

University of Georgia
INTL 4620: Human Rights (64427)
Spring 2025

Pre-requisites: INTL 3200 or INTL 3300 or permission of department

Course Meeting Times

Class Meeting Time: MWF 12:40pm-1:30pm

Class Meeting Location: Sanford Hall 313

Instructor & TA Information

Instructor: Ashley Pieper-Smith

Email: Ashley.pieper@uga.edu

Office Hours: Mondays 1:40-3:30 pm in Candler B02, and by appointment via Zoom.

Course Description & Details

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

- Have a strong grasp on the various definitions of human rights, including comparisons between universal and culturally contingent perspectives, as well as the ability to clearly express and justify your preferred definition of human rights and explain its implications;
- Describe several different methods of measuring human rights outcomes;
- Identify some of the causes of human rights respect and violation established in the existing social scientific literature;
- 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 nongovernmental organizations;
- Be capable of understanding and participating in the public debate over the many issues discussed in this class; and
- Have an improved ability to make logical, convincing oral and written arguments.

Required Course materials

REQUIRED BOOKS AND READINGS

You are not required to buy any books for this class. All required readings are available from UGA libraries, posted on eLC, and/or linked on this syllabus. If you have trouble finding one of the required readings below, please inform the instructor ASAP.

Assessment and Grading

Course Assignments & Requirements	Portion of Final Grade
Active Participation	15%
In Class Group Activity	15%
Group presentation	20%
Literature Review	10%
Midterm Exam	20%
Final Exam	20%

Active Participation

Both attendance and active participation in class discussions are essential to success in this course. To receive full credit for the participation component of your grade, you must come to class fully prepared to discuss the assigned readings for the week. You will be evaluated based on the extent to which you contribute to class discussions with comments/questions that reflect critical engagement with the class material.

In Class Group Activities

Throughout the course, we will engage in a multi-class simulation exercise. On the non-simulation weeks, students will engage in active learning activities including group work and presentations. More details will be provided later on the week of the activity.

Group Presentation

At various points in the semester, three to four students will serve as discussion leaders for the class, providing a presentation on the key lessons from the readings and opening us up for discussion. You and your group members will be responsible for developing discussion questions and leading the class in constructive conversation on your chosen topic. In addition, your presentation should include case studies related to your topic. A signup sheet with the list of topics for presentations as well as a rubric will be posted on ELC. If you do not select a topic by **January 27**, then one will be assigned to you based on availability.

Critical Literature Review

Among the discussed topics, you will pick one and write a critical literature review. A critical literature review is a review essay that surveys the literature on a relevant topic and constructs an argument about how different pieces of research on that topic relate to each other. It is not simply a summary of the readings. Students who choose this option should write a paper that compares and contrasts different approaches to the chosen topic, assesses the state of accumulated knowledge on the topic and its limits (what we know and what we don't), and identifies useful directions for future research. For helpful examples look through any issue of the *Annual Review of Political Science*. You may choose any week (except the first or last) to submit a response essay, but you must submit the essay by the end of the week that we discuss your chosen reading(s) in class (by 11:59 p.m. on Friday).

Exams

There will be at least ONE major in-person exam given this semester. The midterm will cover material in the first half of the semester. The format of the final exam is TBD.

MISSED EXAMS, LATE ASSIGNMENTS, & RE-GRADING REQUESTS

If you are not able to attend class on the day an exam is given, you must inform me (preferably at least two days prior to the exam) so that we may make arrangements for your makeup exam. The exam should be made up at the nearest possible time to the exam date. *Excused absences are the only reason I will accept for offering a make-up exam. UNEXCUSED ABSENCES ON TEST DAYS WILL RESULT IN THE RECEIPT OF A ZERO FOR THE TEST.*

All other assignments are due at 11:59 PM on their respective due dates. Note also that extensions will not generally be permitted, but if you think you are subject to an exceptional circumstance, please discuss it with me outside of class.

