

Human Rights & World Politics
GOV 365W (39075) / WGS 340 (46259)
Fall 2021

Class Meetings: T/TH 5:00 - 6:15pm, WAG 201.
Course Mode: In-person delivery (by cohort only 08/26 – 09/09);
Lectures online recording system will be used all semester.

PROFESSOR

Dr. Rhonda Evans (she/her/hers)
Email: humanrights.evans@austin.utexas.edu

Rhonda Evans directs the Edward A. Clark Center for Australian and New Zealand Studies and is an Associate Professor of Instruction in the Department of Government. She was previously an Associate Professor in the Department of Political Science at East Carolina University. Dr. Evans holds a Ph.D. in Government from UT-Austin, a J.D. from the University of Pittsburgh, and a B.A. in Political Science from Kent State University's Honors College, graduating *phi beta kappa*. As a lawyer licensed to practice in her home state of Ohio, she served as an Assistant Prosecuting Attorney for Tuscarawas County and as a Staff Attorney with Southeastern Ohio Legal Services. Her research is interdisciplinary in nature and reflects her training in law and political science. Dr Evans is co-author of *Legislating Equality: The Politics of Antidiscrimination Policy in Europe* with Oxford University Press (2014). She will teach a new Signature Course, entitled, “Australia, the US, and the Rise of China,” in spring 2022 and in 2022 will lead a new Maymester to Townsville, Australia entitled, “The Politics of Protecting the Great Barrier Reef.” Learn more about the latter [here](#). For a more personal bio, see Canvas.

Dr. Evans' Office Hours:

Due to the pandemic, all office hours will be held online until further notice Tuesdays and Thursdays from 12-1pm and Wednesdays from 5-6pm.

15-minute slots only. Appointment required through Bookings. You will receive an email with a zoom link.

TEACHING ASSISTANT

Email: humanrights.evans@austin.utexas.edu

Office Hours:

Due to the pandemic, all office hours will be held online until further notice on Thursdays from 2:00-5:00 pm. See Canvas for sign-up details.

EMAIL POLICY

If you wish to contact the Professor or Teaching Assistant, use the following email address:

humanrights.evans@austin.utexas.edu. Do not use the email function in Canvas and do not use our personal email addresses. We will not receive those messages.

Email is recognized as an official mode of university correspondence. We will email you at your officially registered email address, **and** notifications will be sent to that address via the Announcements function in Canvas. You are responsible for reading your email for University and course-related information and announcements. It is your responsibility to keep the University informed about changes to your e-mail address. You can find UT Austin's policies and instructions for updating your e-mail address [here](#).

You should check your e-mail regularly and frequently—we recommend daily, but at minimum twice a week—to stay current with University-related communications, some of which may be time-critical.

Before emailing questions about some aspect of how the course operates, review this syllabus and the Canvas page. They will likely contain the answer that you seek. Substantive questions about the course material will be answered at office hours **not via email and especially not at the eleventh hour before an exam or assignment is due**. Come and talk to us, or raise your hand in the classroom.

COURSE DESCRIPTION

Human rights feature prominently in contemporary world politics. Today there exists a large and highly legalized international human rights regime consisting of the United Nations (UN) and several regionally-based human rights systems. Focusing on the UN, this course introduces you to the legal, political, and policy dimensions of international human rights. In so doing, it addresses: (1) legal and institutional infrastructures and processes that exist at domestic and international levels for the promotion and protection of human rights; (2) the main actors involved in human rights advocacy, including states, international organizations, activists, nongovernmental organizations; (3) the interests of these actors as well as the tactics that they employ to advance their interests; and, (4) the challenges of assessing the effectiveness of human rights advocacy and how these challenges can be met by employing basic precepts of quantitative and qualitative social science research.

In terms of substance, students should be able to answer the following questions by the semester's end: What are international human rights, and why are they codified in law? Why do states ratify international human rights treaties? How is compliance with international human rights law promoted through the UN? Is the international human rights system legitimate? How do international human rights law and institutions figure into human rights advocacy? Is international human rights law effective? If so, under what conditions is it effective? And, finally, how do we *know* if it works? Considering the significant resources and efforts that are devoted to international human rights institutions and advocacy each year, these are clearly very important questions. And yet, you may be surprised to discover that much remains to be learned about the efficacy of international human rights law and advocacy. Understanding why that's the case leads us to the transferable skills that this course emphasizes.

