

Capstone in Political Science: Human Rights and Social Justice

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University of Pittsburgh – Bradford
Fall 2014

PS 1451 Capstone in Political Science

Class Times: Mondays and Wednesdays, 11 am-12:15 pm

Class Locations: Swarts Hall 110

Office Hours: Mondays and Wednesdays, 8:30-10:45 am and by appointment
(Students can meet with me in person, via telephone, or via instant messaging tools. Please e-mail me to set up an appointment.)

Office Location: Swarts Hall 217B

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Course Website: <https://courseweb.pitt.edu/webapps/login/>

Course Description:

Welcome to the Capstone in Political Science: Human Rights and Social Justice. During the course, we will debate competing theoretical viewpoints about human rights, the development and impact of international human rights treaties as well as national legal conventions on human rights practices, the implications of sovereignty on human rights, and the role of international organizations, national governments, and non-governmental organizations in promoting human rights. We will focus on a range of contemporary human rights issues such as women's rights, LGBT rights, children's rights, disability rights, refugees' rights, human trafficking, poverty, access to water, environmental justice, public health, military, police, and arms, prisoners' rights, the death penalty, the use of torture, counter-terrorism policy, censorship and free speech, press freedom, as well as genocide and post-conflict transitional justice and reconciliation. Students may focus domestically on a particular country, a particular region of the world or group of countries, or in certain cases globally.

Each student will develop a customized reading list, incorporating literature from an array of fields including political science, public policy, law, history, criminal justice, psychology, sociology, anthropology, and philosophy, as they prepare a semester-long research project culminating in the final paper. As part of the student-directed research project, students will develop a research question; evaluate past research; gather original research via a case study; analyze and evaluate their research findings within the context of the past body of research; suggest directions for new research; and make policy prescriptions addressing how human rights and social justice can be improved through policy changes. Students will each specialize in a different research question, customizing their case study based on the research topic, their own interests, and available resources.

Students have the opportunity to utilize a range of methods for their case study. Some students may choose to conduct a detailed narrative analysis of media coverage, historical government documents or international treaties, reports by organizations such as Human Rights Watch or Amnesty International, transcripts of trials, official speeches, or other types of documents or records concerning a human rights issue. Other students may decide to conduct

several interviews with human rights activists, researchers, officials in international organizations, or domestic government officials focused on particular human rights issues. Others may conduct a secondary analysis of previously published scholarship and publicly available data on the topic. Students will work on this research project over the course of the semester, sharing their insights and quandaries and learning from one another in the process.

Course Objectives:

1. Students will learn about the theories and underlying assumptions driving research about human rights and social justice across many different disciplines. Students will read, synthesize, and critically analyze previous research scholarship in their papers. As students prepare their literature review, they will organize the past body of scholarship into sections addressing competing arguments as well as evidence used to support those arguments.
2. Students will become familiarized with a broad palette of qualitative research methods and develop a case study project to collect and analyze some original data concerning their research topic. Students will evaluate the strengths and weaknesses of different methods of obtaining evidence concerning human rights and consider how the methodology that they have selected for their own research project may impact their observations and the types of generalizations that they can make.
3. Students will gain experience presenting their ideas and analysis verbally and in writing. The course will culminate in a research paper that showcases students' ability to synthesize the academic literature, present their own research project, discuss their findings within the context of the past literature, suggest new areas for research, and make policy prescriptions on how to ameliorate social justice.

Required Textbooks:

DeLaet, Debra L. 2014. "The Global Struggle for Human Rights: Universal Principles in World Politics, 2nd Ed." Cengage Learning. ISBN-13: 9781285462608.

Readings:

The assigned textbook readings should be read before class on the date they are listed in the schedule in the syllabus.

Grading Distribution: (out of 100 possible points for the course)

- Participation and Engagement in Class Activities and Discussions (20 points)
- Research Paper Proposal (2 points)
- Analysis of Flow: For Love of Water (5 points)
- Research Paper Outline and Annotated Bibliography (8 points)
- Literature Review and Methodology Draft (15 points)
- Results and Discussion Draft (15 points)
- Final Paper (30 points)
- Research Presentation (5 points)

Participation and Engagement in Class Activities and Discussions:

Students are expected to attend all course sessions punctually and actively participate in the course activities and discussions. Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. Please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment or homework assignment. It is also expected that students follow domestic and international news coverage on an ongoing basis and tie ongoing political events into class discussions. Students can earn up to 20 points toward the final grade via participation and engagement in class.

