

University of Georgia
INTL 8285: Human Rights
Fall 2026, Thursday 2:55-5:35 PM
Candler Hall Bo4

Instructor: K. Chad Clay (he/him)
Email: kcclay@uga.edu
Office: GLOBIS (110 E Clayton Street, 6th floor, Room 621)
Office Hours: Tuesdays, 2-4 PM, and by appointment
Schedule your meeting here: <https://calendly.com/kchadclay/office-hours>
Prerequisites: INTL 6200 or permission of department

Land and Labor Acknowledgments

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. Further, we will discuss many methods used to measure, study, and analyze 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 structure of the international human rights regime and the definitions of rights and terms used within that regime.
- Describe and use several different methods of measuring human rights outcomes.
- Identify many of the causes of human rights respect, protection, and fulfillment established in the existing social scientific literature.
- Generate theory and hypotheses regarding the causes and consequences of human rights outcomes.

- 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.
- Design and conduct original research on the topic of human rights.

Course Assignments & Grades

Human Rights Basics Quizzes (30% of your grade)

Over the course of the semester, I will give you a few brief quizzes covering basic material from the classes. They are not meant to be difficult. Rather, the intention of these quizzes is to ensure that you are grasping the basic substance of the course and to encourage you to better engage with the material that you encounter that you are perhaps less familiar with. I will follow up with more information on these quizzes as the semester progresses.

Human Rights Research (30% of your grade)

By the end of the class, I would like you to produce one unique creative research product. In its simplest form, this project would be a research paper (and, if you are a PhD student, this is its required form). 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 20-35 double-spaced pages in length and should rely on no fewer than 15 academic sources.

If you are a Master's student, you are not limited to producing a research paper for the course. I am open to the final project taking many forms, including an educational video, a podcast, a series of short-form articles or policy papers, a research digest, or a 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 to write new papers for the courses they are currently taking. Sadly, many promising ideas are scrapped after a class ends because students perceive they lack the time to bring them 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.

To help you get started on the project, you will be expected to submit several intermediate products en route to the final draft over the course of the semester. Those products and deadlines are as follows:

- September 10 - **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.
- October 8 - **Revised Proposal & Outline:** A revised version of your proposal, with a detailed outline of your project (should be 3-4 pages).
- November 5 - **First Draft:** Draft of at least the first 2/3 of your project, with an outline of any remaining parts.
- November 12 - **Peer Responses:** Responses to the two separate drafts, written by your colleagues, that you were responsible for reviewing (should be about 1 page each).
- December 3 - **Final Draft**

Applied Human Rights Project (10% of your grade)

To give you insight into applied human rights work, we will likely take on a project related to GLOBIS Human Rights Research. While these projects vary from semester to semester, a few examples we may work on are listed below.

Human Rights Data Projects

As a part of this course, you may 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. (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.

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

Videos or Podcasts

GLOBIS is dedicated to producing educational materials that help people understand human rights issues outside of an academic setting. As such, if you work on one of these projects, you will be involved in producing a video or podcast for eventual public sharing via GLOBIS' online platforms or another 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.

Research Digests

You may have the opportunity to prepare research digests that could be published online and used by practitioners to inform their human rights work.

Applied Data Management Project (10% of your grade)

One of the biggest hurdles students face in the completion of their early-career research projects is in the creation, management, and analysis of data sets. As such, by **October 29**, I want you to (1) create a data set that merges information from at least 3 sources, (2) perform some kind of analysis of those data (ideally an analysis that helps you make progress on your research paper for the course), (3) write up the research design and results of that analysis and (4) turn in that research design and analysis, alongside a complete script file that details how you conducted each step along the way.

We will be discussing this project several times in class.

Conscientious Participation (20% 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. 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 this class will be expected to actively participate in and contribute to planning research activities, class discussions, and other aspects of the class. Beyond those matters, what does conscientious participation look like in this class? It includes, but is not limited to:

- Being a critical reader, as described above,
- Attending class sessions,
- Staying up to date on class readings, lectures, and discussions,
- Participating in class discussions where possible,
- 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 in 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.

