

**University of Georgia**  
**INTL 4620: Human Rights**  
**Fall 2021, TR 3:55 pm – 5:10 pm**  
**Caldwell 102**

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Office Hours: Tuesdays and Thursdays, 1 pm – 2 pm, and by appointment  
Prerequisites: INTL 3200 or INTL 3300 or permission of department

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### **Land and Labor Acknowledgements**

I would like to acknowledge that the University of Georgia is on the traditional, ancestral territory of the Muscogee-Creek and Cherokee Peoples. If you would like to start learning about the forcible removal of indigenous people around America, including in the Athens area, the work of UGA History Professor Claudio Saunt is one potential place to start: <https://bit.ly/37WKe2u>. You can also learn more about the Muscogee (Creek) Nation (<https://www.mcn-nsn.gov/>) and the Eastern Band of Cherokee Indians (<https://ebci.com/>).

Further, I want to acknowledge the enslaved peoples, primarily of African descent, whose labor built much of the University of Georgia. More information about the contribution of enslaved peoples to the development of the University of Georgia can be found on the UGA History Department's "UGA & Slavery" website (<https://slavery.ehistory.org/>), as well as the "Slavery at the University of Georgia" exhibition (<https://digiHum.libs.uga.edu/exhibits/show/slavery>).

### **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 definitions of human rights, including comparisons between universal and culturally contingent perspectives, as well as the ability to clearly express and justify your preferred definition 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 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 understanding and participating in the public debate over the many issues discussed in this class
- Have an improved ability to make logical, convincing oral and written arguments

### **RECOMMENDED BOOKS:**

You are not required to buy any books for this class, but many of our discussions will draw heavily from the following:

- (1) Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3<sup>rd</sup> ed. Ithaca: Cornell University Press.
- (2) Goodhart, Michael, ed. 2013. *Human Rights: Politics & Practice*. 2<sup>nd</sup> ed. New York: Oxford University Press.
- (3) Schulz, William F., ed. 2007. *The Phenomenon of Torture: Readings and Commentary*. Philadelphia: University of Pennsylvania Press.
- (4) Glendon, Mary Ann. 2001. *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House.
- (5) Mason, T. David. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. Lanham, Maryland: Rowman & Littlefield.
- (6) Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, New York: Cornell University Press.

### **Course Assignments & Grades**

#### **Exam 1 (20%), Exam 2 (22%) & Final Exam (24%)**

There will be three major tests given this semester, all of which will be given online on eLC. Each exam is cumulative, and all exams will be open book. The only resource you aren't allowed to use to take the exam is other people, like your fellow classmates or friends. You are welcome to use notes, videos, books, or whatever else you like in completing the exam. However, the exam will be timed and must be completed on the day the exam is due. As such, you will need to study in advance, so, at a minimum, you will know where to find what you are looking for as you work on the exam. Otherwise, you will find it difficult to complete the exam in the time allotted.

The first midterm exam is tentatively scheduled for **Thursday, September 16**. The second midterm exam is tentatively scheduled for **Thursday, October 14**. The final exam will be given on **Tuesday, December 14**.

## **Human Rights Data Project (15% of your grade)**

As a part of this course, you will gain experience assessing government human rights practices by working on a human rights data project. Human rights data like these are utilized by scholars and students who seek to test theories about the causes and consequences of human rights violations, as well as policy makers and analysts who seek to estimate the human rights effects of a wide variety of institutional changes and public policies. Indeed, previous data projects that I have worked on have been utilized by hundreds of governments and organizations worldwide, including the United States' Millennium Challenge Corporation (MCC), the World Bank, the United Nations Development Programme (UNDP), the European Commission, and the U.S. Agency for International Development (USAID), among others. As such, your work on this project is very serious and important, with implications that go far beyond your grade in this course.

You will encounter much more material and discussion about all aspects of the human rights data project over the course of the next few months, much of which will occur in class.