In exploring why we have limited knowledge about the effectiveness of international human rights law, we will consider various challenges to studying international human rights law from an *empirical* as opposed to a *normative* perspective. You should emerge from this course with a better understanding of the mechanics of social scientific research, enhanced critical thinking capabilities, and improved writing skills. The course will increase your knowledge about international human rights, but more importantly, it is designed to help you develop your critical thinking, writing, and research skills. These are precisely the skills that employers and postgraduate admissions committees look for in applicants. I urge you to be more deliberate in your efforts to acquire and improve these skills as well as in your efforts to emphasize the skills you possess on your resumes, cover letters, LinkedIn pages, etc.

What? You don't have a polished resume or a LinkedIn page? Get on it! The time to start working on these self-promotion tools is before you actually need them. Rest assured that some of your competitors are already on it.... Your future-self will thank you!

COURSE DELIVERY MODES

This class will meet in person and use the Lectures Online recording system. The Lectures Online recording system records the audio and video material presented in class for you to review after class. It will be used throughout the entire semester. All enrolled students will have access to it.

For the first two weeks of the semester, only half of students enrolled in the class will be admitted to the classroom. We will form two cohorts and follow the schedule outlined below. Students who anticipate that this arrangement will interfere with their SSD accommodations should contact the TA in a timely fashion.

Cohort One:

- Includes students with last names beginning with a letter between “A” and “L.”
- Permitted but not required to attend class in person on Thursday 08/26, 09/02 & 09/09.
- Watch lecture recordings of Tuesday classes 08/31 and 09/07. Do not come to class these days.

Cohort Two:

- Includes students with last names beginning with a letter between “M” and “Z”
- Permitted but not required to attend class in person on Tuesdays 08/31 and 09/02.
- Watch lecture recordings of Thursday classes on 08/26, 09/02 & 09/09. Do not come to class these days.

Contingent on University policies, the cohort system will end, and all students may attend class beginning on 09/14. If, however, you are not feeling well or suspect you may have been exposed to a person with COVID, please stay home and watch the lecture recordings.

Links for the lecture recordings will appear in the Lectures Online tab on the Canvas page for this class.

You will find this tab along the left side navigation in Canvas. To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at <http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings/>. You can find additional information about Lectures Online at: <https://sites.la.utexas.edu/lecturesonline/>.

COURSE MATERIALS

All course materials are freely available to you through Canvas. Materials for each class meeting are contained in a module designated for that class meeting as either PDFs or external URL links. If you have difficulty opening a URL link in Canvas, simply click the blue box labelled “Open Site in New Window.”

You’re not required to purchase the book *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 3rd. ed. By Charles Lipson (University Chicago Press, 2018), but I highly recommend it. It’s available on campus ([here](#)), and a used copy can be purchased from our [Amazon](#) overlords for about \$10. A couple of chapters are available to you in the Student Resources module in Canvas.

HOW THE COURSE WORKS

Learning Guides:

The learning guides are designed to help you read in a more targeted and instrumental fashion. Use the learning objectives, key concepts (for those learning guides that contain them), and learning questions to help you identify and skim those sections of the material that do not relate directly to the course and meaningfully engage those sections of the material that do.

In engaging the learning questions, be sure to write out answers *in your own words*—don’t just copy sentences from the material verbatim. Otherwise, it’s highly likely that you won’t actually understand the material fully and won’t be able to perform well on the tests and assignments, particularly when test questions or assignments ask you to apply the material. For the key concepts (for those learning guides that contain them), you should be able to define and state the significance of each. Significance generally lies in a concept’s relationship to something else, its wider implications, or both.