There may also be small assignments that will contribute to your final participation grade. As a result, it is important that you stay caught up on the readings at all times.

Our class will have required in-person meetings on Thursdays. Class attendance is a necessary condition for conscientious participation. **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. Attendance, Participation, & Make-Up Policies

As explained above, participation accounts for a sizable portion of your grade in the class, and attendance is a necessary condition for a good participation grade. However, if you feel ill or strongly suspect you have been exposed to COVID-19 or other contagious illnesses, 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. If you must be absent, 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. 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 a quiz is given, you must make arrangements for your makeup quiz. The quiz should be made up as close as possible to the exam date. If you are not able to attend class when we are doing group work on 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.

2. 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 reserve the right to 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 Accessibility and Testing office.

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 be used only for class-relevant activities 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 and UGA's suggested guidelines:

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 an academic honesty violation. Each assignment should include, when relevant, an aa disclosure 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. You may not represent output generated by AI as your own work. Any use of text from AI output must be appropriately cited, including quotation marks and in-line citations for direct quotes. If you must cite AI-generated work, [this APA Style article may be helpful](#).
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 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 UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found on the Academic Integrity website:

<https://integrity.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 all people are given every 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 to be creative in an environment of mutual support, respect, and understanding. I will strive to ensure that the class feels welcoming to everyone, regardless of race, ethnicity, age, gender identity, gender expression, sexuality, nationality, disability, cultural background, religion, socioeconomic status, or other 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 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 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 check email on weekends or holidays. As such, it may take me 2 working days to respond, and sometimes longer. If you have not heard from me within 2 working days of sending an email and need a response urgently, please feel free to email me again and let me know it is urgent. I will not be offended.

I have posted office hours on Tuesdays from 2 pm to 4 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. 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*.

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. If you need suggestions about news sources to follow, please let me know.

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, anytime, anyplace. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

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

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

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 syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. I will almost certainly add additional required readings to the schedule below. Furthermore, we are not only learning together this semester but also 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 – August 20: Introduction to the Class & Class Activity

Week 2 – August 27: What are human rights?

1. Donnelly, Jack. 2013. *Universal Human Rights in Theory & Practice*. 3rd ed. Ithaca: Cornell University Press. Chapters 1 – 7.
2. Universal Declaration of Human Rights (UDHR):
<http://www.un.org/en/documents/udhr/>
3. The Core International Human Rights Instruments listed and linked here:
<https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>
4. Key pages from OHCHR:
 - a. What are human rights? <https://www.ohchr.org/en/what-are-human-rights>

- b. International Human Rights Law: <https://www.ohchr.org/en/instruments-and-mechanisms/international-human-rights-law>
- c. Status of Ratification Interactive Dashboard: <https://indicators.ohchr.org/>
- d. Instruments & Mechanisms: <https://www.ohchr.org/en/instruments-and-mechanisms>
5. Samson, Solin. 2020 “What is the colonialism of human rights?” <https://hrcsessex.wordpress.com/2020/08/07/what-is-the-colonialism-of-human-rights/>.
6. Shetty, Salil. 2018. “Decolonising human rights.” <https://www.amnesty.org/en/latest/news/2018/05/decolonizing-human-rights-salil-shetty/>.
7. Christiansen, Samantha. 2013. “Christiansen on Jensen, 'The Making of International Human Rights: The 1960s, Decolonization, and the Reconstruction of Global Values.'” <https://networks.h-net.org/node/28443/reviews/148548/christiansen-jensen-making-international-human-rights-1960s>.

