

POS 6933: International Human Rights

University of Florida – Fall 2020

Wednesday 6:15 pm-9:10 pm

Online

Dr. Annie Watson

kanne.watson@ufl.edu

Virtual Office Hours: Wednesday 1:00-4:00pm (and/or by appointment)

Office Hours Link: Provided on Canvas

Course Description and Objectives

The aim of this class is to provide you with a greater understanding of the concept of human rights, including their importance in international politics and the various means by which these rights might either be violated or protected. We will also discuss many of the methods used to study and evaluate respect for human rights cross-nationally. As such, by the end of this course, you will be able to:

- Describe various conceptions of human rights, including comparisons between universal and culturally relative perspectives.
- Express and justify your preferred view of human rights and explain its implications.
- Understand many of the sources of human rights violations and the cross-national extent of human rights violations.
- Discuss the implementation and effectiveness of a variety of efforts to improve respect for human rights, including steps taken through international law and by powerful states and non-governmental organizations.
- Design and conduct original research on the topic of human rights.
- Effectively critique and communicate information about both your own research and others' work on human rights.

Required Books

Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3rd ed. Ithaca: Cornell University Press.

Hertel, Shareen, and Lanse Minkler, eds. 2007. *Economic Rights: Conceptual, Measurement, and Policy Issues*. New York: Cambridge University Press.

Fukuda-Parr, Sakiko, Terra Lawon-Remer, and Susan Randolph. 2015. *Fulfilling Social and Economic Rights*. New York: Oxford University Press.

Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press.

Recommended Books

Landman, Todd and Edzia Carvalho. 2010. *Measuring Human Rights*. New York: Routledge.

Goodhart, Michael. 2005. *Democracy as Human Rights: Freedom and Equality in the Age of Globalization*. New York: Routledge.

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press.

Murdie, Amanda. 2014. *Help or Harm: The Human Security Effects of International NGOs*. Stanford, CA: Stanford University Press.

Mason, T. David. 2004. *Caught in the Crossfire*. Lanham, Maryland: Rowman & Littlefield.

Richards, David L. and Jillienne Haglund. 2015. *Violence against Women and the Law*. Routledge.

True, Jacqui. 2013. *The Political Economy of Violence Against Women*. New York: Oxford University Press.

Course Requirements and Evaluation

Research Paper and Peer Review (50 points, in pieces)

At the end of the course, you will turn in a research paper. This paper should rely on scholarly research, as well as research that you conduct on your own, to address a research question concerning some aspect of human rights. This project will be a central focus of the class from the very beginning; thus, we will discuss it in greater detail over the duration of the course. By the end of the semester, each student in the class should have a paper containing at least introduction, literature review, theory, and research design sections, with some concluding thoughts about the value and prospects of the project. The goal is that this paper will provide solid footing for a future project suitable for presentation at a professional conference and, eventually, publication. This paper should be 12-20 double-spaced pages in length (and likely longer if you manage to produce results by the end of the semester), typed in 12-point Times New Roman font with 1-inch margins, and using the APSA style and citation guide. However, we will be completing the paper in phases in class as demonstrated by the calendar below.

A few additional things to note: First, students will be expected to talk to both the instructor and their classmates about their ongoing project. As such, you should **start working on your paper early**. We will spend time in several classes throughout the semester talking specifically about your progress (see calendar below).

Second, while you are more than welcome to produce results/analysis for your paper by the end of the semester, you should be aware that papers that have such sections will NOT be treated more favorably than those that do not. That is, the key to doing well on this paper is to identify

an important question, review the existing literature well, provide a sound argument that produces testable propositions, and produce a feasible plan for testing those propositions. The completion of a results/analysis section will NOT make up for a lack of clarity in research question, a weak grasp of the literature, a poorly structured theoretical argument, or an infeasible research design.

Third, I find that students leave far too many papers from previous classes aside in order to write new papers for the courses they are currently taking. As a student, one of your goals when writing a seminar paper should be to produce something that may eventually be publishable. Sadly, it seems that many promising ideas are scrapped after the seminar is over due to the student's perception that they lack the time to bring those ideas to fruition. As such, I am willing to let students continue to work on a pre-existing project for their research paper if (1) the topic of the paper fits with the overall topic of the class, (2) a copy of the previous version of the paper is submitted with the research proposal, and (3) the student meets with me (virtually) to discuss what will be expected on their final paper. Additionally, you are welcome to use this paper for another course you are taking simultaneously, as long as you follow the previous steps and notify the other professor. The expectations for the final product in these cases will be much higher, and you will be expected to produce an analysis/results by the end of the semester.

Fourth, a key element (and responsibility) of academics is the ability to effectively, responsibly, and respectfully critique scholarly works. It is a key skill to be able to give (and receive) this feedback. Thus, at each stage of the research process this semester you will be providing feedback to one of your classmates. (I will also be providing detailed feedback to each of you.) We will discuss the requirements of this feedback in greater detail in class.

Finally, most of you will give a variety of presentations over the course of your careers, regardless of whether you stay in academia or not. The ability to clearly convey your work to a broad audience is another key skill to develop during your time in graduate school. As such, you will be giving conference-style presentation on the last day of class. This is a formal presentation (with slides) that lasts approximately 10-12 minutes, with a Q and A period to follow.

- September 16: Research proposal (1 point)
- September 23: Research proposal peer review (1 point)
- September 30: Literature review draft (2 points)
- October 7: Literature review peer review (1 point)
- October 14: Theory section draft (2 points)
- October 21: Theory section peer review (2 points)
- October 28: Research design draft (2 points)
- November 4: Research design peer review (2 points)
- November 18: First draft (5 points)
- December 2: First draft peer review (2 points)
- December 9: "Conference" presentation (10 points)
- December 16: Final draft (20 points)

Practice Comprehensive Exam Questions (10 points each for 20 points)

The goal of these assignments is to offer you a low-cost way to prepare for comprehensive exams. I will provide 4 opportunities for mini take-home comps; you will complete two of these on your own in the time period between covering these topics in class and the subsequent class meeting. For each opportunity, you will craft one 5-7 page response (double-spaced, 12-point Times New Roman Font, 1-inch margins, APSA style and citation guide). A rubric will be provided.

