POLI 7941/7971: International Human Rights

Fall 2020
Wednesday, 9:00-11:50pm
210 Stubbs Hall

Instructor

Christopher Sullivan
219 Stubbs Hall
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Office Hours: by appointment. Office hours will be held via Zoom.
A note on office hours – please email me ahead of time to let me know what you would like to discuss during office hours so that I can prepare to assist in the best way possible.

Course Description: This course is directed towards filling gaps within the empirical literature on human rights violation/state repression. We will address the "state of the art" research on personal integrity violations (genocide/politicide, torture, disappearances, mass killing/atrocities, mass arrests, detention) as well as civil liberties restrictions (constraints on speech, association, assembly and religion). We will rigorously go through the available work on the causes and consequences of human rights violations as well as the constraints that can be imposed to limit repression. We will then attempt to develop it further, through discussion of existing limitations, novel contributions, and original research.

The bulk of the course is article focused. We will review selections from a few core books (listed below). But the primary focus of review, discussion, presentation, and writing will be geared towards understanding (1) how contemporary research on human rights develops through article length manuscripts and (2) how to reproduce the organizational form of such manuscripts in order to advance new research towards publication. The objective is to push students taking this class to the forefront of the subfield.

Required Books: We will also read the following book.

Conrad, Courtenay R., and Emily Hencken Ritter. *Contentious Compliance: Dissent and Repression Under International Human Rights Law*. Oxford University Press, 2019.

Course Requirements:

The course involves six components

1) careful reading of the assigned material
2) active participation in class (15% of the grade)
3) clear and concise oral presentations (10% of the grade)
4) several brief (5 page) and well constructed review essays of specific readings (40% of the grade)
5) presentation of the final paper (5%)
6) 1 final paper (30% of the grade)

Number 3, 4 and 6 are discussed in more detail below.

Oral Presentations **–** These represent brief, efficient and entertaining summarizations of the article reviewed, following the outline provided below. We will likely begin with these and then, after having mastered some material, alter the format to be more interactive.

Review essays – each class different individuals will be selected to prepare and submit written assignments (the assignments will rotate between students). The paper is due at the beginning of the class. Late assignments will not be eligible for an A. As people may not be able to read everything the only access to a piece will likely be through the individual presenting it. Consequently do a good job.

The assignments themselves will be 5 pages in length and will address the criteria provided below. Students will be evaluated on how well they meet these criteria.

review of article should address the following:

- **research question** (what do they want to know)
- **literature review** (what is known)
- **theory** (why does the phenomenon of interest take place)
- **hypotheses** (what do they expect)
- **data** (what information do they examine to test the theory)
- **method** (what approach is used to test the argument)
- **findings** (what do they find)
- **conclusion** (what do they conclude regarding the research question)
- **critique:** is the research question clear, is the literature review complete, is the theory clear, do the hypotheses logically follow from the theory, does the data seem appropriate and are reasonable alternatives ignored, does the method seem appropriate for the research question/existing literature and are potential/standard problems with the method addressed, what are the findings specifically and how do they address the initial question, does the conclusion logically follow given all the evidence presented, and what is missed/what should be done (if you note a problem with something make sure to have a solution for it – you can get away with doing this

once in a review but not more)

- spreadsheet entry: place all the information above into a column that will be entered into one large spreadsheet for all of conflict studies (submit as excel file along with review submission)

As the objective is to write an article, only articles (published or in working paper format will be read). There might be one NGO or think tank report in there but only one or two.

Research Presentation - During the final week of class **(December 2nd)** you will be asked to present your final research paper (discussed below). This presentation should similarly be 10-12 minutes in length and resemble a conference presentation. Discuss the puzzle that you are trying to address, how it has been treated in existing research, your theoretical arguments, and how those arguments will be tested. The closer this looks to an academic conference presentation, the better. As with the paper, you are not expected to have analytical results at this stage. But you should have a research design that includes a discussion of the data and identification strategy. This is a chance to receive feedback from peers in the course as well as encourage inter-project dialogue.