The reading should be done in a timely fashion, i.e., *before* you attend class or watch the lecture recording. Doing so will ensure that you are primed for the lecture material, and it will enhance your ability to take high quality notes. Because learning is an iterative process, this is the model that I propose you follow in this course. Read over the learning guide. Then, do the reading. Answer the learning questions and be sure that you understand the key concepts. Attend class and/or watch the lecture recordings and take notes. Periodically review your notes throughout the semester and try to understand how the material from past classes relates to the current material.

Identify points that you don't fully understand and ask the TA questions at office hours in order to clarify these points.

Why not try to maximize the value that you get for your educational dollar? Do you ever pay money for something and demand less than what you paid for? No? Then, why do it with your education?

Class Participation:

I do not take attendance, nor do I require class participation. Both, however, are strongly encouraged. Why? Based on over 20 years of experience in higher education, I have consistently observed better learning outcomes for students who attend lectures and participate in classroom discussions. More importantly, active student engagement makes our time together more dynamic and more fun. For students who prove to be consistently prepared participants, I'm able to write more robust letters of recommendation because I'm more likely to remember them and because their contributions to classroom discussions give me another point to make about their performance in my course.

Each module contains a discussion board entitled, "Call on me!" If you are ready, willing, and able to participate in that's day's class, then sign up there. I'll check the list before each class meeting.

As an undergraduate, I very rarely missed class, but even though I was always prepared, I very rarely spoke in class unless I was compelled to do so. I know what it's like to be painfully shy or to suffer from "imposter syndrome." How then did I become a trial lawyer and a college professor? I did so by continuously pushing myself beyond my comfort zone and allowing myself to stumble without feeling defeated. If you can relate to my undergraduate experience, then I encourage you to use our classroom as a space to push beyond your own comfort zone. Your future-self will thank you! P.S. If you think you want to go to law school, then you'd better conquer your fear of speaking in class now!

Because I don't take attendance, there's no need to email me telling me that you won't be there and why. If absence is due to a serious problem that you're experiencing that will interfere with your participation in the course, then you should contact [Student Emergency Services in the Office of the Dean of Students \(Links to an external site.\)](#). They will work with you to communicate with your professors (including me) and apprise them of your situation. [Taking this step makes it easier for professors to accommodate students in distress](#). If you do not have off-campus access to a computer and/or Wi-Fi, please contact [Student Emergency Services \(Links to an external site.\)](#) for support.

REQUIRED LEARNING ASSESSMENTS

This course employs a variety of mechanisms to assess student learning. All of the following requirements must be met in order to receive a passing grade for the course, i.e., you don't submit one of them, you fail the entire course.

Course Requirement	Percentage of Final Grade	Due Date
In-Class Exam 1	15%	Tuesday, September 21
Writing Assignment 1	20%	Monday, October 11 by 5:00 pm
Writing Assignment 2	20%	Monday, November 8 by 5:00 pm
Writing Assignment 3	20%	Monday, November 22 by 5:00 pm
In-Class Exam 2	25%	Thursday, December 9 @ 7:00 pm. No exceptions.

In-Class Exams:

Two in-class exams will consist of some combination of T/F, multiple-choice, fill-in-the-blank, short-answer, and/or essay questions. Exam 1 will test your knowledge of readings assigned from 08/26 through 09/16. Exam 2 will test your knowledge of the readings assigned from 09/23 through 12/02. You do not need a bluebook.

Writing Assignments:

Three writing assignments will test your ability to apply knowledge and skills covered in the course. Performance will be assessed in terms of the substantive quality of your papers (i.e., did you do what you were supposed to do, and did you do it well?) and in terms of the quality of the writing. Yes, the quality of your writing counts (either for you or against you) just like it will in your postgraduate lives. We encourage you to make use of the [University Writing Center](#). I mean, why not? You're paying for it.

Because **writing assignments are meant to test your individual knowledge** rather than constitute a group effort, you may use your notes (content that you created), but **you may not use group-generated documents**. See *Sec. 11-402 Academic Dishonesty*. Use of group-generated documents for individual assignments will be treated as acts of academic dishonesty and treated accordingly.

What if I require SSD Accommodations?