**Week 3 – September 3: Understanding International Human Rights Law I
(No Class Meeting This Week – Discussion on September 10)**

1. 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)
2. Office of the United Nations High Commissioner for Human Rights. 2005. “Economic, Social and Cultural Rights: Handbook for National Human Rights Institutions.” <http://www.ohchr.org/Documents/Publications/training12en.pdf>. (Pages 1-28)
3. Weiner, Robert. 2018. “The Law of Genocide.” *Oxford Research Encyclopedia of International Studies*. <https://doi.org/10.1093/acrefore/9780190846626.013.338>
4. Rodley, Nigel, and Matt Pollard. 2011. *The Treatment of Prisoners under International Law* (3rd edn). <https://academic.oup.com/book/8116>. Chapter 3.
5. International Legal Document Readings
 - a. The 1951 Refugee Convention and its 1967 Protocol: <https://www.unhcr.org/en-us/1951-refugee-convention.html>
 - i. Make sure you download and read the following pdf, linked on the page above: <https://www.unhcr.org/media/convention-and-protocol-relating-status-refugees>
 - b. UN Protocol to Prevent, Suppress and Punish Trafficking in Persons: <https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx>
 - c. Convention on the Prevention and Punishment of the Crime of Genocide: https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf
 - d. CCPR General Comment No. 25: Article 25 (Participation in Public Affairs and the Right to Vote), The Right to Participate in Public Affairs, Voting Rights and the Right of Equal Access to Public Service: <https://www.refworld.org/docid/453883fc22.html>

**Week 4 – September 10: Understanding International Human Rights Law II
(Class Discussion This Week Will Cover Readings from Weeks 3 & 4)**

1. 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)
2. Daniel, Audrey, 2011. The Intent Doctrine and CERD: How the United States Fails to Meet Its International Obligations in Racial Discrimination Jurisprudence. *DePaul J. Soc. Just.*, 4, p.263. (Pages 263-300)
3. Lord, Janet E., and Rebecca 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." In Rioux, Basser, and Jones (eds)., *Critical Perspectives on Human Rights and Disability Law*. https://www.escr-net.org/sites/default/files/article_RebeccaBrown_Reasonableness-for-Convention-for-persons-with-disabilities.pdf (Pages 273-281).
4. International Legal Document Readings
 - a. The Yogyakarta Principles: http://yogyakartaprinciples.org/wp-content/uploads/2016/08/principles_en.pdf
 - b. The Yogyakarta Principles +10: http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf
 - c. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP): <https://undocs.org/A/RES/61/295>.

Week 5 – September 17: Measuring Human Rights I

Don't be daunted by this long list – we'll break it up in the class.

1. Clay, K. Chad, and Meridith LaVelle. 2023. "Human Rights Measurement." *Oxford Research Encyclopedia of International Studies*. <https://doi.org/10.1093/acrefore/9780190846626.013.808>
2. 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.
3. 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.
4. Cordell, Rebecca, K. Chad Clay, Christopher J. Fariss, Reed M. Wood, and Thorin M. Wright. 2022. "Disaggregating Repression: Identifying Physical Integrity Rights Allegations in Human Rights Reports." *International Studies Quarterly* 66 (2): squac016. <https://doi.org/10.1093/isq/sqac016>.
5. Randolph, Susan, Thalia Kehoe Rowden, Shaan Badenhorst, John Stewart, K Anne Watson, Stephen Bagwell, and Nicole Anderson. 2026. "Human Rights Measurement Initiative Methodology Handbook: Economic and Social Rights Scores." June 2026. <https://humanrightsmmeasurement.org/wp-content/uploads/2026/06/HRMI-ESR-2026-Methodology-Handbook.pdf>.
6. Barry, Colin M., David L. Cingranelli, and K. Chad Clay. 2022. "Labor rights in comparative perspective: The WorkR dataset." *International Interactions* 48 (2): 327-344. DOI: 10.1080/03050629.2022.2040495
7. Hill, Daniel W., Jr. and K. Anne Watson. 2019. "Democracy and Compliance with Human Rights Treaties: The Conditional Effectiveness of CEDAW." *International Studies Quarterly* 63(1): 127-138.

- a. CEDAW Compliance Codes Dashboard: <https://www.kannewatson.com/c3-dashboard>

Week 6 – September 24: General Theories & Correlates of Human Rights Practices

Don't be daunted by this long list – we'll break it up in the class.

Decision to Repress

1. Poe, Steven C. 2004. "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*, pp. 16-42.

Principals, Agents, & Delegation

2. Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2): 163-180.
3. 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.

