PS 498: The Politics of Human Rights (virtual edition)

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In-person (and Zoom) Office Hours: Monday 2:00pm-3:50pm,
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Introduction

> *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.* United Nations Declaration of Human Rights, Article 26.2.

This course examines the politics of human rights and repression, focusing on the causes and consequences of state sponsored violence and human rights violations. The core questions considered include: Why do governments choose to repress individuals within their jurisdiction? Are human rights universal? Have levels of repression changed over time? How do we evaluate human rights systematically? What strategies have international institutions, non-state actors, and individuals used to uncover and reduce the use of repressive actions?

Finding and evaluating answers for these questions is a challenging endeavor. To answer these questions, we will begin the course with an overview of the reasons for state sponsored violence. That is, why do states develop the capacity to behave violently in the first place? What strategic purpose does violence serve? We will also consider how individuals within a state behave and how the emergence of human rights sometimes occurs in the context of the violent and non-violent interaction between the state and individual. We will then consider various conceptualizations of "rights" and how such conceptualizations are related to the capacity for violence in the state and individual. How do human rights emerge given the propensity for states and individuals to sometimes act violently? This is the core conceptual consideration of the course, which we will use to help answer the motivating questions listed above. As we work on addressing these fundamental questions, students will also begin to learn how to empirically assess differences in the level of respect for human rights across time and place, how human rights practices have changed globally and locally, and how grass roots activism and different types of legal institutions can be successfully leveraged to modify state behaviors.

Throughout the course, students will learn how to identify and critically evaluate human rights issues as they arise in different time periods and settings around the world. Course material will draw from the diverse research methodologies that have been applied to the study of human rights and repression.

The course structure follows the seminar style of a graduate class and, because of this, only sometimes makes use of lectures. To achieve excellence in the course, I ask each of my students to engage in two types of learning. In class, I ask my students to work together to understand course documents and readings, challenge each other in discussion, and to develop your own concepts about what human rights are, where they come from, and how to change them for the better. To accomplish these goals, I use an active learning approach, which includes instructional techniques that, by necessity, require each of my students to directly participate in the learning process. Outside of the classroom, I ask my students to write a sequence of interlocking essays that, once set together, constitute a first draft of a potential research paper or honor's thesis. These two learning components — active learning in the classroom and a sequential research project outside of the classroom — are designed to mutually reinforce one another by using the same set of primary source documents and examples from the assigned class readings.

By the end of the semester, my students have collectively worked together through a set of ideas related to

human rights using a shared collection of primary source human rights documents and the assigned readings. The research experience — the sequence of short essays related to the material discussed in-class — yields well-structured, original human rights research papers of approximately 18 to 24 pages in length based on the same material. The sequence of essays begin with the selection of a global region and 2-3 countries of interest. These cases facilitate the exploration of patterns of human rights behaviors within the selected country cases for the essays and provide material for discussion inside of the classroom. The exploration helps students to discover relationships between human rights of a specific type and particular features of the selected cases. With this material, my students develop a conceptually grounded explanation for a particular human rights pattern with a focus on the actors, the actors' actions, and the human rights outcomes that arise from the actions. Finally, the students conduct a descriptive analysis of related human rights data using the R programming language. At the end of the term, my students finalize their sequential research projects by writing a short introduction essay and conclusion essay that describe how each of the other component essays fit together and what was learned. Some students elect to complete two additional essays in order to earn a higher grade or possibly an A+. These additional components include the derivation of at least one hypothesis that is directly related to the model description essay and an essay that conducts additional data analysis using either qualitative evidence from new cases or quantitative data.

The subject matter of this course serves as a tool to help students develop skills to become a better thinker and communicator. Most class periods will consist of a short lecture and then a seminar style discussion based on the readings of the week. Participation is key to the success of the seminar portion of each class. With this in mind, much of the course grade will be based on the quality of student participation during these seminars. The goals for this course are for students to:

Ask good questions. Learning necessitates curiosity.

Assess and synthesize information. Use the course material to arrive at informed opinions.

Engage in analytical reasoning. Respectfully discuss and deliberate ideas.

Communicate effectively. Continue to improve the skills necessary to write or present a clearly argued and well-developed discourse.

