

Human Rights and International Law

PSCI 6306

Spring 2021

Seminar: Thursday 7:00pm-8:00pm

Remote/Online Course

Professor Contact Information

Professor

Dr. Rebecca Cordell

Email Address

Rebecca.Cordell@UTDallas.edu

Online Office Hours

Thursday 3pm-4pm

Other Information

MS Teams

Course Modality and Expectations

Instructional Mode	Remote/Online: https://www.utdallas.edu/fall-2020/fall-2020-registration-information/
Course Platform	<p>Synchronous Online Seminars: A weekly virtual seminar will take place every Thursday from 7:00pm-8:00pm via MS Teams. The seminars will be interactive with students participating in activities, discussions and debates. On occasions, the seminars will use a breakout room format. All students will begin and end the seminar in the same meeting, facilitated by the Professor. Students will then spend the remainder of the session in a breakout room working as a team on a task assigned to them by the Professor. The Professor will drop into the breakout rooms to monitor the breakout sessions and answer your questions. Each week, students will take turns to be a discussion leader for their team by leading the discussion in the breakout rooms and representing the team as a speaker to the rest of the class. These sessions will be recorded and accessible via MS Stream. The instructions for the activities will be included in the class slides and uploaded to the eLearning course website (Blackboard).</p> <p>Study Hours: Spend the remainder of the course contact hours (1:45) working on your reading responses, research papers and meeting with your team members for the group project.</p> <p>Online Office Hours: Students are strongly encouraged to meet with the Professor during office hours via MS Teams. I am committed to</p>

	<p>answering your questions and concerns. If you would like the Professor to provide specific feedback on your work during office hours, you should send via email the relevant materials 24 hours in advance. Office hours provide an excellent opportunity for you to gain feedback on ideas for your assignments and for us to get to know you. This is especially helpful if you require a reference letter for an academic or non-academic job opportunity at a later date.</p>
<p>Expectations</p>	<p>To succeed on the course, it is essential that students regularly participate in the remote/online course in the following ways:</p> <p>Synchronous Online Seminars: Actively participate in the weekly live online seminars. Asynchronous students should watch the seminar recordings, complete the activities offline and post their work to the online discussion board for feedback.</p> <p>Study Hours: Work on your reading responses, research papers and meet with your team members for the group project.</p> <p>Online Office Hours: Meet with the Professor during online office hours to gain feedback on your work and ask any questions/concerns that you have regarding the course.</p> <p>Discussion Board: Read what other students and the Professor are saying and post questions to the discussion board for clarification on any material from the course. Discussion board messages will be answered within 3 working days under normal circumstances.</p> <p>Assignments: Complete all assignments on time. Students that have any questions or concerns regarding the assignments or exams should email the Professor or post their question to the Discussion Board.</p>
<p>Asynchronous Learning Guidelines</p>	<p>Synchronous Online Seminars: Asynchronous students should watch the recordings, complete the activities offline and submit their work to the weekly discussion board for feedback from other students and the Professor.</p> <p>Research Presentation: Asynchronous students must upload a pre-recorded video of their presentation (capped at 15 minutes) to</p>

	<p>Box before the due date, watch the seminar recording and provide four other students with questions on their presentations.</p> <p>Online Office Hours: Students that are unable to attend the Professor's online office hours are strongly encouraged to email the Professor with their enquiry/work. Student emails will be answered within 3 working days under normal circumstances.</p> <p>For further information on asynchronous instruction and how it will apply to lectures and/or exams, visit: https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/.</p>
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COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved. Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to

other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Description

What are human rights? Where do human rights come from? Why are human rights violated? How can we measure human rights violations? How can international human rights law be enforced? How can societies rebuild after mass human rights violations? How does technology, data and the internet help and hinder human rights? This graduate course explores current theories and empirical analysis on the domestic and international dynamics of human rights in a scientific and rigorous way. Students will become familiar with different theoretical and methodological approaches to the study of the causes and consequences of human rights violations from a social science perspective.

We begin the course by exploring the history, concepts, patterns and trends of human rights violations and international law, and transition to an overview of what factors cause governments to violate human rights. We proceed to consider how we can measure and analyze human rights over space and time. We then explore how human rights violations can be prevented and how perpetrators can be held accountable.

The course has a discussion format whereby students are expected to complete the weekly readings, provide insights on the topic and work together on activities (synchronously or asynchronously). In addition to developing a general understanding of the literature, students are required to focus in-depth on one particular topic by developing an independent research paper. We conclude the course with research presentations.

Student Learning Objectives/Outcomes

Upon completion of this course, students should:

- Develop a general understanding of current theories and empirical analysis on the causes of human rights violations and major issues related to civil wars.