## **Reflection Paper (Expository Essay) (5%):**

I always want to know more about what my students learned from my class and how they intend to apply that knowledge moving forward. As such, after the first exam, I will provide you with a list of prompts related to the subject matter of the course. I will ask you to respond to one of those prompts with an essay based on your experience in the course.

The essay will be due on eLC on **Tuesday, December 7**, but you are welcome to turn it in well before that deadline. I expect your response to take the form of 3 to 5 double-spaced pages with 12 point font and one inch margins. It should make a persuasive argument in favor of your response to the prompt, based on a thesis statement and points supporting that thesis. These essays should NOT be simple summaries of someone else's argument. Instead, these papers should be argumentative in nature; you should strive to make ONE point in each paper and support it with evidence. In particular, essays in this course should synthesize information from multiple sources to present YOUR argument. That is, the key ingredient for a good grade on this reflection paper is a strong argument from you.

More information on the reflection papers will be provided later in the semester.

## **Conscientious Participation (14% of your grade)**

While I will not be taking attendance in this class, participation is a necessary condition for satisfactory achievement. I am here for guidance and to share knowledge with you. However, 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. Thus, excellence in participation means more than just talking a lot; 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

Now, you might ask, what does conscientious participation look like in a class where attendance isn't absolutely mandatory? For the purposes of this class, it includes (but is not limited to):

- Being a critical reader, as described above,
- Staying up to date on class readings, lectures, and discussions,
- Participating in class discussions where possible, on eLC and/or in-person,
- Being aware of the various group projects being conducted in the class at any given time, and participating in the planning and conduct of those projects,
- Staying in contact with the instructor, as needed,
- Giving sufficient time and effort to projects and assignments,
- Being a good teammate to other class members on group activities, and
- Communicating in a respectful manner that encourages everyone to participate, as described in the Course Policies below.

I intend to maintain an active conversation space both on eLC and in other communication platforms we may use in the class (e.g. Slack). Participation in those spaces is just as valuable as participation in the classroom. If necessary, I may also intermittently give brief pop quizzes 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 participation are not simply given out; they are earned. Grades in my classes are often raised by participation. However, others have found their grade lowered when they paid participation little attention. As such, it is in your best interest to take the guidance in this section, and participation in general, seriously.

## **Course Policies**

### **1. Attendance & Participation**

Physical, in-person attendance will not be monitored in this class and will not have an impact on your grade. This is an in-person course, but I will not be taking attendance. If you need to be absent from the classroom, it will not count against your grade. If you feel ill or if you suspect that you may have been exposed to COVID-19 or other contagious illnesses, you should feel comfortable missing class. Indeed, if you believe that you may be sick or contagious, I ask that you please do not attend. Feel free to reach out to me if you need help staying caught up on course materials or need accommodations due to illness or other challenges.

Unlike attendance, your conscientious participation in course activities is crucially important and will be graded. See the Participation & Conscientiousness section above for more information about what that means. In general, it is crucial you stay up to date on what is happening in the class at any given time by attending/paying attention to lectures, monitoring the class eLC page, and checking your email.

### **2. COVID-19, Face Coverings, and Vaccinations**

When you attend class, you are **STRONGLY ENCOURAGED** to wear a face covering. I know many of us have now received a COVID-19 vaccination, but there are many people in the UGA and Athens communities who are not vaccinated, are immunocompromised, live at home with small children who cannot be vaccinated, or are at greater risk from the virus for other reasons. Given these exceptional circumstances, I hope you will take the safety of your friends and neighbors seriously by wearing a mask in the classroom. In a similar vein, if you are eligible for vaccination and have not yet been vaccinated, I **STRONGLY ENCOURAGE** you to get vaccinated. This is in keeping with the University System of Georgia's own statements, which are quoted in the Additional UGA Coronavirus Information section below. Further, information about vaccinations and instructions for what to do if you are worried that you have contracted COVID-19 can be found there.

