INR 6067
HUMAN RIGHTS AND SECURITY

Department of Political Science

UCF
Fall 2018
Credit hours: 3

Professor: Demet Mousseau
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Class Meets: Thursdays 6 pm- 8:50 pm
Class Location: BA1 207
Office Hours: Tuesdays 1:30 pm-3:00 pm;
Thursdays 1:30 pm-4:00 pm

UCF Catalogue Description: Examination of international human rights with human security; analysis of conflict and peace; emphases on international policy, gender equality, sustainable development, and the environment.

Course Goals/Objectives: Develop analytical and research skills for studying complex issues of international human rights and human security; stimulate expertise and creative and critical thinking on international policy and security; promote publishable research in these areas.

Learning Outcomes: Achieve an in-depth and interdisciplinary understanding of issues and debates on human security and international human rights. By the end of this course, students will be able to think and write analytically and knowledgeably about global issues of security and human rights.

Detailed Section-specific Description of the Course: Topics include international human rights and human security, armed conflict, conflict prevention and peace-keeping, international policy, humanitarian intervention, foreign aid, development, and environmental security. Part I begins with analysis of intersecting concepts and issues of international human rights and human security. Part II explores international law and policy on human rights and human security, including structures of humanitarian intervention and peacebuilding for vulnerable populations and gender. Part III advances analyses of conflict and human security, including armed conflicts over natural resources; and Part IV addresses international policy for building security, development, and sustainable environment at local and global levels.

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3
Prerequisite(s): Prerequisite(s) or Corequisite(s): None.

Required Text:

Julie Mertus and Jeffrey Helsing. 2006. *Human Rights and Conflict: Exploring the Links between Rights, Laws and Peacebuilding*. Washington DC: The United States Institute of Peace Press.

Supplemantary recommended readings:

Shahrbanou Tadjbakhsh and Anuradha Chenoy. 2007. *Human Security: Concepts and Implications*. Routledge.

Moufida Goucha and John Crowley. 2008. *Rethinking Human Security*. Wiley.

Emilie Hafner-Burton. 2009. *Making Human Rights a Reality*. Cambridge University Press.

Course Web Page: All the assigned readings other than the above book will be provided electronically. All supplementary materials, including lecture slides, pictures, graphs, videos, and web links, will be made available on the course web page at Webcourses@UCF.

Human Security Resources:

The Human Security Report Project: http://www.hsrgroup.org

The Ford Institute for Human Security: http://www.fordinstitute.pitt.edu

The United Nations Trust Fund for Human Security: http://www.unocha.org/humansecurity/

3P Human Security: http://3phumansecurity.org/site/

The Human Security Index: http://www.humansecurityindex.org

International Coalition for the Responsibility to Protect: http://www.responsibilitytoprotect.org

United Nations Institute for Disarmament Research: http://unidir.org/html/en/home.html

Course Outline

Part I HUMAN SECURITY AND HUMAN RIGHTS

Week 1 Introduction and General Discussion

Week 2 **<u>What is Human Security?</u>**

Readings:

Keith Krause. 2008. "Building the agenda of human security." *International Social Science Journal*, vol. 59, issue s1, pp. 65-79.

Mary Martin and Taylor Owen. 2010. "The Second Generation of Human Security: Lessons from the UN and EU experience," *International Affairs*, vol. 86, issue 1, pp. 211-224.

Gary King and Christopher JL Murray. 2002. "Rethinking Human Security." *Political Science Quarterly*, vol. 116, no.4, pp: 585–610. Copy at http://j.mp/mjCMRN

Assignments:

Examine "The Human Security Unit website and the Human Security Report website," especially on "What is Human Security?"

Week 3 **<u>Human Rights and Human Security</u>**

Readings:

Tadjbakhsh and Chenoy, chapter 5.

Roland Paris. 2001. "Human Security: Paradigm Shift or Hot Air," *International Security*, vol. 26, no. 2, pp. 87-102.

United Nations, "Universal Declaration of Human Rights."

Isobel Coleman. 2004. "The Payoff From Women's Rights." *Foreign Affairs*, vol. 83, issue 3, p. 80.

Week 4 **<u>Global Human Rights: Are They Affective?</u>**

Readings:

Julie A. Mertus & Jeffrey W. Helsing, chapter 12 "Negotiating Justice in Northern Ireland," chapter 11 "case on Iraq."