Final paper – At the end of class, a paper will be submitted concerning a topic of the students choice (discussed ahead of time with the Professor). Primarily the student should seek to extend the already existing literature reviewed in the course or take the area in a new direction (exploring unexamined arguments, sequences of tactics or comparisons across types of civil conflict). The paper should not exceed 30 pages in text (not including notes, tables, references and so forth). This work will not represent a complete piece of scholarship. Rather, it represents an article length paper up until the actual empirical analysis is undertaken: i.e., the puzzle, research question, literature review, theoretical contribution, hypotheses and research design. Preliminary data analysis will be an additional benefit.

To assist in the development of the project, a two-page proposal is due in class on **Thursday, October 21st**. The proposal will present your research question, a summary of your preliminary argument and research design, and include as much detail as possible on the data you will use to test the argument.

Final papers are due by noon on **December 10th**.

Grading Policy: The grading breakdown is as follows:

Class Participation & Discussant Presentations: 20%, Paper Proposal: 10%, Data Presentation: 10%, Research Presentation: 10%, Final Paper: 50%

Highest	Lowest	Letter
100.00 %	97.00 %	A+

Highest	Lowest	Letter
96.99 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	63.00 %	D
62.99 %	60.00 %	D-
59.99 %	0.00 %	F

• The letter grade A, including A+ and A-, denotes distinguished mastery of the course material.
• The letter grade B, including B+ and B-, denotes good mastery of the course material.
• The letter grade C, including C+ and C-, denotes acceptable mastery of the course material.
• The letter grade D, including D+ and D-, denotes minimally acceptable achievement.
• F denotes failure.

Cell / Internet Policy – Put your cell phones on vibrate and refrain from using them during class. Laptops can be used for note taking. But your attention should be directed exclusively to the subject matter being discussed in class. (This means no facebook, no email, no google, etc.) Most of us are wired most of the time—and being wired has amazing advantages. However, being unwired also has major advantages. Your engagement in the course and opportunities for collective learning will be enhanced by maintaining focus on the classroom here and now.

Late Papers – Late papers will not be accepted except in instances of medical necessity (with a doctor's note) or death of an immediate relative (with an obituary or other official notice).

General Statement on Academic Integrity:

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method:

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. The most frequently used citation method in political science is internal citation (e.g., Sullivan 2015). I would encourage you to follow this format and include footnotes where relevant; leaving full citations for a 'Works Referenced' page that follows the main text.[1] Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. If you have questions regarding what is appropriate, please consult with the library's tutorials on avoiding plagiarism and proper citation formats.

Group work and unauthorized assistance:

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Students requiring special accommodation: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability needing academic adjustments is requested to speak with the Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, (225) 578-5919.

Course Outline

Week 1 – August 26th

- Class Cancelled

Week 2 – September 2nd

- Introduction and Discussion – What are Human Rights and What Are Human Rights Violations?

Supplemental Reading

- Davenport. 2007a. "State repression and political order." *Annual Review of Political Science* 10: 1-23.
- Davenport, C., & Inman, M. (2012). The state of state repression research since the 1990s. *Terrorism and Political Violence*, *24*(4), 619-634.
- Hill Jr, Daniel W., and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." *The American Political Science Review*. 108(3): 661-687.
- Moore, Will H., and Ryan M. Welch. "Why Do Governments Abuse Human Rights?." *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource* (2015).

[1] http://www.lib.umd.edu/tl/guides/citing-chicago-ad

Additional Supplemental Reading – What is the State and why does it kill?

- Earl, Jennifer. "Tanks, tear gas, and taxes: Toward a theory of movement repression." *Sociological Theory* 21.1 (2003): 44-68.
- Gurr, T. R. 1988. "War, Revolution and the Growth of the Coercive State." *Comparative Political Studies* 21 (1): 45–65.
- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567-576.
- Stanley, William. 2010. *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador*. Philadelphia, PA: Temple University Press. Chapter 1
- Scott, James. 1999. *Seeing Like a State.* Ch 1 (pp 11-53)
- Giddens, Anthony. 1987. *The Nation State and Violence,* Ch. 7
- Tilly, Charles. 2003. *The Politics of Collective Violence*. Cambridge: Cambridge University Press.
- Kalyvas, Stathis. 2006. *The Logic of Collective Violence*. Cambridge: Cambridge University Press.
- Wrong, Dennis. 1994. *The Problem of Order: What Unites and Divides Society*. Simon and Schuster.
- Tilly, Charles. 1978. *From Mobilization to Revolution.* New York: Paradigm Press.
- Goldstein, Robert Justin. 1978. *Political repression in modern America from 1870 to the present*. Boston: GK Hall.
- Foucault, Michel. 1977. *Discipline & punish: The birth of the prison*. New York: Vintage.
- Ted Robert Gurr. 1993. *Minorities at Risk*, Washington: United States Institute of Peace
- Martin, Andrew W., John D. McCarthy, and Clark McPhail. "Why targets matter: Toward a more inclusive model of collective violence." *American Sociological Review* 74.5 (2009): 821-841.
- Walter, Eugene Victor. 1969. *Terror and resistance: A study of political violence with case studies of some primitive african communities*. Vol. 1. New York: Oxford University Press.

