University of Georgia

INTL 4620: Human Rights

Course Instructor Information:

Instructor: Nicole Anderson(she/her)

Email: nicole.anderson@uga.edu

Office Hours: Wednesdays, 3-5 pm, or by appointment

Office: (GLOBIS) 110 E Clayton St. 6th Floor, Athens, GA, 30605

Course Meeting Information:

Semester: Fall 2025

Date/Time: MWF 12:40 – 1:30pm

Classroom: Caldwell Hall 102

Prerequisites: INTL 3200, INTL 3300, or permission of department

Course Description and Objectives

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

- 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
- Be able to discuss several international human rights instruments, as well as the definitions of the rights contained therein
- 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 capable of discussing several different methods of measuring human rights
- Be able to list and discuss several types of efforts aimed at improving respect for human rights, including the efforts associated with international law, states, and non-governmental organizations
- Be capable of understanding and participating in the public debate over the many issues discussed in this class

Grading

Your course grade is calculated from the following components (see below for more information on assignments and expectations):

- 5% - Attendance
- 20% - Active Participation
- 20% - Exam 1
- 24% - Exam 2
- 26% - Exam 3
- 5% - Reflection Paper

Attendance (5%)

Attendance will be taken for each class. You alone are responsible for obtaining any materials that you may miss. Tests are all in class and your participation grades require your attendance.

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 reduced attendance and participation grades. You are allowed to miss two classes without penalty. Any additional absences or making up a test or in class activity require proper documentation for a medical or family emergency (see Attendance and Makeup Policy for further information).

Active Participation (20%)

Attendance and participation are necessary for satisfactory achievement and understanding of the topics covered throughout the course. Part of your job as a student is active engagement with the material and your peers, particularly in discussions or debates. Students are expected to read all the assigned material and offer their insights and questions during the class. Full credit for participation will be awarded if it is clear that you actually read and reflected on the readings, requiring that your commentary is high in **quality and quantity** (see Course Readings and Materials section for suggestions on how to best prepare for class). This grade is based on participation in class wide discussions and debates, as well as your group work contributions. Offering tangential or off-topic comments will harm your grade.

There will be frequent small assignments and group activities over the course of the semester that will also contribute to your final participation grade. 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 always caught up on the readings.

Exams (20%, 24%, and 26%)

There will be three major exams given this semester. Each exam is cumulative and increases in percentage of your grade; Exam 1 (20%), Exam 2 (24%), and Exam 3 (26%). The first exam is tentatively scheduled for **Friday, September 19th.** The second exam is tentatively scheduled for **Wednesday, October 29th**. And the third exam will be given on **Tuesday, December 2nd**.

Reflection Paper (5%)

I would like to know more about what my students learned from my class and how they anticipate applying that knowledge in the future. After our first exam I will provide you with a list of prompts related to the subject matter of the course. I will ask you to respond to one of those prompts with an essay based on your experience in the course.

This essay will be due on eLC on **Monday, November 24th**; but you are welcome to turn it in in advance. I expect a response that is 3-5 double spaced pages with 12-point font and one-inch margins. The paper should make a persuasive argument in response to the prompt, based on a thesis statement and points supporting that thesis. I am NOT asking for simple summaries of someone else's argument. Instead, these papers should be an opinion or argumentative in nature; you should strive to make ONE point in each paper and support it with evidence. These essays should synthesize information from multiple sources to present YOUR argument. A good grade on this assignment is based on how strong your argument is, and that you have sources to back it up.

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

Grading Scale

Letter grades will be calculated based on the following scale:

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

Useful Information and University Policies

Attendance and Makeup Policy

Grades are due at the end of the course; late or missing assignments will cause issues in accurate grade reporting. Extensions or makeup assignments are not permitted except for exceptional circumstances. Please discuss any concerns with me outside of class during office hours. Please refer to UGA's attendance policy.

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 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. If you are not able to attend class when we are doing group work on human rights data projects, 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.

In general, it is crucial you stay up to date on what is happening in the class at any given time by attending and paying attention in class, monitoring the class eLC page, and checking your email.

Preferred Name and Pronouns

The following is taken from UGA's College of Education recommendations:

In my class I'd like all of my students' identities to feel welcome and valued. Please introduce yourself to me with your name and personal pronouns. If I ever use incorrect pronouns or a deadname please feel free to correct me on the spot. You may also speak with me privately before or after class or email me, whichever is most comfortable for you. If your pronouns or name changes throughout the semester, you can bring this to me privately and I can have the entire class restate their pronouns. If you feel uncomfortable sharing pronouns as you explore your gender identity, the class and I will refer to you only by name. Intentional misgendering and deadnaming or lack of regard for correct pronoun and name usage will not be tolerated. Please speak with me or email me if you feel any of your classmates are intentionally disregarding or may just be confused and need clarification regarding your pronouns. Additional resources and support can be found through UGA's LGBT Resource Center: lgbtrc@uga.edu

Prohibition on Recording Lectures

The following is taken from UGA:

"In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for 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.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws."

