

University of Georgia
INTL 4622R: GLOBIS Human Rights Research
FALL 2022, MWF 11:30 AM – 12:20 PM
MLC 269

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Offices:	GLOBIS @ Franklin House (480 E. Broad St – Entrance at the corner of Thomas & South Streets)
Office Hours:	Dr. Clay: Mondays, 2-3 pm Schedule your meeting here: https://calendly.com/kchadclay/office-hours Meridith: Wednesdays, 1-2:30 pm Schedule your meeting here: https://calendly.com/malavell
Prerequisite:	Permission of Department

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.

In this course, students will:

- (1) learn about human rights, international law, non-governmental organizations, education, the communication of scientific findings to the public, and the conduct of quantitative social scientific research,
- (2) learn how to conduct research in both academic and practitioner settings,
- (3) have the opportunity to serve as research assistants for human rights measurement projects, such as the Human Rights Measurement Initiative (HRMI) and the Sub-National Analysis of Repression Project (SNARP),
- (4) work on various public-facing projects, including data visualization, blog posts, and other materials,
- (5) have the opportunity to produce educational and journalistic work on human rights for a public audience,
- (6) conduct their own independent research on human rights,
- (7) present results in writing and in other communication formats, and
- (8) receive feedback from the faculty mentor on their research progress and written, oral, or digital presentation of results or key products.

Required Readings:

We will have several required readings covering areas of human rights and research design; these can be found in the preliminary course schedule below. A thorough literature review on 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:

Baglione, Lisa A. 2019. *Writing a Research Paper in Political Science*. 4th Ed.
<https://us.sagepub.com/en-us/nam/writing-a-research-paper-in-political-science/book249472>.

Course Assignments & Grades

Attendance, Participation, & Conscientiousness (20% of final grade)

Students participating in the lab will be expected to actively participate in and contribute to the planning of 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 when required,
- Staying up to date on class readings, lectures, and discussions,
- Participating in class discussions where possible, on eLC and/or in-person,
- 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, mostly on Mondays and Wednesdays. I will take attendance in these required classes. The structure of this course necessitates active engagement with your faculty and your peers, which is impossible if you are not present. However, if you feel ill, you should feel comfortable missing class. Indeed, if you believe that you may be sick or contagious, I ask that you please do not attend..As such, you are allowed to miss 4 required class sessions over the course of the semester, no questions asked. If you need to miss MORE than 4 required class sessions, I will need you to reach out and discuss the situation with me at that time to avoid losing credit for participation.

That said, not all class sessions are required. Most Fridays will be flexible “work days.” On those days, I will be available during our class time to help you with ongoing projects, and you and your classmates will have a space to work together when you know you are all available.

Finally, I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid attendance and participation little

attention. As such, it is in your best interest to attend class and participate in discussion where appropriate.

Lab Assignments (40% 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 policy makers 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://humanrightsmasurement.org/>) and the Sub-National Analysis of Repression Project (<http://snarpdata.org/>). 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 (40% 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 15-25 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 article (e.g. a blog post), 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 would like 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.

- **September 12 - Project Proposal & Annotated Bibliography (5%):** 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 3 - Revised Proposal & Outline (5%):** A revised version of your proposal, with a detailed outline of your project (should be 3-4 pages).

- November 7 - **First Draft (5%)**: Draft of at least the first 2/3 of your project, with an outline of any remaining parts.
- November 21 - **Peer Responses (5%)**: Responses to the two separate drafts, written by your colleagues, that you were responsible for reviewing (should be about 1 page each).
- December 9 - **Final Draft (20%)**

Meetings & Student Time Requirements

Our class will meet in person on Mondays, Wednesdays, and Fridays, 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.

Unless otherwise noted in the preliminary course schedule below, our weeks will be organized as follows: Mondays will be days when we cover new material via lecture; the readings in the schedule below should be completed before the Monday of that week. Wednesdays will be set aside for discussing lab projects. Fridays will be "work days," with optional attendance to work with colleagues or ask me questions about ongoing projects.

