

University of Georgia
INTL 4620H: Human Rights (Honors)
Spring 2022, Monday 12:40 pm – 3:50 pm
MLC 250

Instructor: K. Chad Clay
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Offices: GLOBIS @ Franklin House (480 E. Broad St)
International Affairs Building (202 Herty Drive), Room 329
Office Hours: Mondays, 4-5 pm, and Tuesdays, 3:30-4:30 pm
Schedule your meeting here: <https://calendly.com/kchadclay/office-hours>
Prerequisites: Permission of Honors and INTL 3200 or INTL 3300 or permission of department

Land and Labor Acknowledgements

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/>). In this course, we will spend some time learning about human rights abuses against indigenous people, but there is so much more to learn. The Institute for Native American Studies is a great resource for finding courses and other resources around UGA: <https://inas.uga.edu/>.

Further, enslaved peoples, primarily of African descent, 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>). This class will also spend some time discussing human rights abuses related to racial discrimination and some of the persistent effects of slavery on human rights practices.

Course Description & Objectives

The aim of this class is to provide you with a greater understanding 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

REQUIRED BOOKS:

There is only one book that you are required to buy for this course:

- (1) DiGiacomo, Gordon, and Susan Kang, eds. 2019. *The Institutions of Human Rights: Developments and Practices*. University of Toronto Press.

Recommended Books:

The following books are not required, but you may find them useful for the course.

- Baglione, Lisa A. 2012. *Writing a Research Paper in Political Science*. 2nd Edition. Los Angeles: CQ Press.
- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3rd ed. Ithaca: Cornell University Press.
- Goodhart, Michael, ed. 2013. *Human Rights: Politics & Practice*. 2nd ed. New York: Oxford University Press.
- Schulz, William F., ed. 2007. *The Phenomenon of Torture: Readings and Commentary*. Philadelphia: University of Pennsylvania Press.
- Glendon, Mary Ann. 2001. *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House.
- Mason, T. David. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. Lanham, Maryland: Rowman & Littlefield.
- Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, New York: Cornell University Press.
- Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press.
- Landman, Todd, and Edzia Carvalho. 2010. *Measuring Human Rights*. New York: Routledge.

Course Assignments & Grades

Quizzes (35% of your grade)

There will be several short quizzes, all of which will be given online on eLC. All quizzes will be open book. The only resource you aren't allowed to use to take your quiz is other people, like your fellow classmates or friends. You are welcome to use notes, videos, books, or whatever else you like in completing quizzes. However, the quiz will be timed and must be completed when the quiz is due. As such, you will need to read and prepare in advance, so, at a minimum, you will know where to find what you are looking for as you work on the quiz. Otherwise, you will find it difficult to complete the quiz in the time allotted.

Human Rights Research Project (35% of your grade)

By the end of the class, I would like you to produce one unique creative research product. In its simplest form, this project would be a research paper. This paper should rely on scholarly research, as well as research that you conduct on your own, to address a question concerning some aspect of human rights. The paper should be 15-25 double-spaced pages in length and should rely on no fewer than 15 academic sources (of which at least 8 must come from outside the syllabus).

However, you are not limited to producing a research paper for the course, if you would like to produce another kind of creative product. I am open to the final project taking many formats, including the form of an educational video, podcast, short-form article (e.g. a blog post), research digest, or short story. However, no matter which type of final project you produce, I will work with you to ensure that the work is essentially equivalent to that required to write a research paper, and if your work is either a short written piece or a non-written piece, you will be required to turn in additional supporting written material that demonstrates that the necessary requirements were met (including reliance on no fewer than 15 academic sources, of which 8 must come from outside the syllabus).

I have found throughout my career that co-authorship with colleagues can be a terrific, rewarding experience. As such, if you would like to work with one or more of your fellow students on your project, you are welcome to do so. That said, if you would like to co-author your final project 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 project, you must receive authorization from the instructor at the project proposal stage, so that expectations can be clearly discussed.

I also 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 a class is over due to the student's perception 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 at the project proposal stage discussed below, 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.

There will be a series of deadlines to help guide you through this process over the course of the semester.