University Honor Code and Academic Honesty Policy

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

Technology, including Laptops and Phones

I reserve the right to ask for laptops to be put away at any time should they impede class participation and discussion. If you need to use a laptop in class, please provide proper documentation from UGA's Disability Resource Center (DRC).

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.

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.

FERPA Statement

"The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at reg.uga.edu/general-information/ferpa/. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar."

Accommodations

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

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 drc.uga.edu.

Diversity and Inclusion

The following is taken from UGA:

UGA is committed to creating a dynamic, diverse, and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Our class will respect all students regardless of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status. Ideas are open to critique; individuals are not.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact UGA Student Care and Outreach for support. Furthermore, please notify me as the professor if you are comfortable in doing so. This will enable me to provide resources in the College and University.

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 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 well-being.uga.edu.

Changes to the Syllabus May Occur

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Thus, it is important to come to class as well as check your email and eLC regularly.

Course Readings and Materials

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.

I expect you to have completed the readings before coming to each week's class. I find it easiest to take copious notes in preparation for a discussion. 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 judgements 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, or experiences to enhance their reading and learning experiences

In class being a *critical reader* may look like, but is not limited to:

- Participating in class discussions with thoughtful questions and comments that draw on, and exist in conversation with, the lectures and readings, as described by the critical reading guidelines above
- Staying up to date on class readings, lectures, and discussions
- Being aware of the various 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
- Being conscientious and timely in the conduct of small participation assignments
- Communicating in a respectful manner, that encourages everyone to participate, as described in the *University Information and Policies below*.

Course Outline

Week 1 (August 13th, and 15th): What are Human Rights?

- Wednesday, August 13th: Introductions and Syllabus
- Friday, August 15th: Universal Declaration Activity
    - About You assignment due by 11:59 pm
    - Human Rights List due by 11:59 pm

Week 2 (August 18th, 20th, and 22nd): Universal Declaration Activity

- Monday, August 18th:
    - What are Human Rights? https://www.ohchr.org/en/what-are-human-rights
    - Donnelly, J. (2013). *Universal human rights in theory and practice*. Cornell University Press. Chapter 1 "The Concept of Human Rights"
- Wednesday, August 20th:
    - Donnelly, J. (2013). *Universal human rights in theory and practice*. Cornell University Press. Chapter 2 "The Universal declaration Model"
- Friday, August 22nd:
    - Donnelly, J. (2013). *Universal human rights in theory and practice*. Cornell University Press. Chapter 4 "Equal Concern and Respect"

Week 3 (August 25th, 27th, and 29th): International Human Rights Law

- Monday, August 25th:
    - OHCHR 2012, "The United Nations Human Rights Treaty System"
    - Skim: Universal Declaration of Human Rights (UDHR)
    - Skim: All of the Core International Human Rights Instruments
- Wednesday, August 27th:
    - Smith, Rhona K.M. 2013. "Human Rights in International Law." In Human Rights: Policy and Practice, 2nd ed., Michael Goodhart, ed. Oxford University Press.
    - Howard, R. (1983). The Full-Belly Thesis: Should Economic Rights Take Priority over Civil and Political Rights? Evidence from Sub-Saharan Africa. Human Rights Quarterly, 5(4), 467–490
- Friday, August 29th:
    - Key pages from OHCHR:
        - What are human rights? https://www.ohchr.org/en/what-are-human-rights
        - International Human Rights Law: https://www.ohchr.org/en/instruments-and-mechanisms/international-human-rights-law

        - Status of Ratification Interactive Dashboard: https://indicators.ohchr.org/
    - Richards, David L., and K. Chad Clay. 2012. "An Umbrella with Holes: Respect for Non Derogable Human Rights during Declared States of Emergency, 1996-2004." Human Rights Review 13 (4): 443-471. (Pages 443-449)