I strive to create a supportive learning environment for all students and to ensure that all students enjoy equal access and opportunity in the course of their educational experiences at UT-Austin. Some students require accommodations in order to achieve these objectives. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

While it's true that the Professor can see your SSD accommodations letters in the faculty portal, you are nevertheless **required to meet with the TA to discuss your accommodations within the two weeks of the course** or shortly after your accommodations have been approved if that occurs **mid-semester** so that we can be sure to meet your accommodations needs and facilitate your learning experience in the class. **Accommodations will not be provided until you have met with the TA**. Of course, you are not required to disclose any information about your disability. Your SSD information will be kept confidential. Help us help you.

Contact the TA, using this email address: humanrights.evans@austin.utexas.edu.

In some instances, a student has not gone through the formal process of documenting their disability with the University. If you find yourself in this situation, visit this [website \(Links to an external site.\)](#).

If you require note-taking accommodations, notes can be collected from a student in the class and posted to UT Box. **The TA will coordinate this. The TA is your primary point of contact regarding notes.**

Grading Policies:

Final course grades will be calculated according to the University's +/- system. Do we round up? It depends. To illustrate, a 93.5 (for example) would be rounded up to an A, whereas a 93.4 would be an A-. Expect ten points to be deducted for every day that an assignment is late.

90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
59 and below F

What if I want to contest my grade?

First, you must lodge your intention to contest your grade in writing via the course email address within three days of the day on which we notified you that grades were published. Second, prior to meeting with a TA, you must follow the steps outlined in the paragraph above. TAs are authorized to consider a complaint's merits and exercise discretion to alter a grade. If you are dissatisfied with a TA's decision, then you must lodge your intention to appeal that decision in writing via the course email address within three days of the TA's decision; and, without undue delay, schedule an appointment with Dr. Evans at her office hours. Dr. Evans will grade your exam in its entirety de novo, i.e., you will receive the grade that she assigns even if it's lower than the original grade assigned by the TA. Students who remain dissatisfied with their final course grades may elect to pursue action at the College-level. More on that [here](#).

Do you offer extra credit or make-up work?

No. Work hard. There will be none, nada, zilch. This is my line in the sand. Understand that when you ask a professor to offer you extra credit or make-up work you are asking *them* to do *extra work* to help you, someone who clearly didn't do the requisite work or who failed to achieve a particular grade.

COURSE SCHEDULE

We will do our best to adhere to the following schedule, but we make no guarantees, especially for these times in which we live. So, stay tuned to what's going on in the course by attending class or watching the lecture recordings in a timely fashion.

PRE-COURSE REQUIREMENTS MODULE: You cannot proceed to the course materials until you have completed the syllabus and academic integrity quizzes.

Reading Assignments:

1. The syllabus. Read it. Let's all get on the same page from day-one.
2. UT Code of Conduct.
3. Academic dishonesty.
4. Tools for tracking academic dishonesty.
5. Repercussions of academic integrity violations.

Required Assessments:

1. Syllabus quiz (due by 09/09). You must score a 95 or higher to proceed. Graded on a CR/NC basis.
2. Academic integrity quiz (due by 09/09). You must score a 95 or higher to proceed. Graded on a CR/NC basis.

WEEK 1:

08/26: Introduction to the course.

If you haven't already, please introduce yourself to the class using the "Introduce Yourself!" module in Canvas. Tell us a bit about yourself, such as your major(s), minor(s), and certificate(s), etc.; where you're from; what you're interest in, etc. You get the drift!

Reading Assignment:

[S. Keshav](#). "How to read a paper" (undated paper, 2 pgs.).

[S. Keshav](#), "How to read scientific papers" (2010 presentation slides, 15 pgs.). Skim them.

[Kathryn Sikkink](#), *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton, NJ: Princeton University Press, 2017), chap. 1, pp. 3-16; 19-21. The entire book is available [online](#) through PCL. You can download individual chapters and view the endnotes online.

WEEK 2:

08/31: The puzzle of international human rights.

Reading Assignment:

[Anol Bhattacharjee](#), *Social Science Research: Principles, Methods, and Practices*, 2nd ed. (Creative Commons, 2012), pp. 1-5 (stop at the top of page 5).