Required Reading Material

Books (Full)

- Buford, Bill. 1992. *Among the Thugs: The Experience, and the Seduction, of Crowd Violence*. W. W. Norton
- Carey, Sabine C., Mark Gibney, and Steven C. Poe. 2010. *The Politics of Human Rights: The Quest for Dignity*. Cambridge University Press.
- Clark, Ann Marie. 2001. "Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms." Princeton University Press.
- Sikkink, Kathryn. 2011. *The Justice Cascade: How Human Rights Prosecutions Are Changing World Politics* Norton Series in World Politics.
- Whitney Battle-Baptiste and Britt Rusert (editors). 2018. *W. E. B. Du Bois's Data Portraits: Visualizing Black America* The W.E.B. Du Bois Center at the University of Massachusetts Amherst; Hudson, NY: Princeton Architectural Press.

Books (selected chapters and letters)

- Forsythe, David P. 2006. *Human Rights in International Relations*. Cambridge University Press. **Ch.2**
- King Jr., Martin Luther. 1964. "Letter from the Birmingham Jail." In *Why We Can't Wait*. New York: The New American Library.
- Scott, James C. 1999. *Seeing Like a State*. Yale University Press. **Ch.1, Ch.2, and Ch.10**
- Smeulers, Alette. 2004. "What Transforms Ordinary People into Gross Human Rights Violators." In Sabine C. Carey and Steven C. Poe (editors), *Understanding Human Rights Violations*. London: Ashgate.

Journal Articles

- Brysk, Allison. 1994. "The Politics of Measurement: The Contested Count of the Disappearance in Argentina" *Human Rights Quarterly*, 16(4):676-692.
- Creamer, Cosette D. and Beth A. Simmons. 2015. "Ratification, Reporting, and Rights: Quality of Participation in the Convention against Torture" *Human Rights Quarterly*, 35(3):579-608.
- Cordell, Rebecca. 2017. "Measuring extraordinary rendition and international cooperation" *International Area Studies Review*, 20(2):179-197.
- Dancy, Geoff. 2018. "Deals with the Devil? Conflict Amnesties, Civil War, and Sustainable Peace" *International Organization*, 72(1):387-421.

- Dancy, Geoff and Christopher J. Fariss. 2017. "Rescuing Human Rights Law from International Legalism and Its Critics" *Human Rights Quarterly*, 39(1):1-36.
- Davenport, Christian. 2007. "State Repression and Political Order" *Annual Review of Political Science*, 10:1-23.
- Driscoll, Jesse. 2012. "Commitment Problems or Bidding Wars? Rebel Fragmentation as Peace Building" *Journal of Conflict Resolution*, 56(1):118-149.
- 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.
- 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.
- Hassan, Mai and Thomas O'Mealia. "Uneven Accountability in the Wake of Political Violence: Evidence from Kenya's Ashes and Archives" *Journal of Peace Research*, 55(2):161-174.
- Hillebrecht, Courtney and Scott Straus. 2017. "Who Pursues the Perpetrators?: State Cooperation with the ICC" *Human Rights Quarterly*, 39(1):162-188.
- Jurkovich, Michelle. 2020. "What Isn't a Norm? Redefining the Conceptual Boundaries of 'Norms' in the Human Rights Literature" *International Studies Review* 22(3):693-711.
- Lake, Milli. 2014. "Organizing Hypocrisy: Providing Legal Accountability for Human Rights Violations in Areas of Limited Statehood", *International Studies Quarterly*, 58(3):515-526.
- Mackie, Gerry. 1996. "Ending Footbinding and Infibulation: A Convention Account." *American Sociological Review*, 61(6):999-1017.
- Park, Baekkwan, Amanda Murdie, and David R. Davis. 2021. "Turning Up The Volume: The Amplification of Shame" Human Rights Quarterly 43(1):168-196.
- Ritter, Emily Hencken. 2014. "Policy Disputes, Political Survival, and the Onset and Severity of State Repression" *Journal of Conflict Resolution* 58(1): 143-168.
- Ritter, Emily Hencken and Christian Davenport. Art by Sequential Potential. "An illustrated glossary of political violence" (January 18, 2021). https://politicalviolenceataglance.org/2021/01/18/an-illustrated-glossary-of-political-violence/
- Slough, Tara and Christopher J. Fariss. 2021. "Misgovernance and Human Rights: Experimental Evidence of Illegal Detention without Intent" *American Journal of Political Science* 65(1):148-165.
- Wahl, Rachel. 2017. "No Justice, No Peace?: The Police, People of Color, and the Paradox of Protecting Human Rights" *Human Rights Quarterly*, 39(4): 811-831.