Your response to this question should demonstrate that you grasp the basic arguments of the readings and are able to synthesize and critique the social scientific literature we've gone over. Further, your response should demonstrate that you are able to apply these arguments to new situations. No outside reading is required.

Weekly Response Questions (10 points)

Each week (beginning in Week 2), you will be responsible for submitting at least 3 critical thinking questions based on that week's readings. These questions should be geared toward producing class discussion or scholarly research. As such, questions can include a preamble as needed, but overall, each question should not exceed 5 lines. These questions should be posted to the appropriate discussion board on Canvas by **12 PM each Wednesday before class**. We will discuss the format of these questions more on the first day of class.

Attendance and Participation (10 points each for 20 points)

This semester, we'll all be attending class virtually and synchronously, through Zoom meetings set up in Canvas. (Details about the technology support available to you are included at the end of this document.) As in a face-to-face course, attendance and participation are a necessary condition for satisfactory achievement. This is a seminar course, which means that **you** should be doing the lion's share of talking. I am here for guidance and to share knowledge with you, but the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity.

Each student gets one unexcused absence (for any reason). Additional unexcused absences will result in a 0 for attendance and participation for that day. Missing more than half of the classes for unexcused reasons will result in a failing grade. (Excused absences will be assigned according to university policy.)

Grading Scale

Grades are constructed to reflect university standards and are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	94-100 points
A-	90-93 points
B+	87-89 points
B	84-86 points
B-	80-83 points
C+	77-79 points
C	74-76 points
C-	70-73 points
D+	67-69
D	64-66 points
D-	61-63
F	Fewer than 61 points

Preliminary Course Schedule

Unless noted otherwise, assignments should be handed in at the beginning of the class period they are due.

Week 1 September 2	Introduction
Week 2 September 9	<p>Underpinnings of Human Rights</p> <ul style="list-style-type: none"> • Beitz, Charles. 2003. "What Human Rights Mean." <i>Daedalus</i> 132 (1): 36-46. • Boylan, Michael. 2011. "Are There Natural Human Rights?" <i>New York Times</i>. May 29. http://opinionator.blogs.nytimes.com/2011/05/29/are-there-natural-human-rights/ (July 28, 2016). • Hart, HLA. 1958. "Positivism and the Separation of Law and Morals." <i>Harvard Law Review</i> 71(4): 593-629. • Glendon, Mary Ann. 2001. <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i>. New York: Random House. Chapters 3-5. • Universal Declaration of Human Rights (UDHR): http://www.un.org/en/documents/udhr/ • International Covenant on Civil & Political Rights (ICCPR): http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx <ul style="list-style-type: none"> ○ Optional Protocol to the ICCPR: http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCCPR1.aspx ○ Second Optional Protocol to the ICCPR: http://www.ohchr.org/EN/ProfessionalInterest/Pages/2ndOPCCPR.aspx • International Covenant on Economic, Social, & Cultural Rights (ICESCR): http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx
Week 3 September 16	<p>Perspectives on Human Rights <i>Due: Research Proposal</i></p> <ul style="list-style-type: none"> • Donnelly, Jack. 2013. <i>Universal Human Rights in Theory & Practice</i>. 3rd ed. Ithaca: Cornell University Press. Chapters 1-7, 11.

	<ul style="list-style-type: none"> • Beitz, Charles. 2001. "Human Rights as a Common Concern." <i>The American Political Science Review</i> 95 (2): 269-282. • Nussbaum, Martha C. 1997. "Capabilities and Human Rights." <i>Fordham Law Review</i> 66 (2):273-300. • Parisi, Laura. 2010. "Feminist Perspectives on Human Rights." In <i>The International Studies Encyclopedia</i>, Robert A. Denemark, ed. DOI: 10.1111/b.9781444336597.2010.x. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Shue, Henry. 1996. <i>Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy</i>. 2nd Ed. Princeton: Princeton University Press. • Cranston, Maurice. 1973. <i>What are Human Rights?</i> New York: Taplinger Publishing. • Howard, Rhoda E., and Jack Donnelly. 1986. "Human Dignity, Human Rights, and Political Regimes." <i>American Political Science Review</i> 80 (3): 801-817. <ul style="list-style-type: none"> ○ Mitchell, Neil. 1987. "Liberalism, Human Rights, and Human Dignity (a response to Howard and Donnelly, 1986, APSR)." <i>American Political Science Review</i> 81 (3): 921-927. • Kalev, Henriette Dahan. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." <i>Sex Roles: A Journal of Research</i> 51.5/6: 339-348. • Donnelly, Jack. 2007. "The Relative Universality of Human Rights." <i>Human Rights Quarterly</i> 29(2): 281-306. <ul style="list-style-type: none"> ○ Goodhart, Michael. 2008. "Neither Relative nor Universal: A Response to Donnelly." <i>Human Rights Quarterly</i> 30 (1): 183-193. ○ Donnelly, Jack. 2008. "Human Rights: Both Universal and Relative (A Reply to Michael Goodhart)." <i>Human Rights Quarterly</i> 30 (1): 194-204. • Dancy, Geoff. 2016. "Human Rights Pragmatism: Belief, Inquiry, and Action." <i>European Journal of International Relations</i> 22 (3): 512-535. • Tons & Tons of Human Rights Treaties, e.g. the European Convention for the Protection of Human Rights and Fundamental Freedoms, the African Charter on Human and Peoples' Rights, the Proclamation of Tehran, etc.
<p>Week 4 September 23</p>	<p>Measuring Human Rights <i>Due: Research proposal peer review</i></p> <ul style="list-style-type: none"> • Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." <i>Human Rights Quarterly</i> 26: 906-931. <ul style="list-style-type: none"> ○ OR Landman, Todd, and Edzia Carvalho. 2010. <i>Measuring Human Rights</i>. New York: Routledge. • Goldstein, Robert Justin. 1986. "The Limitations of Using Quantitative Data in Studying Human Rights Abuses." <i>Human Rights Quarterly</i> 8 (4): 607-627. • Cingranelli, David L., and David L. Richards. 1999. "Measuring the Level, Pattern and Sequence of Government Respect for Physical Integrity Rights." <i>International Studies Quarterly</i> 43 (2):407-417.