Week 4 (September ~~1st~~, 3rd, and 5th): Universalism & Relativism

- Monday, September 1st: **LABOR DAY = NO CLASS**
- Wednesday, September 3rd:
    - Donnelly, Jack. Universal Human Rights in Theory and Practice, Ithaca, NY: Cornell University Press, 2013. Chapter 7: Universality in a World of Particularities
    - Kalev 2004, "Cultural Rights or Human Rights: The Case of Female Genital Mutilation"
    - Wangila 2007, "Beyond Facts to Reality: Confronting the Situation of Women in 'Female Circumcising' Communities"
- Friday, September 5th:
    - Wangila, Mary Nyangweso. 2010. "Religion, the African Concept of the Individual, and Human Rights Discourse: An Analysis." Journal of Human Rights 9 (3): 326-343.
    - Christiansen, Samantha. 2016. "Christiansen on Jensen, 'The Making of International Human Rights: The 1960s, Decolonization, and the Reconstruction of Global Values'
    - Samson, Solin. 2020 "What is the colonialism of human rights?"
    - Shetty, Salil. 2018. "Decolonising human rights."

Week 5 (September 8th, 10th, and 12th): Human Rights Measurement Part 1

- Monday, September 8th: Measurement Introduction
    - Clay, K. C., & LaVelle, M. (2025). Human Rights Measurement. In *Oxford Research Encyclopedia of International Studies*.
    - Landman, Todd. 2004. Measuring Human Rights: Principle, Practice, and Policy. Human Rights Quarterly 26: 906-31.
    - 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.
- Wednesday, September 10th: Civil and Political Rights
    - Review the ICCPR
    - TBD
- Friday, September 12th: Civil and Political Rights Data Presentations

Week 6 (September 15th, 17th, and 19th): Human Rights Measurement Part 2

- Monday, September 15th: Economic and Social Rights
    - Review the ICESCR
    - TBD
- Wednesday, September 17th: Economic and Social Rights Data Presentations
- Friday, September 19th: **EXAM 1**

Week 7 (September 22nd, 24th, and 26th): Women, Children, and LGBTQ+ Rights

- Monday, September 22nd: Women's Rights
    - Review CEDAW
    - Bunch, C. (1990). Women's Rights as Human Rights: Toward a Re-Vision of Human Rights. Human Rights Quarterly, 12(4), 486–498.
    - Facio, Alda, and Martha I. Morgan. 2008. "Equity or Equality for Women? Understanding CEDAW's Equality Principles." Alabama Law Review 60 (5): 1133-1170. (Pages 1133-1159)
    - 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.
- Wednesday, September 24th: Children's Rights
    - Review CRC
    - Review the CRC Optional Protocol for Child Soldiers
    - Hammarberg, T. (1990). The UN convention on the rights of the child--and how to make it work. Human Rights Quarterly, 12(1), 97-105.
    - Padilla, M. (2023). Child marriage is still legal in two-thirds of U.S. states. Here's why. 19th News.
    - Myers, W. E. (2001). The right rights? Child labor in a globalizing world. *The Annals of the American Academy of Political and Social Science*, *575*(1), 38-55.
- Friday, September 19th: LGBTQ+ Rights
    - Langlois, A. J. (2020). Making LGBT rights into human rights. *The Oxford handbook of global LGBT and sexual diversity politics*, 75-88.
    - Velasco, K. (2018). Human rights INGOs, LGBT INGOs, and LGBT policy diffusion, 1991–2015. *Social Forces*, *97*(1), 377-404.
    - Velasco, K. (2023). Transnational backlash and the deinstitutionalization of liberal norms: LGBT+ rights in a contested world. *American Journal of Sociology*, *128*(5), 1381-1429.
    - Review the following:

        - The Yogyakarta Principles: http://yogyakartaprinciples.org/wp content/uploads/2016/08/principles_en.pdf
        - The Yogyakarta Principles +10: http://yogyakartaprinciples.org/wp content/uploads/2017/11/A5_yogyakartaWEB-2.pdf
    - Skim: Activist's Guide to the Yogyakarta Principles, Pages 1-37.

Week 8 (September 29th, October 1st, and 3rd): Discrimination & Membership

- Monday, September 29th:
    - Review: ICERD, CRPD, and UNDRIP
    - Kleinlein, T. (2025). Social Rights Protection through UN Human Rights Treaties beyond the ICESCR.
    - Daniel 2010, "The Intent Doctrine and CERD: How the United States Fails to Meet Its International Obligations in Racial Discrimination Jurisprudence." Pgs. 263-300.
- Wednesday, October 1st:
    - 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-onthe-rights-of-indigenous peoples-122305.
    - Jeannette Money, et. al. (2016). Why migrant rights are different from human rights (p. 399-418). In: Gary Freeman and Nicola Mirilovic. Migration and Social Policy. Edward Elgar.
- Friday, October 3rd:
    - Lord and Brown 2011, "The Role of Reasonable Accommodation in Securing Substantive Equality for Persons with Disabilities: The UN Convention on 14 the Rights of Persons with Disabilities." (https://www.escr net.org/sites/default/files/article_RebeccaBrown_Reasonableness-for Convention-for-persons-with-disabilities.pdf.) pgs. 273-281.
    - Mahdanian, A. A., Laporta, M., Drew Bold, N., Funk, M., & Puras, D. (2023). Human rights in mental healthcare; A review of current global situation. *International Review of Psychiatry*, *35*(2), 150-162.