Course Policies

1. Attendance & Participation

Your conscientious participation in course activities is crucially important and will be graded. See the "Attendance, Participation, & Conscientiousness" section above for more information about what that means.

2. Cell Phones and Other Noise-Making Devices

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.

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 at www.uga.edu/ovpi. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

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 success as a class is dependent 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 identities, and that each of us feel that our identities, experiences, and ways of understanding the world are well served by the course material. As such, your suggestions and comments are welcome. If you believe there is something that can be done that would make the class more inclusive, or even just better for you personally, and you 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 & Lab Director

My primary method of communicating with you outside of class time/office hours will be thorough email, Slack, 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 of managing my email (<https://yesterbox.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. As such, it can take as long as 48 hours to get a response from me, and sometimes it may take longer. If you have not heard from me within 48 hours 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 from 2 until 3:40 PM on Mondays. I will be holding these office hours either in person or over Zoom, whichever you prefer. If you would like to meet with me during office hours, simply schedule a time (in 20-minute blocks) at this link: <https://calendly.com/kchadclay/office-hours>. If these times do not 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.

Meridith will also hold office hours over Zoom from 1 until 2:30 PM on Wednesdays. If you would like to meet with her during office hours, simply email her, and she will work with you to set up a time. If these times do not work for you, she is also happy to set up an appointment at a different time during the week.

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 Meridith, Dr. Clay, and each other. More information will be shared about this in class.

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 national news source, such as *The New York Times* (www.nytimes.com), *The Washington Post* (www.washingtonpost.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 political science blogs that may be useful for this course are The Monkey Cage (<https://www.washingtonpost.com/news/monkey-cage>), The Quantitative Peace (www.quantitativepeace.com/), Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), and The Duck of Minerva (<http://duckofminerva.com/>), among others.

8. 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 will be providing 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.

9. 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, 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

August 16: Course description

August 18: Human Rights Recap

Required Readings:

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

Week 2: What does a research project look like?

August 22

Required Readings:

1. Baglione, Chapter 1
2. Selection from “Research Methods Knowledge Base”

- a. Structure of Research: <https://conjointly.com/kb/structure-of-research/>
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.

Week 3: Research Questions

August 29

Required Readings:

1. Baglione, Chapters 2, 3, & 4
2. 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=ugal> (Make sure you log in first).
3. 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: Project Work

September 5: Labor Day Holiday

Week 5: Theory & Hypotheses

September 12

Required Readings:

1. Baglione, Chapter 5
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.
3. Read at least one of the following two articles:
 - a. Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2): 163-180.
 - b. 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.
4. Read at least one of the two following articles:
 - a. 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.
 - b. Franklin, James C. 2019. "Human Rights on the March: Repression, Oppression, and Protest in Latin America." *International Studies Quarterly* 64 (1): 97-110.

Week 6: Conceptualization & Measurement

September 19

Required Readings:

1. Selection from “Research Methods Knowledge Base”
 - a. Measurement: <https://conjointly.com/kb/measurement-in-research/>
 - i. Read all subheads under measurement
2. Morrow, James D. 2018. "The Interaction of Theory and Data." *Oxford Research Encyclopedias, International Studies*.
3. Adcock and Collier. 2001. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research.” *American Political Science Review* 95 (3): 529-546.
4. Landman, Todd. 2004. “Measuring Human Rights: Principle, Practice, and Policy.” *Human Rights Quarterly* 26: 906-931.
 - a. Or, preferably: Landman, Todd, and Edzia Carvalho. 2010. *Measuring Human Rights*. New York: Routledge.