- February 7 - **Project Proposal & Annotated Bibliography (3%)**: This assignment should consist of one or two paragraphs describing your research question and project approach. You must also provide an annotated bibliography containing at least 5 academic sources that are not listed on the syllabus, each with two or three sentences describing why the source is relevant to your project.
- March 21 - **Revised Proposal & Outline (3%)**: A revised version of your proposal, with a detailed outline of your project (should be 3-4 pages).
- April 18 – **First Draft (5%)**: Draft of at least the first 2/3 of your project, with an outline of remaining parts.
- April 25 - **Peer responses (4%)**: Responses to the two separate drafts, written by your colleagues, that you were responsible for reviewing (should be about 1 page each).
- May 9 - **Final paper (20%)**: Due by 5 pm.

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.

Conscientious Participation (15% of your grade)

While I will not be grading 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 graded in this class. 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 discussions (both in-person and online), 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 COVID-19 vaccinations, 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 4 until 5 PM on Mondays and 3:30 until 4:30 PM on Tuesdays. Given the circumstances of this semester, I will be holding these office hours either in person or over Zoom, whichever you prefer. If you would like to meet with me during office hours, simply schedule a time (in 20-minute blocks) at this link: <https://calendly.com/kchadclay/office-hours>. 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), *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 may provide 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

Week 1: Introduction to the Course & In-Class Activity

Required Reading (Due by Monday, January 24):

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.

Week 2: What are human rights? How are they codified in international law?

Required Reading (Due by Monday, January 24)

1. Universal Declaration of Human Rights (UDHR): <http://www.un.org/en/documents/udhr/>
2. The Core International Human Rights Instruments listed and linked here: <https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>
3. Donnelly, Jack. 2013. *Universal Human Rights in Theory & Practice*. 3rd ed. Ithaca: Cornell University Press. Chapters 1 – 4.
4. DiGiacomo, Gordon, and Susan Kang, eds. 2019. *The Institutions of Human Rights: Developments and Practices*. University of Toronto Press. Introduction, Chapters 1 & 2.
5. Smith, Rhona K.M. 2013. “Human Rights in International Law.” In *Human Rights: Policy and Practice*, 2nd ed., Michael Goodhart, ed. Oxford University Press.

Additional Recommended Readings

1. Parisi, Laura. 2010. “Feminist Perspectives on Human Rights.” In *The International Studies Encyclopedia*, Robert A. Denemark, ed. DOI: 10.1111/b.9781444336597.2010.x.
2. Dancy, Geoffrey, and Christopher Fariss. 2018. “The Heavens are Always Fallen: A Neo-Constitutive Approach to Human Rights in Global Society.” *Law and Contemporary Problems* 81 (4): 73-100.

3. Zvobgo, Kelebogile, Wayne Sandholtz, and Suzie Malesky. 2020. "Reserving Rights: Explaining Human Rights Treaty Reservations." *International Studies Quarterly* 64 (4): 785-797.

Week 3: Universalism & Relativism

Required Reading (Due by Monday, January 31)

1. Donnelly 2003, "Cultural Relativism & International Human Rights"
2. Samson, Colin. 2020. "What is the colonialism of human rights?" July 27. <https://politybooks.com/what-is-the-colonialism-of-human-rights/>.
3. Shetty, Salil. 2018. "Decolonising human rights." Amnesty International News. May 22. <https://www.amnesty.org/en/latest/news/2018/05/decolonizing-human-rights-salil-shetty/>.
4. "Christiansen on Jensen, 'The Making of International Human Rights: The 1960s, Decolonization, and the Reconstruction of Global Values'": <https://networks.h-net.org/node/28443/reviews/148548/christiansen-jensen-making-international-human-rights-1960s>.
5. Kalev, Henriette Dahan. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51: 339–348. <https://doi.org/10.1023/B:SERS.0000046617.71083.a6>
6. Wangila, Mary Nyangweso. 2007. "Beyond Facts to Reality: Confronting the Situation of Women in 'Female Circumcising' Communities." *Journal of Human Rights* 6 (4): 393-413.

Week 4: Measuring Human Rights I

Required Reading (Due by Monday, February 7)

1. 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.
2. 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.
 - a. CIRI Human Rights Data Project website: <http://www.humanrightsdata.com>.
3. 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.
 - a. Human Rights Scores Dataverse: <https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/TADPGE>
4. Clay, K. Chad, Ryan Bakker, Anne-Marie Brook, Daniel W. Hill, Jr., and Amanda Murdie. 2020. "Using practitioner surveys to measure human rights: The Human Rights Measurement Initiative's civil and political rights metrics." *Journal of Peace Research* 57 (6): 715-727.
 - a. Human Rights Measurement Initiative website: <https://humanrightsmmeasurement.org/>. Focus particularly on information about the civil and political rights this week; we will discuss the economic and social rights measures next week.