Research Paper Proposal:

Students will select a topic concerning human rights and social justice, on which they will develop a research paper. In addition to reviewing research scholarship on the topic, students will propose a case study project in which they will gather and analyze data concerning a case, and use that data to evaluate previous research. Students will write a 150 word (single-spaced) abstract in which they develop a proposal for their project. There should also be a title for the project (not part of the word count). In the one paragraph abstract, students should

- State the research question
- Summarize key causal factors in past research, which will be reviewed
- Introduce the case study and the methodology used to collect and analyze data
- Explain the purpose of the case study

The Research Paper Proposal is worth up to 2 points, is due on Courseweb by the start of class session on Wednesday, September 24, and will be discussed in class that day.

Analysis of Flow: For Love of Water

On Wednesday, September 24, at 6:30 pm in the Bromley Family Theater, there will be a documentary screening of "Flow: For Love of Water," followed by a panel discussion of water as a human rights issue. Students are asked to attend this event and write a 1.5 to 2 page (single-spaced) reaction to the film and panel discussion. Please describe key events in the film, using detailed examples; analyze the arguments in the film and link your analysis to important arguments regarding human rights and social justice; and present your own viewpoint on the topic as well as the documentary. Feel free to respond to the panelists' commentary about the film as well. Please note that the film is also available online (<http://www.hulu.com/watch/233816>), and you can watch it that way in case you are unable to attend the film showing. The Analysis of Flow: For Love of Water is worth up to 5 points, is due on Courseweb by the start of class session on Monday, September 29, and will be discussed in class that day.

Research Paper Outline and Annotated Bibliography:

Students will submit a bullet-pointed outline of their final paper, along with a list of references that are cited in the outline. The bullet-pointed outline students will develop is supposed to include topics that roughly correspond with many of the italicized section headings that will be included in the Literature Review as well as highlighting other sections in the Final Paper. Note: In the Literature Review, students are expected to review 20 peer-reviewed journal articles, books, and book chapters, as well as several recent news articles on the topic. Students are responsible for finding appropriate sources in past research scholarship and including them in the research outline. Articles that will be useful to consider in each section should be cited parenthetically in the Outline.

Additionally, students are required to submit References at the end of this assignment. These references are expected to be properly formatted in the Chicago Style, sorted alphabetically by the authors' last names, with all lines after the first line of each reference entry indented one-half of an inch from the left side. All of the articles cited in this assignment are not necessarily expected to be discussed in the Literature Review, as students uncover more varied articles to highlight and discover new articles which intrigue them. However, please note that the final list of references submitted with the final draft of your paper (due at the end of the semester) should be updated to reflect the sources which are ultimately cited in the final draft. The Research Paper Outline and Annotated Bibliography is worth up to 8 points, is due on Courseweb by the start of class session on Wednesday, October 1, and will be discussed in class that day.

Literature Review and Methodology Draft:

In the Literature Review and Methodology Draft of about 7-8 pages, single-spaced, students will summarize and critique previous research on their selected research topic. Although students will certainly focus more on certain examples of this research than on others, at least 20 research articles, books, and book chapters should be reviewed. Additionally, a number of news articles should be cited to discuss recent developments which are not yet analyzed in the research. In the Literature Review draft, students are expected to:

- introduce the research question
- compare different theoretical arguments about the research topic
- introduce important causal factors and evidence concerning their impact
- analyze the strengths and weaknesses of the arguments, research methods, and empirical data presented in the research literature
- develop overall arguments about the research question and the previous research
- make a case for their research project, in light of the previous research and the new developments regarding the topic

In the methodology section, students propose a research design they will use to gather original observations about the research topic. Students should connect the methodology to the key conclusions in the literature review, explaining how it builds upon the strengths and weaknesses of earlier research as well as investigates recent developments (and perhaps new causal factors) that have not yet been studied. You will need to carefully explain and justify your methodology, especially your case selection and the method you will utilize to collect data. The

Literature Review and Methodology Draft is worth up to 15 points, is due on Courseweb by the start of class session on Wednesday, October 22, and will be discussed in class that day.