[Ann Marie Clark](#), *Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms* (Princeton, NJ: Princeton University Press, 2001), chap. 1, pp. 3-11; chap. 2, pp. 21-27. Note: More pages are provided than are required.

Want to know more about AI and its role in drafting UN treaties? The entire book is available [online](#) through PCL. You can download individual chapters and view the endnotes online.

09/02: Origins of the international human rights system: The role of structure.

Reading Assignment:

[Beth A. Simmons](#), *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 23-41. Want to know more? The entire book is available [online](#) through PCL. You can download up to 188 pages of the e-book and view the references online. We will read more chapters from this book throughout the semester.

Recommended but not required: Want to know more about the role of actors from the Global South in the origins of the international human rights regime? Read [Kathryn Sikkink](#), *Evidence for Hope*, pp. 55-93. The entire book is available [online](#) through PCL. You can download individual chapters and view the endnotes online.

WEEK 3:

09/07: Political development of the international human rights system: The role of actors.

Reading Assignment:

[Beth A. Simmons](#), *Mobilizing for Human Rights*, chap. 2, pp. 42-56. Want to know more? The entire book is available [online](#) through PCL. You can download up to 188 pages of the e-book and view the references online. We will read more chapters from this book throughout the semester.

Recommended but not required: Want to know more about the role of actors from the Global South in the development of the international human rights regime during the Cold War era? Read [Kathryn Sikkink](#), *Evidence for Hope*, pp. 94-136. The entire book is available [online](#) through PCL. You can download individual chapters and view the endnotes online.

09/09: Politics of treaty creation: Amnesty International and the Convention Against Torture (CAT).

Reading Assignment:

[Ann Marie Clark](#), *Diplomacy of Conscience* (Princeton, NJ: Princeton University Press, 2001), chap. 3, pp. 37-69. Want to know more about AIs role in the drafting of other UN treaties? Remember, the entire book is available [online](#) through PCL. You can download individual chapters and view the endnotes online.

See Canvas for Supplementary Materials:

These allow you to see the documents discussed in the reading and learn more about UN bodies discussed in the reading. Want to know more? In week 5, we will cover these types of documents and UN bodies in greater detail.

WEEK 4:

09/14: Legitimacy of international human rights.

Reading Assignment:

Jack Donnelly, *Universal Human Rights in Theory and Practice* (Ithaca, NY: Cornell University Press, 2013), chap. 5, pp. 75-92. Want to know more? This book is available [online](#) through the PCL. You can download up to 134 pages and view the references online.

See Canvas for Supplementary Materials:

These allow you to see the documents discussed in the reading and learn more about UN bodies discussed in the reading. Want to know more? In week 5, we will cover these types of documents and UN bodies in greater detail.

09/16: International human rights and the politics of contestation.

Reading Assignment:

Michael Goodhart, “Human Rights and the Politics of Contestation,” in Mark Goodale (ed.), *Human Rights at the Crossroads* (Oxford: Oxford University Press, 2013), chap. 2, pp. 31-44.

WEEK 5:

09/21: In-Class Exam 1.

09/23: Assuming and avoiding treaty obligations: Ratification, reservations, and derogations.

Reading Assignment:

Rhona K.M. Smith, “Human Rights in International Law” in Goodhart (ed.), *Human Rights: Politics and Practice*, 2nd ed. (Oxford: Oxford University Press, 2013), pp. 58-66 (only).

Reporting to the United Nations Human Rights Treaty Bodies Training Guide ([United Nations OHCHR](#), 2017), pp. 2-10.

See Canvas for Supplementary Materials:

These allow you to see the documents discussed in the reading and learn more about UN bodies discussed in the reading.

WEEK 6:

09/28: Law and politics of administering international human rights treaties: State reporting & general comments/recommendations.

Reading Assignment:

Rhona K.M. Smith, “Human Rights in International Law” in M. Goodhart (ed.), *Human Rights: Politics and Practice*, 2nd ed. (Oxford: Oxford University Press, 2013), pp. 67-70 (only).