- Think critically about literature on the domestic and international dynamics of human rights and be able to identify current shortcomings and areas for future research.
 - Develop an independent research paper that develops and tests an original theoretical argument on one particular topic from the course.
 - Be able to apply explanations of human rights violations to the explanation and understanding of real-world scenarios.
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Required Textbooks and Materials

Kathryn Sikkink. 2019. *Evidence for Hope: Making Human Rights Work in the 21st Century*. Princeton University Press.

The textbook is available to students free of charge as an eBook. It can be accessed via eLearning course website (Blackboard).

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	ASSESSMENT / ACTIVITY	DUE DATE
1 W/B 01/18	Definitions and Concepts		
2 W/B 01/25	History and Trends	Reading Response Meeting Report	01/27 01/29
3 W/B 02/01	Conceptual Debates	Reading Response Meeting Report	02/03 02/05
4 W/B 02/08	International Law	Reading Response Meeting Report	02/10 02/12
5 W/B 02/15	Human Rights Organizations	Reading Response Meeting Report	02/17 02/19
6 W/B 02/22	The Psychology of Human Rights	Reading Response Meeting Report	02/24 02/26
7 W/B 03/01	Political Violence	Reading Response Group Project: Presentation	03/03 03/05
8 W/B 03/08	The Political Economy of Human Rights	Reading Response Group Project: Peer Review	03/10 03/12

WEEK/ DATES	TOPIC/LECTURE	ASSESSMENT / ACTIVITY	DUE DATE
9 W/B 03/15	No Class: Spring Break		
10 W/B 03/22	Measuring Human Rights I	Reading Response Research Paper: First Draft	03/24 03/26
11 W/B 03/29	Measuring Human Rights II	Reading Response	03/31
12 W/B 04/05	Humanitarian Intervention	Reading Response	04/07
13 W/B 04/12	Transitional Justice	Reading Response	04/14
14 W/B 04/19	Counter-terrorism and Human Rights	Reading Response	04/21
15 W/B 04/26	The Internet and Human Rights	Reading Response	04/28
16 W/B 05/03	Research Presentations	Research Presentation: Slides Research Paper: Final Draft	05/05 05/07

Readings

Week 1 (W/B January 18) Definitions and Concepts

Required Readings

1. Hencken Ritter, Emily and Christian Davenport. 2021. "An Illustrated Glossary of Political Violence." *Political Violence at a Glance*. Available at: <https://politicalviolenceataglance.org/2021/01/18/an-illustrated-glossary-of-political-violence/>.
2. Zvobgo, Kelebogile and Meredith Loken. 2020. "Why Race Matters in International Relations." *Foreign Policy Analysis*. June 19 2020.
3. Donnelly, Jack and Daniel Whelan. 2017. *International Human Rights*. 5th ed. Routledge. Chapter 2.
4. Beitz, Charles R. 2001. "Human Rights as a Common Concern" *American Political Science Review* 95(2):269-282.

Recommended Readings

1. Brysk, Alison. 2018. *The Future of Human Rights*. Polity.
2. Moore, Will H. 2015. "Tilting at Windmill? The Conceptual Program in Contemporary Peace Science" *Conflict Management and Peace Sciences* 32(4): 356-369.
3. Brysk, Alison. 2013. *Speaking Rights to Power: Constructing Political Will*. Oxford University Press.
4. Beitz, Charles. 2003. "What Human Rights Mean." *Daedalus* 132 (1): 36-46.
5. International Covenant on Civil and Political Rights (1966): <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>
6. International Covenant on Economic, Social and Cultural Rights (1966): <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
7. Universal Declaration of Human Rights (1948): <https://www.un.org/en/universal-declaration-human-rights/>

Week 2 (W/B January 25) History and Trends

Required Readings

1. Kathryn Sikkink. 2019. *Evidence for Hope: Making Human Rights Work in the 21st Century*. Princeton University Press. Chapter 1-4.

Recommended Readings

1. Donnelly, Jack and Daniel Whelan. 2017. *International Human Rights*. 5th ed. Routledge. Chapter 1.
2. Mertus, Julie. 2007. "The Rejection of Human Rights Framings: The Case of LGBT Advocacy in the US." *Human Rights Quarterly* 29(4): 1036–1064.
3. Hunt, Lynn. 2008. *Inventing Human Rights: A History*. W. W. Norton & Company.
4. Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26(4) 906–931.
5. Levy, Daniel and Natan Sznaider. 2004. "The Institutionalization of Cosmopolitan morality: The Holocaust and Human Rights." *Journal of Human Rights* 3(2): 143-157.
6. Glendon, Mary Ann. 2001. *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. Random House.
7. Waltz, Susan. 2001. "Universalizing Human Rights: The Role of Small States in the Construction of the Universal Declaration of Human Rights." *Human Rights Quarterly*, 23(1): 44–72.