- b. HRMI CPR Methodology Guide 2021: <https://humanrightsmeasurement.org/wp-content/uploads/2021/07/HRMI-CPR-Methodology-Guide-2021.pdf>
- c. HRMI Survey and People at Risk Guide 2021: <https://humanrightsmeasurement.org/wp-content/uploads/2021/07/HRMI-Annual-Survey-Report-2021.pdf>

Additional Recommended Readings

1. 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.
 - a. PTS Website: <https://www.politicalterror scale.org/>
2. 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.politicalterror scale.org/>
3. 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>
4. 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.
 - a. And/Or: 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.
 - b. ITT Website: https://faculty.ucmerced.edu/cconrad2/Academic/ITT_Data_Collection.html
5. Hoover Green, Amelia, and Patrick Ball. 2019. "Civilian killings and disappearances during civil war in El Salvador (1980-1992)." *Demographic Research* 41 (27): 781-814.
 - a. And/Or: Ball, Patrick, and Megan Price. 2019. "Using Statistics to Assess Lethal Violence in Civil and Inter-State War." *Annual Review of Statistics and Its Application* 6: <https://doi.org/10.1146/annurev-statistics-030718-105222>.
 - b. Human Rights Data Analysis Group (HRDAG) website: <https://hrdag.org/>.
6. 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.
7. 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
8. 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.

9. Brook, Anne-Marie, K. Chad Clay, and Susan Randolph. 2020. "Human Rights Data for Everyone: Introducing the Human Rights Measurement Initiative (HRMI)." *Journal of Human Rights* 19 (1): 67-82.
10. Cordell, Rebecca, K. Chad Clay, Christopher J. Fariss, Reed M. Wood, and Thorin M. Wright. 2020. "Changing Standards or Political Whim? Evaluating Changes in the Content of the US State Department Human Rights Reports." *Journal of Human Rights* 19 (1): 3-18.
11. 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.
12. Gibney, Mark, and Peter Haschke, eds. 2020. Special Issue on Quantitative Human Rights Measures. *Journal of Human Rights* 19 (1): <https://www.tandfonline.com/toc/cjhr20/19/1?nav=tocList>
13. Fariss, Christopher J., and James Lo, eds. 2020. Special issues on innovations in concepts and measurement for the study of peace and conflict. *Journal of Peace Research* 57 (6): <https://journals.sagepub.com/toc/jpr/57/6>.
14. Welch RM, DeMeritt, JHR, Conrad, CR. 2021. "Conceptualizing and Measuring Institutional Variation in National Human Rights Institutions (NHRIs)." *Journal of Conflict Resolution* 65(5): 1010-1033. doi:[10.1177/0022002720982349](https://doi.org/10.1177/0022002720982349).
15. Freedom House: <https://freedomhouse.org/report/freedom-world-aggregate-and-subcategory-scores>.
16. Varieties of Democracy (V-Dem): <https://www.v-dem.net/en/>.

Week 5: Measuring Human Rights II

Required Reading (Due by Monday, February 14)

1. Fukuda-Parr, Sakiko, Terra Lawson-Remer, & Susan Randolph. 2009. "An Index of Economic and Social Rights Fulfillment: Concept & Methodology." *Journal of Human Rights* 8: 195-221.
 - a. Or, preferably: Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2015. *Fulfilling Social and Economic Rights*. New York: Oxford University Press.
 - b. HRMI ESR Methodology Guide 2021: https://humanrightsmasurement.org/wp-content/uploads/2021/11/HRMI-ESR-2021-Methodology-Handbook-2021_nov1.pdf
2. Barry, Colin, David L. Cingranelli, and K. Chad Clay. 2021. "Labor Rights in Comparative Perspective: The WorkR Dataset". Working Draft.
 - a. Worker Rights in Law & Practice Coding Manual
3. Karim, Sabrina M., and Daniel W. Hill, Jr. 2021. "Measuring Women's Inclusion, Women's Rights, and Beliefs about Gender Roles." Working Paper.
4. Sub-National Analysis of Repression Project materials (TBD – will be available on eLC).

Additional Recommended Readings

1. 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.
 - a. The WomenStats Dataset: <https://www.womanstats.org/>.