EXTRA CREDIT OPPORTUNITIES

These will be discussed during class later in the course.

FINAL GRADES

Letter grades are constructed to reflect the university standards posted [here](#) which are summarized below. Letter grades will be based on how many points you earn according to the following distribution:

100-93: A	79-77: C+
92-90: A-	76-73: C
89-87: B+	72-70: C-
86-83: B	69-60: D
82-80: B-	59 and below: F

Course Statements & Policies

UGA Honor Code

"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 at honesty.uga.edu.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Violations of the academic honesty policy will be referred to the Office of Academic Honesty, as required by UGA policy. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

I encourage you to work together on homework assignments and to make use of campus resources like the [Office of Student Success & Achievement](#) and the [Writing Center](#). If you have questions about my integration of the Student Code of Conduct into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

Accommodation for disabilities

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

Attendance & Participation Policy

As explained above, participation makes up a sizable portion of your grade for the class, and attendance is a necessary condition for a good participation grade. However, if you feel ill or if you strongly suspect that you have been exposed to COVID-19 or other contagious illnesses, I ask that you please do not attend. Likewise, I am aware that, at times, events beyond our control conspire to keep us from meeting our normal, everyday obligations. So, if you must be absent, I ask that you please send me an email before class. Frequent absences, particularly without notice, will lead to a reduced participation grade.

You are solely responsible for catching up any lecture materials you miss. Missed in-class participation assignments will not be made up, but will be treated the same as class absences, i.e. infrequent absences of which I received prior notice will not be counted against one's grade, but frequent absences, particularly those without notice, do lower one's participation grade. If you are not able to attend class when we are doing group work, you must work with your group to find a time outside of class to meet and complete your work.

If you believe that your illness (or other challenge) merits an accommodation to any of the policies in this section, please reach out to me, and we can discuss what is possible and fair.

Use of AI in this Course

UGA's policy is that the use of AI for coursework is not permitted unless explicitly authorized by me (your course instructor) ahead of time. In this class, the use of Generative AI (GAI) tools will be permitted **on select assignments**, as long as you adhere to the following three principles, adapted from Dr. Maryann Gallagher's (Fall 2023) syllabi:

- **Originality of YOUR Ideas.** It is most important that the ideas and analysis presented are your own. AI may be useful in this course for editing purposes, but if you use it as your starting point - if it is generating the ideas and analysis - then you are not developing the skills at the heart of this class. Do not undermine yourself and weaken your skills development for the sake of a grade. It's not worth it.
- **Openness.** If using AI, you must be open about doing so and document your use. Using AI without documenting that you did so will be considered a violation of the Honor Code. The final page of each assignment should include, when relevant, a list of the ways in which AI was employed, including: (1) the site used, (2) specific prompt/commands used, and (3) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output.
- **Referencing and validating.** You take full responsibility for any AI-generated information included in your work. This means all ideas must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI can present some issues that you should be aware of before using it. (1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information will lead to poor policy analysis. (2) AI can "hallucinate" by misattributing a reference (so be sure to go to the original source) or may not cite sources (but you must). (3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

Failure to adhere to these principles while using AI will result in a grade penalty. Specific assignments will include details about whether use of GAI tools is acceptable or not. If you are uncertain about using a particular tool to support your work, please consult with me before using it. ***Please note that the use of AI will NOT be permitted on exams.***

Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the [Embark@UGA](https://embark.uga.edu) program which supports

students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

Disclaimer

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Schedule & Activities

Week 1: Introduction & Philosophical Foundations

- **Monday, January 6:**
 - First Day of Class; Introduction
- **Wednesday, January 8:**
 - Discussion: What are Human Rights?
 - *Readings:* Donnelly (2013), Chapter 1: "The Concept of Human Rights"; Andrew Fagan (2011), "Philosophical Foundations of Human Rights" (Routledge)
- **Friday, January 10:**
 - Discussion: What are Human Rights? (Part 2)
 - *Skim:* Universal Declaration of Human Rights (UDHR)