	<ul style="list-style-type: none"> • Cingranelli, David L., and David L. Richards. 2010. “The Cingranelli – Richards (CIRI) Human Rights Data Project.” <i>Human Rights Quarterly</i> 32 (2): 401-424. <ul style="list-style-type: none"> ○ OR Wood, Reed M., and Mark Gibney. 2010. “The Political Terror Scale: A Re-Introduction and a Comparison to CIRI.” <i>Human Rights Quarterly</i> 32 (2): 367-400. <p>To Browse:</p> <ul style="list-style-type: none"> • CIRI Human Rights Data Project website: http://www.humanrightsdata.com • Political Terror Scale website: http://www.politicalterrorsscale.org/ • Polity IV: http://www.systemicpeace.org/polityproject.html • Freedom House: https://freedomhouse.org/report/freedom-world-aggregate-and-subcategoryscores • Human Development Index (HDI): http://hdr.undp.org/en/statistics/hdi/
<p>Week 5 September 30</p>	<p>Complications in Measuring Human Rights <i>Due: Literature review draft</i></p> <ul style="list-style-type: none"> • 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?” <i>Human Rights Quarterly</i> 35(3):539-568. <ul style="list-style-type: none"> ○ Richards, David L. 2016. “The Myth of Information Effects in Human Rights Data. Response to Ann Marie Clark and Kathryn Sikkink.” <i>Human Rights Quarterly</i> 38 (2):477-492. ○ Clark, Ann Marie, and Kathryn Sikkink. 2016. “Response to David L. Richards.” <i>Human Rights Quarterly</i> 38 (2): 493-496. • Poe, Steven C., Tanya Vazquez, and Sabine Carey. 2001. “How Are These Pictures Different? An Empirical Comparison of the U.S. State Department and Amnesty International Human Rights Reports, 1976-1995.” <i>Human Rights Quarterly</i> 23: 650-677. • Hill Jr., Daniel W., Will H. Moore and Bumba Mukherjee. 2013. “Information Politics v Organizational Incentives: When are Amnesty Internationals “Naming and Shaming” Reports Biased?” <i>International Studies Quarterly</i> 57(2):219-232. • Cordell, Rebecca, K. Chad Clay, Christopher J. Fariss, Reed M. Wood, and Thorin M. Wright. 2018. “How Does the Trump Administration Think about Human Rights? Evidence from the State Department Country Reports.” <i>Political Violence at a Glance</i>. (June 1). https://politicalviolenceataglance.org/2018/06/01/how-does-the-trump-administration-think-about-human-rights-evidence-from-the-state-department-country-reports/ • Fariss, Christopher J. 2014. “Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability.” <i>American Political Science Review</i> 108 (2): 297-318. <p>Further Reading (Not Required):</p>

	<ul style="list-style-type: none"> • Rosga, AnnJanette, and Margaret L. Satterthwaite. 2009. "The Trust in Indicators: Measuring Human Rights." <i>Berkeley Journal of International Law</i> 27(2): 253-315. • McCann, James A. and Mark Gibney. 1996. "An Overview of Political Terror in the Developing World." In <i>Human Rights and Developing Countries</i>. ed. David L. Cingranelli. JAI Press. • 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." <i>Journal of Conflict Resolution</i> 46 (3): 427-450. • Morris, David. 1979. Measuring the condition of the World's Poor: The Physical Quality of Life Index. • McCormick, James M., and Neil J. Mitchell. 1997. "Human Right Violations, Umbrella Concepts, and Empirical Analysis." <i>World Politics</i> 49 (4): 510-525.
<p>Week 6 October 7</p>	<p>General Theories of Human Rights Violations <i>Due: Literature review peer review</i></p> <ul style="list-style-type: none"> • Cingranelli, David L., Paola Fajardo-Heyward, and Mikhail Filippov. 2014. "Principals, Agents, and Human Rights." <i>British Journal of Political Science</i> 44(3): 605-630. • Policzer, Pablo. 2004. "How Organizations Shape Human Rights Violations." In Sabine C. Carey and Steven C. Poe ed., <i>Understanding Human Rights Violations</i>. Ashgate, pp. 221-238. • Hill, Daniel W., Jr., and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." <i>American Political Science Review</i> 108 (3): 661-687. <p>Select (at least) one:</p> <ul style="list-style-type: none"> • Poe, Steven C. 2004. "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., <i>Understanding Human Rights Violations</i>. Ashgate, pp. 16-42. • Poe, Steven C., and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." <i>American Political Science Review</i> 88:853-872. • Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993." <i>International Studies Quarterly</i> 43 (2): 291-313. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Mitchell, Neil J. 2004. <i>Agents of Atrocity: Leaders, Followers, and the Violation of Human Rights in Civil War</i>. New York: Palgrave Macmillan. • Richards, David L., Alyssa Webb, and K. Chad Clay. 2015. "Respect for Physical Integrity Rights in the Twenty-First Century: Evaluating Poe and Tate's Model 20 Years Later." <i>Journal of Human Rights</i> 14 (3): 291-311.