2. 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.
 - a. Data Appendix: <http://www.unc.edu/~lmosley/CPSDataAppendixJuly2007.pdf> (Focus on pages 1-6).
3. Rosga, AnnJanette, and Margaret L. Satterthwaite. 2009. "The Trust in Indicators: Measuring Human Rights." *Berkeley Journal of International Law* 27(2): 253-315.
4. Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press. Chapters 7-11.
5. Morris, Morris David. 1979. Measuring the condition of the World's Poor: The Physical Quality of Life Index.
6. Landman, Todd. 2020. "Measuring Modern Slavery: Law, Human Rights, and New Forms of Data." *Human Rights Quarterly* 42 (2): 303-331.
7. Human Development Index (HDI): <http://hdr.undp.org/en/statistics/hdi/>
8. Richard W. Frank's Human Trafficking Indicators: <https://doi.org/10.7910/DVN/23612>
9. Harmon, Rachel, Daniel Arnon, and Baekkwon Park. Forthcoming. "TIP for Tat: Political Bias in Human Trafficking Reporting." *British Journal of Political Science* .doi:10.1017/S0007123420000344

Week 6: Theories of Human Rights Abuse

Required Reading (Due by Monday, February 21)

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. Mason, T. David. 2004. *Caught in the Crossfire*. Lanham, Maryland: Rowman & Littlefield. Chapters 1-2, 4-6.
3. Read at least one of the following two articles:
 - a. Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2): 163-180.
 - b. And/Or: 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.
4. Read at least one of the two following articles:
 - a. Beger, A., and Hill Jr, D. 2019. "Examining repressive and oppressive state violence using the Ill-Treatment and Torture data." *Conflict Management and Peace Science* 36 (6): 626-644.
 - b. Franklin, James C. 2019. "Human Rights on the March: Repression, Oppression, and Protest in Latin America." *International Studies Quarterly* 64 (1): 97-110.

Additional Recommended Readings

1. 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.
2. Frugé, Kimberly R. 2019. "Repressive agent defections: How power, costs, and uncertainty influence military behavior and state repression." *Conflict Management and Peace Science* 36 (6): 591-607.
3. Mitchell, Neil J. 2012. *Democracy's Blameless Leaders*. New York University Press.

4. Mitchell, Neil J. 2004. *Agents of Atrocity: Leaders, Followers, and the Violation of Human Rights in Civil War*. New York: Palgrave Macmillan.
5. Cingranelli, David L., Paola Fajardo-Heyward, and Mikhail Filippov. 2014. "Principals, Agents, and Human Rights." *British Journal of Political Science* 44(3): 605-630.
6. Jackson, J. L., Hall, S. L., and Hill Jr, D. W. 2018. "Democracy and police violence. Research & Politics." *Research and Politics* January-March 2018: 1-8.
7. Magaloni, Beatriz, and Luis Rodriguez. 2020. "Institutionalized Police Brutality: Torture, the Militarization of Security, and the Reform of Inquisitorial Criminal Justice in Mexico." *American Political Science Review* 114 (4): 1013-1034. Lichbach, Mark Irving. 1987. "Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent." *Journal of Conflict Resolution* 31: 266-297.
8. 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.
9. Sullivan, Christopher Michael. 2014. "The (In)effectiveness of Torture for Combating Insurgency." *Journal of Peace Research* 51 (3): 388-404.
10. 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.
11. Johannes Karreth, Patricia Lynne Sullivan, and Ghazal Dezfuli. 2020. "Explaining How Human Rights Protections Change After Internal Armed Conflicts." *Journal of Global Security Studies*, 5 (2): 248–264.

Week 7: Civil and Political Rights I

Required Reading (Due by Monday, February 28)

1. Review the following:
 - a. ICCPR: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>
 - i. First Optional Protocol: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCCPR1.aspx>
 - ii. Second Optional Protocol: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/2ndOPCCPR.aspx>
 - b. Review the CAT: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CAT.aspx>
 - i. Optional Protocol: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCAT.aspx>
 - c. Review the CPED: <https://www.ohchr.org/EN/HRBodies/CED/Pages/ConventionCED.aspx>
2. 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.
3. Clay, K. Chad, and Matthew R. DiGiuseppe. 2017. "The Physical Consequences of Fiscal Flexibility: Sovereign Credit and Physical Integrity Rights." *British Journal of Political Science* 47 (4): 783-807.
4. Conrad, Courtenay R., and Jaqueline H.R. DeMeritt. 2013. "Constrained by the Bank and the Ballot: Unearned Revenue, Democracy, and State Incentives to Repress." *Journal of Peace Research* 50 (1): 105-119.
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. Cingranelli, David, and Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." *Journal of Politics* 72 (1): 243-257.

