Course Description

This course focuses on the state use of violence or other coercion against civilians. In particular, we will study this phenomenon from a social scientific perspective—the approach of testing theory with evidence. The course centers on behaviors such as state repression and/or human rights violations, state policing, civil war, political killing, and genocide. Students will learn scientific theories of the onset, tactics, and termination of state coercion, and apply these theories to case study and statistical evidence. In addition, we will address possible methods of holding states accountable for coercive behavior.

Prerequisites

This is an upper-level seminar. It therefore requires a commitment from students to complete a significant amount of reading and assignment requirements. In addition, some of the material includes technical content (both game theoretic and statistical). Students are likely to perform better with some basic courses in political science as a background. However, there are no prerequisites for the course.

Learner-Centered Outcomes

By the end of this course, students should be able to:

- define and distinguish between the concepts of genocide, crimes against humanity, repression, human rights violations, state policing, state terror, and civil war
- identify major historical instances of genocide, human rights violations, and civil war
- use social scientific theories to explain the patterns of behavior in these major historical instances of state coercion
- explain the power imbalance between governments and civilians, how this imbalance leads to state coercion, and how it may be remedied in a given situation
- define democracy, identify states as democratic or autocratic, and explain how democratic institutions and processes affect state coercion
• compare different types of state coercion in terms of common characteristics, particularly as a conflict with other potential or realized actors

• critique theories using existing scholarship

• make policy recommendations based on theory and evidence

Evaluation

Grades will be distributed in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>In-class and other assignments</td>
<td>20%</td>
</tr>
<tr>
<td>3 Exams</td>
<td>60%</td>
</tr>
</tbody>
</table>

Attendance is not required, but you will receive credit for coming to class through your active participation in class. You begin the semester with 100 out of 200 points (i.e., an F) for participation. By contributing civilly to class discussion you can earn participation points and raise your grade. There are three ways you can receive participation points:

1. Throughout each class, I will ask questions to which you can respond using your clickers (clickers are required for this course). You will receive 2 points toward your participation each time you respond to a question with your clicker. You cannot earn these points without attending class.

2. I grant points for active participation during class. If you respond to questions or ask questions in a thoughtful way, you will receive 5 points for the day toward your participation points. Students need not wait to be called upon to participate. Anyone wishing to add to the discussion may do so by raising her/his hand.

3. About once per week, I post discussion questions on the eLearning. Thoughtful responses to these questions are worth 5 points—one response is allowed per student per discussion question.

4. Finally, any uncivil classroom behavior, such as rudeness, texting, etc., will result in the loss of 5 participation points.

Students can earn a maximum of 5 points and lose a maximum of 5 points in any given class period. Students may earn a maximum of 200 points for participation for the semester.

Course Policies

Absence: I do not take attendance. You do not need to alert me to the fact that you will be absent or bring me any official excuse letter. However, missing class means missing information. Many of these readings are demanding and may need clarification in class. Additionally, the lectures contain important supplemental information not found in the readings, and you are responsible for this information in exams and papers. Finally, you cannot earn participation points if you are not in attendance. See policies below for late papers and missed exams.

Late Papers: Assignments should be turned by the end of the class period on the day they are due, regardless of your presence in class. You may email assignments to me if you will be absent. I will accept late papers, but you will incur a letter grade penalty for each day that the assignment is late.

Spring 2010
**Missing Exams** Missed exams in cases of illness or personal emergency can be accommodated only with proper documentation. Exams missed due to a university sponsored event or religious holiday may also be accommodated, provided that the student informs me of the conflict at least two weeks in advance.

**Anonymous Grading:** I strive to be as fair as possible when grading. Therefore, all assignments should be identifiable only by your Student ID Number. If you put your name on an assignment, I will drop your grade by one letter. Please be diligent with this—it is to your benefit!

**Assignment Review:** I am happy to review any graded assignment or exam. However, I will not hear any concerns until 48 hours after the assignment has been returned to you. You must express your concern with the grade in an email and support your argument as to why it should be changed. If you bring me an assignment to regrade, I will regrade the entire assignment, and I reserve the right to raise your grade or lower it on any part of the assignment. In other words, be careful in your use of review.