Week 3 (W/B February 01) Conceptual Debates

Required Readings

1. Fariss, Christopher J. and Geoff Dancy. 2017. "Measuring the Impact of Human Rights: Conceptual and Methodological Debates." *Annual Review of Law and Social Science* 13: 273-294.
2. Nyangweso Wangila, Mary. 2010. "Religion, the African Concept of the Individual, and Human Rights Discourse: An Analysis." *Journal of Human Rights* 9: 326–343.
3. Parisi, Laura. 2017. "Feminist Perspectives on Human Rights." *Oxford Research Encyclopedia of International Studies*.
4. Kalev, Henriette D. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51(5–6): 339–348.

Recommended Readings

1. Donnelly, Jack and Daniel Whelan. 2017. *International Human Rights*. 5th ed. Routledge. Chapter 3-4.
2. Hopgood Steven. 2013. *The Endtimes of Human Rights*. Ithaca. Cornell University Press.
3. Dorraj M. 2011. *Islam and Human Rights: Ideals and Practices*. Palgrave Macmillan.
4. Ovadia Ezra. 2008. "The Immanent Dichotomy of Human Rights: Emergency Powers v. Universal Protection." *Journal of Human Rights* 7(3): 207-223.
5. Robinson. Mary. 2004. "Advancing Economic, Social, and Cultural Rights: The Way Forward." *Human Rights Quarterly* 26(4): 866-872.
6. Ishay. Micheline. 2004. "What are Human Rights? Six Historical Controversies." *Journal of Human Rights* 3(3): 359-371.
7. Roth, K. 2004. "Defending Economic, Social, and Cultural Rights: Practical Issues Faced by a Human Rights Organization." *Human Rights Quarterly* 26(1): 63-73.

Week 4 (W/B February 08) International Law

Required Readings

1. Terman, Rochelle and Erik Voeten. 2018. "The Relational Politics of Shame: Evidence from the Universal Periodic Review." *Review of International Organizations* 13: 1-23.
2. Hafner-Burton, Emilie M. 2012. "International Regimes for Human Rights." *Annual Review of Political Science* 15(1): 265-286.
3. Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. Chapter 3-4.

Recommended Readings

1. Tiberiu Dragu and Yonatan Lupu. 2018. "Collective Action and Constraints on Repression at the Endgame." *Comparative Political Studies* 81 (5): 1042-1073.
2. Conrad, Courtenay R. and Emily Hencken Ritter. 2013. "Treaties, Tenure, and Torture: The Conflicting Domestic Effects of International Law" *Journal of Politics* 75(2):397-409.
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. Hafner-Burton, Emilie M. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization* 62: 689-716.
5. Vreeland, James. 2008. "Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture." *International Organization* 62(1): 65-101.
6. Kelley, Judith. 2007. "Who Keeps International Commitments and Why? The International Criminal Court and Bilateral Nonsurrender Agreements." *American Political Science Review* 101(3): 573-589.
7. Hathaway, Oona A. 2002. "Do human rights treaties make a difference?" *Yale Law Journal* 111(8): 1935-2042.

Week 5 (W/B February 15) Human Rights Organizations

Required Readings

1. Hendrix, Cullen S. and Wendy H. Wong. 2014. "Knowing Your Audience: How the Structure of International Relations and Organizational Choices Affect Amnesty International's Advocacy." *Review of International Organizations* 9: 29–58.
2. 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.
3. Clark, Ann Marie. 2001. *Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms*. Princeton University Press. Chapter 3 and 6.

Recommended Readings

1. Murdie, Amanda. 2014. *Help or Harm: The Human Security Effects of International NGOs*. Stanford University Press.
2. Ramos, Howard, Ron, James and Thoms, Oscar N. T. 2007. "Shaping the Northern Media's Human Rights Coverage, 1986-2000." *Journal of Peace Research* 44 (4): 385-406.
3. Okafor, Obiora Chinedu. 2006. *Legitimizing Human Rights NGOs: Lessons from Nigeria*. Trenton. Africa World Press.
4. Policzer, Pablo. 2004. "How Organizations Shape Human Rights Violations." In Sabine C. Carey and Steven C. Poe. *Understanding Human Rights Violations*. Ashgate: 221-238.
5. Risse, Thomas, Stephen C. Ropp and Kathryn Sikkink, 1999. *The Power of Human Rights: International Norms and Domestic Change*. Cambridge University Press.
6. Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists beyond Borders: Advocacy Networks in International Politics*. Cornell University Press.
7. Brysk, Alison. 1993. "From Above and Below: Social Movements, the International System, and Human Rights in Argentina." *Comparative Political Studies* 26 (3): 259-285.