Emilie Hafner-Burton, "Making Human Rights a Reality", Part 1

Emilie Hafner-Burton and James Ron. 2009. "Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes," *World Politics*, vol. 61, issue 02, pp. 360-401.

Part II INTERNATIONAL LAW & HUMAN SECURITY

Week 5 **Humanitarian Intervention**

Readings:

Martha Finnemore. 1996. "Constructing Norms of Humanitarian Intervention," in Peter J. Katzenstein (ed.). *The Culture of National Security: Norms, Identity, and World Politics.* New York: Columbia University Press, 153-85.

James Morrow. 2007. "When Do States Comply with the Laws of War?" *American Political Science Review*, vol. 101, issue 03, pp. 559-572.

Jon Western and Joshua Goldstein. 2011. "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya,"*Foreign Affairs*, vol. 90, no. 6, pp. 48-59.

Benajmin Valentino. 2011. "The True Costs of Humanitarian Intervention," *Foreign Affairs*, vol. 90, no. 6, pp. 60-73.

Rome Statute of the International Criminal Court, Articles 5, 6, 7, 8.

Assignment:

Briefly examine "ICRC (International Committee of the Red Cross) Website," particularly read the section on "International Humanitarian Law in Brief."

Week 6 **Peace and Security Building**

Readings:

Mertus and Helsing, chapters 15 and 16.

Vanessa Farr. 2003. "The Importance of a Gender Perspective to Successful Disarmament, Demobilization and Reintegration Processes," Women, Men, Peace and Security.

Martha Finnemore. 2006. "New Directions, New Collaborations for International Law and International Relations" in Thomas Biersteker et al. (eds.), *International Law and International Relations: Bridging Theory and Practice.* New York: Routledge, pp. 266-77.

Assignment:

Examine "The United Nations' Peace and Security website." http://www.un.org/en/peace/

Week 7 **Conflict and Security of Vulnerable Populations**

Readings:

Charli R. Carpenter. 2003. "Women and Children First: Gender, Norms and Humanitarian Evacuation in the Balkans 1991-95" *International Organization*, vol. 57, no. 4, pp. 661-694.

Mertus and Helsing, chapter 14.

Roberta Cohen "The Guiding Principles in Internal Displacement: An Innovation in International Standard Setting" *Global Governance*, (Oct –Dec 2004).

Assignment:

Briefly review: Human Security Project Report 2012: Sexual Violence, Education,and War: Beyond the Mainstream Narrative, (Vancouver, Human Security Press, 2012), available online at: http://www.hsrgroup.org/human-security-reports/2012/text.aspx

Part III CONFLICT AND HUMAN SECURITY

Week 8 **Armed Conflicts and Human Security**

Readings:

Mertus and Helsing, chapters 8 and 9.

Buhang and Gates. 2002. "The geography of civil war," *Journal of Peace Research*, vol. 39, no.4, pp. 417-433.

Harbom and Wallensteen. 2004. "Armed conflict and its international dimensions, 1946-2004," *Journal of Peace Research*, vol. 42, no.5, pp. 623-635.

Supplemantary readings:

Amnesty International. 2006. "Control Arms, Arms Without Borders: Why a Globalized Trade needs Global Controls," IANSA and Oxfam.

UNDP. 2005. "Small Arms and Armed Violence as Threats to Human Security," Securing Development: Section 1, pp. 11-17.
http://www.iansa.org/un/documents/securing-development-final.pdf

Week 9 **Human Rights and Conflict**

Readings:

Mertus and Helsing, chapters 1-3 and 10.

Tim Peterson and Leah Graham. 2011. "Shared Human Rights Norms and Military Conflict," *Journal of Conflict Resolution*, vol. 55, no. 2, pp. 248-273.

David Sobek, M. Rodwan Abouharb and Christopher G. Ingman. 2006. "The Human Rights Peace: How the Respect for Human Rights at Home Leads to Peace Abroad," *Journal of Politics*, vol. 68, no. 3, pp. 519-529.

Week 10 **Natural Resources, Technology, Trafficking and Conflict**

Readings:

Human Rights Watch. 2005. "Rivers of Blood: Guns, Oil and Power in Nigeria's River States."

Michael L. Ross. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," *International Organization*, vol. 58, no. 1, pp. 35–67.

Peter M. Haas. 2002. "Constructing Environmental Conflicts from Resource Scarcity." *Global Environmental Politics*, vol. 2, pp. 1–11.

