

University of Georgia
INTL 8200: Human Rights
Fall 2016, Monday 3:35-6:35 PM
Candler Hall 117

Instructor: K. Chad Clay
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Phone: (706) 542-9810
Office Hours: Wednesday, 3:00-5:00 PM, and by appointment
Prerequisites: INTL 6200 or permission of department

COURSE DESCRIPTION & OBJECTIVES:

The aim of this class is to provide you with a greater understanding of the concept of human rights, including their importance in international politics and the various means by which these rights might be either violated or protected. Further, we will also discuss many of the methods used to study and evaluate respect for human rights cross-nationally. As such, by the end of this course, you should:

- Have a strong grasp on the various conceptions of human rights, including comparisons between universal and culturally contingent perspectives, as well as the ability to clearly express and justify your preferred view of human rights and explain its implications
- Have gained a general understanding of many of the sources of human rights violations, as well as the many ways in which human rights may be violated and the cross-national extent of the problem of human rights violations
- Be able to list and discuss the implementation and effectiveness of several types of efforts aimed at improving respect for human rights, including the efforts associated with international law, powerful states, and non-governmental organizations
- Be capable of designing and conducting original research on the topic of human rights
- Be able to effectively critique and communicate information about both your research and the work of others

REQUIRED BOOKS:

Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3rd ed. Ithaca: Cornell University Press.

Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press.

Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2015. *Fulfilling Social and Economic Rights*. New York: Oxford University Press.

Simmons, Beth A. 2009. *Mobilizing for Human rights: International Law in Domestic Politics*. New York: Cambridge University Press.

Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press.

Murdie, Amanda. 2014. *Help or Harm: The Human Security Effects of International NGOs*. Stanford, CA: Stanford University Press.

RECOMMENDED BOOKS:

Baglione, Lisa A. 2012. *Writing a Research Paper in Political Science*. 2nd Edition. Los Angeles: CQ Press.

More recommended books can be found under “Recommended” at the end of each section in the class schedule. However, sections of the following books will be required reading for class, and as such, your life may be easier if you own, rather than borrow, them.

Landman, Todd, and Edzia Carvalho. 2010. *Measuring Human Rights*. New York: Routledge.

Carey, Sabine C., and Steven C. Poe, eds. 2004. *Understanding Human Rights Violations: New Systematic Studies*. Burlington, VT: Ashgate.

Goodman, Ryan, and Derek Jinks. 2013. *Socializing States: Promoting Human Rights through International Law*. New York: Oxford University Press.

Goodhart, Michael. 2005. *Democracy as Human Rights: Freedom and Equality in the Age of Globalization*. New York: Routledge.

Mason, T. David. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. Lanham, Maryland: Rowman & Littlefield.

Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. 1999. *The Power of Human Rights: International Norms and Domestic Change*. New York: Cambridge University Press.

COURSE EXPECTATIONS

Weekly Response Questions (15% of your grade)

Each week (beginning in Week 2), you will be responsible for submitting at least 3 critical-thought questions based on that week’s readings. These questions should be geared toward producing class discussion or scholarly research. As such, questions can include a preamble as needed, but overall, each question should not exceed 5 lines. These questions should be posted to our message board on eLC by **12 PM each Monday before class**. We will discuss the format of these questions more on the first day of class.

Research Paper (35% of your grade) – Due Monday, December 12

At the end of the course, you will turn in a research paper worth 40% of your grade. This paper should rely on scholarly research, as well as research that you conduct on your own, to address a research question concerning some aspect of human rights. This project will be a central focus of the class from the very beginning; thus, we will discuss it in greater detail over the duration of the course. By the end of the semester, each student in the class should have a paper containing *at least* introduction, literature review, theory, and research design sections, with some concluding thoughts about the value and prospects of the project. The goal is that this paper will provide solid footing for a future project suitable for presentation at a professional conference and, eventually, publication. This paper should be 10-20 double-spaced pages in length (and likely longer if you manage to produce results by the end of the semester). However, we will be discussing the paper in phases in class as demonstrated by the calendar below.

A few additional things to note: First, students will be expected to talk to both the instructor and their classmates about their ongoing project. As such, you should **START WORKING ON YOUR PAPER EARLY**. We will spend time in several classes throughout the semester talking specifically about your progress (see calendar below).

Second, while you are more than welcome to produce results/analysis for your paper by the end of the semester, you should be aware that papers that have such sections will **NOT** be treated more favorably than those that do not. That is, the key to doing well on this paper is to identify an important question, review the existing literature well, provide a sound argument that produces testable propositions, and produce a feasible plan for testing those propositions. The completion of a results/analysis section will **NOT** make up for a lack of clarity in research question, a weak grasp of the literature, a poorly structured theoretical argument, or an infeasible research design.

Third, I found throughout my graduate career that co-authorship with fellow graduate students is a terrific way to get early experience with the publication process. As such, I want to encourage you to seek out fellow graduate students with whom you would like to work and co-author. That said, if you would like to co-author your final paper for this class, you should be aware that the expectations for the final product will be much higher, you will have to produce analysis/results by the end of the semester, and your final grade will be inexorably linked to that of your co-author, regardless of outcome. Thus, if you would like to co-author your class paper, you *must* receive prior authorization from the instructor.

