of your course grade and is comprised of four separate components:

- **Initial Draft (20%):** The first draft of your proposal is due on **March 9, 2020** at **11:59 pm** on Canvas. The draft should be complete (e.g. all of the proposal components should be included) and polished. You should also include a cover letter that indicates the journal to which you are submitting your work and why your research is a good fit for that journal.
- **Final Draft (20%):** You will have a chance to revise your paper, taking into account my comments and those of your peers on your first draft. The final version is due on **April 23, 2020** at **11:59 pm**.
- **Letter in response to editors and reviewers (5%):** You should write a brief letter explaining the revisions you made between the draft and the final version of your paper. The letter should accompany the final paper and is also due on **April 23, 2020**.

- ***Presentation of Research (10%)***: You will present your research on **April 23**. Your peers and I will jointly evaluate your presentation. More details to follow.

N.b. If you are planning on working in a dissertation chapter/grant proposal/prospectus draft in the context of the course, please come see me early in the semester. Similarly, if you are planning on building on research you are conducting/have conducted for another seminar, please come see me early on in the course.

- ***Peer Reviews (15%)***: Providing (and receiving) constructivism criticism is one of the fundamental activities/values of academia. To give you an opportunity to practice this crucial skill (and to receive more comments on your work) each student will read and evaluate two of their colleagues research paper drafts. You will receive the papers on **March 10**. Reviews are due back to me on **March 20 at 11:59pm**. As with peer review journals, we will attempt to keep this review process double-blind.

Support Services and Course Policies

Emergencies

If an emergency should arise during the course of the semester that prevents you from attending class or completing your work, please be in touch as soon as possible. If you are facing a medical, fire or safety emergency, please call 911. If you are needing to speak with UNL PD, call 402-472-2222 or text 69050 (key word UNLPD) when circumstances would prevent making a call. You can also pick up any of the Blue Emergency Phones on campus to connect with UNLPD.

Services for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787; acontreras3@unl.edu.

Writing Center

The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or [schedule online](#).

Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See <https://success.unl.edu> for schedules and more information.

Classroom Climate

Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

Discussing Controversial Topics

Some of the topics we will discuss over the semester are likely to be sensitive and/or controversial. A variety of opinions, beliefs, and statements may surface during class discussions, some of which may be experienced as "racist," or "anti-Semitic," or "homophobic," or "sexist," or "fascist," or "Islamophobic," etc. You will be encouraged to express your opinions and beliefs, and to do so with respect for the opinions of other students who may hold different beliefs. In the event that controversial claims are made, you will be discouraged from labeling any classmate as "a racist," or "an anti-Semite," or "a fascist," or "a bigot," etc. Instead you will be encouraged to respond to opinions with which you disagree by saying, "I disagree with the statement you just made and I **experience** it [i.e., the statement] as racist (or homophobic, or anti-Semitic, etc.) because..." and then share your opinion with your classmates and me. All of you are encouraged to express your views and beliefs even when those views may be considered unpopular. If you have any concerns that you will have difficulty with voicing your opinions/beliefs insensitive language, feel free to consult with me during office hours and I will be happy to assist you.

Video or Audiotaping Class Sessions

Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain my permission to do so.

Academic Honesty

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's [Student Code of Conduct](#) addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Diversity & Inclusion

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

Trespass Policy (Regents' Policy 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

Grading Rubric

A = 93+	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = < 59

Readings and Course Schedule

You should complete the assigned readings for the week prior to writing your response papers, which are due on Tuesday mornings before our seminar. We will rely on a number of texts this semester, and we will supplement these readings with articles and some multi-media pieces. Listed below you will see our required readings for the week, as well as a list of recommended readings. The recommended readings are exactly that—recommended. You should use these readings to supplement the required readings for the week when you are in charge of leading discussion. This also will serve as a start for building your own bibliography of the field, which you can then use to prepare for comps, your theses, etc. Please note that this list is not exhaustive, but rather is intended to provide you with a taste of the core works in the field and introduce you to the substantive, methodological and epistemological diversity within the field of human rights.