Week 7
October 14

International Human Rights Law

Due: Theory section draft

- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press.
- Goodman, Ryan, and Derek Jinks. 2004. "How to Influence States: Socialization and International Human Rights Law." *Duke Law Journal* 54 (3): 621-703.
 - OR Goodman, Ryan, and Derek Jinks. 2013. *Socializing States: Promoting Human Rights through International Law*. New York: Oxford University Press.
- Hill, Daniel W., Jr. 2010. "Estimating the Effects of Human Rights Treaties on State Behavior." *Journal of Politics* 72 (4): 1161-1174.
- Lupu, Yonatan. 2013. "The Informative Power of Treaty Commitment: Using the Spatial Model to Address Selection Effects." *American Journal of Political Science* 57 (4): 912-925.
- Fariss, Christopher J. Forthcoming. "The Changing Standard of Accountability and the Positive Relationship between Human Rights Treaty Ratification and Compliance." *British Journal of Political Science*.

Further Reading (Not Required):

- Smith-Cannoy, Heather. 2012. *Insincere Commitments: Human Rights Treaties, Abusive States, and Citizen Activism*. Washington, D.C.: Georgetown University Press.
- Neumayer, Eric. 2005. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49 (6): 925-953.
- Keith, Linda Camp. 1999. "The United Nations International Covenant on Civil and Political Rights: Does It Make a Difference in Human Rights Behavior?" *Journal of Peace Research* 36(1): 95-118.
- Hathaway, Oona. 2002. "Do Human Rights Treaties Make A Difference?" *Yale Law Journal* 111 (8): 1935-2042.
- Landman, Todd. 2005. *Protecting Human Rights: A Comparative Study*. Washington, D.C.: Georgetown University Press.
- 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.
- Hafner-Burton, Emilie M., and Kiyoteru Tsutsui. 2005. "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology* 110 (5): 1373-1411.
- Hafner-Burton, Emilie M., Laurence R. Helfer, and Christopher J. Fariss. 2011. "Emergency and Escape: Explaining Derogations from Human Rights Treaties." *International Organization* 65: 673-707.
- Richards, David L., and K. Chad Clay. 2012. "An Umbrella with Holes: Respect for Non-Derogable Human Rights during Declared States of Emergency, 1996-2004." *Human Rights Review* 13 (4): 443-471.

	<ul style="list-style-type: none"> • Neumayer, Eric. 2013. "Do Governments Mean Business When They Derogate? Human Rights Violations during Notified States of Emergency." <i>Review of International Organizations</i> 8 (1): 1-31.
<p>Week 8 October 21</p>	<p>Domestic Institutions <i>Due: Theory section peer review</i></p> <ul style="list-style-type: none"> • Goodhart, Michael. 2014. "Democracy as Human Rights." In <i>Handbook of Human Rights</i>, Thomas Cushman, ed. New York: Routledge, pp. 68-76. <ul style="list-style-type: none"> ◦ Or, preferably: Goodhart, Michael. 2005. <i>Democracy as Human Rights: Freedom and Equality in the Age of Globalization</i>. New York: Routledge. • Hill, Daniel W., Jr. 2016. "Democracy and the Concept of Personal Integrity Rights." <i>Journal of Politics</i> 78(3): 822-835. • Fein, Helen. 1995. "More Murder in the Middle: Life-Integrity Violations and Democracy in the World, 1987." <i>Human Rights Quarterly</i> 17: 170-191. • Welch, Ryan M. Forthcoming. "National Human Rights Institutions: Domestic Implementation of International Human Rights Law." <i>Journal of Human Rights</i>. <p>Select (at least) one:</p> <ul style="list-style-type: none"> • Davenport, Christian, and David A. Armstrong II. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996." <i>American Journal of Political Science</i> 48 (3): 538-554. • Davenport, Christian. 2007. "State Repression and the Tyrannical Peace." <i>Journal of Peace Research</i> 44 (4): 485-504. • Bueno de Mesquita, Bruce, Feryal Marie Cherif, George W. Downs, Alastair Smith. 2005. "Thinking Inside The Box: A Closer Look at Democracy and Human Rights." <i>International Studies Quarterly</i> 49 (3): 439-458. • Keith, Linda Camp, C. Neal Tate, and Steven C. Poe. 2009. "Is the Law a Mere Parchment Barrier to Human Rights Abuse?" <i>Journal of Politics</i> 71 (2): 644-660. <p>Select (at least) one:</p> <ul style="list-style-type: none"> • Bhasin, Tavishi, and Jennifer Gandhi. 2013. "Timing and Targeting of State Repression in Authoritarian Elections." <i>Electoral Studies</i> 32: 620-631. • Richards, David L., and Ronald D. Gelleny. 2007. "Good Things to Those Who Wait? National Elections and Government Respect for Human Rights." <i>Journal of Peace Research</i> 44 (4): 505- 523. • Cingranelli, David, and Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." <i>Journal of Politics</i> 72 (1): 243-257. <p>Select (at least) one:</p> <ul style="list-style-type: none"> • Powell, Emilia J., and Jeffrey K. Staton. 2009. "Domestic Judicial Institutions and Human Rights Treaty Violation." <i>International Studies Quarterly</i> 53 (1): 149-174.