### **3. Cell Phones and Other Noise-Making Devices**

*All cell phones 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 Student Honor Code, stating: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy, and procedures for handling cases of suspected dishonesty can be found on the Academic Honesty website: <https://honesty.uga.edu/>. 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. Creating an Inclusive Class**

I will do my best to ensure that all students can thrive in this course, regardless of their identities or backgrounds. My goal is to create an inclusive classroom, where all people are given every opportunity to succeed. Diversity in this class should be viewed as a strength, and our success as a class is dependent on creating a setting where everyone feels comfortable to be creative in an environment of mutual support, respect, and understanding. I will strive to ensure that the class feels welcoming to everyone, regardless of race, ethnicity, age, gender identity, gender expression, sexuality, nationality, disability, cultural background, religion, socioeconomic status, or other identities, and that each of us feel that our identities, experiences, and ways of understanding the world are well served by the course material. As such, your suggestions and comments are welcome. If you believe there is something that can be done that would make the class more inclusive, or even just better for you personally, and you feel comfortable sharing that information with me, please let me know.

## **6. Class Discussion and Debate**

In keeping with the above material on creating an inclusive class environment, it is important that we set some ground rules surrounding 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. As such, please abide by the following guidelines in all class discussions:

- Listen respectfully, without interrupting.
- Listen actively, with an ear to understanding others' views, rather than simply thinking about what you going to say while someone else is talking.
- Criticize ideas, not individuals.
- Allow everyone a chance to speak.
- Do not make assumptions about any member of the class or generalizations about social groups.
- Do not ask individuals to speak for their (perceived) social group.
- Never use discriminatory language or engage in personal attacks.

As a group, we may choose to add to this list over the course of the semester, as necessary. We will discuss this further in class. However, at a minimum, all students are expected to engage in class discussions in good faith, in an environment of mutual care and respect. Discriminatory language and personal attacks will not be tolerated.

## **7. Communicating with the Instructor**

My primary method of communicating with you outside of class time/office hours will be thorough email and eLC. 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, changes to the class schedule, updated information about what is available on eLC, and other valuable information will be sent to this account over the course of the semester. Please check it regularly.

That said, I recognize that email is not fun. Indeed, I receive far too many emails every day, and it is one of the top sources of stress in my work life. As such, I use the Yesterbox method of managing my email (<https://yesterbox.com/>). In short, I generally do not look at emails on the day they were received; instead, I try to cover yesterday's emails every day. As such, it can take as long as 48 hours to get a response from me, and sometimes it may take longer. If you have not heard from me within 48 hours of sending an email, and you need a response urgently, please feel free to email me again and let me know the response is urgent. I will not be offended.

I have posted office hours from 1 until 2 PM on Tuesdays and Thursdays. Given the circumstances of this semester, I will be holding these office hours either in person (outside) or over Zoom, whichever you prefer. If you would like to meet with me during office hours, simply schedule a time (in 15-minute blocks) at this link: <https://calendly.com/kchadclay/office-hours>. If you need more time than 15 minutes, please select two 15-minute blocks back-to-back. However, I ask that you please not book more than two blocks for any given day. If these times do not work for you, I would be more than happy to set up an appointment at a different time during the week; in that case, please email me.

## **8. 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](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)), or NPR ([www.npr.org](http://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 The Monkey Cage (<https://www.washingtonpost.com/news/monkey-cage>), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), and The Duck of Minerva (<http://duckofminerva.com/>), among others.

## **9. Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make their own visual or audio recordings of any aspect of this course. I will be providing video recordings of some of our classes on eLC, but all students with access to recordings of this class must agree that they:

- Will use the recordings only for their own personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.

- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.

Violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

## **10. Changes to the Syllabus & Other Plans**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Further, this is a different kind of class; we are not only learning together this semester, but we are working on shared projects that require us to stay in touch. As such, I reiterate the absolute necessity that you (1) stay up to date with the information on eLC and (2) check your email regularly.