Fourth, I find that students leave far too many papers from previous classes aside in order to write new papers for the courses they are currently taking. As a student, one of your goals when writing a seminar paper should be to produce something that may eventually be publishable. Sadly, it seems that many promising ideas are scrapped after the seminar is over due to the student's perception that he or she lacks the time to bring those ideas to fruition. As such, I am willing to let students continue to work on a pre-existing project for their research paper if (1) the topic of the paper fits with the overall topic of the class, (2) a copy of the previous version of the paper is turned in to me by **Monday, October 3**, and (3) the student meets with me to discuss what will be expected on their final paper. As with co-authored papers, the expectations for the

final product in these cases will be much higher, and you will be expected to produce analysis/results by the end of the semester.

Fifth, and finally, we will be working together diligently on the research paper over the course of the second half of the semester. This process will account for an additional 15% of your grade, as is described in the following section.

Research Progress & Peer Review (15% of your grade)

At certain prescribed dates, you will turn in updates on your research paper to both one of your classmates (as a peer reviewer) and me. This will allow us to monitor our progress throughout the semester and ensure that all are making progress toward a publishable project. The calendar for your papers is below; please note that this calendar will look slightly different for students picking up an ongoing project.

Research Paper Calendar

October 3 – Research Proposal Due

October 10 – Research Proposal Peer Review Due

October 17 – Literature Review Draft Due

October 24 – Literature Review Peer Review Due

October 31 – Theory Section Draft Due

November 7 – Theory Section Peer Review Due

November 14 – Research Design Draft Due

November 28 – Research Design Peer Review Due

December 12 – Final Draft Due!

As such, 15% of your final grade in the course will be based on your conscientiousness as an author and peer reviewer at each of the stages listed above. Clearly, this means that you will have something due EVERY WEEK in the second half of the semester, which is a lot of work. On the other hand, this should greatly reduce your stress at the end of the semester and leave you with a better project to carry forward after the class is over.

Human Rights Data Project (15% of your grade)

Also, as a part of this course, you will gain experience assessing government human rights practices by working with the Sub-National Analysis of Repression Project (SNARP). SNARP is a new data collection effort aimed at generating standards-based measures that capture

variation in physical integrity rights abuse within a state's borders. For this project, we rely on a mix of expert coding, theoretically informed measurement models, and cutting-edge computational techniques, which are capable of coding and then linking together the diverse information drawn from a rich set of primary source documents. Using this information, we generate standards-based measures for each of several specific types of physical integrity violations (arbitrary detention, torture, disappearances, and extrajudicial execution) as well as a combined indicator for these abuses for each first-order subnational administrative unit within a state. This level of analysis brings us closer to the level at which most citizens encounter the government's legal, political, and bureaucratic authority.

As graduate students, I want you to become familiar with all aspects of the process of conducting a data collection effort. As such, over the course of this semester, you will become involved in the operations surrounding the early phases of SNARP data collection. I will provide much more material and discussion about all aspects of the human rights coding project over the course of the next few months.

Attendance & Participation (20% of your grade)

Attendance and participation are a necessary condition for satisfactory achievement in this class. This is a seminar course, which means that YOU should be doing the lion's share of talking. I am here for guidance and to share knowledge with you, but the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality *and* quantity. In order to pull this off, you should do your best to be a *critical reader*. Critical readers are (Schumm, J. S., and Post, S. A. 1997. *Executive Learning*, 282; Richards 2006):

- willing to spend time reflecting on the ideas presented in their reading assignments
- able to evaluate and solve problems while reading rather than merely compile a set of facts to be memorized
- logical thinkers
- diligent in seeking out the truth
- eager to express their thoughts on a topic
- seekers of alternative views on a topic
- open to new ideas that may not necessarily agree with their previous thought on a topic
- able to base their judgments on ideas and evidence
- able to recognize errors in thought and persuasion as well as to recognize good arguments
- willing to take a critical stance on issues
- able to ask penetrating and thought-provoking questions to evaluate ideas
- in touch with their personal thoughts and ideas about a topic
- willing to reassess their views when new or discordant evidence is introduced and evaluated
- able to identify arguments and issues
- able to see connections between topics and use knowledge from other disciplines to enhance their reading and learning experiences

I will regularly take attendance in class. I will also take note of both the quantity and the quality of your contributions to class discussions. If necessary, I may also intermittently give brief quizzes in class in order to gauge the degree to which you are engaging with and understanding the material. As a result, it is important that you stay caught up on the readings at all times.

Finally, I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid attendance and participation little attention. As such, it is in your best interest to attend class and participate in discussion where appropriate.

COURSE POLICIES

1. Attendance

As explained above, attendance and participation make up a sizable portion of your grade for the class. As a graduate student, you are expected to be present at every seminar. However, I am aware that, at times, events beyond our control conspire to keep us from meeting our normal, everyday obligations; in these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event (sports / conference / trip), a documented medical excuse (for **you** only) or proof of a deceased *direct* relative. For our purposes, “direct relative” includes mother, father, sister, brother, or grandparent living anywhere, or other relative (aunt, uncle, cousin) living at the student’s permanent residence. ***UNEXCUSED ABSENCES WILL RESULT IN THE RECEIPT OF A ZERO FOR ATTENDANCE & PARTICIPATION FOR THAT DAY.*** Please recall that we only have 15 class days for the entire semester; thus, a single unexcused absence is guaranteed to cost you almost 2% of your final grade.

2. Writing Style Rules

When writing papers for this class, you should follow these rules. Failure to do so could result in a reduction of your grade.