	<ul style="list-style-type: none"> • Mitchell, Sara McLaughlin, Jonathan J. Ring, and Mary K. Spellman. 2013. “Domestic Legal Traditions and States’ Human Rights Practices.” <i>Journal of Peace Research</i> 50 (2): 189-202. • Dancy, Geoff, and Verónica Michel. Forthcoming. “Human Rights Enforcement From Below: Private Actors and Prosecutorial Momentum in Latin America and Europe.” <i>International Studies Quarterly</i>. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Gandhi, Jennifer. 2008. <i>Political Institutions Under Dictatorship</i>. New York: Cambridge. • Lake, Milli. 2014. “Organizing Hypocrisy: Providing Legal Accountability for Human Rights Violations in Areas of Limited Statehood.” <i>International Studies Quarterly</i> 58 (3): 515-526. • Conrad, Courtenay Ryals, and Will H. Moore. 2010. “What Stops the Torture?” <i>American Journal of Political Science</i> 54 (2): 459-476. • Regan, Patrick, and Errol Henderson. 2002. “Democracy, Threats and Political Repression in Developing Countries: Are Democracies Internally Less Violent?” <i>Third World Quarterly</i> 23 (1):119-136. • Davenport, Christian. 2007. <i>State Repression and the Domestic Democratic Peace</i>. New York: Cambridge. • Rejali, Darius. 2007. <i>Torture and Democracy</i>. Princeton: Princeton University Press. • Senate Select Committee on Intelligence. 2015. <i>The Official Senate Report on CIA Torture: Committee Study of the Central Intelligence Agency’s Detention and Interrogation Program</i>. New York: Skyhorse. • Richards, David L., and Jillienne Haglund. 2015. <i>Violence against Women and the Law</i>. London: Paradigm. • Keith, Linda Camp. 2002. “Constitutional Provisions for Individual Human Rights (1977-1996): Are They More Than Mere ‘Window Dressing’?” <i>Political Research Quarterly</i> 55 (1): 111-143. • Conrad, Courtenay R. 2014. “Divergent Incentives for Dictators: Domestic Institutions and (International Promises Not to) Torture.” <i>Journal of Conflict Resolution</i> 58 (1): 34-67.
<p>Week 9 October 28</p>	<p>Repression and Dissent <i>Due: Research design draft</i></p> <ul style="list-style-type: none"> • Mason, T. David. 2004. <i>Caught in the Crossfire</i>. Lanham, Maryland: Rowman & Littlefield. Chapters 1-2, 4-6. • Carey, Sabine. 2010. “The Use of Repression as a Response to Domestic Dissent.” <i>Political Studies</i> 58: 167-186. • Bell, Sam R., David Cingranelli, Amanda Murdie, and Alper Caglayan. 2013. “Coercion, Capacity, and Coordination: Predictors of Political Violence.” <i>Conflict Management and Peace Science</i> 30(3): 240-262. • Sullivan, Christopher Michael. 2014. “The (In)effectiveness of Torture for Combating Insurgency.” <i>Journal of Peace Research</i> 51 (3): 388-404.

	<ul style="list-style-type: none"> • Ritter, Emily Hencken, and Courtenay R. Conrad. 2016. “Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression.” <i>American Political Science Review</i> 110 (1): 85-99. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Lichbach, Mark Irving. 1987. “Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent.” <i>Journal of Conflict Resolution</i> 31: 266-297. • Lichbach, Mark Irving. 1995. <i>The Rebel’s Dilemma</i>. Ann Arbor, Michigan: University of Michigan Press. • Gartner, Scott S. and Patrick Regan. 1996. “Threat and Repression: The Non-Linear Relationship Between Government and Opposition Violence.” <i>Journal of Peace Research</i> 33 (3): 273-287. • Moore, Will H. 1998. “Repression and Dissent: Substitution, Context and Timing.” <i>American Journal of Political Science</i> 42 (3):851-873. • Davenport, Christian. 1995. “Multi-Dimensional Threat Perception and State Repression: An Inquiry Into Why States Apply Negative Sanctions.” <i>American Journal of Political Science</i> 39(3): 683-713. • Moore, Will H. 2000. “The Repression of Dissent: A Substitution Model of Government Coercion.” <i>Journal of Conflict Resolution</i> 44 (1): 107-127. • Walter, Barabara F. 2009. <i>Reputation and Civil War: Why Separatist Conflicts Are So Violent</i>. New York: Cambridge. • Heath, Julia A., T. David Mason, William T. Smith, and Joseph P. Weingarten. 2000. “The Calculus of Fear: Revolution, Repression, and the Rational Peasant.” <i>Social Science Quarterly</i> 81(2): 622-633. • Rasler, Karen. 1996. “Concessions, Repression, and Political Protest in the Iranian Revolution.” <i>American Sociological Review</i> 61: 132-152. • Mason, T. David, and Dale A. Krane. 1989. “The Political Economy of Death Squads: Toward a Theory of the Impact of State-Sanctioned Terror.” <i>International Studies Quarterly</i> 33 (2): 175-198. • Carey, Sabine C. 2006. “The Dynamic Relationship Between Protest and Repression.” <i>Political Research Quarterly</i> 59 (1): 1-11.
<p>Week 10 November 4</p>	<p>Economic Rights <i>Due: Theory section peer review</i></p> <ul style="list-style-type: none"> • Hertel, Shareen, and Lanse Minkler, eds. 2007. <i>Economic Rights: Conceptual, Measurement, and Policy Issues</i>. New York: Cambridge University Press. Chapters 1-11. • Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2015. <i>Fulfilling Social and Economic Rights</i>. New York: Oxford University Press. (Selections) • Berliner, Daniel, Anne Greenleaf, Milli Lake, and Jennifer Noveck. “Building Capacity, Building Rights? State Capacity and Labor Rights in Developing Countries.” <i>World Development</i> 72: 127- 139.