Additional Recommended Readings

1. 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.
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.
3. 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.
4. Davenport, Christian. 2007. "State Repression and the Tyrannical Peace." *Journal of Peace Research* 44 (4): 485-504.
5. Welch, Ryan M. 2017. "National Human Rights Institutions: Domestic Implementation of International Human Rights Law." *Journal of Human Rights* 16: 91-116.
6. Cronin-Furman, Kate. 2020. "Human Rights Half Measures: Avoiding Accountability in Postwar Sri Lanka." *World Politics* 72(1): 121-163.
7. Michel, Verónica. 2017. "The role of prosecutorial independence and prosecutorial accountability in domestic human rights trials." *Journal of Human Rights* 16 (2): 193-219.
8. Fariss, Christopher J., and Keith E. Schnakenberg. 2014. "Measuring Mutual Dependence between State Repressive Actions." *Journal of Conflict Resolution* 58 (6): 1003-1032.
9. Hill, Daniel W., Jr. 2016. "Democracy and the Concept of Personal Integrity Rights." *Journal of Politics* 78 (3): 822-835.

Week 8: Civil and Political Rights II – Torture & Genocide

Required Film (Due by Monday, March 14):

1. Ghosts of Rwanda: http://fod.infobase.com.proxy-remote.galib.uga.edu/p_ViewVideo.aspx?xtid=44271#? (Requires UGA log-in)

Required Reading (Due by Monday, March 14)

1. Convention on the Prevention and Punishment of the Crime of Genocide: https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf
2. Strauss, Scott. 2013. "Genocide and Human Rights."
3. Richards, David L., Mandy M. Morrill, and Mary R. Anderson. 2012. "Some Psycho-Social Correlates of US Citizen Support for Torture." *Nordic Journal of Human Rights* 30 (1): 63-95.
4. Schulz, William F., ed. 2007. *The Phenomenon of Torture: Readings and Commentary*. Philadelphia: University of Pennsylvania Press. Chapter 2; also pages 30-32, 155-162, 210-214, 227-229, and 233-282.
5. Romagoza Arce V. Garcia and Vides Casanova: <https://cja.org/what-we-do/litigation/romagoza-arce-v-garcia-and-vides-casanova/>

6. 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*.
<https://www.intelligence.senate.gov/sites/default/files/publications/CRPT-113srpt288.pdf>
 (Read the findings and conclusions section – Feel free to skim the rest).

Week 9: Economic and Social Rights

Required Reading (Due by Monday, March 21)

1. Review the following
 - a. ICESCR: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
 - i. Optional Protocol:
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCESCR.aspx>
 - b. Barry, Cingranelli, and Clay 2021 from Week 5
2. 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>.
3. Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press. Chapter 1: “Economic Rights: The Terrain.”
4. DiGiacomo, Gordon, and Susan Kang, eds. 2019. *The Institutions of Human Rights: Developments and Practices*. University of Toronto Press. Chapter 7.
5. Richards, David. 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/
6. Randolph, Susan, Michelle Prairie, and John Stewart. 2012. “Monitoring State Fulfillment of Economic and Social Rights Obligations in the United States.” *Human Rights Review* 13: 139-165.
7. Kaletski, Elizabeth, Lanse Minkler, Nishith Prakash & Susan Randolph. 2016. “Does constitutionalizing economic and social rights promote their fulfillment?” *Journal of Human Rights* 15 (4): 433-453.

Additional Recommended Readings

1. Anderson, Nicole, and Jenifer Whitten-Woodring. 2019. “Covering or covering up? The effects of media freedom and major disasters on social and economic rights.” *Journal of Human Rights* 18 (5): 506-521.
2. Hertel, Shareen. 2014. “Hungry for Justice: Social Mobilization on the Right to Food in India.” *Development and Change* 46 (1): 77-94.
3. Ochoa-Sánchez, Juan Carlos. 2019. “Economic and social rights and transitional justice: A framework of analysis.” *Journal of Human Rights* 18 (5): 522-542.
4. 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.
7. Berliner, Daniel, Anne Greenleaf, Milli Lake, and Jennifer Noveck. 2015. “Building Capacity, Building Rights? State Capacity and Labor Rights in Developing Countries.” *World Development* 72: 127-139.

