

**University of Georgia**  
**INTL 4622R: GLOBIS Human Rights Research**  
**FALL 2023, Monday 3:00-6:10 PM**  
**Sanford Hall 109**

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Instructor:	Dr. K. Chad Clay (he/him) <a href="mailto:kcclay@uga.edu">kcclay@uga.edu</a>
Lab Director:	Meridith LaVelle (she/her) <a href="mailto:malavell@uga.edu">malavell@uga.edu</a>
Offices:	GLOBIS @ 110 E. Clayton Street, 6 <sup>th</sup> Floor
Office Hours:	Dr. Clay: Tuesdays, 10 am-12 pm, and by appointment Schedule your meeting: <a href="https://calendly.com/kchadclay/office-hours">https://calendly.com/kchadclay/office-hours</a>  Meridith: Mondays, 1-2:30 pm, and by appointment Schedule your meeting: <a href="https://calendly.com/malavell">https://calendly.com/malavell</a>
Prerequisite:	Permission of Department

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### **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.

## **Course Assignments & Grades**

### **Human Rights Basics Quizzes (20% of your grade)**

Over the course of the semester, I will give you a few brief quizzes covering basic material from the classes. These quizzes are open book, but I do ask that you do them by yourself. 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.

### **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 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://humanrightsmeasurement.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 we end up working on one of these projects this semester, 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 may 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 (30% 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 18 - **Project Proposal & Annotated Bibliography (10%)**: 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 9 - **Revised Proposal & Outline (15%)**: A revised version of your proposal, with a detailed outline of your project (should be 3-4 pages).
- November 6 - **First Draft (15%)**: Draft of at least the first 2/3 of your project, with an outline of any remaining parts.
- November 20 - **Peer Responses (10%)**: 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 (50%)**

### **Conscientious Participation (20% of your grade)**

While I will not be taking attendance in this class, participation is a necessary condition for satisfactory achievement. I am here for guidance and to share knowledge with you. However, the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot; rather, it requires that your participation be high in both quality *and* quantity. In order to pull this off, you should do your best to be a *critical reader*. Critical readers are (Schumm, J. S., and Post, S. A. 1997. *Executive Learning*, 282; Richards 2006):

- willing to spend time reflecting on the ideas presented in their reading assignments
- able to evaluate and solve problems while reading rather than merely compile a set of facts to be memorized
- logical thinkers
- diligent in seeking out the truth
- eager to express their thoughts on a topic
- seekers of alternative views on a topic
- open to new ideas that may not necessarily agree with their previous thought on a topic
- able to base their judgments on ideas and evidence
- able to recognize errors in thought and persuasion as well as to recognize good arguments
- willing to take a critical stance on issues
- able to ask penetrating and thought-provoking questions to evaluate ideas
- in touch with their personal thoughts and ideas about a topic

- willing to reassess their views when new or discordant evidence is introduced and evaluated
- able to identify arguments and issues
- able to see connections between topics and use knowledge from other disciplines to enhance their reading and learning experiences

Now, you might ask, what does conscientious participation look like in this class? It includes, but is not limited to:

- Being a critical reader, as described above,
- 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 on group activities,
- Being conscientious and timely in the conduct of small participation assignments, and
- Communicating in a respectful manner that encourages everyone to participate, as described in the Course Policies below.

As mentioned above, there will be several small assignments over the course of the semester that will also contribute to your final participation grade. If necessary, I may also intermittently give brief pop quizzes to gauge the degree to which you are engaging with and understanding the material. As a result, it is important that you stay caught up on the readings at all times.

Finally, I should note that points for participation are not simply given out; they are earned. Grades in my classes are often raised by participation. However, others have found their grade lowered when they paid participation little attention. As such, it is in your best interest to take the guidance in this section, and participation in general, seriously.

### **Meetings & Student Time Requirements**

Our class will meet in person on Mondays, 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, readings, and independent research, 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.

### **Course Policies**

#### **1. Attendance & Participation**

Physical, in-person attendance will not be monitored in this class. If you need to be absent from the classroom, it will not count against your grade. If you feel ill or if you suspect that you may have been exposed to COVID-19 or other contagious illnesses, 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. However, you will be responsible for the material you miss. If you believe that your

illness (or other challenge) merits accommodation, please contact me, and we can discuss what is possible and fair.

However, your conscientious participation in course activities is crucially important and will be graded. See the Conscientious Participation section above for more information about what that means. 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 when possible, monitoring the class eLC page, and checking your email.

## **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 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 at [www.uga.edu/ovpi](http://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 10 until 12 PM on Tuesdays. I will be holding these office hours either 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.