Week 2: International Law & Human Rights

- **Monday, January 13:**
 - *Discussion:* The Universal Declaration Model
 - *Readings:* Donnelly, Chapter 2
- **Wednesday, January 15:**
 - *Readings:* Donnelly, Chapter 4: Equal Concern and Respect
- **Friday, January 17:**
 - Skim: OHCHR 2012, "[The United Nations Human Rights Treaty System](#)"
 - Skim: [Universal Declaration of Human Rights \(UDHR\)](#)
 - Skim: [Core International Human Rights Instruments](#)

Week 3: Universalism & Relativism

- **Monday, January 20:** MLK Day- NO CLASS
- **Wednesday, January 22:**
 - Donnelly, Chapter 6: "The Relative Universality of Human Rights"
- **Friday, January 24:**
 - **Required readings:** Donnelly, Chapter 7: "Human Rights in a World of Particularities"
 - Kalev, Henriette. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51 (5/6). 339-348
 - **Recommended readings:**
 - Michael Goodhart (2008), "Neither Relative Nor Universal: A Response to Donnelly" *Human Rights Quarterly*, 30, 183-193;
 - Donnelly (2008), "Human Rights: Both Universal and Relative" *Human Rights Quarterly*, 30, 194-204.
 - *Discussion:* Debating Universalism and Relativism

Week 4: Measuring Human Rights

- **Monday, January 27:**
 - Landman, Todd. 2004. Measuring Human Rights: Principle, Practice, and Policy. *Human Rights Quarterly* 26: 906-31
 - The CIRI Human Rights Data Project website (particularly the information in the "CIRI Documentation" section under the "Data & Documentation" tab): <http://www.humanrightsdata.com>
- **Wednesday, January 29**
 - Cingranelli and Richards 2010, "The Cingranelli and Richards (CIRI) Human Rights Data Project"
- **Friday, January 31**
 - **Group Presentation #1**

Week 5: Human Rights Abuses & Repression

- **Monday, February 3:**
 - **Required reading:**
 - Poe 2004, "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression" (Chapter 2 of Carey & Poe 2004)
 - Davenport, Christian. 2007. State Repression and Political Order." *Annual Review of Political Science* 10: 1-23.
 - **Recommended:**
 - Hill, Daniel. (2016). "Democracy and the Concept of Personal Integrity Rights." *The Journal of Politics*. 78. 000-000. 10.1086/685450.
- **Wednesday, February 5:**
 - Englehart, Neil. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2). 163-180.
 - **Recommended:** Poe, Tate, and Keith 1999, "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993"
- **Friday, February 7:**

- **Group Presentation #2**

Week 6: Physical Integrity Rights Abuses: Genocide

- **Monday, February 10:**
 - *Required Readings:*
 - Skim: [Convention on the Prevention and Punishment of the Crime of Genocide](#)
 - HARFF, BARBARA. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97(1): 57–73. doi: 10.1017/S0003055403000522.
 - *Recommended Reading:*
 - Schabas, William A. "[Genocide](#)." In *Encyclopedia of Human Rights*.: Oxford University Press, 2009
- **Wednesday, February 12:**
 - Davenport, Christian, and Allan C. Stam. 2009. "[What really happened in Rwanda?.](#)" Miller- McCune, October 6
- **Friday, February 14:**
 - **Group Presentation #3**
 - [Lessons from Rwanda Website](#)

Week 7: Physical Integrity Rights Abuses: Torture

- **Monday, February 17**
 - Skim: [Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment](#)
 - Schultz, [The Phenomenon of Torture](#). Chapter 2; also pages 30-32, 155-162, 210-214, 227-229, and 233-282.
- **Wednesday, February 19**
 - *Required:* Hafner-Burton, "[Tortured Relations: Human Rights Abuses and Counterterrorism Cooperation](#)." With Jacob Shapiro. *PS: Political Science and Policy*, 2010, 43, pp. 415-419.
 - *Recommended:* Vreeland, James Raymond. 2008. "Political Institutions and Human Rights: Why Dictatorships Enter Into the United Nations Convention Against Torture." *International Organization* 62 (1): 65-101.
 - **Group Presentation #4**
- **Friday, February 21:** No class

