University of Georgia
INTL 4622R: GLOBIS Human Rights Research
Spring 2026, TR 11:35 AM – 12:55 PM
110 E. Clayton Street, 6th Floor, CITS/GLOBIS Conference Room

Instructor:	Dr. K. Chad Clay
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Office Hours:	Tuesdays, 1 – 2 pm, and Wednesdays, 2 – 3 pm (Schedule office hour meetings here: https://calendly.com/kchadclay/office-hours)
Prerequisite:	Permission of Department
CRN:	70549

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 & Student Objectives

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

By the end of this course, students will be able to:

(1) produce independent social scientific research on human rights,
(2) apply coding guidelines to produce quantitative human rights data, such as the Human Rights Measurement Initiative (HRMI) and the Sub-National Analysis of Repression Project (SNARP), and
(3) effectively communicate social scientific findings and general human rights information to academic, practitioner, and public audiences using several different means of communication, including data visualization, videos, policy briefs, and blog posts.

Required Readings:

We will have several required readings covering human rights and research design; some can be found in the preliminary course schedule below. A thorough literature review of an area of your own interest will also be a required part of this course. We will likely tackle multiple topics over the course of the semester based on student interest and ongoing lab projects.

We will draw heavily from one required book this semester:

Kellstedt, Paul M., and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. 3rd Ed. https://www.cambridge.org/highereducation/books/the-fundamentals-of-political-science-research/D216914982BC901C8E50461818D387A7#overview

I also recommend purchasing the Stata Companion to that book, as it may help you with some of the Stata commands we will be using in the class.

Kellstedt, Paul M., and Guy D. Whitten. 2019. *A Stata Companion for the Third Edition of The Fundamentals of Political Science Research*. https://www.cambridge.org/highereducation/books/a-stata-companion-for-the-third-edition-of-the-fundamentals-of-political-science-research/C190C42E833ACDB1C6CC72056754AB3B#overview

Course Assignments & Grades

Research Basics Assignments (15% of your grade)

Over the course of the semester, you will be given several brief assignments that require you to apply what we have learned in class. The intention of these assignments is to ensure that you grasp the basic substance of the class and to encourage you to engage better with material that you are perhaps less familiar with. I will follow up with more information on these assignments throughout the semester.

Lab Assignments (30% of your grade)

Over the course of the semester, we will likely take on several projects related to GLOBIS Human Rights Research work. While these projects vary from semester to semester, a couple of examples that we are likely to work on can be found below.

Human Rights Data Projects

As a part of this course, you will have the opportunity to gain experience with the assessment of government human rights practices by working with a human rights data project. Human rights data like these are utilized by scholars and students who seek to test theories about the causes and consequences of human rights violations, as well as policymakers and analysts who seek to estimate the human rights effects of a wide variety of institutional changes and public policies. Indeed, previous data projects that I have worked on have been utilized by hundreds of governments and organizations worldwide, including the United States Millennium Challenge Corporation (MCC), the World Bank, the United Nations Development Programme (UNDP), the European Commission, and the U.S. Agency for International Development (USAID), among others. As such, your work on this project is very serious and important, with implications that go far beyond your grade in this course.

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

GLOBIS Human Rights Research Lab Videos or Podcasts

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

Blog Posts and/or Research Digests

You will also have the opportunity to prepare blog posts or research digests that could potentially be published online. More details on these opportunities will be presented as the semester progresses.

Human Rights Research Projects (35% of final grade)

By the end of the class, I would like you to produce one unique creative research product. In its simplest form, this project would be a research paper. This paper should rely on scholarly research, as well as research that you conduct on your own, to address a question concerning

some aspect of human rights. The paper should be 18-35 double-spaced pages in length and should rely on no fewer than 15 academic sources.

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

I have found throughout my career that co-authorship with colleagues can be a terrific, rewarding experience. As such, if you would like to work with one or more of your fellow students on your project, you are welcome to do so. That said, if you decide to co-author your final project for this class, you should be aware that the expectations for the final product will be higher, and your final grade will be inexorably linked to that of your co-author, regardless of outcome. Thus, if you would like to co-author your class project, you must receive authorization from the instructor at the project proposal stage, so that expectations can be clearly discussed.

