

University of Georgia
INTL 4620: Human Rights
Spring 2026, TR 2:55 pm – 4:15 pm
Caldwell Hall 204

Instructor: Dr. K. Chad Clay
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Office: GLOBIS, Room 621 @ 110 E. Clayton Street
Office Hours: Tuesdays, 1 – 2 pm, and Wednesdays, 2 – 3 pm
(Schedule office hour meetings here: <https://calendly.com/kchadclay/office-hours>)
Prerequisites: INTL 3200, INTL 3300, or permission of department
CRN: 64427

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 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. As such, we will discuss the various definitions of human rights, compare universal and culturally contingent perspectives on human rights, examine the sources of violation of human rights, and look at the role of international law and non-governmental organizations in defending human rights. 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:

- Summarize the Universal Declaration of Human Rights and the United Nations' core international human rights instruments, as well as the definitions of rights and terms used within that international human rights regime,
- 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,
- Apply existing theory to understand world events, as well as develop arguments and hypotheses regarding the causes of human rights respect and violation,
- List and summarize the general efficacy of several types of efforts aimed at improving respect for human rights,
- Formulate discussions and arguments using terminology appropriate for human rights specialist, social science, and general public audiences.

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.

Course Assignments & Grades

Exam 1 (23%), Exam 2 (23%) & Exam 3 (24%)

There will be three major tests given this semester. Each exam is cumulative. The first exam is tentatively scheduled for **February 26**. The second exam is tentatively scheduled for **April 7**. The third exam will be held on **May 5**.

Human Rights Data Project (10% 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 policymakers and analysts who seek to estimate the human rights effects of a wide variety of institutional changes and public policies. Indeed, 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), Amnesty International, the World Bank, the United Nations Development Programme (UNDP), the European Commission, and the U.S. Agency for International Development (USAID), among many others. (To see more examples of use cases, look at the "[Data in Action](#)" and "[Data in the Media](#)" pages on the [Human Rights Measurement Initiative's website](#)). As such, your work on this project is very serious and important, with implications that go far beyond your grade in this course.

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

Reflection Paper (Expository Essay) (5%)

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

The essay will be due on eLC on **April 23**, but you are welcome to turn it in well before that deadline. I expect your response to take the form of 3 to 5 double-spaced pages with 12 point font and one inch margins. It should make a persuasive argument in favor of your response to the prompt, based on a thesis statement and points supporting that thesis. These essays should NOT be simple summaries of someone else's argument. Instead, these papers should be argumentative in nature; you should strive to make ONE point in each paper and support it with evidence. In particular, essays in this course should synthesize information from multiple sources to present YOUR argument. That is, the key ingredient for a good grade on this reflection paper is a strong argument from you.

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

Conscientious Participation (15% of your grade)

Class participation is a necessary condition for satisfactory achievement in this class. 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 this class? It includes, 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, and
- Communicating in a respectful manner that encourages everyone to participate, as described in the Course Policies below.

As mentioned above, 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 caught up on the readings at all times.

Class attendance is a necessary condition for conscientious participation. As such, I will regularly take attendance in class. **However, if you are ill or if you strongly suspect that you have been exposed to COVID-19 or other contagious illnesses, you should not come to class. If you must be absent, please email me before class.** Frequent absences, particularly without notice, will lead to a reduced participation grade.

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 little attention to participation. As such, it is in your best interest to take the guidance in this section and participation in general seriously.

Course Policies & Information

1. Attendance, Participation, & Make-Up Policies

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.

If you must be absent, you will still be responsible for the material you miss. **We will have a collaborative notes document on eLC**, so you should be able to keep up with what you miss if you are not in class. 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 that 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.

2. Technology, including Laptops, Phones, & Artificial Intelligence

In general, **laptops are NOT to be used during class time**. There will be exceptions to this policy for certain class activities, but I will let you know when you will need a laptop for our class. Otherwise, your laptops should stay off your desks. 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.

I am open to the use of Generative Artificial Intelligence (AI) tools on select assignments in this course. Specific assignments will include details about whether the use of AI tools is allowable and why. However, any use of AI in this course must adhere to the following three principles, adapted from Dr. Maryann Gallagher's syllabi:

1. **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.
2. **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.
3. **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. Indeed, you should assume AI output is wrong unless you can verify it with other sources.

3. 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. 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.

4. 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 everyone has the opportunity to succeed. Diversity in this class should be viewed as a strength, and our class's success depends on creating a setting where everyone feels comfortable being 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 identity or status, and that all of us feel that our identities, experiences, and ways of understanding the world are well served by the course. As such, your suggestions and comments are welcome. If you feel something can be done to make the class more inclusive, or even just better for you personally, and feel comfortable sharing that information with me, please let me know.