Documentaries

Throughout the course we will watch a few documentaries about contemporary human rights issues. These documentaries are designed to help you make sense of the conceptual issues introduced in the readings and discussed during class. Most of these documentaries are freely available online or available through the U-M library via https://umich.kanopy.com.

Required:

- Bardem, Javier and Álvaro Longoria. 2012. *Sons of the Clouds: The Last Colony*.
- Boundaoi, Assia. 2018. *The Feeling of Being Watched* https://umich.kanopy.com/video/feeling-being-watched
- Carracedo, Almudena and Robert Bahar. 2018. *The Silence of Others*. https://thesilenceofothers.com/
- Peck, Raoul. 2016. *I AM NOT YOUR NEGRO: James Baldwin and Race in America* https://umich.kanopy.com/video/i-am-not-your-negro.
- 2016. *The Surveillance State: Big Data, Freedom, and You* https://umich.kanopy.com/video/surveillance-state.

Suggested:

- Carrigan, Ana and Juliet Weber. 2012. *Monseñor: The Last Journey of Óscar Romero*. United States: First Run Features.
- Openheimer, Joshua. 2012. *The Act of Killing*.

Web Documentaries and Lectures

We will also watch some short web based documentaries and lectures by other scholars concerning contemporary human rights issues.

- Fearon, James. 2013. Lecture on Deterrence and the International Criminal Court. http://iccforum.com/forum/deterrence
- Roosevelt, Franklin D. 1944. "Second Bill of Rights" https://www.youtube.com/watch?v=3EZ5bx9AyI4
- Porway, Jake. 2013. "Data in the service of humanity" (September 2, 2013) http://flowingdata.com/2013/09/02/data-in-the-service-of-humanity/
- Lublin, Nancy. 2012. "Analyzing text messages to save lives" (September 5, 2012) http://flowingdata.com/2012/09/05/analyzing-text-messages-to-save-lives/
- "International Commission on Missing Persons" (December 5, 2006) http://www.youtube.com/watch?v=w-Ykrhu8K78#t=386 http://www.ic-mp.org/resources/video-material/
- "DNA Identifies War Victims" (September 29, 2013) http://www.youtube.com/watch?v=Kbk6QAfErXA
- "The Good American". https://www.c-span.org/video/?508708-1/the-good-american

- “The Story of Human Rights” (September 26, 2009) http://www.youtube.com/watch?v=oh3BbLk5UIQ
- UN Human Rights. “UDHR @ 70: The History” (November 22, 2017). https://www.youtube.com/watch?v=uA1IZkWycMk

Class Expectations and Grades

Read all of the assigned materials and be prepared to discuss each piece during the assigned class week. As students, we learn more when we actively engage with material instead of passively consuming it. This insight is supported by extensive research from college-level courses.[1] Our class is therefore designed as a seminar. We will work and learn together in the classroom.

Participation and Active Learning Tasks

- **Participation**: 40% of your grade will be based on participation in our in classroom (possibly virtual) discussions about the assigned readings, participating in the active learning task, and several offline surveys. I will award half of the participation points for the first half (week 1-8) of the semester and half of the participation points for the second half of the semester (week 9-15). Active learning tasks (synchronous) and Class Video events (synchronous or asynchronous) both count towards the participation grade.

  - **Active Learning Tasks**: These tasks occur during virtual class. There will be approximately 12 active learning tasks (some occur over multiple class periods) that are designed to apply your knowledge from the weekly readings and other material which occur during virtual class time. I will make note of your participation for each of these tasks.
  - **Documentaries and Video Lectures**: Documentaries and online lectures are available to watch anytime (unless they are live and not recorded). After you watch one of these documentaries or lectures, please go to Canvas and complete the survey form associated with each event. The videos are surveys are available for the entire semester. Watch at least 4 of the Class Video events listed in the course schedule below or the suggested documentaries section. You can make up for missing active learning tasks by participating in additional Class Video events. I am adding these flexible events and points because we are all uncertain about what will happen over the course of the coming semester. I hope this additional flexibility helps you manage the material for this course and your other obligations over the semester. Please let me know if you have questions.