- All papers should be double-spaced and in 11 or 12-point font, printed on pages with 1” margins all around.
- Title pages, graphs, tables, figures, references, appendices, etc. do not count toward your paper’s length.
- You are required to use the American Political Science Association (APSA) style format for your papers. The full style guide can be found on our class’s ELC page.

3. Cell Phones, Pagers, and Other Noise-Making Devices

All cell phones, pagers, and other devices that make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student’s grade.

4. Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

5. Class Discussion and Debate

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

6. Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be thorough email. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the semester. Please check it regularly.

I have posted office hours from 3:00 PM until 5:00 PM on Wednesdays. During this time period, you should feel free to come by my office at Candler Hall 323 and discuss any questions you may have about the class. If these times do not work for you, I would be more than happy to set up an appointment.

7. Staying Informed

In this course, we will often discuss current political events and issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as *The New York Times* (www.nytimes.com), *The Washington Post* (www.washingtonpost.com), CNN (www.cnn.com), or NPR (www.npr.org). Also, academic blogs are often great places to encounter discussions of current events through the lens of the things we are talking about in class. A few political science blogs that may be useful for this course are Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), The Monkey Cage (themonkeycage.org/), The Quantitative Peace (www.quantitativepeace.com/), The Duck of Minerva (<http://duckofminerva.blogspot.com/>), and Why Nations Fail (<http://whynationsfail.com/>), among others.

8. Changes to the Syllabus

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) check your email regularly.

PRELIMINARY CLASS SCHEDULE

Section 1: Conceptual, Historical, Philosophical, & Legal Underpinnings of Human Rights

Week 1 (8/15)

1. Glendon, Mary Ann. 2001. *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House. Chapters 3-5.
2. Beitz, Charles. 2003. "What Human Rights Mean." *Daedalus* 132 (1): 36-46.
3. Boylan, Michael. 2011. "Are There Natural Human Rights?" *New York Times*. May 29. <http://opinionator.blogs.nytimes.com/2011/05/29/are-there-natural-human-rights/> (July 28, 2016).
4. Hart, HLA. 1958. "Positivism and the Separation of Law and Morals." *Harvard Law Review* 71 (4): 593-629.
5. Richards, David L., and Benjamin C. Carbonetti. 2012. "Worth What We Decide: A Defense of the Right to Leisure." *International Journal of Human Rights* 17 (3): 329 – 349.
6. Universal Declaration of Human Rights (UDHR): <http://www.un.org/en/documents/udhr/>
7. International Covenant on Civil & Political Rights (ICCPR):
<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>
 - a. Optional Protocol to the ICCPR:
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCCPR1.aspx>
 - b. Second Optional Protocol to the ICCPR:
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/2ndOPCCPR.aspx>
8. International Covenant on Economic, Social, & Cultural Rights (ICESCR):
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
 - a. Optional Protocol to the ICESCR:
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCESCR.aspx>

Week 2 (8/22)

1. Donnelly, Jack. 2013. *Universal Human Rights in Theory & Practice*. 3rd ed. Ithaca: Cornell University Press. Chapters 1-7, 11.
2. Ignatieff, Michael. 2000. "Human Rights as Politics & Idolatry." http://tannerlectures.utah.edu/documents/a-to-z/i/Ignatieff_01.pdf

3. Beitz, Charles. 2001. "Human Rights as a Common Concern." *The American Political Science Review* 95 (2): 269-282.
4. Nussbaum, Martha C. 1997. "Capabilities and Human Rights." *Fordham Law Review* 66 (2): 273-300.
5. Parisi, Laura. 2010. "Feminist Perspectives on Human Rights." In *The International Studies Encyclopedia*, Robert A. Denmark, ed. DOI: 10.1111/b.9781444336597.2010.x.
6. Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press. Chapters 1-6.

Recommended

1. Shue, Henry. 1996. *Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy*. 2nd Ed. Princeton: Princeton University Press.
2. Cranston, Maurice. 1973. *What are Human Rights?* New York: Taplinger Publishing.
3. Howard, Rhoda E., and Jack Donnelly. 1986. "Human Dignity, Human Rights, and Political Regimes." *American Political Science Review* 80 (3): 801-817.
 - a. Mitchell, Neil. 1987. "Liberalism, Human Rights, and Human Dignity (a response to Howard and Donnelly, 1986, APSR)." *American Political Science Review* 81 (3): 921-927.
4. Kalev, Henriette Dahan. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles: A Journal of Research* 51.5/6: 339-348.
5. Donnelly, Jack. 2007. "The Relative Universality of Human Rights." *Human Rights Quarterly* 29 (2): 281-306.
 - a. Goodhart, Michael. 2008. "Neither Relative nor Universal: A Response to Donnelly." *Human Rights Quarterly* 30 (1): 183-193.
 - b. Donnelly, Jack. 2008. "Human Rights: Both Universal and Relative (A Reply to Michael Goodhart)." *Human Rights Quarterly* 30 (1): 194-204.
6. Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books.
7. Dancy, Geoff. 2016. "Human Rights Pragmatism: Belief, Inquiry, and Action." *European Journal of International Relations* 22 (3): 512-535.
8. Tons & Tons of Human Rights Treaties, e.g. the European Convention for the Protection of Human Rights and Fundamental Freedoms, the African Charter on Human and Peoples' Rights, the Proclamation of Tehran, etc.