I also find that students leave far too many papers from previous classes aside in order to write new papers for the courses they are currently taking. Sadly, it seems that many promising ideas are scrapped after a class is over due to the student's perception that they lack the time to bring those ideas to fruition. As such, I am willing to let students continue to work on a pre-existing project for their research paper if (1) the topic of the paper fits with the overall topic of the class, (2) a copy of the previous version of the paper is turned in to me at the project proposal stage discussed below, and (3) the student meets with me to discuss what will be expected on their final paper. As with co-authored papers, the expectations for the final product in these cases will be higher.

There will be a series of deadlines to help guide you through this process over the course of the semester. If you are building on a project from a previous semester, I expect you to turn in "Research Memos" during the first two months of the semester to update me on the progress you have made on your project over the last few weeks. These memos shouldn't be longer than 1-2 pages, and they should focus on (1) what you have accomplished in the past month, (2) what you hope to do in the next month, and (3) any questions you have for me about your work and how to progress. The due dates for these memos are **January 30** and **February 27.** The remainder of your schedule will align with what is found below.

If you are starting a new project this semester, the expectations will differ slightly, though the deadlines will be the same. They are as follows:

- January 30 - **Project Proposal & Annotated Bibliography**: This assignment should consist of one or two paragraphs describing your research question and project approach. You must also provide an annotated bibliography containing at least 10 academic

sources, each with information describing the source and why the source is relevant to your project.

- February 27 - **Revised Proposal & Outline:** A revised version of your proposal, with a detailed outline of your project (should be 3-4 pages).

- March 31 - **First Draft:** Draft of at least the first 2/3 of your project, with an outline of any remaining parts.

- April 10 - **Peer Responses:** Responses to the two separate drafts, written by your colleagues, that you were responsible for reviewing (should be about 1 page each).

- April 27 **- Final Draft**

Attendance, Participation, & Conscientiousness (20% of final 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

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

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

- Attending class sessions,
- Staying up to date on class readings, lectures, and discussions,
- 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,
- Being aware of the various projects being conducted in the Lab at any given time, and participating in the planning and conduct of those projects,
- Staying in contact with the instructor, lab director, and other lab members,
- Giving sufficient time and effort to lab projects commensurate with the research component of this class, requiring at least 135 hours of research work over the course of the semester,
- Being a good teammate to other lab members, and
- Communicating in a respectful manner that encourages everyone to participate, as described in the Course Policies below.

I intend to maintain an active conversation space on other communication platforms we may use in the Lab (e.g. Slack). Participation in those spaces is just as valuable as participation in the classroom. I will be taking note of both the quantity and the quality of your contributions to class discussions.

Our class will have required in-person meetings on Tuesdays and Thursdays. 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 send me an email before class.** Frequent absences, particularly without notice, will lead to a reduced participation grade.

Finally, I should note that points for attendance and participation are not simply given out; they are earned. Attendance and participation often raise grades in my classes. However, others have found their grades lowered when they paid little attention to attendance and participation. As such, it is in your best interest to attend class and participate in discussions where appropriate.

Course Policies

1. Student Time Requirements

Our class will meet in person on Tuesdays and Thursdays, but this class will probably require more work outside of the classroom than your typical course. In general, students will be expected to spend at least 9 hours per week outside of class on GLOBIS Human Rights Research

Lab tasks, including time spent in meetings with the instructor. As noted in the course's description in the UGA Bulletin, a minimum of 135 hours of research work is required.

2. 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 lab 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.

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

In general, **laptops are necessary in this class**, as they are often needed for the work we will be doing. However, I may ask you to put your laptops away for class activities or if I feel they are becoming an unnecessary distraction. If you need to use a laptop in class at all times, 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. **Likewise, laptops should only be used for class-relevant activities while in the classroom.** Using your laptop for other purposes often distracts those around you and may disrupt the class as a whole. 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.

4. Academic Honesty

As a University of Georgia student, you have agreed to abide by the Student Honor Code, stating: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found on the Academic Honesty website: https://honesty.uga.edu/. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. 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.