Week 9 (October 6th, 8th, and 10th): Rights Across Borders

- Monday, October 6th: The Refugee Convention, Non-Refoulement, and Asylum
    - 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?"

    - McAdam 2020, "Protecting People Displaced by the Impacts of Climate Change: The UN Human Rights Committee and the Principle of Non-refoulement"
- Wednesday, October 8th: Human Trafficking and Sex Work
    - UN Protocol to Prevent, Suppress and Punish Trafficking in Persons
    - Amnesty International, "Sex Workers' Rights are Human Rights"
    - Solon, Olivia. 2020. "Pornhub crackdown by credit card companies cuts off sex workers' livelihoods." NBC News (December 15).
    - Kessler 2015, "Why You Should Be Wary of Statistics on 'Modern Slavery' and 'Trafficking,'".
- Friday, October 10th: TBD

Week 10 (October 13th, 15th, and 17th): Causes of Human Rights Abuses

- Monday, October 13th: Decision to repress; Principals, Agents and Delegation
    - Bates, Robert, Avner Greif, and Smita Singh. 2002. Organizing Violence. Journal of Conflict Resolution 46 (5): 599-628.
    - 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, pp. 16-42.
- Wednesday, October 15th: Principals, Agents and Delegation
    - Butler, C. K., Gluch, T., & Mitchell, N. J. (2007). Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument. Journal of Peace Research, 44(6), 669–687.
    - Englehart, N. A. (2009). State Capacity, State Failure, and Human Rights. Journal of Peace Research, 46(2), 163–180.
- Friday, October 17th: Oppression
    - Rains, M., & Hill Jr, D. W. (2024). Nationalism and torture. *Journal of Peace Research*, *61*(5), 794-807.
    - Beger and Hill 2019, "Examining repressive and oppressive state violence using the Ill-Treatment and Torture data".

Week 11 (October 20th, 22nd, and 24th): Torture & Genocide

- Monday, October 20th: Torture
    - Review CAT
    - Schulz, The Phenomenon of Torture. Pages 30-32, 155-162, 210-214, 227-229, and 233 282.
    - Neris Gonzalez Testimony from Romagoza Arce et al. v. Garcia and Vides Casanova (review the short case description as well)
    - Welch 2023, "Anatomy of Torture by Ron E. Hassner (review)"

    - Matthews 2014, "16 absolutely outrageous abuses detailed in the CIA torture report." https://www.vox.com/2014/12/9/7360823/cia-torture-roundup.
    - Bauman, et al. 2014. "` Rectal Feeding,' Threats to Children, and More: 16 Awful Abuses from the CIA Torture Report."
    - Sullivan, Christopher Michael. 2014. "The (In)effectiveness of Torture for Combating Insurgency." Journal of Peace Research 51 (3): 388-404.
- Wednesday, October 22nd: Genocide
    - Convention on the Prevention and Punishment of the Crime of Genocide
    - Schabas 2009, "Genocide"
    - Strauss, Scott. 2013. "Genocide and Human Rights." In Human Rights: Policy and Practice, 2nd ed., Michael Goodhart, ed. Oxford University Press.
    - 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.
- Friday, October 24th: Ghosts of Rwanda

Week 12 (October 27th, 29th, ~~and 31st~~): Repression & Dissent

- Monday, October 27th: Strategies Exercise Activity, Video
- Wednesday, October 29th: **EXAM 2**
- Friday, October 31st: **FALL BREAK = NO CLASS**

Week 13 (November 3rd, 5th, and 7th): Repression & Dissent

- Monday, November 3rd: Why do state actors abuse human rights?
    - Davenport, Christian. 2007. State Repression and Political Order. Annual Review of Political Science 10:1-23.
    - Hill Jr., Daniel W. and Zachary M. Jones. 2014. An Empirical Evaluation of Explanations for State Repression. American Political Science Review 108 (3): 661-687.
    - 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.
- Wednesday, November 5th: Understanding dissent and repression
    - Mason, T. David. 2004. Caught in the Crossfire. Lanham, Maryland: Rowman & Littlefield. Chapters 1-2.
- Friday, November 7th: Understanding dissent and repression
    - Mason, T. David. 2004. Caught in the Crossfire. Lanham, Maryland: Rowman & Littlefield. Chapters 4-6.