Section 2: Measuring Human Rights

Week 3 (8/29)

1. Goldstein, Robert Justin. 1986. "The Limitations of Using Quantitative Data in Studying Human Rights Abuses." *Human Rights Quarterly* 8 (4): 607-627.
2. Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26: 906-931.
 - a. Or, preferably: Landman, Todd, and Edzia Carvalho. 2010. *Measuring Human Rights*. New York: Routledge.

3. McCann, James A. and Mark Gibney. 1996. "An Overview of Political Terror in the Developing World." In *Human Rights and Developing Countries*. ed. David L. Cingranelli. JAI Press.
4. McCormick, James M., and Neil J. Mitchell. 1997. "Human Right Violations, Umbrella Concepts, and Empirical Analysis." *World Politics* 49 (4): 510-525.
5. Cingranelli, David L., and David L. Richards. 1999. "Measuring the Level, Pattern and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43 (2): 407-417.
6. Wood, Reed M., and Mark Gibney. 2010. "The Political Terror Scale: A Re-Introduction and a Comparison to CIRI." *Human Rights Quarterly* 32 (2): 367-400.
 - a. Political Terror Scale website: <http://www.politicalterrorsscale.org/>
7. Cingranelli, David L., and David L. Richards. 2010. "The Cingranelli – Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32 (2): 401-424.
 - a. CIRI Human Rights Data Project website: <http://www.humanrightsdata.com>

Week 4 (9/12)

1. Fariss, Christopher J. 2014. "Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability." *American Political Science Review* 108 (2): 297-318.
2. Clark, Ann Marie, and Kathryn Sikkink. 2013. "Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures?" *Human Rights Quarterly* 35(3):539-568.
 - a. Richards, David L. 2016. "The Myth of Information Effects in Human Rights Data: Response to Ann Marie Clark and Kathryn Sikkink." *Human Rights Quarterly* 38 (2): 477-492.
 - b. Clark, Ann Marie, and Kathryn Sikkink. 2016. "Response to David L. Richards." *Human Rights Quarterly* 38 (2): 493-496.
3. Conrad, Courtenay R., Jillienne Haglund and Will H. Moore. 2013. "Disaggregating Torture Allegations: Introducing the Ill-Treatment and Torture (ITT) Country-Year Data." *International Studies Perspectives* 14(2): 199-220.
 - a. And/Or: Conrad, Courtenay R., Jillienne Haglund, and Will H. Moore. 2014. "Torture Allegations as Events Data: Introducing the Ill-Treatment and Torture (ITT) Specific Allegation Data." *Journal of Peace Research* 51 (3): 429-438.
4. Poe, Steven C., Tanya Vazquez, and Sabine Carey. 2001. "How Are These Pictures Different? An Empirical Comparison of the U.S. State Department and Amnesty International Human Rights Reports, 1976-1995." *Human Rights Quarterly* 23: 650-677
5. Hill Jr., Daniel W., Will H. Moore and Bumba Mukherjee. 2013. "Information Politics v Organizational Incentives: When are Amnesty Internationals "Naming and Shaming" Reports Biased?" *International Studies Quarterly* 57(2):219-232.
6. Human Rights Data Analysis Group Website: <https://hrdag.org/>
7. Sub-National Analysis of Repression Project. NSF Proposal(s) & Coding Guide.

Week 5 (9/19)

1. Rosga, AnnJanette, and Margaret L. Satterthwaie. 2009. "The Trust in Indicators: Measuring Human Rights." *Berkeley Journal of International Law* 27(2): 253-315.
2. Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press. Chapters 7-11.
3. Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2015. *Fulfilling Social and Economic Rights*. New York: Oxford University Press.
4. Mosley, Layna, and Saika Uno. Data Appendix to "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." <http://www.unc.edu/~lmosley/CPSDataAppendixJuly2007.pdf> (Focus on pages 1-6).
5. Barry, Colin, David L. Cingranelli, and K. Chad Clay. "The Worker Rights in Law & Practice (WorkR) Data Project." Working Draft.
 - a. Worker Rights in Law & Practice Coding Manual
6. Caprioli, Mary, Valerie M. Hudson, Rose McDermott, Bonnie Ballif-Spanvill, Chad F. Emmett, and S. Matthew Stearmer. 2009. "The WomanStats Project Database: Advancing an Empirical Research Agenda." *Journal of Peace Research* 46 (6): 1-13.
7. Hill, Daniel W., Jr., and Jennifer Inglett. 2016. "New Measures of Women's Social, Political, and Economic Rights with an Application to Studies of Interstate Conflict." Working Paper.

Recommended

1. Davenport, Christian, and Patrick Ball. 2002. "Views to a Kill: Exploring the Implications of Source Selection in the Case of Guatemalan State Terror, 1977-1995." *Journal of Conflict Resolution* 46 (3): 427-450.
2. Morris, Morris David. 1979. Measuring the condition of the World's Poor: The Physical Quality of Life Index.
3. Human Development Index (HDI): <http://hdr.undp.org/en/statistics/hdi/>
4. Paul Hensel's International Relations Data Site: <http://www.paulhensel.org/data.html>
5. Polity IV: <http://www.systemicpeace.org/polityproject.html>
6. Freedom House: <https://freedomhouse.org/report/freedom-world-aggregate-and-subcategory-scores>

Section 3: General Theories and Determinants of Human Rights Violation

Week 6 (9/26)

1. Poe, Steven C. 2004. "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*. Ashgate, pp. 16-42.
2. Poe, Steven C., and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 88:853-872.