Sequential Human Rights Essay Assignment

- **Region Essay (2 pages, 12-point font, 1-inch margins, double space)**: 10% of the course grade will be based on a 2-page essay in which you select a region of the world (e.g., Iberia, West Africa, Southeast Asia) to focus on for the individual class assignments. In consultation with the instructor, select a region of the world. In the essay, you should provide a brief summary that describes why you choose the specific region. That is, explain why you are curious about the region. What about the region is interesting to you? What are the features about the region that are similar across countries? Which features seem to be different? This is a short essay designed to help you focus on an area of the world in which human rights abuses are occurring. You will use this region to guide your selection of cases and data in the Case Comparison assignments (part 1 and part 2) and the Human Rights Data Assessment and Visualization Assignment.

[1] See for example: Louis Deslauriers, Logan S. McCarty, Kelly Miller, Kristina Callaghan, Greg Kestin. 2019. "Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom" *Proceedings of the National Academy of Sciences* 116 (39) 19251-19257; https://doi.org/10.1073/pnas.1821936116

- **Case Comparison part 1 (4 pages, 12-point font, 1-inch margins, double space)**: 10% of the course grade will be based on the first part of a two-part case-study research project (4-pages each) in which you compare two human rights reports for different countries in the same year. **For these research projects, you should select countries within the region you selected above.** With the assistance of the instructor, select two countries in the same year within your chosen region. Find the Amnesty International Human Rights report for the year you have selected and compare the description of the human rights abuses contained in the two reports. **Students will submit their case selection to the instructor at least two weeks prior to the due date for this assignment.** Additional information about this project will be provided by the instructor.

- **Case Comparison part 2 (4 pages, 12-point font, 1-inch margins, double space))**: 10% of the course grade will be based on the second part, of the two-part case-study research project. With the assistance of the instructor, select one country within your chosen region. Find the Amnesty International Human Rights reports for two different years at least 10 years apart. Compare the description of the human rights abuses contained in the two reports. **Students will submit their case selection to the instructor at least two weeks prior to the due date for this assignment.** Additional information about this project will be provided by the instructor.

- **Human Rights Model Description paper (4 pages)**: 10% of the course grade will be based on a 3-4-page paper that describes a model of human rights. We will develop a model of human rights together in class midway through the semester.

- **Human Rights Data Assessment and Visualization (2 pages)**: 10% of the course grade will be based on a 2-page assessment of human rights data. **For this research project, you should find data about some aspect of human rights within the region you selected above.** With the assistance of the instructor, identify a dataset that captures some aspect of human rights within your chosen region. Create a visualization of this data using a program such as R or Python. (There will be an optional R tutorial for those students interested in learning to visualize data using this free program). On the first page of this assignment describe the data, where you obtained it, and what it measures. On the second page provide the visualization and an informative caption about the image. **Anytime before the end of week 10, students are required to visit the instructor during office hours to discuss potential data sources for this assignment.**

- **Final paper (2-3 additional pages; 16-20 pages total)**: 10% of your grade will be based on a final paper. This is not a new writing assignment. Rather, it is a synthesis of the other 5 writing documents that you have produced over the course of the semester. Additional information about this project will be provided by the instructor.

- **Human Rights Hypothesis Derivation**: Bonus essay of at least one hypothesis that is directly related to the model description essay.

- **Additional Human Rights Data Analysis**: Bonus essay with additional data analysis using either qualitative evidence from new cases or quantitative data.

Grade Ranges

A [93–100]

A- [90–93)

B+ [87–90)

B [83–87)

B- [80–83)

C+ [77–80)

C [73–77)

C- [70–73)

D [60–70)

F [0–60)