Week 6 (W/B February 22) The Psychology of Human Rights

Required Readings

1. Edwards. P. and D. Arnon. 2020. "Violence on Many Sides Framing Effects on Protest and Support for Repression." *British Journal of Political Science*: 1-25.
2. Baisley, Elizabeth. 2014. "Genocide and Constructions of Hutu and Tutsi in Radio Propaganda." *Race and Class* 55(3): 38-59.
3. McFarland, S. And M. Mathews 2005. "Do Americans Care About Human Rights?" *Journal of Human Rights* 4(3): 305–319.
4. Smeulers, Alette. 2004. "What Transforms Ordinary People into Gross Human Rights Violators." In Sabine C. Carey, and Steven C. Poe. *Understanding Human Rights Violations*. Ashgate Publishing Limited. Chapter 13.

Recommended Readings

1. Kearns, Erin M. and Young, Joseph K. 2020. *Tortured Logic: Why Some Americans Support the Use of Torture in Counterterrorism*. Columbia University Press.
2. Lupu, Yonatan and Geoffrey P. R. Wallace. 2019. "Violence, Nonviolence, and the Effects of International Human Rights Law." *American Journal of Political Science* 63 (2): 411-26.
3. Esarey, J. E. And K. Bryant. 2019. "Are Human Rights Protected by Voters? Results from a Survey Experiment." *Working Paper*.

4. Grassiani, Erella. 2014. *Soldiering under Occupation: Processes of Numbing among Israeli Soldiers in the Al-Aqsa Intifada*. 1st ed. Berghahn Books.
5. Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence 1980–2009." *American Political Science Review* 107(3): 461-477.
6. Davenport, Christian, Sarah Soule and David A. Armstrong. 2011. "Protesting While Black? The Differential Policing of American Activism, 1960 to 1990" *American Sociological Review* 76(1):152-176.
7. Arendt, Hannah. 1963. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Viking Press.

Week 7 (W/B March 01) Political Violence

Required Readings

1. Balcells Laia and Jessica A. Stanton. 2021. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro-Level Divide." *Annual Review of Political Science* 2021 24:1.
2. Carey Sabine C. and Neil J. Mitchell. 2017. "Progovernment Militias." *Annual Review of Political Science*. 20: 127–47.
3. Conrad, Courtenay R. and Emily Hencken Ritter. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression" *American Political Science Review* 110(1):85-99.
4. Salehyan, Idean, David Siroky, David and Reed Wood. 2014. "External Rebel Sponsorship and Civilian Abuse: A Principal-Agent Analysis of Wartime Atrocities." *International Organization* 68(3): 633-661.

Recommended Readings

1. Hoover Green, Amelia. 2016. "The Commander's Dilemma: Creating and Controlling Armed Group Violence Against Civilians." *Journal of Peace Research* 53(5): 619–32.
2. Cingranelli, David L., Paola Fajardo-Heyward and Mikhail Filippov. 2014. "Principals, Agents and Human Rights." *British Journal of Political Science* 44(3): 605-630.
3. Hencken Ritter, Emily. 2014. "Policy Disputes, Political Survival, and the Onset and Severity of State Repression" *Journal of Conflict Resolution* 58(1): 143-168.
4. Shadmehr, Mehdi. 2014. "Mobilization, Repression, and Revolution: Grievances and Opportunities in Contentious Politics." *The Journal of Politics* 76 (3): 621-35.
5. Wood Elizabeth J. 2009. "Armed Groups and Sexual Violence: When is Wartime Rape Rare?" *Politics and Society* 37(1): 131–62.
6. Valentino, Benjamin, Paul Huth and Dylan Balch-Lindsay. 2004. "'Draining the Sea': Mass Killing and Guerrilla Warfare." *International Organization* 58(2): 375–407.
7. Moore, Will H. 2000. "The Repression of Dissent: A Substitution Model of Government Coercion." *Journal of Conflict Resolution* 44 (1): 107-27.

Week 8 (W/B March 08) The Political Economy of Human Rights

Required Readings

1. Kathryn Sikkink. 2019. *Evidence for Hope: Making Human Rights Work in the 21st Century*. Princeton University Press. Chapter 5-7.
2. Davenport, Christian and Molly Inman. 2012. "The State of State Repression Research Since the 1990s." *Terrorism and Political Violence* 24(4): 619-634.

Recommended Readings

1. 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.
2. DeMeritt, Jacqueline H. R. and Joseph K. Young. 2013. "A Political Economy of Human Rights: Oil, Natural Gas, and State Incentives to Repress" *Conflict Management and Peace Science* 30(2): 99-120.
3. Carey, Sabine. 2006. "The Dynamic Relationship between Protest and Repression" *Political Research Quarterly* 59(1):1-11.
4. Hafner-Burton, Emilie M. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." *International Organization* 59(3): 593-629.
5. Landman, Todd. "The Political Science of Human Rights." *British Journal of Political Science* 35(3): 549-572.
6. 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.
7. Poe, Steven C. and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 88:853-872.