- a. Or read: Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993." *International Studies Quarterly* 43 (2): 291-313.
3. Hill, Daniel W., Jr., and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." *American Political Science Review* 108 (3): 661-687.
4. Policzer, Pablo. 2004. "How Organizations Shape Human Rights Violations." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*. Ashgate, pp. 221-238.
5. Butler, Christopher K., Tali Gluch, and Neil Mitchell. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." *Journal of Peace Research* 44 (6): 669-687.
6. Cingranelli, David L., Paola Fajardo-Heyward, and Mikhail Filippov. 2014. "Principals, Agents, and Human Rights." *British Journal of Political Science* 44(3): 605-630.

Recommended

1. Mitchell, Neil J. 2004. *Agents of Atrocity: Leaders, Followers, and the Violation of Human Rights in Civil War*. New York: Palgrave Macmillan.
2. Richards, David L., Alyssa Webb, and K. Chad Clay. 2015. "Respect for Physical Integrity Rights in the Twenty-First Century: Evaluating Poe and Tate's Model 20 Years Later." *Journal of Human Rights* 14 (3): 291-311.

Section 4: International Law & Human Rights

Week 7 (10/3)

1. Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press.
2. Goodman, Ryan, and Derek Jinks. 2004. "How to Influence States: Socialization and International Human Rights Law." *Duke Law Journal* 54 (3): 621-703.
 - a. Or, preferably: Goodman, Ryan, and Derek Jinks. 2013. *Socializing States: Promoting Human Rights through International Law*. New York: Oxford University Press.
3. Hill, Daniel W., Jr. 2010. "Estimating the Effects of Human Rights Treaties on State Behavior." *Journal of Politics* 72 (4): 1161-1174.
4. Lupu, Yonatan. 2013. "The Informative Power of Treaty Commitment: Using the Spatial Model to Address Selection Effects." *American Journal of Political Science* 57 (4): 912-925.
5. Conrad, Courtenay R., and Emily Hencken Ritter. 2013. "Treaties, Tenure, and Torture: The Conflicting Domestic Effects of International Law." *Journal of Politics* 75 (2): 397-409.
6. Fariss, Christopher J. Forthcoming. "The Changing Standard of Accountability and the Positive Relationship between Human Rights Treaty Ratification and Compliance." *British Journal of Political Science*

7. Cole, Wade. 2013. "Strong Walk and Cheap Talk: The Effect of the International Covenant of Economic Social, and Cultural Rights on Policies and Practices." *Social Forces* 92 (1): 165-194.
8. Richards, David L., and Jillienne Haglund. 2016. "State Commitment to CEDAW and Domestic Sexual Violence Legislation." Working Paper.

Recommended

1. Smith-Cannoy, Heather. 2012. *Insincere Commitments: Human Rights Treaties, Abusive States, and Citizen Activism*. Washington, D.C.: Georgetown University Press.
2. Neumayer, Eric. 2005. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49 (6): 925-953.
3. Many, many more Wade Cole articles:
https://scholar.google.com/citations?user=trDS_LQAAAAJ&hl=en
4. Keith, Linda Camp. 1999. "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): 95-118.
5. Hathaway, Oona. 2002. "Do Human Rights Treaties Make A Difference?" *Yale Law Journal* 111 (8): 1935-2042.
6. Landman, Todd. 2005. *Protecting Human Rights: A Comparative Study*. Washington, D.C.: Georgetown University Press
7. Hafner-Burton, Emilie M., and Kiyoteru Tsutsui. 2005. "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology* 110 (5): 1373-1411.
8. Hafner-Burton, Emilie M., Laurence R. Helfer, and Christopher J. Fariss. 2011. "Emergency and Escape: Explaining Derogations from Human Rights Treaties." *International Organization* 65: 673-707.
9. Richards, David L., and K. Chad Clay. 2012. "An Umbrella with Holes: Respect for Non-Derogable Human Rights during Declared States of Emergency, 1996-2004." *Human Rights Review* 13 (4): 443-471.
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Section 5: Domestic Institutions & Human Rights

Week 8 (10/10)

1. Goodhart, Michael. 2014. "Democracy as Human Rights." In *Handbook of Human Rights*, Thomas Cushman, ed. New York: Routledge, pp. 68-76.
 - a. Or, preferably: Goodhart, Michael. 2005. *Democracy as Human Rights: Freedom and Equality in the Age of Globalization*. New York: Routledge.
2. Hill, Daniel W., Jr. 2016. "Democracy and the Concept of Personal Integrity Rights." *Journal of Politics* 78 (3): 822-835.
3. Fein, Helen. 1995. "More Murder in the Middle: Life-Integrity Violations and Democracy in the World, 1987." *Human Rights Quarterly* 17: 170-191.
4. Davenport, Christian, and David A. Armstrong II. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996." *American Journal of Political Science* 48 (3): 538-554.

5. Davenport, Christian. 2007. "State Repression and the Tyrannical Peace." *Journal of Peace Research* 44 (4): 485-504.
6. Bueno de Mesquita, Bruce, Feryal Marie Cherif, George W. Downs, Alastair Smith. 2005. "Thinking Inside The Box: A Closer Look at Democracy and Human Rights." *International Studies Quarterly* 49 (3): 439-458.
7. Bhasin, Tavishi, and Jennifer Gandhi. 2013. "Timing and Targeting of State Repression in Authoritarian Elections." *Electoral Studies* 32: 620-631.