The following books are required and are available for purchase at the UNL book store:

1. Arendt, Hannah. 1973. *The Origins of Totalitarianism*. Harcourt, Brace, Jovanovich.
2. Bosco, David. 2014. *Rough Justice: The International Criminal Court in a World of Power Politics*. Oxford UP.
3. Brysk, Alison. 2009. *Global Good Samaritans: Human Rights as Foreign Policy*. Oxford UP.
4. Hopgood, Steven. 2013. *The Endtimes of Human Rights*. Cornell UP.
5. Sundstrom, Lisa McIntosh, Valerie Sperline and Melike Sayoglu. 2019. *Courting Gender Justice: Russia, Turkey, and the European Court of Human Rights*. Oxford UP.
6. Kinsella, Helen M. 2011. *The Image before the Weapon: A Critical History of the Distinction between Combatant and Civilian*. Cornell UP.
7. Kersten, Mark. 2016. *Justice in Conflict: The Effects of the International Criminal Court's Interventions on Ending Wars and Building Peace*. Oxford UP.
8. Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge UP.
9. Straus, Scott. 2008. *The Order of Genocide: Race, Power, and War in Rwanda*. 1st ed. Cornell UP.
10. Mills, Kurt. 2015. *International Responses to Mass Atrocities in Africa Responsibility to Protect, Prosecute, and Palliate*. Philadelphia: University of Pennsylvania Press.

Research Skills Development (RSD)

In order to help you improve your research skills, most weeks we will discuss/workshop one important element of the research process. In the beginning of the semester, these units will focus on the different components of a social science/law research paper. We will turn our attention to the logistics and best practices of the submission/review/revision process during the second half of the semester. The readings are designed to highlight the topic of the RSD unit that week, and I've also tried to organize the RSD topics to be a week ahead of where you should be in the process of researching/drafting/revising your research project. These RSD units are meant to complement (but certainly not replace) other professional development opportunities.

Course Outline

Week 1: Introduction to the Class (Jan. 16)

- RSD: Identifying and framing research questions.

Week 2: From Whence Human Rights? (Jan. 23)

We will meet from 2:30-4:20 this week!

- Arendt, Hannah. 1973. *The Origins of Totalitarianism*. Harcourt, Brace, Jovanovich.

Recommended

- Beitz, Charles R. 2009. *The Idea of Human Rights*. First Edition. Oxford University Press, USA.
- Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. 1999. *The Power of Human Rights*. Cambridge: Cambridge University Press.
- Crawford, Neta C. 2002. *Argument and Change in World Politics: Ethics, Decolonization, and Humanitarian Intervention*. Cambridge University Press.
- Lauren, Paul Gordon. 2003. *The Evolution of International Human Rights: Visions Seen*. University of Pennsylvania Press.
- Perry, Michael J. 2000. *The Idea of Human Rights: Four Inquiries*. Oxford University Press, USA.
- Henkin, Louis. 1989. "The Universality of the Concept of Human Rights." *Annals of the American Academy of Political and Social Science* 506: 10-16.
- Tomuschat, Christian. 2003. *Human Rights: Between Realism and Idealism*. New York: Oxford University Press.
- Donnelly, Jack. 2007. "The Relative Universality of Human Rights." *Human Rights Quarterly* 29(2): 281-306.
- Ignatieff, Michael. 2001. *Human Rights as Politics and Idolatry*. 1st ed. Princeton University Press.
- Buergenthal, Thomas. 2006. "The Evolving International Human Rights System." *The American Journal of International Law* 100: 783-807. Donnelly, Jack. 1986. "International Human Rights: A Regime Analysis." *International Organization* 40(3): 599-642.
- Steiner, Henry J., Philip Alston, and Ryan Goodman. 2008. *International Human Rights in Context: Law, Politics, Morals*. New York: Oxford University Press.
- Epp, Charles. 1998. *The Rights Revolution: Lawyers, Activists, and Supreme Courts in Comparative Perspective*. Chicago: University of Chicago Press.
- Hunt, Lynn Avery. 2007. *Inventing Human Rights: A History*. W. W. Norton & Company.
- Cingranelli, David L., and David L. Richards. 1999. "Measuring the Level, Pattern and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43(2): 407-18.