Oppression

4. Rains, Matthew, and Daniel W. Hill. 2024. "Nationalism and torture." *Journal of Peace Research* <https://doi.org/10.1177/00223433231164437>.
5. 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.
6. Franklin, James C. 2019. "Human Rights on the March: Repression, Oppression, and Protest in Latin America." *International Studies Quarterly* 64 (1): 97-110.

General Correlates

7. Richards, David L., Alyssa Webb, and K. Chad Clay. 2015. "Respect for Physical Integrity Rights in the Twenty-First Century: Evaluating Poe and Tate's Model 20 Years Later." *Journal of Human Rights* 14 (3): 291-311.
8. 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.

Week 7 – October 1: Measuring Human Rights II

1. Dataset Descriptions & Presentations (See assignment specifics, TBD)

Week 8 – October 8: Repression & Dissent

1. Mason, T. David. 2004. *Caught in the Crossfire*. Lanham, Maryland: Rowman & Littlefield. Chapters 1-2, 4-6.
2. Sullivan, Christopher Michael. 2014. "The (In)effectiveness of Torture for Combating Insurgency." *Journal of Peace Research* 51 (3): 388-404.
3. 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.
4. Schulz, William F., ed. 2007. *The Phenomenon of Torture: Readings and Commentary*. Philadelphia: University of Pennsylvania Press. Chapter 2; also pages 30-32, 155-162, 210-214, 227-229, and 233-265.

5. Welch, Ryan M. 2023. "Anatomy of Torture by Ron E. Hassner (review)." *Human Rights Quarterly* 45 (2): 347-352.
6. Senate Select Committee on Intelligence. 2015. *The Official Senate Report on CIA Torture: Committee Study of the Central Intelligence Agency's Detention and Interrogation Program*. New York: Skyhorse. Available for free: <https://www.intelligence.senate.gov/sites/default/files/publications/CRPT-113srpt288.pdf>. (You are not expected to read the whole thing; the following two articles can serve in the short term)
 - a. Matthews, Dylan. 2014. "16 absolutely outrageous abuses detailed in the CIA torture report." December 9. <https://www.vox.com/2014/12/9/7360823/cia-torture-roundup>.
 - b. Bauman, Nick, Mariah Blake, Patrick Caldwell, and Jenna McLaughlin. 2014. "'Rectal Feeding,' Threats to Children, and More: 16 Awful Abuses from the CIA Torture Report." *Mother Jones*. December 9. <https://www.motherjones.com/politics/2014/12/cia-torture-report-abuses-rectal-feeding/>.

Week 9 – October 15: International Law & Human Rights I

1. Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press. (Selected Chapters)
2. Conrad, Courtenay R., and Emily Hencken Ritter. 2019. *Contentious Compliance: Dissent and Repression Under International Human Rights Law*. Oxford University Press. (Selected Chapters)
3. Lupu, Yonatan. 2013. "The Informative Power of Treaty Commitment: Using the Spatial Model to Address Selection Effects." *American Journal of Political Science* 57 (4): 912-925.
4. Fariss, Christopher J. 2018. "The Changing Standard of Accountability and the Positive Relationship between Human Rights Treaty Ratification and Compliance." *British Journal of Political Science* 48 (1): 239-271. <https://doi.org/10.1017/S000712341500054X>.

Week 10 – October 22: International Law & Human Rights II

1. Haglund, Jillienne, and Ryan M. Welch. 2021. "From Litigation to Rights: The Case of the European Court of Human Rights." *International Studies Quarterly* 65 (1): 210-222.
 - a. Alternatively, you may read the following (which makes a different point): Haglund, Jillienne. 2019. "International institutional design and human rights: The case of the Inter-American Human Rights System." *Conflict Management and Peace Science* 36 (6): 608-625.
2. Zvobgo, Kelebogile, Wayne Sandholtz, and Suzie Malesky. 2020. "Reserving Rights: Explaining Human Rights Treaty Reservations." *International Studies Quarterly* 64 (4): 785-797.
3. Cole, Wade. 2013. "Strong Walk and Cheap Talk: The Effect of the International Covenant of Economic Social, and Cultural Rights on Policies and Practices." *Social Forces* 92 (1): 165-194.
4. Hill, Daniel W., Jr., and K. Anne Watson. 2019. "Democracy and Compliance with Human Rights Treaties: The Conditional Effectiveness of the Convention on the Elimination of All Forms of Discrimination Against Women." *International Studies Quarterly* 63: 127-138. (**Review** – You've already read this above)

5. 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.