Table 1: Schedule of Active Learning Tasks and Essay Due Dates

Class Week	Active Learning Tasks	Reach Project Essays
Week 1	Team-building ice-breakers	
Week 2	Design a concept worksheet	
Week 3	Human rights categorization	
Week 4	Actors, Actions, Outcomes worksheet	Region Essay
Week 5	Changing norms practice activity	
Week 6	Contexts of repression activity	
Week 7	Concept identification activity	Case Comparison Essay part 1 (2 cases in 1 time period)
Week 8	Fall break	
Week 9	Human rights model diagraming	
Week 10	Data identification & evaluation worksheet	Case Comparison Essay part 2 (1 case in 2 time periods)
Week 11	R programming and learning	
Week 12	Concept-Construct identification worksheet	Human Rights Model Description Essay
Week 13	Concept-Construct identification worksheet	
Week 14	In-class visualization critique	Human Rights Data Assessment and Visualization
Week 15	Course improvement survey	
Finals		Combined Essay which includes the Introduction and Conclusion
		Derivation of Hypotheses Essay[1]
		Additional Analysis Essay (qualitative cases or data analysis)[1]

Note 1: Optional essays.

Color-coded Syllabus Reminders

Orange Notes: Assignment due dates appear below in the *Schedule of Readings* section. Assignments are due at the end of the in week of the due date.

Blue Notes: For each assignment, preliminary information is due by a direct message on the canvas website prior to the actual due date. Students must also visit the instructor during office hours to discuss these assignments. Details about this information is contained in the each assignment description below. Reminders are also located in the *Schedule of Readings* section.

Additional Information about the Introduction to R

I will introduce students to the R computing environment. The purpose of this introduction is to teach students how to load data into the R computing environment and then produce a graph with that data as part of the data visualization project described above. Students will need to learn how to use three functions in R for this project: `getwd()`, `read.csv()`, and `plot()` (or `barplot()`). You will be able to complete the data visualization project with just these simple functions. The use of R for the Data Visualization Assignment is optional. You may also use excel.

Schedule of Readings

Week 1: Introduction to Human Rights Concepts

Monday — 08/30/2021

- *Team-building ice-breakers activity*
- Course Introduction

Wednesday — 09/01/2021

- Carey, Gibney, Poe (2010) Ch.1
- Class Videos (part 1):
  - "The Story of Human Rights". http://www.youtube.com/watch?v=oh3BbLk5UIQ
  - Roosevelt, Franklin D. 1944. "Second Bill of Rights". https://www.youtube.com/watch?v=3EZ5bx9AyI4
  - UN Human Rights. "UDHR @ 70: The History". https://www.youtube.com/watch?v=uA1IZkWycMk
- Class Videos (part 2):
  - Hans Rosling. 2006. "The best stats you've ever seen" https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen
  - Hans Rosling and Ola Rosling. 2014. "How not to be ignorant about the world" https://www.youtube.com/watch?v=Sm5xF-UYgdg
  - Hans Rosling. "Hans Rosling's 200 Countries, 200 Years, 4 Minutes - The Joy of Stats - BBC Four" https://www.youtube.com/watch?v=jbkSRLYSojo

Week 2: Introduction to Human Rights Concepts

Monday — 09/06/2021

- No class is observance of the Labor Dar holiday

Wednesday — 09/08/2021

- *Design a Concept activity*
- Scott (1999) Ch. 1

Week 3: State Responsibilities and Institutions of Repression

Monday — 09/13/2021

- *Human rights Categorization activity*
- Carey, Gibney, Poe (2010) Ch.2 and Ch.3

Wednesday — 09/15/2021

- Class Video: Bardem, Javier and Álvaro Longoria. 2012. *Sons of the Clouds: The Last Colony*. Spain: Canal+España.

Week 4: Violence and Society

Due Date: The **Region Essay** assignment is due at the end of this week.

Monday — 09/20/2021

- *Actors, Actions, Outcomes activity*
- Driscoll (2012)

Wednesday — 09/22/2021

- Buford (1992) Part 1

Week 5: Violence and Society

Reminder: Students must visit the instructor during office hours to discuss the case selection for the **Case Comparison part 1 and part 2** assignments by the Wednesday of this week.

Monday — 09/27/2021

- *Changing norms practice activity*
- Buford (1992) Part 2 and Part 3

Wednesday — 09/29/2021

- Out of Class Video: Carracedo, Almudena and Robert Bahar. 2018. *The Silence of Others*. https://thesilenceofothers.com/.