Week 3: International Law and Human Rights (Jan. 30)

- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press.
- Conrad, Courtenay R. and Emily Hencken Ritter. 2013. "Treaties, Tenure and Torture: The Conflicting Domestic Effects of International Law," *Journal of Politics* 75 (2): 397-409.
- Hathaway, Oona A. 2007. "Why Do Countries Commit to Human Rights Treaties?" *Journal of Conflict Resolution* 51(4): 588-621.
- **RSD:** Literature reviews

Recommended:

- Mertus, Julie. 2009. *The United Nations and Human Rights: A Guide for A New Era*. Taylor & Francis.
- Hannum, Hurst. 1996. *Autonomy, Sovereignty, and Self-Determination: The Accommodation of Conflicting Rights*. University of Pennsylvania Press.
- Hafner-Burton, Emilie, and Kiyoteru Tsutsui. 2004. "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology* 110(5): 1373-1411.
- Shelton, Dinah. 2001. *Remedies in International Human Rights Law*. Oxford: Oxford University Press.
- Shelton, Dinah L. 2010. *Regional Protection of Human Rights*. Oxford University Press, USA.
- Hafner-Burton, Emilie. 2009. *Forced to Be Good: Why Trade Agreements Boost Human Rights*. Ithaca: Cornell University Press.
- Goodman, Ryan, and Derek Jinks. 2008. "Incomplete Internalization and Compliance with Human Rights Law." *European Journal of International Law* 19(4): 725 -748.
- Hathaway, Oona. 2002. "Do Human Rights Treaties Make a Difference." *Yale Law Journal* 111(8): 1935-2041.
- ——. 2004. "The Promise and Limits of the International Law of Torture." In *Torture: A Collection*, ed. Sandford Levinson. New York: Oxford University Press, p. 199-212.
- Neumayer, Eric. 2005. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49(6): 925-953.
- Vreeland, James. 2008. "Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture." *International Organization* 62(1): 65-101.

Week 4: NHRIs and the Domestic Politics of International HR Law (Feb. 6)

- Carver, Richard. 2010. "A New Answer to an Old Question: National Human Rights Institutions and the Domestication of International Law." *Human Rights Law Review* 10 (10): 1-32.

- Linos, Katerina and Tom Pogram. 2017. "What Works in Human Rights Institutions?" *The American Journal of International Law* 112(3), 1-61.
- Welch, Ryan. 2019. "Domestic Politics and the Power to Punish: The Case of National Human Rights Institutions." *Conflict Management and Peace Science* 36(4): 385-404.
- **RSD: Generating hypotheses and empirical implications**

Recommended:

- For an extensive list of NHRI-related research, please see:
<http://nhritortureprevention.org/>

Week 5: Human Rights Activism (Feb. 13)

- Bakke, Kristin, and Neil Mitchell and Hannah Smidt. 2019. "When States Crack Down on Human Rights Defenders." *International Studies Quarterly*. Online First. Published 17 December 2019.
- Sundstrom, Lisa McIntosh, Valerie Sperline and Melike Sayoglu. 2019. *Courting Gender Justice: Russia, Turkey, and the European Court of Human Rights*. Oxford UP.
- **RSD: Finding the right method for your question**