### **Preliminary Course Schedule**

#### **Weeks 1 - 2: What are human rights? Where do they come from?**

##### Reading (Due by Thursday, August 26)

Donnelly 2013, Chapter 1  
Glendon 2001, Chapters 3-5

#### **Week 3: International Law & Human Rights**

##### Reading (Due by Tuesday, August 31)

Donnelly 2013, Chapters 2 & 4  
Smith 2013, “Human Rights in International Law”  
Universal Declaration of Human Rights (UDHR):  
<http://www.un.org/en/documents/udhr/>

All of the Core International Human Rights Instruments listed and linked here:  
<https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>

#### **Week 4: Universalism & Relativism**

##### Reading (Due by Tuesday, September 7)

Donnelly 2003, “Cultural Relativism & International Human Rights”  
Samson 2020 “What is the colonialism of human rights?”  
<https://politybooks.com/what-is-the-colonialism-of-human-rights/>.

Shetty 2018. “Decolonising human rights.”  
<https://www.amnesty.org/en/latest/news/2018/05/decolonizing-human-rights-salil-shetty/>.

##### Reading (Due by Thursday, September 9)

Kalev 2004, "Cultural Rights or Human Rights: The Case of Female Genital Mutilation"

Wangila 2007, "Beyond Facts to Reality: Confronting the Situation of Women in 'Female Circumcising' Communities"

## **Week 5: Exam #1**

### **Thursday, September 16 – Exam #1**

## **Week 6: Measuring Human Rights**

### Reading (Due by Tuesday, September 21)

Landman 2004, "Measuring Human Rights: Principle, Practice, & Policy"

Brook, Clay, & Randolph 2020, "Human rights data for everyone: Introducing the Human Rights Measurement Initiative (HRMI)"

### Reading (Due by Thursday, September 23)

Clay, et al., 2020. "Using practitioner surveys to measure human rights: The Human Rights Measurement Initiative's civil and political rights metrics"

Fukuda-Parr, Lawson-Remer, & Randolph 2009, "An Index of Economic and Social Rights Fulfillment: Concept & Methodology."

Note: We will be making reference to many, many human rights data projects this week. Please see the "Additional Human Rights Measurement Resources" document on eLC if you want more information about any of those projects.

## **Weeks 7 & 8: Civil and Political Rights**

### Reading (Due Tuesday, September 28)

International Covenant on Civil and Political Rights:

<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>

Poe 2004, "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression"

Engelhart 2009, "State Capacity, State Failure, and Human Rights"

Poe, Tate, and Keith 1999, "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993"  
Selected Accounts of Physical Integrity Rights Abuse, On ELC

### Reading (Due Thursday, September 30)

Hill 2016, "Democracy and the Concept of Personal Integrity Rights"

Fariss and Schnakenberg 2014, "Measuring Mutual Dependence between State Repressive Actions"

DeMeritt and Conrad 2013, "Constrained by the Bank and the Ballot: Unearned Revenue, Democracy, and State Incentives to Repress"

Crabtree and Nelson 2017, "New Evidence for a Positive Relationship between De Facto Judicial Independence and State Respect for Empowerment Rights"

Reading (Due Tuesday, October 5)

Selections from T. David Mason, *Caught in the Crossfire*  
Jackson, Hall, and Hill 2018, “Democracy & Police Violence”

Reading (Due Thursday, October 7)

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment: <http://www2.ohchr.org/english/law/cat.htm>  
Schultz, *The Phenomenon of Torture*. Chapter 2; also pages 30-32, 155-162, 210-214, 227-229, and 233-282.

Convention on the Prevention and Punishment of the Crime of Genocide:  
[https://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.1\\_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf](https://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf)

Strauss 2013, “Genocide and Human Rights”

Also Watch: “Ghosts of Rwanda”

**Week 9: Midterm Exam #2**

**Thursday, October 14 – Midterm Exam #2**

**Week 10: Economic and Social Rights**

Reading (Due Tuesday, October 19)

Office of the United Nations High Commissioner for Human Rights. 2005.  
“Economic, Social and Cultural Rights: Handbook for National Human Rights Institutions.”