Week 3 – September 9th

- Threat-Response Models
    - Davenport, Christian, Sarah A. Soule, and David A. Armstrong. "Protesting while black? The differential policing of American activism, 1960 to 1990." *American Sociological Review* 76.1 (2011): 152-178.
    - Davenport, Christian. 1995. "Multi-dimensional threat perception and state repression: An inquiry into why states apply negative sanctions." *American Journal of Political Science* 39(3): 683-713.
    - Hendrix, Cullen S., and Idean Salehyan. "A house divided: Threat perception, military factionalism, and repression in Africa." *Journal of Conflict Resolution* 61.8 (2017): 1653-1681.
    - Nordås, Ragnhild, and Christian Davenport. 2013. "Fight the youth: Youth bulges and State Repression." *American Journal of Political Science* 57(4): 926-940.

Supplemental Reading

- Richards, David L., Alyssa Webb, and K. Chad Clay. Forthcoming. "Respect for Physical Integrity Rights in the 21st Century: Evaluating Poe & Tate's Model 20 Years Later." *Journal of Human Rights*
- Carey, Sabine C. 2010. “The use of repression as a response to domestic dissent.” *Political Studies* 58(1): 167-186.
- Moore, Will H. 2000. “The Repression of Dissent A Substitution Model of Government Coercion.” *Journal of Conflict Resolution* 44(1): 107-127.
- Ritter, Emily Hencken. "Policy Disputes, Political Survival, and the Onset and Severity of State Repression." *Journal of Conflict Resolution* 58.1 (2014): 143-168.
- Davenport, Christian, Sarah A. Soule, and David A. Armstrong. 2011. "Protesting while black? The differential policing of American activism, 1960 to 1990." *American Sociological Review* 76, no. 1: 152-178.
- Gartner, Scott Sigmund, and Patrick M. Regan. 1996. “Threat and repression: The non-linear relationship between government and opposition violence.” *Journal of Peace Research* 33(3): 273-287.
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Week 4 – September 16th

- Varieties of Repression
    - Davenport, Christian. 2005. “Understanding Covert Repressive Action: The Case of the U.S. Government Case Against the Republic of New Africa.” *Journal of Conflict Resolution.* 49(1): 120-140.
    - Gohdes, Anita R. "Repression technology: Internet accessibility and state violence." *American Journal of Political Science* (2020).
    - Zhukov, Yuri M. forthcoming. “Population Resettlement in War: Theory and Evidence from Soviet Archives”. *Journal of Conflict Resolution*.
    - Sullivan, Christopher M. "Undermining resistance: Mobilization, repression, and the enforcement of political order." *Journal of Conflict Resolution* 60.7 (2016): 1163-1190.

Supplemental Readings

- Balcells, Laia. 2011. “Continuation of Politics by Two Means: Direct and Indirect
- Violence in Civil War.” *Journal of Conflict Resolution, 55*(3), 397-422.
- Valentino, B., Huth, P., & Balch-Lindsay, D. (2004). : Mass Killing and Guerrilla Warfare. *International Organization, 58*(02), 375-407.
- King, Gary, Jennifer Pan and Margaret Roberts. 2013. “How Censorship in China Allows Government Criticism but Silences Collective Expression.” *American Political Science Review*. 107(2): 1-18
- Cunningham, David. 2004. *There's Something Happening Here: The New Left, the Klan, and FBI Counterintelligence*. Berkeley, CA: University of California Press,.
- Harff, Barbara. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97.1 (2003).
- Sullivan, Christopher Michael. "The (in) effectiveness of torture for combating insurgency." *Journal of Peace Research* 51.3 (2014): 388-404.
- Herreros, Francisco and Henar Criado. 2009. “Preemptive or Arbitrary: Two Forms of Violence in Civil War.” *Journal of Conflict Resolution*. 53(3): 419-445.