September 21

Required Readings:

1. Brook, Anne-Marie, K. Chad Clay, and Susan Randolph. 2020. “Human Rights Data for Everyone: Introducing the Human Rights Measurement Initiative (HRMI).” *Journal of Human Rights* 19 (1): 67-82.
2. 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.
3. 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.
 - a. Or, preferably: Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2015. *Fulfilling Social and Economic Rights*. New York: Oxford University Press.
4. Human Rights Measurement Initiative website: <https://humanrightsmmeasurement.org/>.
 - a. HRMI Rights Tracker: <https://rightstracker.org/en>

Week 7: Research Design & Introduction to Analysis

September 26

Required Readings:

1. Baglione, Chapters 6-8

Week 8: Working with Observational Data

October 3

Required Readings:

1. Kellstedt, Paul M., and Guy D. Whitten. 2019. “Observational Studies (in Two Flavors).” In *The Fundamentals of Political Science Research*, 3rd Ed., pages 92-99.

2. 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.
3. 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.
4. 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: Case Studies & the Comparative Method

October 10

Required Readings:

1. Gerring, John. 2017. "Qualitative Methods." *Annu. Rev. Polit. Sci.* 20:15–36.
2. 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.
3. 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 10: Process Tracing

October 17

Required Readings:

1. Collier, David. 2011. "Understanding process tracing." *PS: Political Science & Politics* 44(4): 823-830.
2. Ricks, Jacob I. and Amy H. Liu. 2018. "Process-Tracing Research Designs: A Practical Guide." *PS: Political Science and Politics* 51(4): 842-846.
3. Bennet, Andrew, and Jeffrey T. Checkel. *Process Tracing: From Metaphor to Analytical Tool*. Cambridge: Cambridge University Press. Introduction.
4. Kim, Dongwook. 2013. "International Nongovernmental Organizations and the Global Diffusion of National Human Rights Institutions." *International Organization* 67, no. 3 (2013): 505–39. <http://www.jstor.org/stable/43282075>.
5. Heupel, Monika. 2020. "Indirect Accountability for Extraterritorial Human Rights Violations." *International Studies Perspectives*, Volume 21, Issue 2, May 2020, Pages 172–197.

Week 11: Surveys

October 24

Required Readings:

1. Berinsky, Adam J. 2017. "Measuring Public Opinion with Surveys." *Annual Review of Political Science* 20 (1): 309-329.
2. Pick 2 of the following 4:

- a. 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.
- b. 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.
- c. Murdie, Amanda, and Carolin Purser. 2017. "How protest affects opinions of peaceful demonstration and expression rights." *Journal of Human Rights* 16 (3): 351-369.
- d. 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 12: Project Work

October 31: No required readings

Week 13: Experiments & Near-Experiments

November 7

Required Readings:

1. Kellstedt, Paul M., and Guy D. Whitten. 2019. *The Fundamentals of Political Science Research*, 3rd Ed., pages 77-92.
2. McEntire, Kyo 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.
3. 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>.
4. 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 14: Best Practices in Research I

November 14

Required Readings:

1. Elman, Colin, Diana Kapiszewski, and Arthur Lupia. 2018. "Transparent Social Inquiry: Implications for Political Science." *Annual Review of Political Science* 21(1): 29-47.
2. 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.
3. 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>.

4. **Assignment:** Complete Human Subjects Training for Social & Behavioral Research: <https://research.uga.edu/hrpp/citi-training/>.

Week 15: Best Practices in Research II

November 21

Required Readings:

1. Lupu, Noam and Kritsin Michelitch. 2018. "Advances in Survey Methods for the Developing World." *Annual Reviews of Political Science* 21: 195-214.
2. Buhrmester, Micharl D., Sanaz Talaiifar, 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.

Week 16: Publishing Your Work & Communicating Your Findings

November 28

Required Readings:

1. Carsey, Tom. 2020. Chapter 11, "Publishing.," in *Tom's Comments*: <https://cdr.lib.unc.edu/concern/journals/gf06g844b>
2. Bridging the Gap Project: <https://bridgingthegaproject.org/>
 - a. Murphy, Anne Marie, and Andreas Fulda. 2011. "Bridging the Gap: Pracademics in Foreign Policy" *Political Science and Politic* 44(2): 279-283.
3. Ethics of Engagement: <https://www.sieethicalengagement.com/>

Week 17: Course Conclusion

December 5

Required Readings:

TBD

Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>.

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>.

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

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- GA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.