<http://www.ohchr.org/Documents/Publications/training12en.pdf>.

Hertel and Minkler 2007, “Economic Rights: The Terrain.”

Reading (Due Thursday, October 21)

Richards 2012, “What’s in a Name? Human Rights, Human Development, and Human Dignity.”

[http://www.wider.unu.edu/publications/newsletter/articles-2012/en\\_GB/12-2012-DR/](http://www.wider.unu.edu/publications/newsletter/articles-2012/en_GB/12-2012-DR/)

Kaletski, et al., “Does constitutionalizing economic and social rights promote their fulfillment?”

Barry, Cingranelli, & Clay 2021, “Labor Rights in Comparative Perspective: The WorkR Dataset”

**Week 11: Women’s Rights, Human Trafficking, & Sex Work**

Reading (Due Tuesday, October 26)

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW):

<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

Facio and Morgan 2008, “Equity or Equality for Women? Understanding CEDAW’s Equality Principles,” pgs. 1133-1159.

Hill and Watson 2019, “Democracy and Compliance with Human Rights Treaties: The Conditional Effectiveness of the Convention on the Elimination of All Forms of Discrimination Against Women”

Reading (Due Thursday, October 28)

UN Protocol to Prevent, Suppress and Punish Trafficking in Persons:

<https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx>

Amnesty International, “Sex Workers’ Rights are Human Rights.”

<https://www.amnesty.org/en/latest/news/2015/08/sex-workers-rights-are-human-rights/>

Lepp and Gerasimov 2019, “Editorial: Gains and Challenges in the Global Movement for Sex Workers’ Rights.”

Brooks-Gordon, Wijers, and Jobe 2020, “Justice and Civil Liberties on Sex Work in Contemporary International Human Rights Law”

Peterson, Robinson, and Shih 2019, “The New Virtual Crackdown on Sex Workers’ Rights: Perspectives from the United States”

Solon, Olivia. 2020. “Pornhub crackdown by credit card companies cuts off sex workers’ livelihoods.” NBC News (December 15).

<https://www.nbcnews.com/business/businessnews/pornhub-crackdown-credit-card-companies-cuts-sex-workers-livelihoods-n1251246>

Kessler 2015, “Why You Should Be Wary of Statistics on ‘Modern Slavery’ and ‘Trafficking,’”

<http://www.washingtonpost.com/blogs/fact-checker/wp/2015/04/24/why-you-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/>

Bell and Banks 2017, “Women’s Rights Organizations and Human Trafficking”

**Week 12: Children’s Rights & LGBTQIA+ (SOGIESC) Rights**

Reading (Due Tuesday, November 2)

Convention on the Rights of the Child:

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Freeman 2000, “The Future of Children’s Rights”

Connolly 2015, “Seeing the Relationship between the UNCRC and the Asylum System through the Eyes of Unaccompanied Asylum Seeking Children and Young People”

Reading (Due Thursday, November 4)

The Yogyakarta Principles: [http://yogyakartaprinciples.org/wp-content/uploads/2016/08/principles\\_en.pdf](http://yogyakartaprinciples.org/wp-content/uploads/2016/08/principles_en.pdf)

The Yogyakarta Principles +10: [http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5\\_yogyakartaWEB-2.pdf](http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf)

Vance, et al., 2018. “The rise of SOGI: human rights for LGBT people at the United Nations.” In Nicol, et al., eds., *Envisioning Global LGBT Human Rights: (Neo)colonialism, Neoliberalism, Resistance, and Hope*. University of London.

Kollman and Waites 2009, “The global politics of lesbian, gay, bisexual, and transgender human rights: an introduction.”

Velasco 2020, “Queering the World Society: Global Norms, Rival Transnational Networks, and the Contested Case of LGBT Rights”  
ReportOUT website: <https://www.reportout.org/>.