- Wood, Elisabeth Jean. "Armed groups and sexual violence: when is wartime rape rare?." *Politics & Society* 37.1 (2009): 131-161.

Week 5 – September 23rd

- The Conflict-Repression Nexus
    - Moore, Will H. 1998. "Repression and dissent: Substitution, context, and timing." *American Journal of Political Science*: 851-873.
    - Dugan, Laura, and Erica Chenoweth. 2012. "Moving Beyond Deterrence: The Effectiveness of Raising the Expected Utility of Abstaining from Terrorism in Israel." *American Sociological Review* 77, no 4: 597-624.
    - Lyall, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." *Journal of Conflict Resolution*. 53, no. 3: 331-362
    - Sullivan, Christopher M. "Political repression and the destruction of dissident organizations: Evidence from the archives of the Guatemalan national police." *World Politics* 68.4 (2016): 645-676.

Supplemental Reading

- Brockett, Charles D. 2005. *Political Movements and Violence in Central America.* Cambridge: Cambridge University Press.
- Cunningham, David, and John Noakes. 2008. "'"What if she's from the FBI?" The Effects of Covert Forms of Social Control on Social Movements." *Sociology of Crime Law and Deviance* 10: 175-197.
- Sullivan, Christopher M., Cyanne E. Loyle, and Christian Davenport. "The Coercive Weight of the Past: Temporal Dependence and the Conflict-Repression Nexus in the Northern Ireland "Troubles"." *International Interactions* 38.4 (2012): 426-442.
- Goldstone, Jack A., and Charles Tilly. 2001. "Threat (and opportunity): Popular action and state response in the dynamics of contentious action." In Ronald Alminzade (ed). *Silence and Voice in the Study of Contentious Politics.* Cambridge: Cambridge University Press.
- Gupta, Dipak K., Harinder Singh, and Tom Sprague. 1993. "Government Coercion of Dissidents Deterrence or Provocation?." *Journal of Conflict Resolution* 37, no. 2: 301-339.
- Gurr, Ted Robert, and Will H. Moore. 1997. "Ethnopolitical Rebellion: A Cross-sectional Analysis of the 1980s with Risk Assessments for the 1990s." *American Journal of Political Science* 41, no. 4: 1079-1103.
- Koopmans, Ruud. 1997. "Dynamics of Repression and Mobilization: The German Extreme Right in the 1990s." *Mobilization: An International Quarterly* 2, no. 2: 149-164.
- LaFree, Gary, Laura Dugan, and Raven Korte. 2009. "The Impact of British Counterterrorist Strategies on Political Violence in Northern Ireland: Comparing Deterrence and Backlash Models." *Criminology* 47, no. 1: 17-45.
- Francisco, Ronald A. 2004. "After the Massacre: Mobilization in the Wake of Harsh Repression." *Mobilization: An International Quarterly* 9, no. 2: 107-126
- Daxecker, Ursula E., and Michael L. Hess. 2013. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns." *British Journal of Political Science* 43, no. 3: 559-577.
- Lyall, Jason. 2010. "Are coethnics more effective counterinsurgents? Evidence from the Second Chechen War." *American Political Science Review* 104, no. 1: 1-20.