5. 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 are 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.**

6. Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be through 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 to manage my email (<https://yesterbox.wordpress.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. I also try, to the extent possible, not to look at emails on weekends or holidays. As such, it can take as long as 2 working days to get a response from me, and sometimes it may take longer. If you have not heard from me within 2 working days 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 on Tuesdays from 1 to 2 pm and on Wednesdays from 2 to 3 pm. I will hold these office hours in person or over Zoom, whichever you prefer. If you would like to meet with me one-on-one during office hours, simply schedule a time (in 15-minute blocks) at this link: <https://calendly.com/kchadclay/office-hours>. If you need more time than 15 minutes, please select two 15-minute blocks back-to-back. However, I ask that you please not book more than two blocks for any given day.

If none of these times 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.

7. 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 reputable news source, like *The Washington Post*

(www.washingtonpost.com), *The Guardian* (www.theguardian.com), *The New York Times* (www.nytimes.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 blogs that may be useful for this course are Open Global Rights (www.openglobalrights.org/), The Duck of Minerva (duckofminerva.com/), and Good Authority (goodauthority.org/), among others.

8. Prohibition on Recording Lectures & Course Material Copyright

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.

Likewise, all course materials, including, but not limited to, all documents provided on the eLC website, slides, quizzes, graded assignments, handouts, and in-class lectures, are copyrighted. As such, you may NOT distribute course materials or post any content from the course online *without the instructor's express written permission*.

9. Grading Scale

Letter grades will be assigned as follows:

A	≥93	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	<60

10. Reasonable Accommodation

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

11. Well-being, Mental Health, and Student Support

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
- Accessibility & Testing: accessibility.uga.edu

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

12. Student Success Resources

The Office for Student Success and Achievement (OSSA) empowers students to achieve success throughout their academic journey. Through free peer tutoring, academic coaching, UNIV student success courses, Bulldog Basics, and first-generation student support, we promote well-being, student learning, and community building. To connect with OSSA, email ossa@uga.edu, call (706) 542-0163, or visit Milledge Hall (near Reed Hall and Sanford Stadium).

13. 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

Below is a preliminary class schedule. All readings should be available through UGA libraries, on eLC, and/or linked on the syllabus below.

Section 1: What are human rights? Where do they come from?

January 13

Introduction

Discussion: What are Human Rights?

January 15

Universal Declaration Activity

Assignments Due:

(1) Human Rights List

(2) About You Survey

January 20

Universal Declaration Activity

Reading Due:

Donnelly 2013, Part 1, Chapter 1: "The Concept of Human Rights"

January 22

Universal Declaration Activity

Reading Due:

Donnelly 2013, Part 1, Chapter 2 ("The Universal Declaration Model")

Donnelly 2013, Part 1, Chapter 4 ("Equal Concern and Respect")

Section 2: International Human Rights Law

January 27

Discussion: Human Rights & International Law

Reading Due:

OHCHR 2012, "[The United Nations Human Rights Treaty System](#)"

[Universal Declaration of Human Rights \(UDHR\)](#)

[All of the Core International Human Rights Instruments](#)

January 29

Discussion: Human Rights & International Law

Section 3: Universalism & Relativism

February 3

Discussion: Universalism & Relativism

Reading Due:

Donnelly 2003, “Cultural Relativism & International Human Rights” (on eLC)

*(Review Donnelly 2013, Chapter 4 if needed)

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”

February 5

Discussion: Universalism & Relativism

Reading Due:

Christiansen 2016, “[Christiansen on Jensen, 'The Making of International Human Rights: The 1960s, Decolonization, and the Reconstruction of Global Values'](#)”

Samson 2020 “[What is the colonialism of human rights?](#)”

Shetty 2018. “[Decolonising human rights.](#)”

Section 4: Measuring Human Rights

Note: Our human rights measurement section will reference many human rights data projects. For more information about any of those projects, please see the “Additional Human Rights Measurement Resources” document on eLC.

February 10

Activity: Human Rights Measurement

February 12

Discussion: Measuring Civil & Political Rights

Reading Due:

Review the [ICCPR](#)

Clay & LaVelle 2024, “Human Rights Measurement”

Ulfelder 2015, “It’s Getting Better All The Time” (Or, for a more (not required) in-depth look, Fariss 2014, “Respect for Human Rights has Improved Over Time”)

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

February 17

Discussion: Measuring Economic & Social Rights

Reading Due:

Review the [ICESCR](#)

Office of the United Nations High Commissioner for Human Rights. 2005.

[“Economic, Social and Cultural Rights: Handbook for National Human Rights Institutions.”](#)

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

Barry, Cingranelli, and Clay 2022, "Labor Rights in Comparative Perspective: The WorkR Dataset”

February 19

Discussion: Human Rights Measurement Initiative (HRMI)

Activity: Human Rights Measurement #2

Reading Due:

[HRMI Methodology Summaries](#) (Click and read everything under all of the “Show More” buttons):

<https://humanrightsmmeasurement.org/methodology/>

HRMI Website: <https://humanrightsmmeasurement.org/>

HRMI RightsTracker: <https://rightstracker.org/>

(For a more (not required) in-depth look, read the most recent methodology handbooks here: <https://humanrightsmmeasurement.org/methodology-handbook/>)

Section 5: Exam #1

February 24

Wrap up previous discussions

Review for exam

February 26

Exam #1

Section 6: Theories of Human Rights Respect, Protection, & Fulfillment

March 3

Discussion: Introduction to Human Rights Coding Assignment

Discussion: Why do state actors abuse human rights?