Recommended

- Bell, Sam, Murdie, Amanda, Patricia Blocksom, and Kevin Brown. 2013. "Force Multipliers: Conditional Effectiveness of Military and INGO Human Security Interventions." *Journal of Human Rights*. 12(4): 397-422.
- Grant, Ruth, and Robert O. Keohane. 2005. "Accountability and Abuses of Power in World Politics." *American Political Science Review* 99(1): 29-43.
- Van Tuijl, Peter. 1999. "NGOs and Human Rights: Sources of Justice and Democracy." *Journal of International Affairs* 52(2): 493-512.
- Kaldor, Mary. 2003. "The Idea of Global Civil Society." *International Affairs* 79(3): 583-593.
- Hopgood, Stephen. 2006. *Keepers of the Flame: Understanding Amnesty International*. Cornell University Press.
- Cooley, Alexander and James Ron. 2002. "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action." *International Security* 27(1): 5-39.
- Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. 1999. *The Power of Human Rights*. Cambridge: Cambridge University Press.
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders*. Ithaca: Cornell University Press. (If you have not already read this for your pro-sem, make sure you prioritize this recommended reading!)
- Carpenter, R. Charli. 2003. "Women and Children First: Gender, Norms and Humanitarian Evacuation in the Balkans, 1991-1995." *International Organization* 57(4): 661-94.

Week 6: No Class- But Mark Your Calendars for Conferences (Feb. 20)

- You should sign up for (1) 15-minute conference slot to discuss your research project. These conferences will take place during our regularly-scheduled class times.

Week 7: Genocide (Feb. 27)

- Straus, Scott. 2007. *The Order of Genocide: Race, Power, and War in Rwanda*. 1st ed. Cornell University Press.
- Please watch BBC2's *Rwanda's Untold Story*. Available online on vimeo, etc.
- **RSD: Concepts, Indicators and Data**

Recommended

- Barnett, Michael. 2003. *Eyewitness to a Genocide*. Ithaca: Cornell University Press.
- Power, Samantha. 2001. "Bystanders to Genocide." *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/4571/>
- Valentino, Benjamin A. 2005. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Cornell University Press.
- Browning, Christopher R. 1993. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Harper Perennial.
- Goldhagen, Daniel Jonah. 1997. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. Vintage.
- Straus, Scott. 2007a. "Second-Generation Comparative Research on Genocide." *World Politics* 59(3): 476-501.
- Kalyvas, Stathis N., Ian Shapiro, and Tarek Masoud. 2008. *Order, Conflict, and Violence*. Cambridge University Press.

Week 8: Humanitarian Intervention (March 5)

- Mills, Kurt. 2015. *International Responses to Mass Atrocities in Africa Responsibility to Protect, Prosecute, and Palliate*. Philadelphia: University of Pennsylvania Press.
- Evans, Gareth. 2004. "When is it Right to Fight?" *Survival: Global Politics and Strategy* 46(3): 59.

Recommended

- Carrie Booth Walling. 2013. *All Necessary Measures: The United Nations and Humanitarian Intervention*. Pennsylvania Studies in Human Rights, UPenn Press.
- Power, Samantha. 2007. *A Problem from Hell: America and the Age of Genocide*. HarperCollins.
- Evans, Gareth, and Mohamed Sahnoun. 2002. "The Responsibility to Protect." *Foreign Affairs* 81(6): 99-110.
- Waal, Alex De. 2007. "Darfur and the Failure of the Responsibility to Protect." *International Affairs* 83(6): 1039-1054.

- Weiss, Thomas G. 2004. "The Sunset of Humanitarian Intervention? The Responsibility to Protect in a Unipolar Era." *Security Dialogue* 35(2): 135 -153.
- Finnemore, Martha. 1996. "Constructing Norms of Humanitarian Intervention" in *The Culture of National Security* (Peter Katzenstein, Ed.).
- Newman, E. 2002. "Review Article - Humanitarian Intervention Legality and Legitimacy." *The International Journal of Human Rights* 6(4): 102-120.
- Krisch, Nico. 2002. "Review Essay Legality, Morality and the Dilemma of Humanitarian Intervention after Kosovo." *European Journal of International Law* 13(1): 323 -335.
- Holzgrefe, J. L., and Robert Owen Keohane. 2003. *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. Cambridge University Press.
- Wheeler, Nicholas J. 2003. *Saving Strangers: Humanitarian Intervention in International Society*. Oxford University Press, USA.