	<ul style="list-style-type: none"> • Mosley, Layna, and Saika Uno. 2007. “Racing to the Bottom or Climbing to the Top? Globalization and Collective Labor Rights.” <i>Comparative Political Studies</i> 40 (8): 923-948. • Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. “Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002.” <i>American Political Science Review</i> 103 (4): 669-690. • Cole, Wade. 2013. “Strong Walk and Cheap Talk: The Effect of the International Covenant of Economic Social, and Cultural Rights on Policies and Practices.” <i>Social Forces</i> 92 (1): 165-194. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Sen, Amartya. 1999. <i>Development as Freedom</i>. New York: Anchor Books. • Richards, David L., and Benjamin C. Carbonetti. 2012. “Worth What We Decide: A Defense of the Right to Leisure.” <i>International Journal of Human Rights</i> 17 (3): 329 – 349. • DeMeritt, Jacqueline, and Joseph K. Young. 2013. “A Political Economy of Human Rights: Oil, Natural Gas, and State Incentives to Repress.” <i>Conflict Management and Peace Science</i> 30 (2): 99-120. • DeMeritt, Jacqueline H.R. and Courtenay R. Conrad. 2013. “Constrained by the Bank and the Ballot: Unearned Revenue, Democracy, and State Incentives to Repress.” <i>Journal of Peace Research</i> 50 (1): 105-119. • Englehart, Neil A. 2009. “State Capacity, State Failure, and Human Rights.” <i>Journal of Peace Research</i> 46 (2): 163-180. • Clay, K. Chad, and Matthew R. DiGiuseppe. Forthcoming. “Sovereign Credit & Physical Integrity Rights.” <i>British Journal of Political Science</i>. http://dx.doi.org/10.1017/S0007123415000502
<p>Week 11 November 11</p>	<p>Women’s Rights</p> <ul style="list-style-type: none"> • Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm • Facio, Alda and Martha I. Morgan. 2009. “Equity or Equality for Women? Understanding CEDAW’s Equality Principles.” <i>Alabama Law Review</i> 60(5): 1133-1170. • Howard-Hassman, Rhoda. 2011. “Universal Women’s Rights Since 1970: The Centrality of Autonomy and Agency.” <i>Journal of Human Rights</i>: 433-449. • Hill, Daniel W., Jr. and K. Anne Watson. 2019. “Democracy and Compliance with Human Rights Treaties: The Conditional Effectiveness of the Convention on the Elimination of All Forms of Discrimination Against Women.” <i>International Studies Quarterly</i> 63:127-138. • Caprioli, Mary, Valerie M. Hudson, Rose McDermott, Bonnie Ballif-Spanvill, Chad F. Emmett, and S. Matthew Stearmer. 2009. “The WomanStats Project Database: Advancing an Empirical Research Agenda.” <i>Journal of Peace Research</i> 46 (6): 1-13.

	<ul style="list-style-type: none"> • Richards, David L. and Jillienne Haglund. 2015. <i>Violence against Women and the Law</i>. Routledge. (Selections) • True, Jacqui. 2013. <i>The Political Economy of Violence Against Women</i>. New York: Oxford University Press. (Selections) <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Wangnerud, Lena. 2009. “Women in Parliaments: Descriptive and Substantive Representation.” <i>Annual Review of Political Science</i> 12:51-60. • Carpenter, R. Charli. 2003. “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95.” <i>International Organization</i>. • Charlesworth, Hilary. 2008. “Are women peaceful? Reflections on the role of women in peace-building.” <i>Feminist Legal Studies</i> 16(3): 347-361. • Karim, Sabrina and Kyle Beardsley. 2016. “Explaining sexual exploitation and abuse in peacekeeping missions: The role of female peacekeepers and gender equality in contributing countries.” <i>Journal of Peace Research</i> 53(1): 100-115. • Sassen, Saskia. 2000. “Women’s Burden: Counter-geographies of Globalization.” <i>Journal of International Affairs</i> 53(2). • Abu-Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.” <i>American Anthropologist</i> 104(3): 783-790. • Mikhail, Susanne Louis B. 2002. “Child marriage and child prostitution: Two forms of sexual exploitation.” <i>Gender & Development</i> 10(1):43-49. • Asal, Victor, Mitchell Brown, and Renee Gibson Figueroa. 2008. “Structure, Empowerment, and the Liberalization of Cross-National Abortion Rights.” <i>Politics & Gender</i> 4: 265-284. • Wilcox, Lauren. 2014. “Queer Theory and the ‘Proper Objects’ of International Relations.” <i>International Studies Review</i> 16(4):612-615.
<p>Week 12 November 18</p>	<p>Interventions <i>Due: First draft</i></p> <ul style="list-style-type: none"> • DeMeritt, Jacqueline H. R. 2015. “Delegating Death: Military Intervention and Government Killing.” <i>Journal of Conflict Resolution</i> 59 (3): 428-454. • Wood, Reed M. 2008. “‘A Hand upon the Throat of the Nation’: Economic Sanctions and State Repression, 1976-2001.” <i>International Studies Quarterly</i> 52: 489-513. • Peksen, Durson. 2011. “Economic Sanctions and Human Security: The Public Health Effect of Economic Sanctions.” <i>Foreign Policy Analysis</i> 7 (3): 237-251. • Bell, Sam R., K. Chad Clay, and Carla Martinez Machain. Forthcoming. “The Effect of U.S. Troop Deployments on Human Rights.” <i>Journal of Conflict Resolution</i>. doi:10.1177/0022002716632300 • Peksen, Durson. 2011. “Foreign Military Intervention and Women’s Rights.” <i>Journal of Peace Research</i> 48 (4): 455-468. <p>Select (at least) one:</p>

