

University of Georgia
INTL 4622R: GLOBIS Human Rights Research
FALL 2021, TR 2:20– 3:35 AM
Caldwell Hall 203

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Offices:	GLOBIS @ Franklin House (480 E. Broad St) International Affairs Building (202 Herty Drive), Room 329
Office Hours:	Dr. Clay: Tuesdays and Thursdays, 1 pm – 2 pm, and by appointment Meridith: Mondays and Wednesdays, 1 pm – 2 pm, and by appointment
Prerequisite:	Permission of Department

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 & Student Objectives

Human rights are crucial tools for ensuring that people live lives of dignity, allowing us "to fully develop and use our human qualities, our intelligence, our talents, and our conscience and to satisfy our spiritual and other needs" (United Nations 1987, 4). Despite this importance in the experience of daily life, human rights are poorly understood by the American public. They are rarely covered in basic, required education, and infrequently discussed in any systematic way by the media. The GLOBIS Human Rights Research Lab focuses on this gap by encouraging students to work with existing human rights research projects at GLOBIS to produce original work that analyzes and educates the public about human rights practices.

In this course, students will:

- (1) learn about human rights, international law, non-governmental organizations, education, the communication of scientific findings to the public, and the conduct of quantitative social scientific research,
- (2) learn how to conduct research both academic and practitioner settings,
- (3) have the opportunity to serve as research assistants for human rights measurement projects, such as the Human Rights Measurement Initiative (HRMI) and the Sub-National Analysis of Repression Project (SNARP),
- (4) work on various public-facing projects, including data visualization, blog posts, and other materials,
- (5) have the opportunity to produce educational and journalistic work on human rights for a public audience,
- (6) conduct their own independent research on human rights,
- (7) present results in writing and in other communication formats, and
- (8) receive feedback from the faculty mentor on their research progress and written, oral, or digital presentation of results or key products.

Required Readings:

A thorough literature review will be a required part of this course and required readings will be assigned as needed. We will likely tackle multiple topics over the course of the semester based on student interest and ongoing lab projects.

Course Assignments & Grades

Participation & Conscientiousness (25% of final grade)

Students participating in the lab will be expected to actively participate in and contribute to the planning of research activities, class discussions, and other aspects of the class. As such, conscientious participation is a necessary condition for satisfactory achievement in this class.

What is conscientious participation? For the purposes of this class, it includes (but is not limited to):

- 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 projects being conducted in the Lab at any given time, and participating in the planning and conduct of those projects,
- Staying in contact with the instructor, lab director, and other lab members,
- Giving sufficient time and effort to lab projects, commensurate with the research component of this class, requiring at least 135 hours of research work over the course of the semester,
- Being a good teammate to other lab members, 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 Lab (e.g. Slack). Participation in those spaces is just as valuable as participation in the classroom.

Human Rights Basics Quizzes (15% of your grade)

Over the course of the semester, I will give you a few brief quizzes covering basic human rights concepts. These quizzes are open book, but I do ask that you do them by yourself. They are not meant to be difficult. Rather, the intention of these quizzes is to ensure that you are grasping the basic substance of human rights and to encourage you to better engage with the material that you encounter that you are perhaps less familiar with. I will follow up with more information on these quizzes as the semester progresses.

Human Rights Research Projects (60% of final grade)

This course will require substantial research on human rights. However, there will be many options for meeting the course's research requirement. Your projects will have a significant written component but could (often will) also include other creative components, such as videos, podcasts, photography projects, blogs, performances, or other creative endeavors. You will have the ability to tackle whichever tasks you are most excited about, but the expectation is that, once we are a couple of weeks into the semester, you should be spending at least 12 hours a week (including class time) on tasks related to the Human Rights Research Lab. While there are likely to be many projects over the course of the semester, a few things that you will definitely have the opportunity to work on are listed below:

Human Rights Data Projects

As a part of this course, you will have the opportunity to gain experience with the assessment of government human rights practices by working with 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.

I work on several human rights data projects, including the Human Rights Measurement Initiative (<https://humanrightsmmeasurement.org/>) and the Sub-National Analysis of Repression Project (<http://snarpdata.org/>). Your work will depend on the specific data project you are working on and the goals of that data project during the semester.