Week 8: Midterm Week

- **Monday, February 24**
 - In-Class Activity
- **Wednesday, February 26**
 - Midterm Review

- Review all readings to date
- **Friday, February 28: Midterm Exam**

March 3-7: Spring Break

Week 10: Child Rights

Monday, March 10

- Review Exam
- **Required Readings:** None

Wednesday, March 12

- **Required Readings:**
 - Convention on the Rights of the Child
 - Goodhart, Chapter 17: *Children's Human Rights Advocacy*
- **Recommended Readings:**
 - Fiala, Kaletski, & Watson (2022), *Children's rights are at risk (but there's more to the story)*: [Link](#)

Friday, March 14

- **Group Presentation #5**
- **Required Readings:** Watson, A. (2006). "Children and International Relations: A New Site of Knowledge?" *Review of International Studies*, 32(2), 237-250
- **Recommended:** Barney, M., Murdie, A., Park, B. *et al.* From Age to Agency: Frame Adoption and Diffusion Concerning the International Human Rights Norm Against Child, Early, and Forced Marriage. *Hum Rights Rev* **23**, 503–528 (2022).

Week 11: Rights Across Borders

Monday, March 17: Refugees

- **Required Readings:**
 - [The 1951 Refugee Convention and its 1967 Protocol](#)
 - [International Convention on the Protection of the Rights of All Migrant Workers](#)
 - Espinoza, 2020. "Asylum Based on Domestic Violence or Gang Persecution in the USA: When Is the Government 'Unable or Unwilling' to Protect the Victim?"

Wednesday, March 19: Forced Migration and Non-Refoulement

- **Required Readings:**
 - [Forced migration or displacement](#)
 - McAdam, Jane. (2020). "Protecting People Displaced by the Impacts of Climate Change: The UN Human Rights Committee and the Principle of Non-Refoulement." *American Journal of International Law*, 114(4): 708–725.
- **Optional Readings:**
 - Margaret E. Peters, "Immigration and International Law," *International Studies Quarterly*, Volume 63, Issue 2, June 2019

Friday, March 21

- **Topic:** Group Presentation #6

Week 12: Human Trafficking

Monday, March 24: Sex Trafficking

- **Required Readings:**
 - Skim: UN Protocol to Prevent, Suppress and Punish Trafficking in Persons
 - Simmons, Beth A., Paulette Lloyd, and Brandon M. Stewart. (2018). "The Global Diffusion of Law: Transnational Crime and the Case of Human Trafficking." *International Organization*, 72(2): 249–281.
 - Blanton, Robert G., and Shannon Lindsey Blanton. "The Global Economic and Political Causes of Human Trafficking." *Oxford Research Encyclopedia of International Studies*. 30 Jul. 2020.
- **Recommended Readings:**
 - Bell, S. R., Flynn, M. E., & Machain, C. M. (2018). U.N. peacekeeping forces and the demand for sex trafficking. *International Studies Quarterly*, 62(3), 1–13.
 - Cho, Seo-Young and Dreher, Axel and Neumayer, Eric (2013) "Does legalized prostitution increase human trafficking?" *World development*, 41 . pp. 67-82.
 - Marinova, Nadejda K. and Patrick Macgill James. "The Tragedy of Human Trafficking: Competing Theories and European Evidence." *Foreign Policy Analysis* 8 (2012): 231-253.