Week 9 (W/B March 15) No Class: Spring Break

No Readings

Week 10 (W/B March 22) Measuring Human Rights I

Required Readings

1. Rebecca Cordell, K. Chad Clay, Christopher J. Fariss, Reed M. Wood and Thorin M. Wright. 2020. "Changing Standards or Political Whim? Evaluating Changes in the Content of US State Department Human Rights Reports Following Presidential Transitions." *Journal of Human Rights* 19(1): 3-18.
2. Fariss, C. 2014. "Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability." *American Political Science Review* 108(2): 297-318.
3. Dawkins, Sophia. 2020. "The Problem of the Missing Dead." *Journal of Peace Research*: 1-19.
4. Poe, Steven C., Sabine C. Carey and Tanya C. Vazquez. 2001. How are These Pictures Different? A Quantitative Comparison of the US State Department and Amnesty International Human Rights Reports, 1976-1995. *Human Rights Quarterly* 23(3): 650-677.

Recommended Readings

1. Conrad, Courtenay, Haglund, Jill and Moore, Will H. (2014). Torture Allegations as Events Data: Introducing the Ill-Treatment and Torture (ITT) Specific Allegation Data. *Journal of Peace Research* 51(3): 429-438.
2. Clark, Ann Marie and Kathryn Sikkink. 2013. "Information Effects and Human Rights Data: Is the Good News About Increased Human Rights Information Bad News for Human Rights Measures?" *Human Rights Quarterly* 35(3): 539-568.

3. Boyd, Doreen S., Bethany Jackson, Jessica Wardlaw, Giles M. Foody, Stuart Marsh and Kevin Bales. 2018. "Slavery from Space: Demonstrating the Role for Satellite Remote Sensing to Inform Evidence-Based Action Related to UN SDG Number 8" *ISPRS Journal of Photogrammetry and Remote Sensing* 142: 380-388.
4. Cingranelli, David L. and David L. Richards. 2010. "The Cingranelli – Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32 (2): 401-424.
5. Wood, Reed M. and Mark Gibney. 2010. "The Political Terror Scale: A Re-Introduction and a Comparison to CIRI." *Human Rights Quarterly* 32 (2): 367-400.
6. Hertel, Shareen and Lanse Minkler, 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. Cambridge University Press.
7. Davenport, Christian and Patrick Ball. 2002. "Views to a Kill: Exploring the Implications of Source Selection in the Case of Guatemalan State Terror, 1977-1995." *Journal of Conflict Resolution* 46 (3): 427-450.

Week 11 (W/B March 29) Measuring Human Rights II

Required Readings

1. Cordell, Rebecca, K. Chad Clay, Christopher J. Fariss, Reed M. Wood and Thorin M. Wright. 2021. "Disaggregating Repression: Identifying Physical Integrity Rights Allegations in Human Rights Reports." *Working Paper*.
2. Clay, K. Chad, Ryan Bakker, Amanda-Marie Brook, Daniel W. Hill 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. Murdie, Amanda, David R. Davis and Baekkwon Park. 2020. "Advocacy Output: Automated Coding Documents from Human Rights Organizations." *Journal of Human Rights* 19(1): 83-98.
4. Park, Baekkwon, Kevin T. Greene, Michael Colaresi. 2020. "Human Rights are (Increasingly) Plural: Learning the Changing Taxonomy of Human Rights from Large-scale Text Reveals Information Effects" *American Political Science Review* 14(3): 888-910.

Recommended Readings

1. Harmon, Rachel, Daniel Arnon and Baekkwon Park. 2020. TIP for Tat: Political Bias in Human Trafficking Reporting. *British Journal of Political Science*: 1-11.
2. Bagozzi, Benjamin E and Berliner, Daniel. 2018. "The Politics of Scrutiny in Human Rights Monitoring: Evidence from Structural Topic Models of US State Department Human Rights Reports". *Political Science Research Methods* 6(4): 661-677.
3. Eck, Kristine and Christopher J. Fariss. 2018. "Ill Treatment and Torture in Sweden: A Critique of Cross-Case Comparisons." *Human Rights Quarterly* 40(3): 591-604.
4. Cordell, Rebecca. 2017. "Measuring Extraordinary Rendition and International Cooperation." *International Area Studies Review* 20(2): 179-197.
5. Landman, Todd, and Larissa C. S. K. Kersten. 2016. "Measuring and Monitoring Human Rights." In Goodhart, Michael. *Human Rights: Politics and Practice*, 3rd ed. Oxford University Press. Chapter 8.
6. Hill Jr., Daniel W., Will H. Moore and Bumba Mukherjee. 2013. "Information Politics v Organizational Incentives: When are Amnesty International's "Naming and Shaming" Reports Biased?" *International Studies Quarterly* 57(2): 219-232.

7. Brysk, Allison. 1994. "The Politics of Measurement: The Contested Count of the Disappearance in Argentina." *Human Rights Quarterly*. 16(4): 676-692.