Week 10: Discrimination, Membership, & Culture I

Required Reading (Due by Monday, March 28)

1. Review the following:
 - a. CEDAW: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>
 - i. Optional Protocol:
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCEDAW.aspx>
 - b. CRC: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
 - i. Optional Protocol on Armed Conflict:
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>
 - ii. Optional Protocol on Sale of Children, Child Prostitution, and Child Pornography:
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>
 - iii. Optional Protocol Communications:
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPICCRC.aspx>
 - c. UN Protocol to Prevent, Suppress and Punish Trafficking in Persons:
<https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx>
2. Facio, Alda, and Martha I. Morgan. 2008. "Equity or Equality for Women? Understanding CEDAW's Equality Principles." *Alabama Law Review* 60 (5): 1133-1170.
3. Richards, David L., and Jillienne Haglund. 2018. "Exploring the Consequences of the Normative Gap in Legal Protections Addressing Violence Against Women." in Rashida Manjoo and Jackie Jones, eds. *Normative Gaps in the Legal Protection of Women and Girls from Violence*. Routledge.
4. Freeman, Michael. 2000. "The Future of Children's Rights." *Children & Society* 14: 277-293.
5. Connolly, Helen. 2015. "Seeing the Relationship between the UNCRC and the Asylum System through the Eyes of Unaccompanied Asylum Seeking Children and Young People." *The International Journal of Children's Rights* 23 (1): 52-77.
6. Amnesty International, "Sex Workers' Rights are Human Rights."
<https://www.amnesty.org/en/latest/news/2015/08/sex-workers-rights-are-human-rights/>
7. 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/>

Additional Recommended Readings

1. Richards, David L., and Ronald Gelleny. 2007. "Women's Status and Economic Globalization." *International Studies Quarterly* 51 (4): 855-876.
2. Howard-Hassman, Rhoda. 2011. "Universal Women's Rights Since 1970: The Centrality of Autonomy and Agency." *Journal of Human Rights* 10 (4): 433-449.
3. Hill, Daniel W., Jr., and K. Anne 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." *International Studies Quarterly* 63: 127-138.
4. Watson, K. Anne. 2020. *From Interests to Rights: Using CEDAW to Understand the Substantive Representation of Women*. Dissertation.

8. Kikelly, Ursula. 2019. "The UN convention on the rights of the child: incremental and transformative approaches to legal implementation." *The International Journal of Human Rights* 23 (3): 323-337.
9. Quennerstedt, Ann, Carol Robinson, and John l'Anson. 2018. "The UNCRC: The Voice of Global Consensus on Children's Rights?" *Nordic Journal of Human Rights* 36 (1): 38-54.
10. Mbise, Amana Talala. 2016. "The diffusion of the United Nations Convention on the Rights of the Child (UNCRC) more than the African Charter on the Rights and Welfare of the Child (ACRWC) in Africa: The influence of coercion and emulation." *International Social Work* 60 (5): 1233-1243.
11. Pemberton, Simon, David Gordon, Shailen Nandy, Christina Pantazis, and Peter Townsend. 2007. "Child Rights and Child Poverty: Can the International Framework of Children's Rights Be Used to Improve Child Survival Rates?" *PLOS Medicine* 4 (10): e307. <https://doi.org/10.1371/journal.pmed.0040307>
12. Watson, Alison M.S. 2006. "Children and International Relations: A New Site of Knowledge?" *Review of International Studies* 32 (2): 237-250.

Week 11: Discrimination, Membership, & Culture II

Required Reading (Due by Monday, April 4)

1. Review CRPD: <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>
 - a. Optional Protocol: <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/OptionalProtocolRightsPersonsWithDisabilities.aspx>
2. The Yogyakarta Principles: http://yogyakartaprinciples.org/wp-content/uploads/2016/08/principles_en.pdf
 - a. The Yogyakarta Principles +10: http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf
3. 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.
4. Kollman, Kelly and Matthew Waites. 2009. "The global politics of lesbian, gay, bisexual, and transgender human rights: an introduction." *Contemporary Politics* 15(1): 1-17.
5. Kayess, Rosemary, and Phillip French. 2008. "Out of Darkness into Light: Introducing the Convention on the Rights of Persons with Disabilities." *Human Rights Law Review* 8(1): 1-34.
6. Mattila, M., & Papageorgiou, A. (2017). "Disability, perceived discrimination and political participation." *International Political Science Review* 38(5): 505-519.