Paper drafts due via Canvas by 11:59pm on March 9, 2020.

Week 9: Universal Jurisdiction and Justice after Atrocity (March 12)

- Bosco, David. 2014. *Rough Justice: The International Criminal Court in a World of Power Politics*. Oxford UP.
- *Ex Parte Pinochet* (Judgment, UK House of Lords, 1999). Available here: <http://www.publications.parliament.uk/pa/ld199899/ldjudgmt/jd990324/pino1.htm>
- **RSD:** Competing hypotheses and robustness tests.

Recommended

- Ellis, Mark, and Richard Goldstone, eds. 2008. *The International Criminal Court: Challenges to Achieving Justice and Accountability in the 21st Century*. New York: IDEBATE Press.
- Bass, Gary Jonathan. 2001. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton University Press.
- Schabas, William. 2007. *An Introduction to the International Criminal Court*. Third. Cambridge: Cambridge University Press.
- Kissinger, Henry A. 2001. "The Pitfalls of Universal Jurisdiction." *Foreign Affairs* 80(4): 86-96.
- Roth, Kenneth. 2001. "The Case for Universal Jurisdiction." *Foreign Affairs* 80(5): 150-154.
- McMahon, Patrice C. 2007. *Taming Ethnic Hatred: Ethnic Cooperation and Transnational Networks in Eastern Europe*. Syracuse University Press.

Week 10: Transitional Justice and Peacebuilding (March 19)

- Kersten, Mark. 2016. *Justice in Conflict: The Effects of the International Criminal Court's Interventions on Ending Wars and Building Peace*. Oxford UP.

- Hillebrecht, Courtney and Alexandra Huneeus with Sandra Borda. 2018. "The Judicialization of Peace." *Harvard International Law Journal* 59 (2): 279-330.
- **RSD:** Being a constructive reviewer.

Recommended

- Lessa, Francesca and Leigh Payne, eds. 2012. *Amnesty in the Age of Human Rights Accountability*. Cambridge UP.
- Transitional Justice Database (TJDB):
<https://sites.google.com/site/transitionaljusticedatabase/>
- Roht-Arriaza, Naomi, and Javier Maríezcurrena, eds. 2006. *Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice*. Cambridge: Cambridge University Press.
- Olsen, Tricia D., Leigh A. Payne, and Andrew G. Reiter. 2010. *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy*. United States Institute of Peace Press.
- Kritz, Neil J., and Nelson Mandela. 1995a. *Transitional Justice: How Emerging Democracies Reckon With Former Regimes: Country Studies*. US Institute of Peace Press.
- Kritz, Neil J., and Nelson Mandela, eds. 1995b. *Transitional Justice: How Emerging Democracies Reckon with Former Regimes*. Washington, D.C.: United States Institute for Peace.
- Brahm, Eric. 2007. "Uncovering the Truth: Examining Truth Commission Success and Impact." *International Studies Perspectives* 8(1): 16-35.
- Snyder, Jack, and Leslie Vinjamuri. 2004. "Trials and Errors: Principle and Pragmatism in Strategies of International Justice." *International Security* 28(3): 5-44.
- Nalepa, Monika. 2010. *Skeletons in the Closet: Transitional Justice in Post-Communist Europe*. 1st ed. Cambridge University Press.
- Pion-Berlin, David. 1994. "To Prosecute or to Pardon? Human Rights Decisions in the Latin American Southern Cone." *Human Rights Quarterly* 16(1): 105-130.
- Sikkink, Kathryn, and Carrie Booth Walling. 2007. "The Impact of Human Rights Trials in Latin America." *Journal of Peace Research* 44(4): 427 -445.
- ——. 2011. *The Justice Cascade: How Human Rights Prosecutions Are Changing World Politics*. 1st ed. W. W. Norton & Company.