Week 12 (W/B April 05) Humanitarian Intervention

Required Readings

1. DeMeritt, Jacqueline, H. R. 2014. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59(3): 428-454.
2. Barnett, Michael N. 2013. "Humanitarian Governance." *Annual Review of Political Science* 16(1): 379-398.
3. Bell, Sam R., Amanda Murdie, Patricia Blocksome and Kevin Brown. 2013. "Force Multipliers": Conditional Effectiveness of Military and INGO Human Security Interventions." *Journal of Human Rights* 12(4): 397-422.
4. Gilligan, Emma. 2013. "Redefining Humanitarian Intervention: The Historical Challenge of R2P." *Journal of Human Rights* 12(1): 21-39.

Recommended Readings

1. Weiss, Thomas G. 2019. *Humanitarian Intervention*. 3rd Edition. Wiley.
2. Kathman, Jacob and Wood, Reed. 2011. "Managing Threat, Cost, and Incentive to Kill: The Short- and Long-Term Effects of Intervention in Mass Killings." *Journal of Conflict Resolution* 55(5), 735–760.
3. Beber, Bernd, Gilligan, Michael, Guardado, Jenny, & Karim, Sabrina. 2017. "Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia." *International Organization* 71(1): 1-30.
4. Keohane Robert O and Allen Buchanan Alan. 2011. "Precommitment Regimes for Intervention: Supplementing the Security Council." *Ethics and International Affairs* 25(1):41–63.
5. Murdie, Amanda and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars." *Human Rights Quarterly* 32:49-72.
6. Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48(2): 269–292.
7. Krain, Matthew. 2005. "International Intervention and the Severity of Genocides and Politicides." *International Studies Quarterly* 49(3): 363–388.

Week 13 (W/B April 12) Transitional Justice

Required Readings

1. Kelebogile Zvobgo. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions" *International Studies Quarterly* 64(3): 609–625.
2. Dancy, Geoffrey and Montal, Florencia. 2017. "Unintended Positive Complementarity: Why International Criminal Court Investigations May Increase Domestic Human Rights Prosecutions." *American Journal of International Law* 111(3): 689-723.
3. Loyle, Caroline E. and Davenport, Christian. "Transitional Injustice: Subverting Justice in Transition and Postconflict Societies." *Journal of Human Rights* 15(1): 126–149.

4. Kathryn Sikkink and Hun Joon Kim. 2013. "The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations." *Annual Review of Law and Social Science* 9(1): 269-285.

Recommended Readings

1. Obiora Chinedu Okafor, Uchechukwu Ngwaba. 2015. "The International Criminal Court as a 'Transitional Justice' Mechanism in Africa: Some Critical Reflections." *International Journal of Transitional Justice* 9(1) 90–108.
2. Kate Cronin-Furman. 2013. "Managing Expectations: International Criminal Trials and the Prospects for Deterrence of Mass Atrocity." *International Journal of Transitional Justice* 7(3): 434–454.
3. Hayner Priscilla B. 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. Routledge.
4. Subotić, Jelena. 2011. "Expanding the Scope of Post-Conflict Justice: Individual, State and Societal Responsibility." *Journal of Peace Research* 48 (2): 157–69.
5. Neto, Félix, Maria Da Conceição Pinto and Etienne Mullet. 2007. "Intergroup Forgiveness: East Timorese and Angolan Perspectives." *Journal of Peace Research* 44 (6): 711–28.
6. Sriram, Chandra Lekha. 2003. "Revolutions in Accountability: New Approaches to Past Abuses." *American University International Law Review* 19(2): 301-429.
7. Bass, Gary Johnathan. 2000. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton University Press.

Week 14 (W/B April 19): Counter-terrorism and Human Rights

Required Readings

1. Cordell, Rebecca. 2019. "Security-Civil Liberties Trade-offs: International Cooperation in Extraordinary Rendition." *International Interactions* 45(2): 369-400.
2. Hafner-Burton, Emilie M. and Jacob N. Shapiro. 2010. "Tortured Relations: Human Rights Abuses and Counterterrorism Cooperation." *PS: Political Science & Politics* 43(3): 415–419.
3. Piazza, James A. and James Igoe Walsh. 2009. "Transnational Terror and Human Rights." *International Studies Quarterly* 53(1): 125-148.
4. Stohl, Michael S. 2006. "Counterterrorism and Repression." In Louise Richardson and Peter Neumann. *The Roots of Terrorism*. Routledge. Chapter 5.