5. Creating an Inclusive Class

I will do my best to ensure that all students can thrive in this course, regardless of their identities or backgrounds. My goal is to create an inclusive classroom where 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.

6. Class Discussion and Debate

In keeping with the above material on creating an inclusive class environment, it is important that we set some ground rules surrounding class discussion and debate. Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. As such, please abide by the following guidelines in all class discussions:

- Listen respectfully, without interrupting.
- Listen actively, with an ear to understanding others' views, rather than simply thinking about what you going to say while someone else is talking.
- Criticize ideas, not individuals.
- Allow everyone a chance to speak.
- Do not make assumptions about any member of the class or generalizations about social groups.
- Do not ask individuals to speak for their (perceived) social group.
- Never use discriminatory language or engage in personal attacks.

As a group, we may choose to add to this list over the course of the semester, as necessary. We will discuss this further in class. However, at a minimum, all students are expected to engage in class discussions in good faith, in an environment of mutual care and respect. **Discriminatory language and personal attacks will not be tolerated.**

7. Communicating with the Instructor & Lab Director

My primary method of communicating with you outside of class time/office hours will be thorough email and eLC. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, changes to the class schedule, updated information about what is available on eLC, and other valuable information will be sent to this account over the course of the semester. Please check it regularly.

That said, I recognize that email is not fun. Indeed, I receive far too many emails every day, and it is one of the top sources of stress in my work life. As such, I use the Yesterbox method 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.

We will also use a Slack workspace for our work in this class, and you may find that it is an easier way of staying in touch with me and with each other. More information will be shared about this in class.

8. Staying Informed

In this course, we will often discuss current political events and issues. It is, therefore, important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as *The 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.

9. Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make their own visual or audio recordings of any aspect of this course. I may provide video recordings of some of our classes on eLC, but all students with access to recordings of this class must agree that they:

- Will use the recordings only for their own personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.

- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.

Violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

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*.

10. 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

11. 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.

12. 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.

13. 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).

14. Changes to the Syllabus & Other Plans

The course syllabus is a general plan for the course; deviations announced to the class by the instructor WILL be necessary. I will almost certainly add additional required readings to the schedule below. Further, the Lab is a different kind of class; we are not only learning together this semester, but we are working on shared projects that require us to stay in touch. As such, I reiterate the absolute necessity that you (1) stay up to date with the information on eLC and (2) check your email regularly.

Preliminary Course Schedule

Week 1: Course Description & Human Rights Recap

Required Readings:

- Universal Declaration of Human Rights (UDHR): http://www.un.org/en/documents/udhr/
- The Core International Human Rights Instruments listed and linked here: https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx
- Donnelly, Jack. 2013. *Universal Human Rights in Theory & Practice*. 3rd ed. Ithaca: Cornell University Press. Chapters 1 – 4.
- Poe, Steven C. 2004. "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*. Ashgate, pp. 16-42.
- Beger, A., and Hill Jr, D. 2019. "Examining repressive and oppressive state violence using the Ill-Treatment and Torture data." Conflict Management and Peace Science 36 (6): 626-644.

Week 2: What does a research project look like?

Required Readings:

- Kellstedt and Whitten, Chapter 1
- Selection from "Research Methods Knowledge Base"
    - Structure of Research: https://conjointly.com/kb/structure-of-research/
- Clay, K. Chad. 2018. "Threat by Example: Economic Sanctions and Global Respect for Human Rights." *Journal of Global Security Studies* 3 (2): 133-149.

Week 3: Research Questions

Required Readings:

- King, Keohane, and Verba. 1994. *Designing Social Inquiry*. Chapter 1, pages 14-19. Available online via UGA libraries: https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=77942604&site=ehost-live&scope=site&custid=uga1 (Make sure you log in first).
- Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Chapter 2, pages 27-35. Available online via UGA libraries: https://galileo-uga.primo.exlibrisgroup.com/permalink/01GALI_UGA/8aosjm/alma9929574043902959. (Make sure you are logged in and click on "Full Text Available at HathiTrust."