Meridith will also hold office hours from 1 until 2:30 PM on Monday. 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](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)), or NPR ([www.npr.org](http://www.npr.org)). Also, 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 OpenGlobalRights (<https://www.openglobalrights.org/>), the HRMI blog (<https://humanrightsmeasurement.org/blog/>), Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), The Monkey Cage (<https://www.washingtonpost.com/monkey-cage/>), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), and The Duck of Minerva (<https://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. UGA Well-Being Resources**

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](http://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](http://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](http://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](http://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](http://caps.uga.edu)
  - or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](http://healthpromotion.uga.edu)



- Disability Resource Center and Testing Services: [drc.uga.edu](http://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>.

## 10. 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 – August 21: What are human rights (according to international law)?

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.
4. Smith, Rhona K.M. 2013. “Human Rights in International Law.” In *Human Rights: Policy and Practice*, 2<sup>nd</sup> ed., Michael Goodhart, ed. Oxford University Press.
5. 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/>

Week 2 – August 28: Universalism, Relativism, Colonialism, & Alternative Conceptualization

1. Donnelly, Jack. 2003. *Universal Human Rights in Theory and Practice*. 2nd ed. Ithaca: Cornell University Press. Chapter 6.
2. Samson, Solin. 2020 “What is the colonialism of human rights?” <https://hrcessessex.wordpress.com/2020/08/07/what-is-the-colonialism-of-human-rights/>.
3. Shetty, Salil. 2018. “Decolonising human rights.” <https://www.amnesty.org/en/latest/news/2018/05/decolonizing-human-rights-salil-shetty/>.
4. 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>.
5. Wangila, Mary Nyangweso. 2010. “Religion, the African Concept of the Individual, and Human Rights Discourse: An Analysis.” *Journal of Human Rights* 9 (3): 326-343.
6. Parisi, Laura. 2010. “Feminist Perspectives on Human Rights.” In *The International Studies Encyclopedia*, Robert A. Denemark, ed. DOI: 10.1111/b.9781444336597.2010.x.

Week 3 – September 4: Labor Day (No Class)

#### Week 4 – September 11: Understanding International Human Rights Law I

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. Strauss, Scott. 2013. “Genocide and Human Rights.” In *Human Rights: Policy and Practice*, 2<sup>nd</sup> ed., Michael Goodhart, ed. Oxford University Press.
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](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 5 – September 18: Understanding International Human Rights Law II

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](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](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](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 6 – September 25: Measuring Human Rights I

1. Clay, K. Chad, and Meridith LaVelle. 2023. “Human Rights Measurement.” Manuscript.
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): sqaco16. <https://doi.org/10.1093/isq/sqaco16>.
5. Dataset Descriptions & Presentations: Part I (See assignment specifics)

#### Week 7 – October 2: Measuring Human Rights II

1. Randolph, Susan, Thalia Kehoe Rowden, Shaan Badenhorst, Christopher Shay, John Stewart, and K Anne Watson. 2023. “Human Rights Measurement Initiative Methodology Handbook: Economic and Social Rights Scores.” Version 2023.5.11. [https://humanrightsmasurement.org/wp-content/uploads/2023/06/HRMI-ESR-2023-Methodology-Handbook\\_updated.pdf](https://humanrightsmasurement.org/wp-content/uploads/2023/06/HRMI-ESR-2023-Methodology-Handbook_updated.pdf).
2. 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.
3. Karim, Sabrina M., and Daniel W. Hill, Jr. 2021. “Measuring Women’s Inclusion, Women’s Rights, and Beliefs about Gender Roles.” Working Paper.
4. Dataset Descriptions & Presentations: Part II (See assignment specifics)

#### Week 8 – October 9: General Theories & Correlates of Human Rights Practices

##### 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. 2021. “Silenced Violence: Oppressive State Abuse & Marginalized Identity.” Dissertation Prospectus.

5. Rains, Matthew, and Daniel W. Hill. Forthcoming. "Nationalism and torture." *Journal of Peace Research* <https://doi.org/10.1177/00223433231164437>.

#### General Correlates

6. 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.
7. 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 9 – October 16: 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. Romagoza Arce V. Garcia and Vides Casanova: <https://cja.org/what-we-do/litigation/romagoza-arce-v-garcia-and-vides-casanova/>
  - a. Selected testimony on eLC
7. 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 10 – October 23: 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 11 – October 30: 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.
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 12 – November 6: Domestic Institutions & Human Rights I

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.
5. Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship*. Cambridge University Press. Chapter 4.

Week 13 – November 13: Domestic Institutions & Human Rights II

1. Welch, Ryan M. 2017. "National Human Rights Institutions: Domestic Implementation of International Human Rights Law." *Journal of Human Rights* 16: 91-116.
2. Powell, Emilia J., and Jeffrey K. Staton. 2009. "Domestic Judicial Institutions and Human Rights Treaty Violation." *International Studies Quarterly* 53 (1): 149-174.

3. Michel, Verónica. 2017. "The role of prosecutorial independence and prosecutorial accountability in domestic human rights trials." *Journal of Human Rights* 16 (2): 193-219.
4. 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 14 – November 20: 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 15 – November 27: 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): ogz068.
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 16 – December 4: 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.