Peer review comments due via Canvas by 11:59 pm on March 20.

Week 11: Spring Break – No Class (March 26)

Week 12: International Humanitarian Law (April 2)

- Kinsella, Helen M. 2011. *The Image before the Weapon: A Critical History of the Distinction between Combatant and Civilian*. Cornell University Press.
- Morrow, James. 2007. "When do States Follow the Laws of War?" *American Political Science Review* 101(3): 559-572.

RSD: The publication process: nuts, bolts and lessons in rejection.

Recommended

- Mertus, Julie. 2009. *The United Nations and Human Rights: A Guide for A New Era*. Taylor & Francis.
- Kalshoven, Frits, and Liesbeth Zegveld. 2011. *Constraints on the Waging of War: An Introduction to International Humanitarian Law*. Cambridge University Press.
- Bouchet-Saulnier, Françoise et al. 2007. *The Practical Guide to Humanitarian Law*. Rowman & Littlefield.
- Cassese, Antonio. 1998. "On the Current Trends towards Criminal Prosecution and Punishment of Breaches of International Humanitarian Law." *European Journal of International Law* 9(1): 2 -17.
- Bassiouni, M. Cherif. 1994. "Former Yugoslavia: Investigating Violations of International Humanitarian Law and Establishing an International Criminal Tribunal." *Fordham International Law Journal* 18: 1191.

Week 13: Human Rights as Foreign Policy (April 9)

- Brysk, Alison. 2009. *Global Good Samaritans: Human Rights as Foreign Policy*. Oxford University Press, USA.

RSD: Addressing reviewer comments—substantive revisions and logistics.

Recommended

- Ignatieff, Michael. 2005. *American Exceptionalism and Human Rights*. Princeton University Press.
- Forsythe, David P. 1995. "Human Rights and US Foreign Policy: Two Levels, Two Worlds." *Political Studies* 43(s1): 111-130.
- United Nations and David Forsythe. 2000. *Human Rights and Comparative Foreign Policy*. United Nations.
- Sikkink, Kathryn. 2004. *Mixed Signals: U.S. Human Rights Policy And Latin America*. Cornell University Press.
- Enloe, Cynthia. 2000. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Updated Edition. Berkeley: University of California Press.
- Wallace, Geoffrey. 2013. "The Captor's Dilemma: The Causes of Prisoner Abuse in War." *Journal of Conflict Resolution*.
- Wallace, Geoffrey. 2012. "Regulating Conflict: Historical Legacies and State Commitment to the Laws of War." *Foreign Policy Analysis*.

Week 14: The Future of HR and HR Research (April 16)

- Hopgood, Steven. 2013. *The Endtimes of Human Rights*. Cornell UP.
- Cingranelli, David L., and David L. Richards. 1999. "Measuring the Level, Pattern and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43(2): 407-18.
- Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26(4): 906-931.
- **RSD:** Effectively presenting your research at conferences.

Recommended

- Rosga, AnnJanette, and Margaret Satterthwaite. 2008. "The Trust in Indicators: Measuring Human Rights." *New York University Public Law and Legal Theory Working Papers*. http://lsr.nellco.org/nyu_plltwp/91.
- Landman, Todd, and Edzia Carvalho. 2009. *Measuring Human Rights*. 1st ed. Routledge.
- <https://www.hrdag.org/>
- <http://www.csmonitor.com/World/Making-a-difference/Change-Agent/2011/0606/A-new-way-to-measure-human-rights-may-revolutionize-global-advocacy>
- <http://www.hks.harvard.edu/cchrp/mhr/>

Week 15: Student Research Presentations (April 23)

Final papers and letters to the reviewers due via Canvas by 11:59 pm on April 23.

Week 16: Course Wrap-Up (April 30)