Week 4: Theory & Hypotheses

Required Readings:

- Kellstedt and Whitten, Chapter 2
- Poe, Steven C. 2004. "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*. Ashgate, pp. 16-42.
- Read at least one of the following two articles:
    - Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2): 163-180.
    - And/Or: Butler, Christopher K., Tali Gluch, and Neil Mitchell. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." *Journal of Peace Research* 44 (6): 669-687.
- Read at least one of the two following articles:
    - Beger, A., and Hill Jr, D. 2019. "Examining repressive and oppressive state violence using the Ill-Treatment and Torture data." *Conflict Management and Peace Science* 36 (6): 626-644.
    - Franklin, James C. 2019. "Human Rights on the March: Repression, Oppression, and Protest in Latin America." *International Studies Quarterly* 64 (1): 97-110.

Weeks 5 & 6: Conceptualization, Operationalization, & Measurement

Required Readings (Week 5):

- Kellstedt and Whitten, Chapter 5
- Adcock and Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95 (3): 529-546.
- Clay and LaVelle. 2024. "Human Rights Measurement"

Required Readings (Week 6)

- Wood, Reed M., and Mark Gibney. 2010. "The Political Terror Scale: A Re-Introduction and a Comparison to CIRI." *Human Rights Quarterly* 32 (2): 367-400.
    - Political Terror Scale website: https://www.politicalterrorscale.org/
- Cingranelli, David L., and David L. Richards. 2010. "The Cingranelli – Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32 (2): 401-424.
    - Old CIRI website: http://www.humanrightsdata.com/
    - New CIRIGHTS website: https://cirights.com/
- 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.
- Cordell, et al., 2024. "Comparing State Repressive Actions: Classifying the Content of Physical Integrity Rights Abuse Allegations using Machine Learning Methods."
- Clay, K. Chad, Ryan Bakker, Anne-Marie Brook, Daniel W. Hill, Jr., and Amanda Murdie. 2020. "Using practitioner surveys to measure human rights: The Human Rights Measurement Initiative's civil and political rights metrics." *Journal of Peace Research* 57 (6): 715-727.
    - HRMI website: https://humanrightsmeasurement.org/
    - HRMI Rights Tracker: https://rightstracker.org/
- Fukuda-Parr, Sakiko, Terra Lawson-Remer, & Susan Randolph. 2009. "An Index of Economic and Social Rights Fulfillment: Concept & Methodology." *Journal of Human Rights* 8: 195-221.
    - Or, preferably: Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2015. *Fulfilling Social and Economic Rights*. New York: Oxford University Press.
    - HRMI website: https://humanrightsmeasurement.org/
    - HRMI Rights Tracker: https://rightstracker.org/
- Barry, Cingranelli, and Clay. 2022. "Labor rights in comparative perspective: The WorkR dataset." *International Interactions* 48 (2): 327-344.
    - Also in the CIRIGHTS dataset: https://cirights.com/

Week 7: Research Design & Introduction to Analysis

Required Readings:

- Kellstedt and Whitten, Chapters 3 & 4

Week 8: Starting to work with Quantitative (Observational) Data

Required Readings:

- Kellstedt and Whitten, Chapter 6
- Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993." *International Studies Quarterly* 43 (2): 291-313.
- Hill, Daniel W., Jr., and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." *American Political Science Review* 108 (3): 661-687.
- Clay, K. Chad, and Matthew R. DiGiuseppe. 2017. "The Physical Consequences of Fiscal Flexibility: Sovereign Credit and Physical Integrity Rights." *British Journal of Political Science* 47 (4): 783-807.