- Walsh, James and James Piazza. 2010. “Why Respecting Physical Integrity Rights Reduces Terrorism.” *Comparative Political Studies.* 43, no. 5: 551-577.
- Zwerman, Gilda and Patricia Steinhoff. 2005. “When Activists Ask for Trouble: State-Dissident Interactions and the New Left Cycle of Resistance in the United States and Japan.” In Christian Davenport, Hank Johnston and Carol Mueller, (Eds.), *Repression and Mobilization*. Minneapolis: University of Minnesota Press
- Rasler, Karen. 1996. “Concessions, Repression, and Political Protest in the Iranian Revolution.” *American Sociological Review*, 61:132-52.
- Earl, Jennifer and Sarah A. Soule. 2010. “The Impacts of Repression: The Effect of Police Presence and Action on Subsequent Protest Rates.” *Research in Social Movements, Conflicts and Change* 30: 75-113.
- Mason, T. David, and Dale A. Krane. "The political economy of death squads: Toward a theory of the impact of state-sanctioned terror." *International Studies Quarterly* (1989): 175-198.
- Condra, Luke N., and Jacob N. Shapiro. 2012. "Who Takes the Blame? The Strategic Effects of Collateral Damage." *American Journal of Political Science* 56, no. 1: 167-187.

Week 6 – September 30th

- Psychological and Sociological Models.
    - Braun, Robert. "Minorities and the Clandestine Collective Action Dilemma: The Secret Protection of Jews during the Holocaust." American Journal of Sociology 124, no. 2 (2018): 263-308
    - Tschantret, Joshua. "Revolutionary Homophobia: Explaining State Repression against Sexual Minorities." British Journal of Political Science (2019): 1-22.
    - Young, Lauren E. "The psychology of state repression: Fear and dissent decisions in Zimbabwe." American Political Science Review (2018): 1-16
    - Nugent, Elizabeth R. "The Psychology of Repression and Polarization." *World Politics* 72.2 (2020), 291-334

Week 7 – October 7th

- Legacies of Repression

    - Finkel, Evgeny. "The phoenix effect of state repression: Jewish resistance during the Holocaust." *The American Political Science Review* 109.2 (2015): 339.
    - Rozenas, Arturas, and Yuri Zhukov. "Mass Repression and Political Loyalty: Evidence from Stalin's' Terror by Hunger'." *American Political Science Review* (2019).
    - Neundorf, Anja, and Grigore Pop-Eleches. "Dictators and Their Subjects: Authoritarian Attitudinal Effects and Legacies." *Comparative Political Studies* (2020): 0010414020926203.
    - Wang, Yuhua. "The Political Legacy of Violence during China's Cultural Revolution." *British Journal of Political Science* (2019): 1-25.

Supplemental Reading

- Mitchell, Neil. 2004. *Leaders, Followers, and the Violation of Human Rights in Civil War*. Palgrave Macmillan.
- Mitchell, Neil J., Sabine C. Carey, and Christopher K. Butler. "The Impact of Pro-Government Militias on Human Rights Violations." *International Interactions* 40.5 (2014): 812-836.
- Jentzsch, Corinna, Stathis N. Kalyvas, and Livia Isabella Schubiger. Forthcoming "Militias in Civil Wars." *Journal of Conflict Resolution*
- Cohen, Dara Kay, and Ragnhild Nordås. "Do States Delegate Shameful Violence to Militias? Patterns of Sexual Violence in Recent Armed Conflicts." *Journal of Conflict Resolution* (2015)
- Jeremy Weinstein, 2007. *Inside Rebellion*. New York: Cambridge University Press.
- Leiby, Michele L. "Wartime Sexual Violence in Guatemala and Peru*." *International Studies Quarterly* 53.2 (2009): 445-468.
- Englehart, Neil A. "State capacity, state failure, and human rights." *Journal of Peace Research* 46.2 (2009): 163-180.

Week 8 – October 14th

- Democracy and Repression
    - Davenport, Christian 2007b. *State repression and the domestic democratic peace*. Cambridge University Press.
        - Ch 1, 2, (provided)
    - Conrad, Courtenay R., and Will H. Moore. "What Stops the Torture?." *American Journal of Political Science* 54.2 (2010): 459-476.
    - Woo, Ae sil, and Courtenay R. Conrad. "The Differential Effects of "Democratic" Institutions on Dissent in Dictatorships." The Journal of Politics 81.2 (2019): 000-000.
    - Hendrix, Cullen S., and Wendy H. Wong. "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* (2013): 651-672.