### **Week 13: Race, Ethnicity, Indigeneity, & Culture**

#### Reading (Due Tuesday, November 9)

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)

<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

Thornberry 2005, “Confronting Racial Discrimination: A CERD Perspective”

Daniel 2011, “The Intent Doctrine and CERD: How the United States Fails to Meet Its International Obligations in Racial Discrimination Jurisprudence”

Achieme 2020, “Black Lives Matter and the UN Human Rights System: Reflections on the Human Rights Council Urgent Debate.”

<https://www.ejiltalk.org/black-lives-matter-and-the-un-human-rights-system-reflections-on-the-human-rights-council-urgent-debate/>

Ojo 2020, “Why #BlackLivesMatter is about the right to life.”

<https://www.openglobalrights.org/black-lives-matter-right-to-life/>

Randolph, Prairie, and Stewart 2012, “Monitoring State Fulfillment of Economic and Social Rights Obligations in the United States”

#### Reading (Due Thursday, November 11)

Declaration on the Rights of Indigenous Peoples:

[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

Lightfoot 2019, “The road to reconciliation starts with the UN Declaration on the Rights of Indigenous Peoples.” <https://theconversation.com/the-road-to-reconciliation-starts-with-the-un-declaration-on-the-rights-of-indigenous-peoples-122305>.

Champagne 2013, “UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples): Human, Civil, and Indigenous Rights”

Kingston 2015, “The Destruction of Identity: Cultural Genocide and Indigenous Peoples”

Madley 2016, “Understanding Genocide in California under United States Rule, 1846-1873”

### **Week 14: Ableism and the Rights of People with Disabilities**

#### Reading (Due Tuesday, November 16)

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)

<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

Kayess and French 2008, “Out of Darkness into Light: Introducing the Convention on the Rights of Persons with Disabilities”

Hirschberg and Papadopoulos 2016, “‘Reasonable Accommodation’ and ‘Accessibility’: Human Rights Instruments Relating to Inclusion and Exclusion in the Labor Market.”

Mattila and Papageorgiou 2017, “Disability, perceived discrimination and political participation.”

## **Weeks 14 & 15: Refugees, Migration, & the Environment**

### Reading (Due Thursday, November 18)

The 1951 Refugee Convention and its 1967 Protocol: <https://www.unhcr.org/en-us/1951-refugee-convention.html>

International Convention on the Protection of the Rights of All Migrant Workers: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx>

Espinoza 2020, “Asylum Based on Domestic Violence or Gang Persecution in the USA: When Is the Government ‘Unable or Unwilling’ to Protect the Victim?”

McAdam 2020, “Protecting People Displaced by the Impacts of Climate Change: The UN Human Rights Committee and the Principle of Non-refoulement”

### Reading (Due Tuesday, November 23)

Davies, et al., 2017, “The Declaration on Human Rights and Climate Change: a new legal tool for global policy change.”

Wewerinke-Singh 2017, “State Responsibility for Human Rights Violations Associated with Climate Change.”

Boyle 2018, “Climate Change Litigation and Human Rights: Pushing the Boundaries”

## **Week 15: International Efforts to Protect Human Rights**

### Reading (Due Tuesday, November 30)

DeMeritt 2015, “Delegating Death: Military Intervention and Government Killing”

Krain 2005, “International Intervention and the Severity of Genocides and Politicides”

Peksen 2009, “Better or Worse? The Effect of Economic Sanctions on Human Rights”

Apodaca and Stohl 1999, “Unites States Human Rights Policy and Foreign Assistance”

### Reading (Due Thursday, December 2)

Murdie and Davis 2012, “Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs”

Barry, Clay, and Flynn 2013, “Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment”

Bell, Clay, and Murdie 2012, “Neighborhood Watch: Spatial Effects of Human Rights INGOs.”

**Tuesday, December 14 (3:30 PM) – FINAL EXAM!**