Recommended Readings

1. Cordell, Rebecca. 2021. "The Political Costs of Abusing Human Rights: International Cooperation in Extraordinary Rendition." *Journal of Conflict Resolution* 65(2-3): 255-282.
2. Kreps Sarah E. and Wallace Geoffrey P. 2016. "International Law, Military Effectiveness and Public Support for Drone Strikes." *Journal of Peace Research*. 53(6): 830-844.
3. Neumayer, Eric, Thomas Plümper and Mariaelisa Epifanio. 2014. "The "Peer-Effect" in Counterterrorist Policies." *International Organization* 68(1):211–234.
4. Daxecker, Ursula E. and Michael L. Heiss. 2012. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns." *British Journal of Political Science* 43: 559-577.
5. Piazza, James A. and James I. Walsh. 2010. "Why Respecting Physical Integrity Rights Reduces Terrorism." *Comparative Political Studies* 43: 551–77.

6. Brysk, Alison and Gershon Shafir. 2007. *National Insecurity and Human Rights Democracies Debate Counterterrorism*. University of California Press.
7. Sandler, Todd. 2005. "Collective Versus Unilateral Responses to Terrorism." *Public Choice* 124 (1–2): 75–93.

Week 15 (W/B April 26): The Internet and Human Rights

Required Readings

1. Carey, Sabine C and Anita R. Gohdes. 2021. "Understanding Journalist Killings." *Journal of Politics*. Forthcoming.
2. Anita R. Gohdes. 2020. "Repression Technology: Internet Accessibility and State Violence." *American Journal of Political Science* 64(3): 488-503.
3. Roberts, Margaret E. 2018. *Censored: Distraction and Diversion Inside China's Great Firewall*. Princeton University Press. Chapter 2-3.

Recommended Readings

1. Eck, Kristine and Sophia Hatz. 2020. "State Surveillance and the COVID-19 Crisis." *Journal of Human Rights* 19(5): 603-612.
2. Weidmann, Nils B. and Geelmuyden Rød, Espen. 2019. *The Internet and Political Protest in Autocracies*. Oxford University Press.
3. Gunitsky, Seva. 2015. "Corrupting the *Cyber-Commons: Social Media as a Tool of Autocratic Stability*." *Perspectives on Politics* 13(1): 42–54.
4. King, Gary, Jennifer Pan and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): 1–18.
5. VonDoepp, Peter and Daniel J. Young. 2013. "Assaults on the Fourth Estate: Explaining Media Harassment in Africa." *Journal of Politics* 75(01): 36–51.
6. Deibert, Ronald, John Palfrey, Rafal Rohozinski, Jonathan Zittrain and Miklos Haraszti. 2010. *Access Controlled: The Shaping of Power, Rights, and Rule in Cyberspace*. MIT Press.
7. Whitten-Woodring, Jenifer. 2009. "Watchdog or Lapdog? Media Freedom, Regime Type, and Government Respect for Human Rights." *International Studies Quarterly* 53(3): 595–625.

Week 16 (W/B May 03): Research Presentations

Grading Policy

Assignments

Weekly Reading Responses (30% of your grade): Write a reading response that critically engages with the weekly readings (capped at 800 words). In your reading response you should identify the reading's purpose and explain and defend your personal reactions to the readings. Your reading response should answer the following questions for each text: 1) What are the main arguments of the text? 2) What aspects of the text do you agree and/or disagree with? 3) What future research

questions should scholars focus on in this area of the literature? **Due every Wednesday at 11:59pm via eLearning.**

To assist you in critically evaluating the readings, try to identify the following aspects of each text in your notes:

- What are the main terms or concepts covered by the text?
- What are the main questions that the author tries to answer?
- What are the main arguments of the text?
- What evidence does the author use?
- What aspects of the text do you agree and/or disagree with?
- What questions would you like to ask the author?
- What future research questions stem from the text?

Group Project (20% of your grade): In teams, meet virtually once a week outside of class and develop a research project that applies the theories explored in this course to a human rights event. The end product of your research project will be a 15-minute conference style presentation that outlines 1) Why you chose this human rights event 2) what political, social and economic factors caused the human rights violations to occur 3) what could have been done to prevent the abuse 4) how those responsible can be held to account 5) the policy implications of your research project.

- **Weekly Meeting Reports:** Your team must submit a meeting report each week that documents your team member's attendance and outcomes of the meeting. You will be graded on your individual contribution to the project during these weekly meetings. **Due every Friday at 11:59pm via Box.**
- **Video:** Your team must submit a pre-recorded video of a 15-minute conference style presentation that summarizes your group's research project. Every member must participate in the presentation. You will be graded on the content and quality of your team's presentation. **Due March 05 at 11:59pm via Box.**
- **Peer Feedback:** Submit written comments on the presentations of each group on their research project. You will be assessed on the quality of your questions and your ability to offer suggestions of how to improve the research presentation and project. Feedback must be constructive and respectful. **Due March 12 at 11:59pm via Box.**

Research Presentations (10% of your grade): Give a 15-minute conference style presentation that summarizes your Research Paper. You must upload your slides on **May 05 at 11:59pm via eLearning.** You will give your presentation **during class on May 06.** You will be graded on the content and quality of your presentation as well as your ability to offer constructive and respectful feedback to other students on how to improve their research projects.