	<ul style="list-style-type: none"> • Krain, Matthew. 2005. "International Intervention and the Severity of Genocides and Politicides." <i>International Studies Quarterly</i> 49: 363–387. • Murdie, Amanda, and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars." <i>Human Rights Quarterly</i> 32 (1):50-73. • Kathman, Jacob, and Reed Wood. 2011. "Managing Threat, Cost, and Incentive to Kill: The Short- and Long-Term Effects of Intervention in Mass Killings." <i>Journal of Conflict Resolution</i> 55 (5): 735-760. • Butler, Christopher K., Tali Gluch, and Neil Mitchell. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." <i>Journal of Peace Research</i> 44 (6):669-687. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Regan, Patrick M. 1995. "U.S. Economic Aid and Political Repression: An Empirical Evaluation of U.S. Foreign Policy." <i>Political Research Quarterly</i> 48 (3): 613-628. • Bueno de Mesquita, Bruce, and Alastair Smith. 2009. "A Political Economy of Aid." <i>International Organization</i> 63 (2): 309-340. • Cingranelli, David L., and Thomas E. Pasquarello. 1985. "Human Rights Practices and the Distributon of US Foreign Aid to Latin American Countries." <i>American Journal of Political Science</i> 29 (3): 539-563. • Neumayer, Eric. 2003. "Is Respect for Human Rights Rewarded? An Analysis of Total Bilateral and Multilateral Aid Flows." <i>Human Rights Quarterly</i> 25 (2): 510-527. • Peksen, Durson, and A. Cooper Drury. 2009. "Economic Sanctions and Political Repression: Assessing the Impact of Coercive Diplomacy on Political Freedoms." <i>Human Rights Review</i> 10(3): 393-411. • Kuperman, Alan J. 2008. "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans." <i>International Studies Quarterly</i> 52 (1): 49-80. • Peksen, Durson. 2010. "Coercive Diplomacy and Press Freedom: An Empirical Assessment of the Impact of Economic Sanctions on Media Openness." <i>International Political Science Review</i> 31 (4): 449-469. • Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." <i>Journal of Peace Research</i> 46 (1): 59-77. • Apodaca, Clair, and Michael Stohl. 1999. "United States Human Rights Policy and Foreign Assistance." <i>International Studies Quarterly</i> 43 (1): 185-198. • Finkel, Steven E., Aníbal Pérez-Liñán, and Mitchell A. Seligson. 2007. "The Effects of U.S. Foreign Assistance on Democracy Building, 1990-2003." <i>World Politics</i> 59 (3): 404-39. • Peksen, Durson. 2012. "Does Foreign Military Intervention Help Human Rights?" <i>Political Research Quarterly</i> 65 (3): 558-571.
<p>Week 13 November 25</p>	<p>NO CLASS (THANKSGIVING BREAK)</p>

<p>Week 14 December 2</p>	<p>Advocacy Efforts <i>Due: First draft peer review</i></p> <ul style="list-style-type: none"> • Keck, Margaret E., and Kathryn Sikkink. 1998. <i>Activists Beyond Borders: Advocacy Networks in International Politics</i>. Ithaca, New York: Cornell University Press. Chapters 1-3 & 5. • Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. 1999. <i>The Power of Human Rights: International Norms and Domestic Change</i>. New York: Cambridge. Chapters 1 & 8. • Ron, James, Howard Ramos, and Kathleen Rodgers. 2005. "Transnational Information Politics: NGO Human Rights Reporting, 1986-2000." <i>International Studies Quarterly</i> 49 (3): 557-587. <p>Select (at least) one:</p> <ul style="list-style-type: none"> • Murdie, Amanda. 2014. <i>Help or Harm: The Human Security Effects of International NGOs</i>. Stanford, CA: Stanford University Press. • Murdie, Amanda M., and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." <i>International Studies Quarterly</i> 56 (1): 1-16. <p>Select (at least) one:</p> <ul style="list-style-type: none"> • Bell, Sam R., K. Chad Clay, and Amanda Murdie. 2012. "Neighborhood Watch: Spatial Effects of Human Rights INGOs." <i>Journal of Politics</i> 74 (2): 354-368. • Barry, Colin M., K. Chad Clay, and Michael E. Flynn. 2013. "Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment." <i>International Studies Quarterly</i> 57: 532-544. <p>Further Reading (Not Required):</p> <ul style="list-style-type: none"> • Ramos, Howard, James Ron, and Oskar N.T. Thoms. 2007. "Shaping the Northern Media's Human Rights Coverage, 1986-2000." <i>Journal of Peace Research</i> 44 (4): 385-406. • Murdie, Amanda, and Tavishi Bhasin. 2011. "Aiding and Abetting: Human Rights INGOs and Domestic Protest." <i>Journal of Conflict Resolution</i> 55 (2): 163-191. • Bell, Sam R., Tavishi Bhasin, K. Chad Clay, and Amanda Murdie. 2014. "Taking the Fight to Them: Neighborhood Human Rights Organizations and Domestic Protest." <i>British Journal of Political Science</i> 44 (4): 853-875. • Hafner-Burton, Emilie M. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." <i>International Organization</i> 62: 689-716. • Franklin, James C. 2008. "Shame on You: The Impact of Human Rights Criticism on Political Repression in Latin America." <i>International Studies Quarterly</i> 52: 187-211. • Davis, David R., Murdie, Amanda, and Coty Garnett Steinmetz. 2012. "Makers and Shapers: Human Rights INGOs and Public Opinion." <i>Human Rights Quarterly</i> 34 (1): 199-224.
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	<ul style="list-style-type: none"> • Hendrix, Cullen S., and Wendy H. Wong. 2012. “When is the Pen Truly Mighty? Regime Type and the Efficacy of Naming and Shaming in Curbing Human Rights Abuses.” <i>British Journal of Political Science</i> 43 (3): 651-672. • Lebovic, James H., and Erik Voeten. 2009. “The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violators.” <i>Journal of Peace Research</i> 46 (1): 79-97.
<p>Week 15 December 9</p>	<p>Presentations <i>Due: Presentation</i></p> <ul style="list-style-type: none"> • Ignatieff, Michael. 2000. “Human Rights as Politics & Idolatry.” http://tannerlectures.utah.edu/ documents/a-to-z/i/Ignatieff_01.pdf
December 16	Final research paper drafts due by 6:00 pm.

Course Policies

Students with Disabilities

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (<https://disability.ufl.edu/> or (352) 392-8565). To obtain a classroom accommodation, you must first pre-register with the DRC by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: <https://archive.catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

To qualify the application of the policy in this course: papers and other assignments should be your own work (though you may ask others for suggestions). Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to me.