Additional Recommended Readings

1. ReportOUT website: <https://www.reportout.org/>.
2. Hirschberg, Marianne and Christian Papadopoulos. 2016. "'Reasonable Accommodation' and 'Accessibility': Human Rights Instruments Relating to Inclusion and Exclusion in the Labor Market." *Societies* 6(3): 1-16.

3. Cadwallader, J. R., Spivakovsky, C., Steele, L., & Wadiwel, D. (2018). Institutional violence against people with disability: Recent legal and political developments. *Current Issues in Criminal Justice*, 29(3), 259-272.
4. Priestley, M., Stickings, M., Loja, E., Grammenos, S., Lawson, A., Waddington, L., & Fridriksdottir, B. (2016). The political participation of disabled people in Europe: Rights, accessibility and activism. *Electoral Studies*, 42, 1-9.
5. Meyer, Doug. 2015. *Violence against queer people: Race, class, gender, and the persistence of anti-LGBT discrimination*. Rutgers University Press.
6. Thoreson, Ryan Richard. 2009. "Queering Human Rights: The Yogyakarta Principles and the Norm That Dare Not Speak Its Name." *Journal of Human Rights* 8 (4): 323-339, DOI: 10.1080/14754830903324746.
7. Ungar, Mark. 2000. "State Violence and Lesbian, Gay, Bisexual, and Transgender (lgbt) Rights." *New Political Science* 22 (1): 61-75.

Week 12: Discrimination, Membership, & Culture III

Required Reading (Due by Monday, April 11)

1. Review the following:
 - a. ICERD: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>
 - b. United Nations Declaration on the Rights of Indigenous Peoples: <https://undocs.org/A/RES/61/295>.
2. Thornberry, Patrick. 2005. "Confronting Racial Discrimination: A CERD Perspective." *Human Rights Law Review* 5 (2): 239-269.
3. Daniel, Audrey, 2010. The Intent Doctrine and CERD: How the United States Fails to Meet Its International Obligations in Racial Discrimination Jurisprudence. *DePaul J. Soc. Just.*, 4, p.263.
4. Achime 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/>
5. Ojo 2020, "Why #BlackLivesMatter is about the right to life." <https://www.openglobalrights.org/black-lives-matter-right-to-life/>
6. Champagne, Duane. 2013. "UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples): Human, Civil, and Indigenous Rights." *Wicazo Sa Review* 28(1): 9-22
7. Kingston, Lindsey. 2015. "The Destruction of Identity: Cultural Genocide and Indigenous Peoples." *Journal of Human Rights* 14(1): 63-83.
8. Madley, Benjamin. 2016. "Understanding Genocide in California under United States Rule, 1846-1873." *The Western Historical Quarterly* 47: 449-461.
9. 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>.

Week 13: Refugees, Migration, & the Environment

Required Reading (Due by Monday, April 18)

1. The 1951 Refugee Convention and its 1967 Protocol: <https://www.unhcr.org/en-us/1951-refugee-convention.html>
 - a. Review the ICMW: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx>
2. DiGiacomo, Gordon, and Susan Kang, eds. 2019. *The Institutions of Human Rights: Developments and Practices*. University of Toronto Press. Chapter 6.
3. Espinoza, Jean Pierre. 2020. "Asylum Based on Domestic Violence or Gang Persecution in the USA: When Is the Government 'Unable or Unwilling' to Protect the Victim?" *International Law Quarterly* 36 (1). Available at SSRN: <https://ssrn.com/abstract=3551509>.
4. McAdam, Jane. 2020. "Protecting People Displaced by the Impacts of Climate Change: The UN Human Rights Committee and the Principle of Non-refoulement." *The American Society of International Law* 708-725.
5. Davies, Kirsten, Sam Adelman, Anna Grear, Catherine Iorns Magallanes, Tom Kerns, and S. Ravi Rajan. 2017. "The Declaration on Human Rights and Climate Change: a new legal tool for global policy change." *Journal of Human Rights and the Environment* 8 (2): 217-253.
6. Wewerinke-Singh, Margaretha. 2017. "State Responsibility for Human Rights Violations Associated with Climate Change. From the *Routledge Handbook of Human Rights and Climate Governance*, edited by Sébastien Jodoin, Sébastien Duyck and Alyssa Johl. Available at SSRN: <https://ssrn.com/abstract=2913466>.
7. Boyle, Alan. 2018. "Climate Change, The Paris Agreement, and Human Rights." *International & Comparative Law Quarterly* 67: 759-777.