GLOBIS Human Rights Research Lab Videos or Podcasts

The GLOBIS Human Rights Research Lab is dedicated to producing educational materials that help people understand human rights issues outside of an academic setting. As such, if you choose to work on one of these projects, you will be involved with producing a video or podcast for eventual public sharing via GLOBIS' online platforms or some other outlet. These projects can take many forms, serving as a quick explainer of a human rights concept, a story about human rights practices in another country, or some other human rights-related task.

Blogs & Research Digests

People working in this area will be responsible for preparing a blog post of 500-1000 words. This blog post's topic should be appropriate for posting on the Human Rights Measurement Initiative's (HRMI) blog (<https://humanrightsmasurement.org/blog/>), the Quantitative Peace (<http://quantitativepeace.com/>), or some similar political science or international relations blog.

These posts tend to be of one of two types. First, you can write a post detailing a human rights issue or situation in some country around the world. If you are writing with the HRMI blog in mind, these posts would ideally incorporate HRMI's data somehow, but they do not necessarily have to do so. For examples of these kinds of posts, see these posts on Saudi Arabia (<https://humanrightsmasurement.org/jamal-khashoggi-and-the-human-rights-landscape-of-saudi-arabia/>), Australia (<https://humanrightsmasurement.org/new-data-highlight-australias-poor-human-rights-performance/>), and Brazil (<https://humanrightsmasurement.org/the-future-of-human-rights-in-brazil/>).

The second type of post is a research digest. Research digests sum up an area of academic literature for a general audience, typically to answer a question. For example, someone has already been working on a research digest answering the question, "Can naming and shaming by human rights advocates affect human rights practices?" If you decide to try writing a research digest, feel free to run your question by me in advance so that I may point you in the right direction.

Of course, there are other paths you might take. If you choose to approach this assignment from an angle other than the two listed above, let me know. Once your blog has been graded, and if I deem your post an acceptable submission, I will try to help you get it published at one of the blogs that I work with or walk you through the process elsewhere.

Research Papers

Students taking this approach you will turn in a research paper at the end of the semester. 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. The goal is that this paper will provide solid footing for a future project suitable for presentation at a professional conference and, eventually, publication. Depending on your approach to the course (i.e. how

many research tasks you take on), this paper should be 10-30 double-spaced pages in length. We can discuss the nature of these papers more as the semester progresses.

I found throughout my career as a student that co-authorship with fellow students is a terrific way to get early experience with the publication process. As such, I want to encourage you to seek out fellow 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 higher, 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.

Further, 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. Sadly, it seems that many promising ideas are scrapped after the class is over due to the students' perceptions that they lack 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 11, 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 higher.

Meetings & Student Time Requirements

Our class will meet on Tuesdays and Thursdays, but this class may require more work outside of the classroom than your typical course. In general, students will be expected to spend at least 12 hours per week on GLOBIS Human Rights Research Lab tasks, including time spent in meetings with the instructor. As noted in the course's description in the UGA Bulletin, a minimum of 135 hours of research work is required.

With some exceptions, Tuesdays will largely be lecture and discussion days. I will record the lecture and discussion portions of these classes and upload it to our eLC page after class. On Thursdays, our meetings will be focused on our various research projects. On those days, I will be present in our classroom, and you may use the space for your work, but I also anticipate that some teams will need to merely check-in with me before meeting and working in other spaces or formats. We will figure out how best to navigate this style of working as our projects progress this semester. As such, 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.

As noted below, 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 Meridith and/or me if you need help staying caught up on course materials or need accommodations due to illness or other challenges.

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 Meredith and/or 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.

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 & Lab Director

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.

Meridith will also hold office hours over Zoom from 1 until 2 PM on Mondays and Wednesdays. If you would like to meet with her during office hours, simply email her, and she will work with you to set up a time. If these times do not work for you, she is also happy to set up an appointment at a different time during the week.

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), *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 The Monkey Cage (<https://www.washingtonpost.com/news/monkey-cage>), The Quantitative Peace (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, the Lab 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.

Additional UGA Coronavirus Information

“The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities” (<https://www.usg.edu/coronavirus> - July 30, 2021).

Face coverings

Following guidance from the University System of Georgia, **face coverings are recommended for all individuals** while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation [guidance](#) and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for Asymptomatic COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms **should self-quarantine for 10 days**. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on [DawgCheck](#) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

However, if you are concerned that you have been exposed to COVID-19, even if you are vaccinated, **you should feel free to miss this class until you are confident that you are not contagious**. You can always coordinate with me about how to stay caught up on classwork if you have to be absent.

Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>.

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

Monitoring conditions

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- GA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.