**Blackboard Site:** I maintain a Blackboard website for this course on e-learning, https://elearning.ua.edu/. Use this site liberally and often. I will post announcements and changes to the home page of the site—keep an eye out. If a change to the syllabus or requirements is posted in the announcements on this site, you are responsible for those changes.

**Academic Honor Code:** Students are assumed to have read and agreed with the Code of Academic Conduct, found at URL: http://catalogs.ua.edu/catalog08/502000.html. The following is taken verbatim from that site: “All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. Each student is expected to read the Academic Honor Pledge. The pledge reads as follows:

I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

**Special Needs:** If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call 348-4285 or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments. Student responsibilities are listed on the ODS website: http://ods.ua.edu/

**Severe Weather Protocol:** In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Spring 2010
UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED–faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check http://www.wvua7.com/stormwatch.html for details.

Grading Standards

The following standards will be applied to the evaluation of assignments in the class.

93 and above  A
90 to 92.99  A-
87 to 89.99  B+
83 to 86.99  B
80 to 82.99  B-
77 to 79.99  C+
73 to 76.99  C
70 to 72.99  C-
67 to 69.99  D+
60 to 66.99  D
0 to 59.99  F

A Exceptional Performance
Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, literature, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to discuss effectively course subject matter using both written and oral communication skills.

A- Excellent Performance
Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to discuss effectively course subject matter using both written and oral communication skills.

B+ Very Good Performance
Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to discuss effectively course subject matter using both written and oral communication skills.

B Good Performance
Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to discuss effectively course subject matter using both written and oral communication skills.

B- Satisfactory Performance
Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical and logical thinking. Understands at a basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to discuss effectively course subject matter using both written and oral communication skills.

C+/C/C- Adequate Performance
Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical and logical thinking. An inability to go beyond a recitation of basic factual material related to the class. Demonstrated weaknesses in the ability to discuss effectively course subject matter using both written and oral communication skills.

D/D+ Minimal Passing Performance
Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical and logical thinking related to course content. An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills.

F Unacceptable Performance
Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.

Spring 2010
Schedule

All readings will be posted on eLearning.

Part 1: Introduction

January 12: Course Introduction

January 14: Guest Speaker Dr. Cameron Theis, Professor of Political Science at the University of Iowa.

January 17: Martin Luther King, Jr.’s Birthday No class.


January 20 **Last Day of Drop/Add**


Part 2: State Repression and Human Rights Violations


February 4: Regime Type and Repression No reading.


February 11: Torture, Voice, and Votes Catching up...


Spring 2010
February 18: **Torture** In-class film: *Taxi to the Dark Side*


February 21: **Exam # 1**

**Part 3: Civil Conflict**


February 25: **What We Know About Civil War** No reading.


and Selections on Political Rape. See *Web Links* on eLearning.


March 11: **Civil War Termination** No reading.

March 14, 16, & 18 **Spring Break—No Classes**


March 23: **Exam # 2**

**Part 4: Population Control—Genocide, Forced Migration, and Political Rape**


*Spring 2010*
April 1: Class canceled for viewing of Judgment at Nuremburg.

April 4: Class canceled for viewing of Judgment at Nuremburg.

April 5: **Film Screening** Judgment at Nuremburg (1961). Gorgas 205, 6pm-9pm. I will screen the film for the group at this time, or you may see the film on your own. It is required: We will discuss it in class, and there will be questions on the film’s content on the final exam.

April 6: Forced Migration News articles on political rape—see “Links” on eLearning.

April 8: Honors Day **No class**


Part 5: Accountability

April 13: Accountability No reading.


April 20: Truth Commissions Reading TBA.

April 22: The International Criminal Court http://www.icc-cpi.int/Menus/ICC/About+the+Court/
and http://www.icc-cpi.int/Menus/ICC/About+the+Court/ICC+at+a+glance/
and http://www.icc-cpi.int/Menus/ICC/About+the+Court/ICC+at+a+glance/How+the+Court+Works.htm


April 29: Conclusion

May 6: **Final Exam** 3:30 PM - 6:00 PM, in ten Hoor 347.