[Jane Connors](#), “The Human Rights Treaty Body System,” in S. Chesterman, D.M. Malone, and S. Villalpando (eds.), *The Oxford Handbook of United Nations Treaties* (Oxford: Oxford University Press, 2019), pp. 1-9; 13-15 (only); in terms of sections, this translates into sections 1-2.2 and 2-6 (only).

Reporting to the United Nations Human Rights Treaty Bodies Training Guide (United Nations OHCHR, 2017), pp. pp. 2-10; 30-62 and 26-27 (only and in that order).

[Malene Alleyne](#) and [Felix Kirchmeier](#), “Small states face big challenges in engaging UN treaty bodies,” *Open Global Rights*, 4 December 2019 (4 pgs).

See Canvas for Supplementary Materials:

These allow you to see the documents discussed in the reading and learn more about UN bodies discussed in the reading.

09/30: Law and politics of administering international human rights treaties: Complaint procedures, inquiries, early warning and urgent action.

Reading Assignment:

[Jane Connors](#), “The Human Rights Treaty Body System,” in *The Oxford Handbook of United Nations Treaties* (Oxford: Oxford University Press, 2019), pp. 9-13 (only); in terms of sections, this translates into sections 2.3-2-5 (only).

[Claire Callejon](#), [Kamelia Kemileva](#), and [Felix Kirchmeier](#), *Treaty Bodies Individual Communications Procedures: Providing Redress and Reparation to Victims of Human Rights Violations* (Geneva: The Geneva Academy of Humanitarian Law and Human Rights, 2019), pp. 6-25.

Reporting to the United Nations Human Rights Treaty Bodies Training Guide (United Nations OHCHR, 2017), pp. 10-16.

See Canvas for Supplementary Materials:

These allow you to see the documents discussed in the reading and learn more about UN bodies discussed in the reading.

WEEK 7:

10/05: Law and politics of interpreting international human rights treaties.

Reading Assignment:

[Cecilia Medina](#), “The Role of International Tribunals: Law-Making or Creative Interpretation?” in Dinah Shelton (ed.), *The Oxford Handbook of International Human Rights Law* (Oxford: Oxford University Press, 2013), sections 1-4 and 6 (skip section 5).

In-class exercise – materials TBD.

10/07: Does international human rights law work? Framing the debate.

Reading Assignment:

[Eric Posner](#), “The Case against Human Rights,” *The Guardian*, 4 December 2014 (9 pages);

[Beth A. Simmons](#), “What’s Right with Human Rights,” *Democracy Journal*, Winter 2015, No. 35 (10 pages);

[Human Rights Measurement Initiative](#) and [Universal Rights Group](#), *Is the global situation of human rights improving or deteriorating? Making the case for the empirical measurement of human rights change* (2019), pp. 5, 7, 9-11.

WEEK 8:

10/11: Writing Assignment 1 due by 5:00 pm.

10/12: How do we know if and how international human rights law works? A social science toolkit, part 1.

Reading Assignment:

[Anol Bhattacherjee](#), [Social Science Research: Principles, Methods, and Practices](#), 2nd ed. (Creative Commons, 2012), pp. 1-8, 17-22; 35; 103-06; 107-09.

10/14: How do we know if and how international human rights law works? A social science toolkit, part 2.

Reading Assignment:

[Anol Bhattacherjee](#), [Social Science Research: Principles, Methods, and Practices](#), 2nd ed. (Creative Commons, 2012), pp. 9-15; 17-22; 25-29; 35; 43-45; 139-41.

WEEK 9:

10/19: Measuring international human rights, part 1.

Reading Assignment:

[Anol Bhattacherjee](#), [Social Science Research: Principles, Methods, and Practices](#), 2nd ed. (Creative Commons, 2012), pp. 43-45; 119-20.

[Todd Landman](#), “Measuring Human Rights: Principles, Practice and Policy,” 26 *Human Rights Quarterly* (2004): 906-21.

“[Indicators: essential tools in the realization of human rights](#)” (OHCHR, 7 November 2012).

10/21: Measuring international human rights, part 2.