Research Paper (40% of your grade): Write an original research paper that builds on existing research on a topic covered during the course. A good research paper identifies a specific question and puzzle, critically engages with the literature, develops a theoretical argument with clear causal mechanism, outlines the data and methods used to test the hypotheses, presents and interprets the findings as they relate to the theoretical argument, and poses future research questions and investigation. Your final research paper should be conference ready and include the following aspects below.

1. Introduction, Research Question and Puzzle
2. Theory and Hypotheses
3. Research Design
4. Results
5. Conclusion
6. References

- First Draft (10% of your grade): **Due March 26 at 11:59pm via eLearning.**
- Final Draft (30% of your grade): **Due May 07 at 11:59pm via eLearning.**

Grading Scale

A+ = 97-100%
A = 94-96%
A- = 90-93%
B+ = 87-89%
B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 0-59%

Course Policies

Online Participation

Regular engagement in the online course is essential to your success in this course.

Late work

Written assignments and exams are due on the date assigned, in the form specified. Students who submit their assignments late will only be able to achieve a maximum grade of 50% for their assignment. The Professor reserves the right to make exceptions to this policy as circumstances warrant, usually only with prior approval or under instances of extreme emergency or serious illness. Appropriate documentation might be required in some cases.

Grade disputes

If you have questions or concerns regarding your grade, you must wait 48 hours after your assignment/exam has been returned to you before contacting the Professor. In your email, you must provide an argument explaining why you believe your grade should be changed. You can request that the Professor regrades the entire assignment/exam. The Professor reserves the right to raise your grade or lower it on any part of the assignment/exam.

Email Communication

The best way to get in touch with the Professor outside of the online sessions and student hours is to contact us via email. I will try to respond to your email within 3 business days. When you contact the Professor, you should communicate professionally and avoid informal salutations and unprofessional or casual language. The appropriate salutations in emails to the Professor are “Dr. Rebecca Cordell” or “Professor Cordell”. Your email should be clear and concise and end with a signature e.g. “Yours Sincerely, Student”. You should always consult the syllabus and course materials on eLearning before emailing the Professor to see if the answer to your question can be found there. The ability to write effective emails is an important job skill that will help you to succeed in your future career.

Course website

The syllabus, all announcements, information on assignments, and other materials related to the course will be available on eLearning.

Academic misconduct

Students are expected to do their own assignments, and not in collaboration or consultation with others. The Professor will follow all UTD rules and processes regarding academic dishonesty including plagiarism, collusion, cheating and fabrication. For more information see:

<http://www.utdallas.edu/deanofstudents/dishonesty/>
[http://www.utdallas.edu/deanofstudents/managing.](http://www.utdallas.edu/deanofstudents/managing/)

Online conduct

All online interactions should be civilized and respectful to everyone and relevant to the topic we are discussing. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated. Students whose behavior is disruptive and/or threatening either to the Professor or other students will be asked to refrain from such behavior or, in severe cases, to leave the online session.

Sexual misconduct

UTD prohibits sexual misconduct as defined in the University Policy Statement. The University will promptly discipline any individuals or organizations within its control who violate this Policy. If you or someone you know has been sexually assaulted, harassed, or been a victim of relationship violence or stalking, you can find the appropriate resources here: <http://www.utdallas.edu/oiec/title-ix/resources>. Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UTD policy to report information about sexual misconduct to the UTD Title IX Coordinator. Per university policy, Sexual Misconduct Policy - UTDBP3102, faculty have been informed that they must identify the student to the UTD Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the

UTD Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

Accommodations for persons with disabilities

It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability and believe you will need academic accommodations for this class, you are encouraged to register with the Office of Student Accessibility (OSA). Some aspects of the course, the assignments, the in-class activities, and the way the course is typically taught may be accommodated to facilitate your participation and progress. OSA will assist you in determining academic accommodations that are appropriate for your situation. Any information you provide is private and confidential and will be treated as such. To avoid any delay, please contact OSA as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an OSA Letter of Accommodation has been given to the instructor. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, AD 2.224 They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Diversity in the classroom

It is the Professor's intention to create a learning environment that is intentionally inclusive and appreciative of diversity in all its forms including ethnicity, race, gender, sexual orientation, disability, age, socioeconomic status, religion and culture. Students may share their preferred names and pronouns to the class or privately to the Professor. These gender identities and expressions should be honored by the Professor and students.

If you need help

There are many issues that you might be dealing with in your college career or personal life that can prevent you from succeeding on this course. At UTD, you are not alone. There are many free resources available on campus to help support you during times of struggle, including the Student Success Center, the Student Wellness Center, and Student Counselling Center. For more information, see here: <https://www.utdallas.edu/studentaccess/campus/>.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.