Reading Due:

Poe 2004, “The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression” (Chapter 2 of Carey & Poe 2004)

Englehart 2009, “State Capacity, State Failure, & Human Rights”

Butler, Gluch, and Mitchell 2007, “Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument.”

Beger and Hill 2019, “Examining repressive and oppressive state violence using the Ill-Treatment and Torture data”

March 5

Activity: Reviewing Human Rights Coding Assignment Training

Activity: Theorizing Human Rights’ Respect, Protection, & Fulfillment

After Activity:

See Additional Suggested Readings on eLC

March 9 – 13

Spring Break

March 17

Discussion: Understanding Dissent & Repression

Reading Due:

Mason 2004, *Caught in the Crossfire*, Chapters 1-2 & 4-6

Watch: *Star Wars, Episode IV: A New Hope* (Optional, but helpful)

Section 7: Physical Integrity Rights Abuses: Genocide & Torture

March 19

Discussion: Defining & Understanding Genocide

Activity: What happened in Rwanda?

Reading Due:

[Convention on the Prevention and Punishment of the Crime of Genocide](#)

Schabas 2009, “[Genocide](#)”

Watch: Ghosts of Rwanda

March 24

Discussion: Defining & Understanding Torture

Activity: Understanding the Torture Debate

Reading Due:

Review the [CAT](#)

Schulz, *The Phenomenon of Torture*. Pages 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.”
<https://www.motherjones.com/politics/2014/12/cia-torture-report-abuses-rectal-feeding/>.

Section 8: Discrimination & Membership

March 26

Discussion: What is discrimination? How is it defined in international law? What does international law prescribe for fighting discrimination in human rights practices?

Reading Due:

Review: [CEDAW](#), [ICERD](#), & [CRPD](#)

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

Daniel 2010, “The Intent Doctrine and CERD: How the United States Fails to Meet Its International Obligations in Racial Discrimination Jurisprudence.” Pgs. 263-300.

Achiume 2020, “Black Lives Matter and the UN Human Rights System: Reflections on the Human Rights Council Urgent Debate.” <https://www.ejiltalk.org/black-lives-matter-and-the-un-human-rights-system-reflections-on-the-human-rights-council-urgent-debate/>

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

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

Lord and Brown 2011, “The Role of Reasonable Accommodation in Securing Substantive Equality for Persons with Disabilities: The UN Convention on 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.

March 31

Discussion: Children’s Rights

Discussion: Discrimination on the basis of sexual orientation, gender identity, or the expression of sexual characteristics (SOGIESC) in international law

Discussion: UNDRIP, the rights of Indigenous People, and Cultural Rights

Reading Due:

Review: [CRC](#)

Mocclair, “In America, Kids Come Last” (<https://brownpoliticalreview.org/2022/04/in-america-kids-come-last/>)

Fiala, Kaletski, & Watson 2022, “Children’s rights are at risk (but there’s more to the story)”:
<https://theloop.ecpr.eu/childrens-rights-are-at-risk-but-theres-more-to-the-story/>

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
Activist's Guide to the The Yogyakarta Principles, Pages 1-37.
http://yogyakartaprinciples.org/wp-content/uploads/2016/10/Activists_Guide_English_nov_14_2010.pdf
United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP):
<https://undocs.org/A/RES/61/295>.
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>.

Section 9: Exam #2

April 2

Wrap up previous discussions
Review for exam

April 7

Exam #2

Section 10: Rights Across Borders

April 9

Discussion: The Refugee Convention, Non-Refoulement, & Asylum

Reading Due:

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

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

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

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

April 14

Discussion: Human Trafficking & Sex Work

Reading Due:

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

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

Amnesty International, "Sex Workers' Rights are Human Rights."

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

- Solon, Olivia. 2020. "Pornhub crackdown by credit card companies cuts off sex workers' livelihoods." NBC News (December 15).
<https://www.nbcnews.com/business/businessnews/pornhub-crackdown-credit-card-companies-cuts-sex-workers-livelihoods-n1251246>
- Kessler 2015, "Why You Should Be Wary of Statistics on 'Modern Slavery' and 'Trafficking,'" <http://www.washingtonpost.com/blogs/fact-checker/wp/2015/04/24/why-you-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/>
- Watch: "Sex Trafficking: How it Works." <https://youtu.be/ClOpws3XgwY>

Section 11: International Efforts to Protect Human Rights

April 16

Discussion: Foreign Government Interventions & Human Rights

Reading Due:

DeMeritt 2015, "Delegating Death: Military Intervention and Government Killing"

Krain 2005, "International Intervention and the Severity of Genocides and Politicides"

Clay 2018, "Threat by Example: Economic Sanctions and Global Respect for Human Rights"

April 21

Discussion: International Non-Governmental Human Rights Organizations

Reading Due:

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

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

April 23

Wrap-up previous discussions and activities

Prepare for exam

Section 12: Exam #3

May 5 (3:30 – 6:30 PM)

EXAM #3