Reading Assignment:

[Todd Landman](#), “Measuring Human Rights: Principles, Practice and Policy,” 26 *Human Rights Quarterly* (2004): 921-31.

[Human Rights Measurement Initiative](#) and [Universal Rights Group](#), *Is the global situation of human rights improving or deteriorating? Making the case for the empirical measurement of human rights change* (2019), pp. 13-14, 16-21.

WEEK 10:

10/26: A critical perspective on measuring international human rights, part 1.

Reading Assignment:

[Anol Bhattacherjee](#), [Social Science Research: Principles, Methods, and Practices](#), 2nd ed. (Creative Commons, 2012), pp. 8, 103-11.

[Sally Engle Merry](#), *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking* (Chicago: The University of Chicago Press, 2016), pp. 1-22.

Want to know more? I requested that the PCL acquire a copy of this book. Check the [library catalogue](#) to see if they fulfilled my request.

10/28: A critical perspective on measuring international human rights, part 2.

Reading Assignment:

[Anol Bhattacherjee](#), *Social Science Research: Principles, Methods, and Practices*, 2nd ed. (Creative Commons, 2012), pp. 8, 103-11.

[Sally Engle Merry](#), *The Seductions of Quantification*, pp. 112-118; 124-32; 134-39.

Want to know more? I requested that the PCL acquire a copy of this book. Check the [library catalogue](#) to see if they fulfilled my request.

WEEK 11:

11/02: Measuring human rights: In-class exercise.

Materials TBD.

11/04: Why do states ratify (or not) international human rights treaties? Theories of commitment.

Reading Assignment:

[Anol Bhattacherjee](#), *Social Science Research: Principles, Methods, and Practices*, 2nd ed. (Creative Commons, 2012), pp. 25-29. These pages have been previously assigned; please review them.

[Beth A. Simmons](#), *Mobilizing for Human Rights* (Cambridge: Cambridge University Press, 2009), pp. 57-80; 98-111.

WEEK 12:

11/08: Writing Assignment 2 due by 5:00 pm.

11/09: Why do states comply (or not) with international human rights treaties? Theories of compliance.

Reading Assignment:

[Anol Bhattacherjee](#), *Social Science Research: Principles, Methods, and Practices*, 2nd ed. (Creative Commons, 2012), pp. 25-29. These pages have been previously assigned; please review them.

[Beth A. Simmons](#), *Mobilizing for Human Rights*, pp. 112-55.

11/11: Guest Speaker via zoom. Class will NOT meet in person.

WEEK 13:

11/16: Does international human rights law work? A mixed methods approach: The quantitative piece.

Reading Assignment:

[Beth A. Simmons](#), *Mobilizing for Human Rights*, pp. 202-12; 222-31; 253-55.

11/18: Does international human rights work? A mixed methods approach: The qualitative piece.

Reading Assignment:

[Anol Bhattacherjee](#), *Social Science Research: Principles, Methods, and Practices*, 2nd ed. (Creative Commons, 2012), pp. 93-97; 99-102. Some pages have been previously assigned; please review them.

[Beth A. Simmons](#), *Mobilizing for Human Rights*, pp. 236; 245-55.

WEEK 14:

11/22: Writing Assignment 3 due by 5:00 pm.

11/23: How do international human rights work? A different type of qualitative perspective.

Reading Assignment:

[Anol Bhattacherjee](#), *Social Science Research: Principles, Methods, and Practices*, 2nd ed. (Creative Commons, 2012), pp. 103-11. Some pages have been previously assigned; please review those pages.

[Sally Engle Merry](#), *Human Rights and Gender Violence: Translating International Law into Local Justice* (Chicago: The University of Chicago Press, 2006), pp. 178-81; 192-217.

Want to know more? This book can be found in the [PCL stacks](#)—you know, all of those old-fashioned books on the shelves in PCL. There.

11/25: No class. Thanksgiving Day.

WEEK 15:

11/30: A critical theory perspective on international human rights.

Reading Assignment:

[Makau Matua](#), *Human Rights: A Political and Cultural Critique* (Philadelphia: University of Pennsylvania Press, 2002), pp. ix-xi; 1-38; 154-57.