Wednesday, March 26: Labor Trafficking

- **Required Readings:**
 - Peksen, D., Blanton, S. L., & Blanton, R. G. (2017). "Neoliberal Policies and Human Trafficking for Labor: Free Markets, Unfree Workers?" *Political Research Quarterly*, 70(3): 673-686.
 - Bonilla, Tabitha, and Cecilia Hyunjung Mo. (2019). "The Evolution of Human Trafficking Messaging in the United States and Its Effect on Public Opinion." *Journal of Public Policy*, 39(2): 201–234.
- **Recommended Readings:**
 - Harmon, Rachel, Daniel Arnon, and Baekkwon Park. (2022). "TIP for Tat: Political Bias in Human Trafficking Reporting." *British Journal of Political Science*, 52(1): 445–455.
 - Mo, Cecilia Hyunjung. (2018). "Perceived Relative Deprivation and Risk: An Aspiration-Based Model of Human Trafficking Vulnerability. *Political Behavior*, 40(1): 247–277.

Friday, March 28

- **Topic:** Group Presentation #7

Week 13: Globalization and Human Rights

Monday, March 31

- **Required Readings:**
 - Cho, S. Y. (2013). "Integrating Equality: Globalization, Women's Rights, and Human Trafficking." *International Studies Quarterly*, 57: 683–697.
- **Recommended Readings**
 - Richards, David L., and Ronald Gelleny. (2007). "Women's Status and Economic Globalization." *International Studies Quarterly*, 51: 855-876.

Wednesday, April 2

- **Required Readings:**
 - Richards, David, Ronald Gelleny, and David Sacko. (2001). "Money with a Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries." *International Studies Quarterly*, 45: 219–239.
 - Hafner-Burton, E. M. (2005). "Right or Robust? The Sensitive Nature of Repression to Globalization." *Journal of Peace Research*, 42(6): 679-698.
- **Recommended Readings:**
 - Hafner-Burton, Emilie M. (2005). "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." *International Organization*, 59(3): 593–629.
 - Mosley, L., & Uno, S. (2007). "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." *Comparative Political Studies*, 40(8): 923-948.

Friday, April 4

- **Topic: Group Presentation #8**

Week 14: Foreign Government Interventions:

Monday, April 7: Sanctions

- **Required Readings:**
 - Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1). 59-77.
 - K Chad Clay, Threat by Example: Economic Sanctions and Global Respect for Human Rights, *Journal of Global Security Studies*, Volume 3, Issue 2, April 2018, Pages 133–149.
- **Optional Readings:**
 - Bryan R Early, Amira Jadoon, Using the Carrot as the Stick: US Foreign Aid and the Effectiveness of Sanctions Threats, *Foreign Policy Analysis*, Volume 15, Issue 3, July 2019, Pages 350–369.
 - Jones, Lee, 'Introduction: The Sanctions Debate', *Societies Under Siege: Exploring How International Economic Sanctions (Do Not) Work* (Oxford, 2015; online edn, Oxford Academic, 19 Nov. 2015).

Wednesday, April 9: Military Interventions

- **Required Readings:**
 - DeMeritt, J. H. R. (2015). Delegating Death: Military Intervention and Government Killing. *Journal of Conflict Resolution*, 59(3), 428-454.
 - Krain, Matthew. International Intervention and the Severity of Genocides and Politicides. *International Studies Quarterly*, vol. 49, no. 3, 2005, pp. 363–87.
 - **Recommended Readings:**
 - Clair Apodaca, Michael Stohl. United States Human Rights Policy and Foreign Assistance. *International Studies Quarterly*, Volume 43, Issue 1, March 1999, Pages 185–198.
 - Donnelly, Jack. *Chapter 12: Human Rights and Foreign Policy*