Jeffrey D. Sachs and Andrew Warner. 2001. "The Curse of Natural Resources," *European Economic Review*, vol. 45, no. 4, pp. 827–838.

Indra de Soysa. 2002. "Paradise Is a Bazaar? Greed, Creed, and Governance in Civil War, 1989–99," *Journal of Peace Research*, vol. 39, pp. 395–416.

Part IV INTERNATIONAL POLICY FOR SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL SECURITY

Week 11 **Security, Sustainable Development and Environment**

Readings:

Goucha and Crowley, chapter 3.

Sanjeev Khagram, William C. Clark and Dana Firas Raad. 2003. "From the Environment and Human Security to Sustainable Security and Development," *Journal of Human Development*, vol. 4, no. 2, pp. 289-313.

Barnett, J. and W. Adger. 2007. "Climate Change, Human Security and Violent Conflict," *Political Geography*, vol. 26, pp. 639-655.

Simon Dalby. 2009. "Securing Precisely What? Global, Environmental, and Human Security," in *Security and Environmental Change*, Cambridge, pp. 36-55.

Assignments:

Examine "The United Nations, Human Development Report 2007/2008: Fighting Climate Change." UNDP, 2009. And "The Brookings Institution's Global Development website."

Week 12 **<u>Economic Policy, Foreign Aid and Security</u>**

Readings:

International Peace Institute. 2006. "Security-Development Nexus: Research Findings and Policy Implications,"Security-Development Nexus Program Report, Policy Papers.

Karen Ballentine, "Program on Economic Agendas in Civil Wars: Principle Research Findings and Policy Recommendations," International Peace Academy, 2004.

Paul Evans. 2004. "Human Security and East Asia: In the Beginning," *Journal of East Asian Studies*, vol. 4, pp. 263-84.

Paul Collier. 2004. "Development and Conflict," Center for the Study of African Economies, Oxford University, October 2004. http://www.un.org/esa/documents/Development.and.Conflict2.pdf

Peter Walker. 2004. "What does it mean to be a professional humanitarian?" *Journal of Humanitarian Assistance* (19 January 2004) http://www.jha.ac/articles/a127.htm

Week 13 **<u>Governing Human Security, Networks of Trafficking and Human Rights</u>**

Readings:

Critical Choices: The United Nations, Networks and the Future of Global Governance, IDRC, 2000.

Caroline Thomas. 2001. "Global Governance, Development and Human Security: Exploring the Links." *Third World Quarterly*, vol. 22, no 2, pp. 159-175.

Matt McDonald. 2002. "Human Security and the Construction of Security," *Global Society*, vol. 16, no 3, pp. 277-295.

Week 14/15 **Presentations**

Course Requirements & Methods of Evaluation

The course is structured around interactive discussions intermixed with lectures. Students are expected to participate in discussions.

30% - Attendance and Participation, including weekly 1-2 page summary report on readings.

5% - Paper Proposal.

35% - Research Paper.

10% - Research Paper Presentation. (10-12 minute presentation of the main research question, outline, general findings of the research paper. We will organize papers in two sessions towards the end of the semester as conference panels).

20% - Take Home Exam. Essay writings.

Course Calendar

Date	Details
Every week class time	Weekly reports on readings 1-2 page
Thursday 11, 2018	Paper proposal due class time
Tuesday Dec 4, 2018	Paper due by 11:59 pm
Friday Nov 16, 2018	Take home exam due by Sunday Nov 18, 11:59pm

Late Paper Policy: Late papers are not acceptable. Exceptions are allowed for extraordinary exceptional circumstances at instructor's discretion.

Make-up Exam/Assignment Policy: Make-ups will be given only for documented circumstances of illness or official college activities. Under such circumstances you are required to notify me in 24 hours after missing the exam or assignment.

Letter/Grade Equivalencies:

93% - 100%	A
90% - 92.99%	A -
87% - 89.99%	B +
83% - 86.99%	B
80% - 82.99%	B -
77% - 79.99%	C +
73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

University Writing Center

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Course Policies

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

****Note: Improper citation indicates plagiarism and can result in a zero grade.** Academic integrity is not just about avoiding plagiarism. It includes too:

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guide.
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813. And, free software that helps you manage citations for various styles are found here: http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/.

UCF Official Syllabus Addendum

This page contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

1. **Academic Integrity.** The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://www.academicintegrity.org/icai/assets/FVProject.pdf

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to

infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy. Outside of the note taking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and note taking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement. Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students. If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.