Week 9 (10/17)

1. Richards, David L., and Ronald D. Gelleny. 2007. "Good Things to Those Who Wait? National Elections and Government Respect for Human Rights." *Journal of Peace Research* 44 (4): 505-523.
2. Cingranelli, David, and Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." *Journal of Politics* 72 (1): 243-257.
3. Keith, Linda Camp, C. Neal Tate, and Steven C. Poe. 2009. "Is the Law a Mere Parchment Barrier to Human Rights Abuse?" *Journal of Politics* 71 (2): 644-660.
4. Conrad, Courtenay Ryals, and Will H. Moore. 2010. "What Stops the Torture?" *American Journal of Political Science* 54 (2): 459-476.
5. Powell, Emilia J., and Jeffrey K. Staton. 2009. "Domestic Judicial Institutions and Human Rights Treaty Violation." *International Studies Quarterly* 53 (1): 149-174.
6. Mitchell, Sara McLaughlin, Jonathan J. Ring, and Mary K. Spellman. 2013. "Domestic Legal Traditions and States' Human Rights Practices." *Journal of Peace Research* 50 (2): 189-202.
7. Clay, K. Chad, and Daniel W. Hill. 2016. "Economic and Institutional Constraints on State Repression." Working Paper.
8. Dancy, Geoff, and Verónica Michel. Forthcoming. "Human Rights Enforcement From Below: Private Actors and Prosecutorial Momentum in Latin America and Europe." *International Studies Quarterly*.
9. Welch, Ryan M. Forthcoming. "National Human Rights Institutions: Domestic Implementation of International Human Rights Law." *Journal of Human Rights*.
10. Lake, Milli. 2014. "Organizing Hypocrisy: Providing Legal Accountability for Human Rights Violations in Areas of Limited Statehood." *International Studies Quarterly* 58 (3): 515-526.

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1. Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship*. New York: Cambridge.
2. Regan, Patrick, and Errol Henderson. 2002. "Democracy, Threats and Political Repression in Developing Countries: Are Democracies Internally Less Violent?" *Third World Quarterly* 23 (1): 119-136.

3. Davenport, Christian. 2007. *State Repression and the Domestic Democratic Peace*. New York: Cambridge.
4. Rejali, Darius. 2007. *Torture and Democracy*. Princeton: Princeton University Press.
5. Senate Select Committee on Intelligence. 2015. *The Official Senate Report on CIA Torture: Committee Study of the Central Intelligence Agency's Detention and Interrogation Program*. New York: Skyhorse.
6. Richards, David L., and Jillienne Haglund. 2015. *Violence against Women and the Law*. London: Paradigm.
7. Keith, Linda Camp. 2002. "Constitutional Provisions for Individual Human Rights (1977-1996): Are They More Than Mere 'Window Dressing'?" *Political Research Quarterly* 55 (1): 111-143.
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Section 6: Repression & Dissent

Week 10 (10/24)

1. Mason, T. David. 2004. *Caught in the Crossfire*. Lanham, Maryland: Rowman & Littlefield. Chapters 1-2, 4-6.
2. Lichbach, Mark Irving. 1987. "Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent." *Journal of Conflict Resolution* 31: 266-297.
3. Gartner, Scott S. and Patrick Regan. 1996. "Threat and Repression: The Non-Linear Relationship Between Government and Opposition Violence." *Journal of Peace Research* 33 (3): 273-287.
4. Moore, Will H. 1998. "Repression and Dissent: Substitution, Context and Timing." *American Journal of Political Science* 42 (3):851-873.
5. Carey, Sabine. 2010. "The Use of Repression as a Response to Domestic Dissent." *Political Studies* 58: 167-186.
6. Bell, Sam R., David Cingranelli, Amanda Murdie, and Alper Caglayan. 2013. "Coercion, Capacity, and Coordination: Predictors of Political Violence." *Conflict Management and Peace Science* 30(3): 240-262.
7. Sullivan, Christopher Michael. 2014. "The (In)effectiveness of Torture for Combating Insurgency." *Journal of Peace Research* 51 (3): 388-404.
8. Ritter, Emily Hencken, and Courtenay R. Conrad. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression." *American Political Science Review* 110 (1): 85-99.

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1. Lichbach, Mark Irving. 1995. *The Rebel's Dilemma*. Ann Arbor, Michigan: University of Michigan Press.
2. 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.

3. Moore, Will H. 2000. "The Repression of Dissent: A Substitution Model of Government Coercion." *Journal of Conflict Resolution* 44 (1): 107-127.
4. Walter, Barbara F. 2009. *Reputation and Civil War: Why Separatist Conflicts Are So Violent*. New York: Cambridge.
5. Heath, Julia A., T. David Mason, William T. Smith, and Joseph P. Weingarten. 2000. "The Calculus of Fear: Revolution, Repression, and the Rational Peasant." *Social Science Quarterly* 81(2): 622-633.
6. Rasler, Karen. 1996. "Concessions, Repression, and Political Protest in the Iranian Revolution." *American Sociological Review* 61: 132-152.
7. Mason, T. David, and Dale A. Krane. 1989. "The Political Economy of Death Squads: Toward a Theory of the Impact of State-Sanctioned Terror." *International Studies Quarterly* 33 (2): 175-198.
8. Carey, Sabine C. 2006. "The Dynamic Relationship Between Protest and Repression." *Political Research Quarterly* 59 (1): 1-11.