Want to know more? This book can be found in the [PCL stacks](#)—you know, all of those old-fashioned books on the shelves in PCL. There.

12/02: Reflections on the legitimacy, effectiveness, and future of international human rights.

Reading Assignment:

[Kathryn Sikkink](#), *Evidence for Hope*, pp. 225-48.

Want to know more? Remember, the entire book is available [online](#) through PCL. You can download individual chapters.

In-Class Exam 2: Thursday, December 9 @ 7:00 pm in WAG 201. No exceptions.

IMPORTANT (MUST-READ) ADMINISTRATIVE POLICIES

Academic Integrity:

Academic integrity is a fundamental value of higher education at UT; therefore, we will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify with regard to quizzes, take-home exams, or the writing assignment. Should we determine that an academic integrity violation has taken place, we will follow the University's formal process for dealing with such matters. You are expected to be familiar with the UT Honor Code: <https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>. We refer you specifically to *Subchapter 11-400. Prohibited Conduct* in its entirety. Also consult the section on **sharing course materials and intellectual property policies** that appear in the final, **must-read** section of the syllabus.

GroupMe, etc.:

Why is it that nearly all students despise “group-work” but are only too eager to collaborate on compiling group documents? Because I understand that group discussions among students can facilitate the learning process, I do not discourage those. I do, however, prohibit the construction of group documents related to graded assignments. This is a distinction *with* a difference. I will be happy discuss it with you. Use of GroupMe or other similar mechanisms for the compilation of group work to be used by individuals for their graded assignments will result in failure of the course. **I am a former Assistant Prosecuting Attorney for the State of Ohio. Do not give me a reason to slip back into prosecutorial mode. Note that failure to know and understand the policy (i.e., ignorance) is no defense.**

Accommodations for Religious Holidays and Students with Disabilities:

By UT Austin policy, you must notify us of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Intellectual Property Policy:

This course was created by Dr. Evans, and as such, it is her intellectual property. Students are, therefore, not permitted to disseminate by any means any of the course content created by Dr. Evans, including lecture recordings, power point presentations and slides, or other learning materials. Students who do so without permission will face legal action in a court of law.

Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

The Professional Environment:

I expect to be addressed in person as either “Dr. Evans” or “Professor Evans.” We will personally address you by your own preferred name.

Personal Pronouns:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the professor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). We will honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc.). Please advise us of any changes early in the semester so that we may make appropriate updates to our records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Email Policy:

See also the policy at the start of the syllabus. The text of your email should clearly state the nature of your inquiry, the name of the course, and either your name as it appears on the course roster or the preferred name that you provided to us. All email correspondence from us to you will be automatically sent to your official UT email address. Therefore, you should know your official UT email address, and as a matter of practice, you should check your account regularly. I have endeavored to make this syllabus as thorough and clear as possible. Before emailing questions about the course, review the syllabus. It just may contain the answer that you seek. Substantive questions about the course material that require lengthy explanations or discussion will only be answered in class (where they are especially welcomed) or during office hours. I will not respond to these types of questions by email.

Classroom Behavior:

This applies with equal force in the online world. It's important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Here are some guidelines for classroom behavior: (1) pay attention during class; (2) classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing; and, (3) any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations. It is a good rule to let professors know at the start of class if you will need to leave early.

TITLE IX REPORTING AND TEXAS SB212

Reporting Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning 1 January 2020, Texas Senate Bill 212 **requires all employees of Texas universities**, including faculty, to **report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking** that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

We are Responsible Employees and MUST (we are legally required to) report any Title IX related incidents that are disclosed to us in writing, discussion, emails, or one-on-one exchanges. Before talking with us, or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Safety Matters:

Occupants of buildings on the UT-Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their professor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class professors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, the UT-Austin Police Department, or Fire Prevention Services office. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency. The Office of Campus Safety and Security can be reached at 512-471-5767, <http://www.utexas.edu/safety/>, and the Behavior Concerns Advice Line (BCAL) can be reached at 512-232-5050.