Supplemental Readings –

- Bueno De Mesquita, Bruce, Feyal Cheriff, George Downs, and Alastair Smith. 2005. "Thinking inside the box: A closer look at democracy and human rights." *International Studies Quarterly* 49(3): 439-458.
- Maves Braithwaite, Jessica and Seiki Tanaka. 2013. "Human Rights Violations and Competitive Elections." Unpublished Manuscript.
- Moore, Will. 2010. "Incarceration, Interrogation, and Counterterror: Do (Liberal) Democratic Institutions Constrain Leviathan?" *PS: Political Science and Politics.* 43(2): 421-424.
- Davenport, Christian. "When democracies kill: Reflections from the US, India, and Northern Ireland." *International Area Studies Review* 15.1 (2012): 3-20.
- ---. 1997. "From ballots to bullets: an empirical assessment of how national elections influence state uses of political repression." *Electoral Studies* 16(4): 517-540.

- ---. 2007c. “State repression and the tyrannical peace.” *Journal of Peace Research* 44(4): 485-504.
- Fein, Helen. "More murder in the middle: life-integrity violations and democracy in the world, 1987." *Hum. Rts. Q.* 17 (1995): 170.
- Davenport, Christian, and David A. Armstrong. 2004. “Democracy and the violation of human rights: A statistical analysis from 1976 to 1996.” *American Journal of Political Science* 48(3): 538-554.
- Tilly, Charles. *Regimes and repertoires*. University of Chicago Press, 2010.

Week 9 – October 21st

- **Two Page Research Proposal Due**
  - Coercive Institutions
    - Cunningham, David. "The patterning of repression: FBI counterintelligence and the New Left." *Social Forces* 82.1 (2003): 209-240.
    - Butler, Christopher, Tali Gluch and Neil Mitchell. 2007. “Security forces and sexual violence: A cross- national analysis of a principal-agent argument.” *Journal of Peace Research* 44 (6): 669–687.
    - Sullivan, Heather. "Sticks, stones, and broken bones: Protest violence and the state." *Journal of Conflict Resolution* 63.3 (2019): 700-726.
    - Cohen, Dara Kay. "Explaining Rape during Civil War: Cross-National Evidence (1980-2009)." *The American Political Science Review* 107.3 (2013): 461.

Supplemental Readings

- Lustick, Ian. *Trapped in the War on Terror*. University of Pennsylvania Press, 2006.
- Gurr, Ted Robert. 1986. “Persisting patterns of repression and rebellion: Foundations for a general theory of political coercion.” *Persistent patterns and emergent structures in a waning century* (): 149-68.
- Gurr, T. R. 1986. “The Political Origins of State Violence and Terror: A Theoretical Analysis.” In *Government Violence and Repression: An Agenda for Research*, ed. M. Stohl and G. A. Lopez. New York: Greenwood.
- Greitens, Sheena E. 2013. “Coercive Institutions and State Violence Under Authoritarianism.” Unpublished Manuscript.
- Tilly, Charles. *Coercion, capital, and European states, AD 990-1992*. Oxford: Blackwell, 1992.
- Tilly, Charles. 1985 “War making and state making as organized crime.”
- Carter, Brett Logan. *Inside Autocracy: Political Survival and the Modern Prince*. Diss. 2014. Harvard Unviersity
- Ron, James. 2003. *Frontiers and ghettos: State violence in Serbia and Israel*. Univ of California Press.
- Cunningham, David. *There's something happening here: the new left, the Klan, and FBI counterintelligence*. Univ of California Press, 2004.
- Cingranelli, David, Paola Fajardo-Heyward, and Mikhail Filippov. "Principals, Agents and Human Rights." British Journal of Political Science 44.03 (2014): 605-630.
- Earl, Jennifer and Sarah A. Soule. 2006. “Seeing blue: A police-centered explanation of protest policing.” *Mobilization: An International Quarterly, 11*(2), 145-164.

Week 10 – October 28th

- Police Violence
    - Readings TBA

Suggested Readings

- Earl, Jennifer, Sarah A. Soule, and John D. McCarthy. 2003. “Protest under fire? Explaining the policing of protest.” *American Sociological Review* (): 581-606.
- Jackson, Joshua L., Shelby L. Hall and Jr. Daniel W. Hill. 2018. “Democracy and Police Violence.” Research & Politics.