Section 7: Political Economy & Human Rights

Week 11 (10/31)

1. DeMeritt, Jacqueline, and Joseph K. Young. 2013. "A Political Economy of Human Rights: Oil, Natural Gas, and State Incentives to Repress." *Conflict Management and Peace Science* 30 (2): 99-120.
2. DeMeritt, Jacqueline H.R. and Courtenay R. Conrad. 2013. "Constrained by the Bank and the Ballot: Unearned Revenue, Democracy, and State Incentives to Repress." *Journal of Peace Research* 50 (1): 105-119.
3. Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2): 163-180.
4. Clay, K. Chad, and Matthew R. DiGiuseppe. Forthcoming. "Sovereign Credit & Physical Integrity Rights." *British Journal of Political Science*.
<http://dx.doi.org/10.1017/S0007123415000502>
5. Berliner, Daniel, Anne Greenleaf, Milli Lake, and Jennifer Noveck. "Building Capacity, Building Rights? State Capacity and Labor Rights in Developing Countries." *World Development* 72: 127-139.
6. Mosley, Layna, and Saikika Uno. 2007. "Racing to the Bottom or Climbing to the Top? Globalization and Collective Labor Rights." *Comparative Political Studies* 40 (8): 923-948.
7. Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002." *American Political Science Review* 103 (4): 669-690.
8. Barry, Colin, K. Chad Clay, and Matthew R. DiGiuseppe. 2016. "Who Competes Over What? Labor Rights, Economic Competition, & Policy Convergence." Working Paper.

Week 12 (11/7)

1. Richards, David L., Ron Gelleny and David Sacko. 2001. "Money With A Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries." *International Studies Quarterly* 45 (2): 219-239.
2. Hafner-Burton, Emilie. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." *International Organization* 59(3):593-629.
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3. Abouharb, M. Rodwan, and David Cingranelli. 2006. "The Human Rights Effects of World Bank Structural Adjustment, 1981–2000." *International Studies Quarterly* 50: 233-262.
4. Blanton, Shannon Lindsey, and Robert G. Blanton. 2007. "What Attracts Foreign Investors? An Examination of Human Rights and Foreign Direct Investment." *Journal of Politics* 69 (1): 143-155.
5. Richards, David L., and Ronald Gelleny. 2007. "Women's Status and Economic Globalization." *International Studies Quarterly* 51 (4): 855-876.
6. Cutrone, Ellen A., and Benjamin O. Fordham. 2010. "Commerce and Imagination: The Sources of Concern about International Human Rights in the US Congress." *International Studies Quarterly* 54 (3): 633-655

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1. Abouharb, M. Rodwan, and David Cingranelli. 2007. *Human Rights and Structural Adjustment*. New York: Cambridge.
2. Hafner-Burton, Emilie M. 2009. *Forced to Be Good: Why Trade Agreements Boost Human Rights*. Ithaca, NY: Cornell University Press.
3. Mosley, Layna. 2010. *Labor Rights and Multinational Production*. New York: Cambridge.
4. Blanton, Shannon Lindsey. 1999. "Instruments of Security or Tools of Repression? Arms Imports and Human Rights Conditions in Developing Countries." *Journal of Peace Research* 36 (2): 233-244.
5. Blanton, Shannon Lindsey, and Robert G Blanton. 2009. "A Sectoral Analysis of Human Rights and FDI: Does Industry Type Matter?" *International Studies Quarterly* 53 (2): 473-498.
6. Blanton, Robert G., and Shannon Lindsey Blanton. 2012. "Labor Rights and Foreign Direct Investment: Is There a Race to the Bottom?" *International Interactions* 38 (3): 267-294.
7. Hafner-Burton, Emilie M. 2005. "Right or Robust? The Sensitive Nature of Repression to Globalization." *Journal of Peace Research* 42 (6): 679-698.
8. Eriksen, Silja, and Indra De Soysa. 2009. "A Fate Worse Than Debt? International Financial Institutions and Human Rights, 1981-2003." *Journal of Peace Research* 46 (4): 485-503.
9. Cao, Xun, Brian Greenhill, and Aseem Prakash. 2013. "Where is the Tipping Point? Bilateral Trade and the Diffusion of Human Rights." *British Journal of Political Science* 43 (1): 133-156.

Section 8: State Interventions & Human Rights

Week 13 (11/14)

1. Krain, Matthew. 2005. "International Intervention and the Severity of Genocides and Politicides." *International Studies Quarterly* 49: 363–387.
2. Murdie, Amanda, and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars." *Human Rights Quarterly* 32 (1): 50-73.
3. Kathman, Jacob, and Reed 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.
4. DeMeritt, Jacqueline H. R. 2015. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59 (3): 428-454.
5. Peksen, Durson. 2011. "Foreign Military Intervention and Women's Rights." *Journal of Peace Research* 48 (4): 455-468.
6. Wood, Reed M. 2008. "'A Hand upon the Throat of the Nation': Economic Sanctions and State Repression, 1976-2001." *International Studies Quarterly* 52: 489-513.
7. Clay, K. Chad. 2013. "Economic Sanctions & Human Rights." Working Paper.
8. Peksen, Durson. 2011. "Economic Sanctions and Human Security: The Public Health Effect of Economic Sanctions." *Foreign Policy Analysis* 7 (3): 237-251.
9. Bell, Sam R., K. Chad Clay, and Carla Martinez Machain. Forthcoming. "The Effect of U.S. Troop Deployments on Human Rights." *Journal of Conflict Resolution*. doi: 10.1177/0022002716632300