Week 14: Effectiveness of International Efforts to Protect Human Rights I

Required Reading (Due by Monday, April 25)

International Law

1. 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.
2. Fariss, Christopher J. 2018. "The Changing Standard of Accountability and the Positive Relationship between Human Rights Treaty Ratification and Compliance." *British Journal of Political Science* 48 (1): 239-271. <https://doi.org/10.1017/S000712341500054X>.
3. 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.
4. Haglund, Jillienne. 2019. "International institutional design and human rights: The case of the Inter-American Human Rights System." *Conflict Management and Peace Science* 36 (6): 608-625.
5. Hill, Daniel W., Jr., and K. Anne 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.” *International Studies Quarterly* 63: 127-138.

Military Interventions & Presence

6. DeMeritt, Jacqueline H. R. 2015. “Delegating Death: Military Intervention and Government Killing.” *Journal of Conflict Resolution* 59 (3): 428-454.
7. Krain, Matthew. 2005. “International Intervention and the Severity of Genocides and Politicides.” *International Studies Quarterly* 49: 363–387.
8. Peksen, Durson. 2011. “Foreign Military Intervention and Women’s Rights.” *Journal of Peace Research* 48 (4): 455-468.
9. Bell, Sam R., K. Chad Clay, and Carla Martinez Machain. 2017. “The Effect of U.S. Troop Deployments on Human Rights.” *Journal of Conflict Resolution* 61 (10): 2020-2042.

Week 15: Effectiveness of International Efforts to Protect Human Rights II

Required Reading (Due Monday, May 2 – Readings will be divided up)

Economic Sanctions

1. Clay, K. Chad. 2018. “Threat by Example: Economic Sanctions and Global Respect for Human Rights.” *Journal of Global Security Studies* 3 (2): 133-149.
2. Peksen, Durson. 2011. “Economic Sanctions and Human Security: The Public Health Effect of Economic Sanctions.” *Foreign Policy Analysis* 7 (3): 237-251.

International Human Rights Advocacy

3. 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.
4. 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.
5. Bell, Sam R., and Victoria Banks. 2018. “Women’s Rights Organizations and Human Trafficking.” *Social Science Quarterly* 99 (1): 362-376.
6. Velasco, Kristopher. 2020. “A Growing Queer Divide: The Divergence between Transnational Advocacy Networks and Foreign Aid in Diffusing LGBT Policies.” *International Studies Quarterly* 64(1): 120-132.

Additional 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).

Instructor's Note

The COVID-19 guidance below largely refers to the official guidance from UGA, USG, and the Georgia Department of Public Health, with a few notes from me scattered throughout. From my perspective, their guidance represents the **absolute minimum** of the precautions that you should be taking. If you test positive for COVID-19, you should feel comfortable staying home from this class for 10 days after that positive test, regardless of your vaccination status. If you feel ill, I do not expect you to be in the classroom. If you believe that you have a contagious disease that your classmates would be likely to contract if you attended class, please stay home. 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 must be absent.

UGA guidance

UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance [here](#). The following information is based on guidance last updated on December 29, 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 get tested. You can 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, either through a PCR test, an Antigen test, or a

home test kit, 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.

According to the guidance as of December 29, 2021, if you receive a positive COVID-19 test, **regardless of vaccination status**, you should:

- Stay home for 5 days.
- If you have no symptoms after 5 days, you can leave your house and return to class. (Instructor’s note: If you have symptoms, please stay home for at least another 5 days.)
- Continue to wear a mask around others for 5 additional days.

(Instructor’s note: I do not expect you to come to class if you are sick or have symptoms of COVID. If you believe you have any illness that you could easily pass to your classmates by being in the same room with them, I really hope you will stay out of the classroom. Likewise, 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.)

What do I do if I have been exposed to COVID-19? (Official guidance as of 12/29/21)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine) o You do not need to quarantine at home and may come to class.
 - You should wear a mask around others for 10 days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
 - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck \(https://dawgcheck.uga.edu/\)](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. (Instructor's note: As stated above, 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 must be absent.)

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.

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/> .

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.