Week 11 – November 4th

International Law

- Hill, Daniel Jr, W. "Estimating the Effects of Human Rights Treaties on State Behavior." *The Journal of Politics* 72.4 (2010): 1161-1174
- Lupu, Yonatan. forthcoming "Legislative Veto Players and the Effects of International Human Rights Agreements." *American Journal of Political Science*.
- Conrad, Courtenay R. 2014. “Divergent Incentives for Dictators Domestic Institutions and (International Promises Not to) Torture.” *Journal of Conflict Resolution* 58(1): 34-67.
- Lupu, Yonatan. "Legislative Veto Players and the Effects of International Human Rights Agreements." *American Journal of Political Science* (2015).

Supplemental Readings

- Hafner-Burton, Emilie M. "International regimes for human rights." *Annual Review of Political Science* 15 (2012): 265-286.
- Lupu, Yonatan. "The informative power of treaty commitment: using the spatial model to address selection effects." *American Journal of Political Science* 57.4 (2013): 912-925.
- Simmons, Beth A. 2009. *Mobilizing for human rights: international law in domestic politics*. Cambridge: Cambridge University Press.
- Keith, Linda Camp. "The United Nations International Covenant on Civil and Political Rights: Does it make a difference in human rights behavior?." *Journal of Peace Research* 36.1 (1999): 95-118.
- Powell, Emilia Justyna, and Jeffrey K. Staton. 2009. “Domestic judicial institutions and human rights treaty violation.” *International Studies Quarterly* 53(1): 149-174.

Week 12 – November 11th

- The Endogenous Repression-Dissent Relationship
    - Conrad, Courtenay R., and Emily Hencken Ritter. *Contentious Compliance: Dissent and Repression Under International Human Rights Law*. Oxford University Press, 2019.

- Suggested Readings
    - Young 2006
    - Ritter and Conrad

    - Moore 1995 JCR
    - Gurr and Duvall 1973 CPS
    - Hibbs 1973
    - Francisco 1995 AJPS
    - Shellman
    - Ritter 2013
    - Pieskalla 2010
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Week 13 – November 18th

- Naming and Shaming / Intervention
    - Krain, Matthew. 2012. "J'accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?" *International Studies Quarterly* 56(3): 574-589.
    - Murdie, Amanda M., and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56(1): 1-16.
    - Wood, Reed M., Jacob D. Kathman, and Stephen E. Gent. "Armed intervention and civilian victimization in intrastate conflicts." *Journal of Peace Research* 49.5 (2012): 647-660.
    - Kathman, Jacob D., and Reed M. Wood. 2011. "Managing Threat, Cost, and Incentive to Kill: The Short-and Long-Term Effects of Intervention in Mass Killings." *Journal of Conflict Resolution* 55(5): 735-760.

Supplemental Reading

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Week 14 –November 25th

- Where is the Cutting Edge / Getting Published
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    - Christensen, Darin. "The geography of repression in Africa." *Journal of Conflict Resolution* 62.7 (2018): 1517-1543
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- Scharpf, Adam. "Ideology and state terror: How officer beliefs shaped repression during Argentina's 'Dirty War'." *Journal of Peace Research* 55.2 (2018): 206-221.
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- Daxecker, Ursula. Forthcoming "Dirty Hands: Government Torture and Terrorism." *Journal of Conflict Resolution*
- Eck, Kristine. Forthcoming. "Repression by Proxy How Military Purges and Insurgency Impact the Delegation of Coercion." *Journal of Conflict Resolution*
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- Danneman, Nathan, and Emily Hencken Ritter. 2014. "Contagious rebellion and preemptive repression." *Journal of Conflict Resolution*. *58*(2), 254-279.

- Wood, Reed M., and Thorin M. Wright. "Responding to Catastrophe Repression Dynamics Following Rapid-onset Natural Disasters." *Journal of Conflict Resolution* (2015): 0022002715596366.
- Frantz, Erica, and Andrea Kendall-Taylor. 2016. "A dictator's toolkit Understanding how co-optation affects repression in autocracies." *Journal of Peace Research*
- Bellamy, Alex. 2016. "When states go bad: The termination of state perpetrated mass killing." *Journal of Peace Research.*

Week 15 – December 2nd

- Research Presentations

****Wednesday December 9th. Final papers are due via email by midnight****