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1. Regan, Patrick M. 1995. "U.S. Economic Aid and Political Repression: An Empirical Evaluation of U.S. Foreign Policy." *Political Research Quarterly* 48 (3): 613-628.
2. Bueno de Mesquita, Bruce, and Alastair Smith. 2009. "A Political Economy of Aid." *International Organization* 63 (2): 309-340.
3. Cingranelli, David L., and Thomas E. Pasquarello. 1985. "Human Rights Practices and the Distributon of US Foreign Aid to Latin American Countries." *American Journal of Political Science* 29 (3): 539-563.
4. Neumayer, Eric. 2003. "Is Respect for Human Rights Rewarded? An Analysis of Total Bilateral and Multilateral Aid Flows." *Human Rights Quarterly* 25 (2): 510-527.
5. Peksen, Durson, and A. Cooper Drury. 2009. "Economic Sanctions and Political Repression: Assessing the Impact of Coercive Diplomacy on Political Freedoms." *Human Rights Review* 10 (3): 393-411.
6. Kuperman, Alan J. 2008. "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans." *International Studies Quarterly* 52 (1): 49-80.
7. Peksen, Durson. 2010. "Coercive Diplomacy and Press Freedom: An Empirical Assessment of the Impact of Economic Sanctions on Media Openness." *International Political Science Review* 31 (4): 449-469.

8. Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1): 59-77.
9. Apodaca, Clair, and Michael Stohl. 1999. "United States Human Rights Policy and Foreign Assistance." *International Studies Quarterly* 43 (1): 185-198.
10. Finkel, Steven E., Aníbal Pérez-Liñán, and Mitchell A. Seligson. 2007. "The Effects of U.S. Foreign Assistance on Democracy Building, 1990-2003." *World Politics* 59 (3): 404-39.
11. Peksen, Durson. 2012. "Does Foreign Military Intervention Help Human Rights?" *Political Research Quarterly* 65 (3): 558-571.

Section 9: Human Rights Advocacy

Week 14 (11/28)

1. Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, New York: Cornell University Press. Chapters 1-3 & 5.
2. Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. 1999. *The Power of Human Rights: International Norms and Domestic Change*. New York: Cambridge. Chapters 1 & 8.
3. Murdie, Amanda. 2014. *Help or Harm: The Human Security Effects of International NGOs*. Stanford, CA: Stanford University Press.
4. 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.
5. Bell, Sam R., K. Chad Clay, and Amanda Murdie. 2012. "Neighborhood Watch: Spatial Effects of Human Rights INGOs." *Journal of Politics* 74 (2): 354-368.
6. Barry, Colin M., K. Chad Clay, and Michael E. Flynn. 2013. "Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment." *International Studies Quarterly* 57: 532-544.
7. Ron, James, Howard Ramos, and Kathleen Rodgers. 2005. "Transnational Information Politics: NGO Human Rights Reporting, 1986-2000." *International Studies Quarterly* 49 (3): 557-587.
8. Clay, K. Chad, and Stephen Bagwell. 2016. "Capable of Shame? HRO Efforts, State Capacity, and Government Respect for Physical Integrity." Working Paper.

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1. Ramos, Howard, James Ron, and Oskar N.T. Thoms. 2007. "Shaping the Northern Media's Human Rights Coverage, 1986-2000." *Journal of Peace Research* 44 (4): 385-406.
2. Murdie, Amanda, and Tavishi Bhasin. 2011. "Aiding and Abetting: Human Rights INGOs and Domestic Protest." *Journal of Conflict Resolution* 55 (2): 163-191.
3. Bell, Sam R., Tavishi Bhasin, K. Chad Clay, and Amanda Murdie. 2014. "Taking the Fight to Them: Neighborhood Human Rights Organizations and Domestic Protest." *British Journal of Political Science* 44 (4): 853-875.
4. Hafner-Burton, Emilie M. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization* 62: 689-716.
5. Franklin, James C. 2008. "Shame on You: The Impact of Human Rights Criticism on Political Repression in Latin America." *International Studies Quarterly* 52: 187-211.

6. Davis, David R., Murdie, Amanda, and Coty Garnett Steinmetz. 2012. "Makers and Shapers: Human Rights INGOs and Public Opinion." *Human Rights Quarterly* 34 (1): 199-224.
7. Hendrix, Cullen S., and Wendy H. Wong. 2012. "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* 43 (3): 651-672.
8. Lebovic, James H., and Erik Voeten. 2009. "The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violators." *Journal of Peace Research* 46 (1): 79-97.

Section 10: Where Do We Go From Here?

Week 15 (12/5)

I'm leaving this week open for topics we want to dedicate more time to, topics we didn't cover, reflection, discussion of research projects, or something similar that we might need but are not aware of yet. We will decide exactly what we are going to do with this time later in the semester. A few possibilities are listed below:

- Human Rights Courts, Tribunals & Prosecutions
- Demographics, Refugees, & Human Rights
- Understanding Torture
- Human Rights & Terrorism
- Political Science Writing Workshop
- Human Rights & Statistics