Week 11 – October 29: Domestic Institutions & Human Rights

1. Davenport, Christian, and David A. Armstrong II. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996." *American Journal of Political Science* 48 (3): 538-554.
2. Hill, Daniel W., Jr. 2016. "Democracy and the Concept of Personal Integrity Rights." *Journal of Politics* 78 (3): 822-835.
3. Cingranelli, David, and Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." *Journal of Politics* 72 (1): 243-257.
4. Davenport, Christian. 2007. "State Repression and the Tyrannical Peace." *Journal of Peace Research* 44 (4): 485-504.
 - a. Alternatively: Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship*. Cambridge University Press. Chapter 4.
5. Welch, Ryan M. 2017. "National Human Rights Institutions: Domestic Implementation of International Human Rights Law." *Journal of Human Rights* 16: 91-116.
6. Kaletski, Elizabeth, Lanse Minkler, Nishith Prakash, & Susan Randolph. 2016. "Does constitutionalizing economic and social rights promote their fulfillment?" *Journal of Human Rights* 15 (4): 433-453.

Week 12 – November 5: Political Economy & Human Rights

1. 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.
2. Abouharb, M. Rodwan, and David Cingranelli. 2006. "The Human Rights Effects of World Bank Structural Adjustment, 1981–2000." *International Studies Quarterly* 50: 233-262.
3. Barry, Colin M., K. Chad Clay, and Michael E. Flynn. 2013. "Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment." *International Studies Quarterly* 57: 532-544.
4. Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002." *American Political Science Review* 103 (4): 669-690.
5. Clay, K. Chad, and Daniel W. Hill. 2016. "Economic and Institutional Constraints on State Repression." Working Paper.

Week 13 – November 12: Foreign State Intervention & Human Rights

1. Murdie, Amanda, and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars." *Human Rights Quarterly* 32 (1): 50-73.
2. DeMeritt, Jacqueline H. R. 2015. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59 (3): 428-454.
3. Clay, K. Chad. 2018. "Threat by Example: Economic Sanctions and Global Respect for Human Rights." *Journal of Global Security Studies* 3 (2): 133-149.

4. Bell, Sam R., K. Chad Clay, and Carla Martinez Machain. 2017. "The Effect of U.S. Troop Deployments on Human Rights." *Journal of Conflict Resolution* 61 (10): 2020-2042.
5. Broache, Michael P., and Kate Cronin-Furman. 2021. "Does Type of Violence Matter for Interventions to Mitigate Mass Atrocities?" *Journal of Global Security Studies* 6 (1): ogzo68.
6. Peksen, Durson. 2011. "Foreign Military Intervention and Women's Rights." *Journal of Peace Research* 48 (4): 455-468.
 - a. Or, alternatively: Peksen, Durson. 2011. "Economic Sanctions and Human Security: The Public Health Effect of Economic Sanctions." *Foreign Policy Analysis* 7 (3): 237-251.

Week 14 – November 19: Human Rights Advocacy

1. Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, New York: Cornell University Press. Chapter 1.
2. Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. 1999. *The Power of Human Rights: International Norms and Domestic Change*. New York: Cambridge. Chapters 1 & 8.
3. Murdie, Amanda M., and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56 (1): 1-16.
4. 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.
5. Bell, Sam R., and Victoria Banks. 2018. "Women's Rights Organizations and Human Trafficking." *Social Science Quarterly* 99 (1): 362-376.
6. Velasco, Kristopher. Conditionally Accepted. "Transnational Backlash and the Deinstitutionalization of Liberal Norms: LGBT+ Rights in a Contested World." *American Journal of Sociology*. <https://osf.io/preprints/socarxiv/3rtje/>
7. 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.