Results and Discussion Draft:

The Results and Discussion Draft should be about 6-7 pages, single-spaced. The results section will involve presenting the results from your research. You should carefully describe your findings, providing examples as you highlight each finding. Thick descriptive detail is important for this section, as you will be discussing qualitative data. In the Discussion section, you should tie your findings as well as recent developments concerning the issue back to the literature review. Which arguments do you find compelling, based on your findings?

Please take some space to discuss the implications of your research. How can the literature be improved on, and what new types of research need to be conducted? What recommendations do you have for further research on this topic? Which policy changes would help bring about improved international justice concerning your research topic? How is this topic relevant to recent policy-making? Having reviewed the previous research and recent developments concerning your topic, what types of changes do you think should be made by policy-makers in different countries, activists, prosecutors of the International Criminal Court, etc.? The Results and Discussion Draft is worth up to 15 points, is due on Courseweb by the start of class session on Wednesday, November 12, and will be discussed in class that day.

Final Paper:

The Final Paper is the culmination of your work in this class, drawing together the literature review, methodology, results, discussion, and references. In addition to reviewing and improving your own work throughout the semester, you will receive feedback from the instructor and your peers on the work as it is in progress and are expected to respond to this feedback. Considerable improvements, elaboration, revisions, and growth are expected. The paper should be about 15 pages, single-spaced, in length. By the time the Final Paper is submitted, students are expected to have edited the entire paper multiple times for argumentative clarity, organization, grammar, punctuation, spelling, and citation. A complete, correctly formatted list of references in the Chicago Style is expected at the end of the paper, including only sources cited in the paper. The Final Paper is worth up to 30 points, is due on Courseweb by the start of class session on Monday, November 24, and will be discussed in class that day.

Research Presentation:

The last class sessions on Monday, December 1 and Wednesday, December 3, as well as the final exam session on Monday, December 8, from 12 to 2 pm, will all be devoted to Research Presentations. Students should prepare a 10 minute presentation, highlighting the literature they reviewed, the methodology and results of their research project, and how their findings relate with the pre-existing scholarship. About 5 minutes will be devoted to Q&A and audience feedback. Attendance and engaged audience participation are expected at all the presentations. The Research Presentation is worth up to 5 points.

Tentative Course Schedule:

Date	Topic, Class Activity, and Assignment Due Dates	Homework for Subsequent Class Session:
Monday, August 25, 2014	Introduction	<p>Print and read the syllabus. Review the textbook and visit the following websites to brainstorm about research topics. Prepare a list of possible research topics, and select your current top choice. Find and review at least two research articles and at least two news articles on the topic that is currently your top choice. Print out the cover page / abstract of each of the research articles. We will discuss research topics and the articles you reviewed in class.</p> <p>http://www.ohchr.org/EN/Issues/Pages/ListofIssues.aspx http://www.hrw.org/topics http://www.amnesty.org/en/human-rights/human-rights-by-topic</p>
Wednesday, August 27, 2014	No Class: Dr. de Vries-Jordan is at a conference.	
Monday, September 01, 2014	No Class: Labor Day	
Wednesday, September 03, 2014	Evaluating Research and Recent Trends in Human Rights and Social Justice	Read and review chapter 1.
Monday, September 08, 2014	Chapter 1: The Contested Meaning of Human Rights	<p>Evaluate whether you want to stick with your top choice research topic or would rather consider an alternate topic. Look for two research articles and two news articles on whatever topic you are most interested in. Review these articles and prepare to discuss them. What are some of the key arguments and findings in the literature? What type of data has been collected about the topic? Are there any recent developments in the news that are either consistent or inconsistent with the past research findings? How so?</p>
Wednesday, September 10, 2014	Developing a Research Question	Read and review chapter 2.