Week 6: Human Rights Analysis (Observation and Measurement)

Monday — 10/04/2021

- Discussion

Wednesday — 10/06/2021

- *R Data Visualization and Measurement Workshop*
- Suggested reading: *W. E. B. Du Bois's Data Portraits: Visualizing Black America* (all)

Week 7: Human Rights Analysis (Observation and Measurement) part 2

Due Date: The **Case Comparison part 1** assignment is due at the end of this week.

Monday — 10/11/2021

- *Complete R Data Visualization and Measurement Workshop*
- Brysk (1994)
- Instructor Presentation of human rights data in Fariss (2014)
- Suggested reading: Carey, Gibney, Poe (2010) Ch.4
- Class Videos (all):
  - Porway, Jake. 2013. "Data in the service of humanity" (September 2, 2013) http://flowingdata.com/2013/09/02/data-in-the-service-of-humanity/
  - Lublin, Nancy. 2012. "Analyzing text messages to save lives" (September 5, 2012) http://flowingdata.com/2012/09/05/analyzing-text-messages-to-save-live
  - "International Commission on Missing Persons" (December 5, 2006) http://www.youtube.com/watch?v=w-Ykrhu8K78#t=386 http://www.ic-mp.org/resources/video-material/
  - "DNA Identifies War Victims" (September 29, 2013) http://www.youtube.com/watch?v=Kbk6QAfErXA

Wednesday — 10/13/2021

- Class Video: Boundaoi, Assia. 2018. *The Feeling of Being Watched* https://umich.kanopy.com/video/feeling-being-watched.

Week 8: Societal Responses to Violence and State Sanctioned Human Rights Abuse

Monday — 10/18/2021

- No class: Fall Study Break

Wednesday — 10/20/2021

- Class Video: Peck, Raoul. 2016. *I AM NOT YOUR NEGRO: James Baldwin and Race in America* https://umich.kanopy.com/video/i-am-not-your-negro.

Week 9: Societal Responses to Violence and State Sanctioned Human Rights Abuse part 2

Monday — 10/25/2021

Concept identification activity

- Makie (1996)

Wednesday — 10/27/2021

Contexts of repression activity

- Martin Luther King Jr. (1964)
- Wahl (2017)

Week 10: State Sanctioned Responses to Violence and Human Rights Analysis (Concept Formation)

Due Date: The **Case Comparison part 2** assignment is due at the end of this week.

Monday — 11/01/2021

Contexts of repression activity

- Scott (1998) Ch.2
- Davenport (2007)
- Smeulers (2004)

Wednesday — 11/03/2021

Human rights model development activity

- Ritter, Emily Hencken and Christian Davenport. Art by Sequential Potential. "An illustrated glossary of political violence" (January 18, 2021). https://politicalviolenceataglance.org/2021/01/18/an-illustrated-glossary-of-political-violence/
- Suggested readings (select 1 reading): Dancy and Fariss (2017), or Forsythe (2006) Ch.2, or Jurkovich (2020), or Ritter (2014).

Week 11: Human Rights Law in Domestic and World Politics (part 1)

Due Date: The **Human Rights Model Description** assignment is due at the end of this week.

Reminder: Students must visit the instructor during office hours to discuss the **Human Rights Data Assessment and Visualization** assignment by the Wednesday of this week.

Monday — 11/08/2021

- Clark (2001) Ch.1 and Ch.3

Wednesday — 11/10/2021

- Essay structure discussion
- Sikkink (2011) Ch.1, Ch.2, and Ch.3 (e.g., intro essay, case comparisons 1 and 2 essays)

Week 12: Human Rights Law in Domestic and World Politics (part 2)

Monday — 11/15/2021

Concept-Construct worksheet implementation activity:

- Essay structure discussion
- Sikkink (2011) Ch.4 (e.g., model description essay)
- Sikkink (2011) Ch.5, and Ch.6 (e.g., data analysis essay)
- Suggested: Sikkink (2011) Ch.7 and Ch.8 (optional reading)

Wednesday — 11/17/2021

Concept-Construct worksheet implementation activity (select 2 readings):