Week 9: Probability & Statistical Inference

Required Readings:

- Kellstedt and Whitten, Chapter 7

Week 10: Surveys

Required Readings:

- Berinsky, Adam J. 2017. "Measuring Public Opinion with Surveys." *Annual Review of Political Science* 20 (1): 309-329.
- Pick 2 of the following 4:
    - Barton, Dona-Gene, Courtney Hillebrecht & Sergio C. Wals. 2017. "A neglected nexus: Human rights and public perceptions." *Journal of Human Rights* 16:3, 293-313, DOI: 10.1080/14754835.2016.1261013.
    - Allendoerfer, Michelle Giacobbe. 2017. "Who cares about human rights? Public opinion about human rights foreign policy." *Journal of Human Rights* 16:3, 428-451, DOI: 10.1080/14754835.2015.1129603.
    - Murdie, Amanda, and Carolin Purser. 2017. "How protest affects opinions of peaceful demonstration and expression rights." *Journal of Human Rights* 16 (3): 351-369.
    - Koo, Jeong-Woo. 2017. "The construction of human rights actorhood: Findings from the Korean General Social Survey." *Journal of Human Rights* 16 (3): 261-275, DOI: 10.1080/14754835.2016.1236330.

Week 11: Experiments & Near-Experiments

Required Readings:

- Kellstedt and Whitten, pages 77-92. (Review)
- McEntire, Kylo Jo, Michele Leiby, and Matthew Krain. 2015. "Human Rights Organizations as Agents of Change: An Experimental Examination of Framing and Micromobilization." *American Political Science Review* 109 (3): 407–426.

- Balcells, Laia, Valeria Palanza, and Elsa Voytas. 2022. "Do Transitional Justice Museums Persuade Visitors? Evidence from a Field Experiment." *Journal of Politics* 84 (1): https://doi.org/10.1086/714765.
- Carnegie, Allison, and Nikolay Marinov. 2017. "Foreign Aid, Human Rights, and Democracy Promotion: Evidence from a Natural Experiment." *American Journal of Political Science* 61 (3): 671-683.

Week 12: Qualitative Methods

Required Readings:

- Gerring, John. 2017. "Qualitative Methods." Annu. Rev. Polit. Sci. 2017. 20:15–36.
- Seawright, J, and Gerring, J. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly*. 61(2):294-308.
- Hillebrecht, Courtney. 2012. "The Domestic Mechanisms of Compliance with International Human Rights Law: Case Studies from the Inter-American Human Rights System." *Human Rights Quarterly* 34: 959-985.

Week 13: Presenting Human Rights Research to the World

Required Readings:

- Carsey, Thomas M. 2020. Chapters 9 & 10, "Presenting Your Research" & "Professional Conferences," in *Tom's Comments*: https://cdr.lib.unc.edu/concern/journals/gf06g844b
- Bridging the Gap Project: https://bridgingthegapproject.org/
- Murphy, Anne Marie, and Andreas Fulda. 2011. "Bridging the Gap: Pracademics in Foreign Policy" Political Science and Politic 44(2): 279-283.
- Ethics of Engagement: https://www.sieethicalengagement.com/
- McEntire, Kyla Jo, Michele Leiby, and Matthew Krain. 2015. "Human Rights Organizations as Agents of Change: An Experimental Examination of Framing and Micromobilization." American Political Science Review 109 (3): 407-426.
- Hope-based comms: a strategy for change: https://www.hope-based.com/

Week 14: Best Practices in Research

Required Readings:

- Elman, Colin, Diana Kapiszewski, and Arthur Lupia. 2018. "Transparent Social Inquiry: Implications for Political Science." *Annual Review of Political Science* 21(1): 29-47.
- Dion, Michelle L., Jane Lawrence Sumner, and Sara McLaughlin Mitchell. 2018. "Gendered citation patterns across political science and social science methodology fields." *Political analysis* 26(3): 312-327.
- Lupu, Noam and Kritsin Michelitch. 2018. "Advances in Survey Methods for the Developing World." *Annual Reviews of Political Science* 21: 195-214.

- Buhrmester, Micharl D., Sanaz Talaifar, and Samuel D. Gosling. 2018. “An Evaluation of Amazon’s Mechanical Turk, Its Rapid Rise, and Its Effective Use.” *Perspectives on Psychological Science* 13(2): 149 – 154.
- Berinsky, Adam J., James N. Druckman, and Teppei Yamamoto. 2021. "Publication Biases in Replication Studies." *Political Analysis* 293: 370-384
- The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. “The Belmont Report.” Available: https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html.
- **Assignment:** Complete Human Subjects Training for Social & Behavioral Research: https://research.uga.edu/hrpp/citi-training/.