Thursday, September 11, 2014	11 am-12:15 pm, Blaisdell 138, Open House in History and Political Science: Exploring Career Interests via Courses, Internships, Research, Study Abroad, and Student Activities	
Monday, September 15, 2014	Chapter 2: The Development of International Human Rights Law	Finalize your research topic. Search for relevant books, and order books, as needed, using various library tools. Also, please search for relevant journal articles and save those articles as pdf files. Brainstorm about your research project, considering different types of data you could collect and come prepared to discuss your ideas.
Wednesday, September 17, 2014	Developing a Research Project and Brainstorming about Methodology	Read and review chapter 3.
Monday, September 22, 2014	Chapter 3: Are Human Rights Universal?	Prepare the Research Paper Proposal.
Wednesday, September 24, 2014	Due: Research Paper Proposal	Read and review chapter 4. Attend screening of "Flow: For Love of Water," and prepare analysis of the film.
Wednesday, September 24, 2014	6:30-9 pm, Bromeley Family Theater, Documentary Screening of "Flow: For Love of Water" and panel discussion of water as a human rights issue	
Thursday, September 25, 2014	11 am-12:15 pm, Blaisdell 138, Applying to Graduate School in the Behavioral and Social Sciences and Law School	

Monday, September 29, 2014	Chapter 4: Civil and Political Rights in a World of Sovereign States Due: Analysis of Flow: For Love of Water	Prepare Research Paper Outline and Annotated Bibliography
Wednesday, October 01, 2014	Due: Research Paper Outline and Annotated Bibliography	Read and review chapter 5.
Monday, October 06, 2014	Chapter 5: Collective Rights in a World of Sovereign States	Work on literature review and methodology draft. Bring in work in progress to class.
Wednesday, October 08, 2014	Consultations on the literature review and methodology draft.	Read and review chapter 6.
Monday, October 13, 2014	No Class: Fall Break	
Tuesday, October 14, 2014	Chapter 6: Economic and Social Rights in a World of Sovereign States	Work on literature review and methodology draft. Bring in work in progress to class.
Wednesday, October 15, 2014	Consultations on the literature review and methodology draft.	Read and review chapter 7.
Monday, October 20, 2014	Chapter 7: Gender Equality and Human Rights	Finish preparing literature review and methodology draft.
Wednesday, October 22, 2014	Due: Literature Review and Methodology Draft	Read and review chapter 8.
Monday, October 27, 2014	Chapter 8: Promoting Human Rights from the Top Down	Work on Results and Discussion draft. Bring in work in progress to class.
Wednesday, October 29, 2014	Consultations on the Results and Discussion. Practice Sessions for students presenting at Penn-York Undergraduate Research Conference.	Read and review chapter 9.

Saturday, November 01, 2014	Penn-York Undergraduate Research Conference (at Houghton College)	
Monday, November 03, 2014	Chapter 9: Punitive Justice and Human Rights	Work on Results and Discussion draft. Bring in work in progress to class.
Wednesday, November 05, 2014	Consultations on the Results and Discussion.	Read and review chapter 10.
Monday, November 10, 2014	Chapter 10: Restorative Justice and Human Rights	Finish preparing results and discussion draft and prepare to discuss your findings in class.
Wednesday, November 12, 2014	Due: Results and Discussion Draft; History and Political Science Program Assessment	Read and review chapter 11.
Monday, November 17, 2014	Chapter 11: Promoting Human Rights from the Bottom Up	Revise Final Paper and bring questions about revisions to class.
Wednesday, November 19, 2014	Consultations on the Final Paper	Finish revisions on Final Paper.
Monday, November 24, 2014	Due: Final Paper	Prepare 10-12 minute Research Presentations.
Wednesday, November 26, 2014	No Class: Thanksgiving Recess	
Monday, December 01, 2014	Research Presentations	
Wednesday, December 03, 2014	Research Presentations	
Monday, December 08, 2014	12-2 pm, Research Presentations	

General Course Policies

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00 % = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60.0-62.99 % = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may reduce the final course score or in certain circumstances, revert the student's final grade to the grade of F.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. All assignments must be submitted online on Courseweb by the start of class, on the due date.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- Please submit the assignment on Courseweb by the start of class, on the due date, attaching it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and included a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Single-spaced, 1 inch margins
- No title page is needed, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify the sections of the paper
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Books and Research Articles:

Pitt Catt + allows you to search for books, e-books, articles, and journals. You may need to try out different search terms as well as grouping words together using quotation marks. Please note that research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To visit or contact the Hanley Library in Bradford:

<http://www.library.pitt.edu/bradford>

To access Pitt Catt + and all library tools:

<http://www.library.pitt.edu/>

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

<http://www.library.pitt.edu/askalibrarian>

Databases I recommend include:

Academic Search Premier
EBSCOhost
Project MUSE
JSTOR
PAIS International
Oxford University Press
Columbia International Affairs Online
Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science

Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies
The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Health and Human Rights
Human Rights
Human Rights Law Review
Human Rights Review

Human Rights Quarterly
Journal of Human Rights
Journal of Human Rights Practice
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society and Social Movements

Interface: Journal for and about Social Movements
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Social Movement Studies
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration

Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review
International Journal of Criminology

Journals focused on Political Economy
International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

Pitt-Bradford's Student Handbook:

<http://www.upb.pitt.edu/studentactivities/>

http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2013-14.pdf

The University Library System's tutorial on Plagiarism:

<http://library.pitt.edu/other/files/IL/pl2/plagiarism.htm>

The Provost's sites on academic integrity:

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Courseweb, and the instructor may ask you to submit your assignment to <http://turnitin.com/>. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html
- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but it does contain useful hyperlinks to primary sources.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.
- After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial and professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) may result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research and ongoing political events
- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations, activities, or debates are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. Please avoid missing class sessions, to stay on track in the course.

When students have accumulated three or more unexcused absences, the instructor will deduct a penalty from the participation grade and in the case of excessive absences the instructor may revert the student's final grade to the grade of F. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check Courseweb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service:
<http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swarts 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and making up in-class coursework in a timely fashion. Students should submit assignments on Courseweb by the posted deadline.

ITV Course Considerations (if applicable):

For students who are enrolled in an ITV course that involves students on other campuses in Greensburg and Johnstown, please realize that if classes are cancelled on any campus where students are enrolled in the course, that the instructor will cancel class for all students in the course. Additionally, if there are technical difficulties in connecting to any classroom, class will not start until students on all of the campuses are connected properly.

Students are asked to give feedback, in case there are any problems with the connection and to adjust the volume as needed in their classroom. Also, students should be aware that the microphones are highly sensitive to all sounds, and even a side conversation at a whisper tone can be very distracting to students on other campuses. Please listen carefully to one another, take turns speaking, and raise your hand or signal to let the class know you would like to speak.

Links to on-campus library resources, support services, and disability resources in Greensburg and Johnstown are included below. Students are encouraged to contact the instructor with any questions about available resources or services. Students in Greensburg and Johnstown can meet with the professor using the telephone and Microsoft Lync. Please feel free to e-mail the professor at hdevries@pitt.edu to set up an appointment to talk or chat.

- Library in Greensburg and Johnstown:
<http://www.library.pitt.edu/greensburg>
<http://www.library.pitt.edu/johnstown>

- Support Services in Greensburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/learning-resources>
<http://www.upj.pitt.edu/en/academics/academic-success-center/>
- Disability Resources in Greenburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/disability-resources>
<http://www.upj.pitt.edu/en/campus-life/counseling/disability-counseling/>

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time, not disrupting the class with cell phones or pagers, and discussing things in an academic, rather than a personal manner. Let's work together to create an engaging learning atmosphere.

Panopto Lecture Capture:

The University of Pittsburgh at Bradford has contracted with Panopto to provide lecture capture services. Each classroom is equipped with the ability to record both the computer screen and classroom audio, including student interaction with the instructor. Instructors are not required to use Panopto. **Any student not wishing to be recorded must inform their instructor in writing at the earliest possible convenience.** Recorded lectures are provided for student use only and are the property of the instructor of the course and the University of Pittsburgh. Recorded materials may not be duplicated, reproduced, or shared without the express written consent of the instructor.

General Statement of Student Responsibilities:

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.

3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Please do not use devices for other purposes such as instant messaging or text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students’ learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609, <http://www.upb.pitt.edu/drs/>), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance, Support Services, and Courseweb Tutorials:

The Writing Center in Hanley Library (Room 250) offers students help with writing:

<http://www.upb.pitt.edu/writingcenter/>

The Academic Coaching and Tutoring Center offers additional support services:

<http://www.upb.pitt.edu/actc/>

Online tutorials for Courseweb are available:

<http://www.cidde.pitt.edu/bb9>