Friday, April 11

- **Topic: Group Presentation #9**

Week 15: International Courts & Treaties

Monday, April 14

- **Required Readings:**
 - Neumayer, Eric. “Do International Human Rights Treaties Improve Respect for Human Rights?” *The Journal of Conflict Resolution*, vol. 49, no. 6, 2005, pp. 925–53.
 - Hafner-Burton, E. M., & Tsutsui, K. (2007). Justice Lost! The Failure of International Human Rights Law To Matter Where Needed Most. *Journal of Peace Research*, 44(4), 407-425
 - Hathaway, O. A. (2001). Do human rights treaties make a difference. *Yale Law Journal*, 111, 1932-2042.
- **Recommended Readings:**
 - Hathaway, O. A. (2007). Why do countries commit to human rights treaties? *Journal of Conflict Resolution*, 51(4), 588-621.
 - Conrad, Courtenay and Emily Hencken Ritter. 2013. “Treaties, Tenure, and Torture: The Conflicting Domestic Effects of International Law.” *Journal of Politics* 75 (2): 397-409.
 - Hafner-Burton, Emilie M., Laurence R. Helfer, and Christopher J. Fariss. 2011. “Emergency and Escape: Explaining Derogations from Human Rights Treaties.” *International Organization* 65(4): 673–707.

Wednesday, April 16

- **Required Readings:**
 - Chapman, Terrence L., and Stephen Chaudoin. (2013). Ratification Patterns and the International Criminal Court. *International Studies Quarterly*, 57(2): 400–409
 - Simmons, Beth A., and Allison Danner. (2010). Credible Commitments and the International Criminal Court. *International Organization*, 64(2): 225–56.
 - Goldsmith, Jack. 2003. “The Self-Defeating International Criminal Court.” *The University of Chicago Law Review* 70(1): 89–104.

- Appel, B. J. (2018). In the Shadow of the International Criminal Court: Does the ICC Deter Human Rights Violations? *Journal of Conflict Resolution*, 62(1), 3-28.
- **Optional Readings:**
 - KELLEY, JUDITH. (2007). Who Keeps International Commitments and Why? The International Criminal Court and Bilateral Nonsurrender Agreements. *American Political Science Review*, 101(3): 573–89.
 - Jo, Hyeran, and Beth A. Simmons. (2016). *Can the International Criminal Court Deter Atrocity?* *International Organization*, 70(3): 443–75.
 - Ku, Julian, and Jide Nzelibe. 2006. “Do International Criminal Tribunals Deter or Exacerbate Humanitarian Atrocities.” *Washington University Law Review* 84(4): 777–834
 - Neumayer, Eric. 2009. “A New Moral Hazard? Military Intervention, Peacekeeping and Ratification of the International Criminal Court.” *Journal of Peace Research* 46(5): 659–70.
 - Peskin, Victor. "Caution and Confrontation in the International Criminal Court's Pursuit of Accountability in Uganda and Sudan." *Human Rights Quarterly*, vol. 31 no. 3, 2009, p. 655-691.

Friday, April 18

- **Group Presentation #10**

Week 16: INGOs

Monday, April 21

- **Required Readings:**
 - Bell, Sam R., K. Chad Clay, and Amanda Murdie. (2012). Neighborhood Watch: Spatial Effects of Human Rights INGOs. *Journal of Politics* 74(2): 354–368.
- **Recommended Readings:**
 - Amanda Murdie. (2014). *Help or Harm: The Human Security Effects of International NGOs*. Stanford University Press. Chapter 1.
 - Bell, Sam R., Tavishi Bhasin, K. Chad Clay, and Amanda Murdie. 2014. “Taking the Fight to Them: Neighborhood Human Rights Organizations and Domestic Protest.” *British Journal of Political Science* 44(4): 853–75.

Wednesday, April 23

- **Required Readings:**
 - Hafner-Burton, Emilie M. (2008). “Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem.” *International Organization* 62(4): 689–716.
 - Murdie, Amanda, 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.
- **Recommended Readings:**

- Barry, Collin, K. Chad Clay, and Michael Flynn. (2013). “Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment.” *International Studies Quarterly* 57: 532-544.
- Murdie, Amanda, and Dursun Peksen. (2014). “The Impact of Human Rights INGO Shaming on Humanitarian Interventions.” *The Journal of Politics* 76(1): 215–28.

Friday, April 25

- **Group Presentation #11**

Week 17: Conclusion/Final Exam Prep

Monday, April 28

- **Required Readings:**
 - *Review of all required readings*