- Creamer and Simmons (2015) — Reporting as compliance for the Convention Against Torture
- Cordell (2017) — analysis of missing data on extraordinary rendition conducted by the US after 9/11
- Dancy (2018) — analysis of amnesties enacted in the context of internal conflicts (the Fearon video lecture pairs well with this article)
- Eck and Fariss (2018) — Sweden tortures people? analysis of what the data say and why
- Hassan and O'Mealia (2018) — analysis of data on police violence and accountability in Kenya
- Hillebrecht and Straus (2017) — analysis of country (Kenya, Côte d'Ivoire, and Libya) cooperation with the ICC (the Fearon video lecture pairs well with this article)
- Lake (2014) — Case study of judicial decisions on gender violence in the Democratic Republic of Congo
- Park, Murdie, and Davis (2021) — analysis of the amplification of "naming and shaming" messages from Human Rights Organizations (HROs)
- Slough and Fariss (2021) — analysis of rule of law experiment in Haiti that provided pro-bono legal defense to individuals held in prolonged pre-trial detention

Week 13: Human Rights Analysis (Evaluating Data)

Monday — 11/22/2021

- Class Video: Fearon, James. 2013. Lecture on Deterrence and the International Criminal Court. http://iccforum.com/forum/.

Wednesday — 11/24/2021

- No class: Thanksgiving break

Week 14: Human Rights Analysis (Evaluating Data)

Due Date: The **Human Rights Data Assessment and Visualization** assignment is due at the beginning of the first class this week. We will review each of the visualizations together during class on Monday.

Monday — 11/29/2021

- Class Video: 2016. *The Surveillance State: Big Data, Freedom, and You* https://umich.kanopy.com/video/surveillance-state (Episode 18: Your Personal Data Is the Product).

Wednesday — 12/01/2021

- *Data Visualization Critique*

Week 15: The Future of Human Rights

Monday — 12/06/2021

- Carey, Gibney, Poe (2010) Ch.8
- Scott (1998) Ch.10
- Sikkink (2011) Ch.8

Wednesday — 12/08/2021

- Course survey (feedback for the course elements that I'll use to improve the class for next year)
- Wrap up

Finals Week

Due Date: The final paper is due during the final exam period this week.

Additional Course Information

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and `https://caps.umich.edu/` during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus.

You may also consult University Health Service (UHS) at (734) 764-8320 and `https://www.uhs.umich.edu/mentalhealthsvcs`, or for alcohol or drug concerns, see `www.uhs.umich.edu/aodresources`.

For a listing of other mental health resources available on and off campus, visit: `http://umich.edu/ mhealth/`.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; `http://ssd.umich.edu`) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Religious and Academic Conflicts

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Director of Undergraduate Studies/Director of Graduate Studies. Final appeals will be resolved by the Provost.

Students Representing the University of Michigan

There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or artistic endeavors, or intercollegiate athletics. Absence from classes while representing the University does not relieve students from responsibility for any part of the course missed during the period of absence. Students should provide reasonable notice for dates of anticipated absences and submit an individualized class excuse form.

Academic Integrity

The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.

Grade Grievances

If you believe a grade you have received is unfair or in error, you will need to do the following:
Wait 24 hours after receiving the grade before approaching your instructor. Provide an explanation in writing for why the grade you received was unfair or in error. If you believe the instructorÕs response fails to address your claim of unfairness or error, you may petition the departmentÕs Director of Undergraduate Studies at the latest within the first five weeks of classes following the completion of the course. You must convey in writing the basis for the complaint, with specific evidence in support of the argument that the grade either was given in error or was unfairly determined. This formal complaint also should summarize the outcome of the initial inquiry to the course instructor, indicating which aspects are in dispute. Within three weeks of the receipt of the petition, the DUS will determine whether to convene the Undergraduate Affairs Committee, the student, and the instructor(s) for a formal hearing. Further details on this process are included on the department website under Advising $>$ Contesting a Grade.

Late Assignments

I will deduct one letter grade from an assignment for each week it is past due.

Resources for Harassment

Title IX makes it clear that violence and harassment based on sex and gender, including violence and harassment based on sexual orientation, are a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race,

national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: www.bw.edu/resources/hr/harass/policy.pdf

Language and Gender

"Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes womenÕs experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Teachers and students should use gender-inclusive words and language whenever possible in the classroom and in writing. *Students, faculty, and staff may share their preferred pronouns and names, either to the class or privately to the professor, and these gender identities and gender expressions should be honored.*." For more information:
www.wstudies.pitt.edu/faculty/gender-inclusivenon-sexist-language-syllabi-statement.