Week 14 (November 10th, 12th, and 14th): International Interventions, Part 1

- Monday, November 10th: Military Interventions and Peacekeeping
    - DeMeritt, Jacqueline HR. 2015. "Delegating Death: Military Intervention and Government Killing." Journal of Conflict Resolution 59(3): 428-454.
    - De Mesquita, B. B., & Downs, G. W. (2006). Intervention and democracy. *International Organization*, *60*(3), 627-649.
    - Murdie, A., & Davis, D. R. (2010). Problematic potential: The human rights consequences of peacekeeping interventions in civil wars. *Human Rights Quarterly*, *32*(1), 49-72.
- Wednesday, November 12th: Mediation and Diplomacy
    - Beardsley, K., Cunningham, D. E., & White, P. B. (2017). Resolving civil wars before they start: The UN Security Council and conflict prevention in self-determination disputes. *British Journal of Political Science*, *47*(3), 675-697.
    - Pospieszna, P., & DeRouen Jr, K. (2017). Civil war mediation and rebel use of violence against civilians. *Armed Forces & Society*, *43*(3), 500-522.
    - Bell, S. R., Clay, K. C., & Martinez Machain, C. (2017). The effect of US troop deployments on human rights. *Journal of Conflict Resolution*, *61*(10), 2020-2042.
- Friday, November 14th: Sanctions, and SAPs
    - Liou, Ryan Yu-Lin, Amanda Murdie, and Dursun Peksen. 2021. "Revisiting the Causal Links between Economic Sanctions and Human Rights Violations." Political Research Quarterly 74(4): 808-821.
    - Krain, Matthew. 2017. "The effect of economic sanctions on the severity of genocides or politicides." Journal of Genocide Research 19(1): 88-111.
    - Rothe, Dawn L., Christopher W. Mullins, and Kent Sandstrom. 2008. "The Rwandan genocide: International nance policies and human rights." Social Justice 35(3): 66-86.

Week 15 (November 17th, 19th, and 21st): International Interventions, Part 2/ INGOs and Advocacy Efforts

- Monday, November 17th: Foreign Aid
    - Corwin, Hillary. 2023. "Coercive and catalytic strategies for human rights promotion: State violence and foreign assistance." World Development 167 (July): 106227.
    - Wood, Reed M., and Christopher Sullivan. 2015. "Doing harm by doing good? The negative externalities of humanitarian aid provision during civil conflict." Journal of Politics 77(3): 736-748.
- Wednesday, November 19th: NGOs

    - Murdie, A. M., & Davis, D. R. (2012). Shaming and blaming: Using events data to assess the impact of human rights INGOs. *International Studies Quarterly*, *56*(1), 1-16.
    - McEntire, K. J., Leiby, M., & Krain, M. (2015). Human rights organizations as agents of change: An experimental examination of framing and micromobilization. *American Political Science Review*, *109*(3), 407-426.
    - Moyer, J. D., Matthews, A. S., Evans, J., McPhee, J., & Kettlun, W. (2024). Do Safety Expectations Affect the Location Strategies of Large Service Delivery INGOs?. *International Interactions*, *50*(1), 64-93.
- Friday, November 21st: TBD

Week 16 (November 24th, ~~26th, and 28th~~): Advocacy Efforts

- Monday, November 24th:
    - 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.
    - Bell, Sam R., and Victoria Banks. 2018. "Women's Rights Organizations and Human Trafficking." Social Science Quarterly 99 (1): 362-376.
    - Schmidt, Hannah, Dominic Perera, Neil J. Mitchell, and Kristin M. Bakke. Forthcoming. "Silencing Their Critics: How Government Restrictions Against Civil Society Affect International 'Naming and Shaming'." British Journal of Political Science 51 (3): 1270 1291.
    - Reflection Paper due by 11:59pm
- Wednesday, November 26th: **THANKSGIVING BREAK = NO CLASS**
- Friday, November 28th: **THANKSGIVING BREAK = NO CLASS**

Week 17 (December 1st, and 2nd): Wrap-up

- Monday, December 1st: Wrap-up remaining discussions, exam review
- Tuesday, December 2nd: *(Friday Schedule)* **EXAM 3**