An Inclusive Classroom

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun! However, the fun ends where personal attacks and disrespect begin. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice.

Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be through the Canvas messaging system (which also communicates with your school-assigned e-mail address). You will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the term. Please check it daily. I do my best to answer e-mails within 24 hours (but rarely answer e-mails at night or on weekends).

I have posted office hours on Wednesdays from 1 pm to 4 pm. During this time period, you should feel free to come to my virtual office on Zoom (link at the top of the syllabus) and discuss any questions you may have about the class. If this time does not work for you, I am more than happy to set up an appointment.

Late Work

The late submission of assignments will result in a 10 percent reduction in points per day it is late, unless alternative arrangements are made with the instructor. *If you are worried about meeting deadlines or if something comes up, please come talk to me as soon as possible.* I can't help if I don't know what's going on.

Recording

Because of privacy issues, I will not be recording our class sessions. As in a face-to-face class, attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes on the day's material. As in all courses, unauthorized recording and sharing of recorded materials is prohibited. Please note that Florida is a two-party consent state; it is against the law to record others without their permission.

Cameras On/Off

There will be times in which I request you turn on your camera to help facilitate discussion and active learning. These times will often occur in our group or team discussions. Please feel free to use Zoom's free virtual background feature as desired—no green screen required. Beyond these "camera on" times, I will not require cameras to be on but do encourage you to keep them on if you feel comfortable, as it can help facilitate discussion throughout lecture and help keep us all engaged.

Course Evaluations

At the end of the semester, you will have the chance to provide feedback on the course by completing an online course evaluation through GatorEvals. You will be notified when the evaluation period opens and can complete the evaluation in one of two ways: through the email you receive from Gator Evals or from your Canvas course menu under GatorEvals.

Changes to the Syllabus

The course syllabus is a general plan for the course; deviations by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) regularly check your e-mail.

Campus Resources

Technology Resources

The entirety of our course will take place virtually, requiring the use of a working computer and access to audio-visual resources (e.g., webcam, microphones). If you are struggling to use Zoom, please review the UF Quick Start guides (<https://elearning.ufl.edu/zoom/>). There is also information available regarding connectivity issues (<https://elearning.ufl.edu/media/elearningufl.edu/keep-teaching/Connectivity-Options.pdf>).

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or helpdesk.@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Finally, keep in mind that in a pinch you can dial in to our virtual class using your cellphone to participate in class.

Academic Resources

There are many academic resources available to you on campus throughout the semester. These include:

- E-learning Technical Support—Contact the UF Computing Help Desk at (352) 392-4357 or via e-mail at helpdesk@ufl.edu.
- Library Support—Various ways to receive assistance with respect to using the libraries or finding resources.

<https://uflib.ufl.edu/find/ask/>

- Teaching Center—Offers support for general study skills and tutoring. Located in Broward Hall, contact by phone at (352) 392-2010 or make an appointment at (352) 392-6420.

<https://www.teachingcenter.ufl.edu>

- Writing Studio—Help with brainstorming, formatting, and writing papers. Now offering online consultations! Located at 2215 Turlington Hall; contact at (352) 846-1138.

<http://www.writing.ufl.edu/writing-studio>

- Student Complaints

<https://www.sfa.ufl.edu/written-student-complaints/>

<https://distance.ufl.edu/getting-help/student-complaint-process/>

Hardship Resources

Being a student can be hard. Your lives are changing, and college can be a stressful environment. *There is no shame in struggling with this.* If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Their website is <https://counseling.ufl.edu/services/>, and their phone number is (352) 392-1575.

If you are experiencing other kinds of hardship, UF has a number of services that may help. These include, but are not limited to, the provision of food, clothing, professional clothing, and school supplies, described in greater detail below.

- Alan and Cathy Hitchcock Field & Fork Pantry—Provides *free* non-perishable food items, toiletries, and fresh produce with the swipe of a UF ID card for those in need. There is also an online order form.

<https://pantry.fieldandfork.ufl.edu/>

- UMMatter—Links to multiple campus resources for making healthcare appointments, reporting incidents of bias, health promotion services, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more.

<https://umatter.ufl.edu/helping-students/your-well-being/>

If you or someone you know is in distress, you can reach out to them either through the website above, at umatter@ufl.edu, or at (352) 392-1575.

- HealthStreet Drive Up Services—Provision of clothing, toiletries, naloxone (Narcan), masks, and medical referrals.

<http://healthstreet.program.ufl.edu/our-community-our-health-2/covid-19-resources/#create-a-page-jump-2>

- More HealthStreet Resources—HealthStreet has also curated an extensive list of resources that you might find particularly helpful for staying safe and healthy during the pandemic, including community resources for medical and social services, financial assistance, food/grocery and medicine delivery services, online exercise resources, mental health resources, recovery resources, support for parents, and suggestions for ways to socialize while physically distancing.

<http://healthstreet.program.ufl.edu/our-community-our-health-2/covid-19-resources/>

- Aid-a-Gator—Provides students with emergency funding intended to “help our students’ need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.

<https://www.sfa.ufl.edu/aidagator/>

If you have a family member whose financial situation was affected by the Covid-19 crisis, especially through loss of work hours or their job, you can submit a revision petition for consideration of having their income reevaluated. UF is encouraging these students to complete the 2019-20 Financial Aid Revision Petition and the 2020-2021 Revision Petition.

- UF Multicultural & Diversity Affairs—Advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.

<https://multicultural.ufl.edu/>

For other crises it might be helpful to have the following on hand:

- UF Health Shands Emergency Room/Trauma Center: (352) 733-0111
- Gainesville Police Department: (352) 955-1818 (non-emergency line)

<http://www.gainesvillepd.org>

My (virtual) office door is also always open to you. Please keep in mind that I am a Title IX mandatory reporter.