

# GOVT 150: Constructing Human Rights

Spring 2022 – Tuesdays and Thursdays – 12:30 to 01:50 PM  
Chancellors Hall 132

## Kelebogile Zvobgo

ki-le-bu-hi-le · zhrob-go

She/her, Dr./Prof.

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Office hours: Via Zoom on Tuesdays and Thursdays from 02:00 to 3:20 PM. You can schedule an appointment via [calendly.com/wm-profzvobgo](https://calendly.com/wm-profzvobgo) or drop in if there is an appointment available.

## Beginnings

William & Mary is located on the traditional, ancestral, and unceded territory of the Powhatan,<sup>1</sup> land that was stolen by English settlers and on which enslaved Africans and their descendants were forced to labor for centuries. As we study human rights in comparative and international perspective, it is vital that we acknowledge the human rights abuses that took place (and that continue to take place) on this land and throughout the territories now known as the United States of America.

Acknowledgement is an important decolonial and human rights practice. It renders visible historically marginalized groups, in our context Indigenous and Black Americans, and challenges us to grapple with the truth of our individual and collective pasts. This is difficult and uncomfortable, even painful, but we can have no future without it.

In that vein, we recognize the forced occupation and theft of Indigenous land and the genocide of Indigenous peoples, and we honor and respect Indigenous Americans in our midst today. We also recognize the history and legacy of slavery at William & Mary,<sup>2</sup> in the Commonwealth of Virginia, and throughout the United States, and we remember and honor the enslaved people who helped build and enrich all three. We are privileged to live, learn, and work here.

Finally, we recognize that the histories of the College, the Commonwealth, and the nation have been and remain inextricably tied. The first colony in English North America was established in 1607 at Jamestown, less than five miles from campus, and the first enslaved Africans were brought to Point Comfort, roughly thirty miles from campus. What happens here has always mattered for what happens elsewhere. Thus we commit ourselves to promoting and defending human rights.

Welcome to “Constructing Human Rights.”

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<sup>1</sup> Namely, the Cheroenhaka, Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patowomeck, Rappahannock, and Upper Mattaponi

<sup>2</sup> For a longer treatment of this topic, read Slavery at William & Mary: A Brief Overview, available at <https://www.wm.edu/sites/enslavedmemorial/slavery-at-wm/index.php>

## Course Description

This course will examine the infrastructure of the international human rights regime. First, we will study the philosophical and political foundations of international human rights and chart their development and evolution. Second, we will analyze major international human rights treaties, addressing key steps in their construction, including (1) drafting and negotiation, (2) signature, ratification/accession, and succession, (3) reservations, and (4) withdrawal. Third and finally, we will examine implementation and monitoring.

## Learning Objectives

By the end of the course, students will be able to:

- Describe the major elements of the international human rights regime (norms, instruments, institutions, actors).
- Explain the contributions and deficits of different treaties for safeguarding human rights.
- Argue the challenges of and challengers to international human rights.
- Evaluate the effectiveness of monitoring and compliance mechanisms.

## Teaching Philosophy

The primary goal of my teaching is to develop student interest in political institutions and political behavior, and create a safe learning environment in which students are empowered to critically inquire into, de-construct, and re-construct the political world around them. Enhancing substantive knowledge, data literacy, oral and written communication, and teamwork are focal points of my teaching. These are critical for students' personal and academic development, and post-baccalaureate endeavors.

## Logistics

We will meet twice weekly at the days and times specified above.

To foster an inclusive environment and to properly identify participants, I encourage everyone to share their personal gender pronouns during introductions.

I will hold office hours twice weekly via Zoom at the days and times specified above to discuss class materials and assignments. You can reserve an appointment using my Calendly scheduler or you can drop in if there are any open slots. Of course, students with appointments will be prioritized. If you need to make an appointment outside my office hours, please email me at least seven days in advance.

I will aim to reply to emails in one to two business days.

## Expectations

I will maintain high expectations for you, as you should for me. This class will be challenging. Believe me – or, better yet, ask my former students. But, if you take me, your peers, and the course materials and assignments seriously, you will do well. I encourage you to seek help when you need it, whether from me or your peers. Remember that learning is a collective enterprise. If at any point you feel like you are falling behind, please reach out to me so that we can devise a solution. The sooner you do so, the better I can help.

## Course Materials

There are nine required books for this class. Don't worry – we won't be reading them in full. All of them are available online or are on reserve at the library. You can also purchase or borrow hard copies from Swem or Wolf at the Law School. Beyond these options, you can borrow through [Interlibrary Loan \(ILL\)](#). All articles will be posted to Blackboard unless a hyperlink is provided. See each class session for details. Please also activate your [free W&M subscription](#) to *The Washington Post*, where some of the assigned news pieces are published.

- Baldez, Lisa. 2014. *Defying Convention: US Resistance to the UN Treaty on Women's Rights*. Cambridge University Press. [Available online via W&M libraries]
- Comstock, Audrey. 2021. *Committed to Rights: UN Human Rights Treaties and Legal Paths for Commitment and Compliance*. Cambridge University Press. [Available online via W&M libraries]
- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. Cornell University Press. [Available online via W&M libraries]
- Johns, Leslie. 2022. *Politics and International Law: Making, Breaking, and Upholding Global Rules*. Cambridge University Press. [Advanced access granted by author. Available on Blackboard.]
- Koremenos, Barbara. 2016. *The Continent of International Law: Explaining Agreement Design*. Cambridge University Press. [Available online via W&M libraries]
- Merry, Sally Engle. 2009. *Human Rights and Gender Violence: Translating International Law into Local Justice*. University of Chicago Press. [Available via W&M Course Reserves. Chapter 2 available via Blackboard.]
- Power, Samantha. 2002. *A Problem from Hell America and the Age of Genocide*. New York: Basic Books. [Available online via W&M libraries]
- Reiners, Nina. 2021. *Transnational Lawmaking Coalitions for Human Rights*. Cambridge University Press. [Available online via W&M libraries]
- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Available online via W&M libraries]
- Recommended readings:
  - *On agenda setting*
    - \* Lightfoot, Sheryl. 2016. *Global Indigenous Politics: A Subtle Revolution*. Routledge.

- \* Marino, Katherine M. 2019. *Feminism for the Americas: The Making of an International Human Rights Movement*. University of North Carolina Press.
- *On legalization*
  - \* Mantilla, Giovanni. 2020. *Lawmaking under Pressure: International Humanitarian Law and Internal Armed Conflict*. Cornell University Press.
- *On negotiation*
  - \* Chappell, Louise. 2015. *The Politics of Gender Justice at the International Criminal Court: Legacies and Legitimacy*. Oxford University Press.
  - \* Western, Shaina. D. 2020. Bargaining power at the negotiation table and beyond. *International Negotiation* 25(2): 169-200.

## Course Requirements

### Assignments

**Participation:** This is a discussion-based class, so I expect you to carefully read, watch, or listen to the assigned course materials; attend seminar regularly; and pose and answer analytical questions. I expect you to always be respectful to other participants. Please share time, listen to understand not to respond, allow the person speaking to finish their thought, and give credit where credit is due. If you want to build on a point made by a classmate, reference that person. Don't simply repackage what they said and present it as your own insight. Please also note that, while we may argue ideas, we will not argue each other.

**Class Leadership:** You will be responsible for co-leading one class with another student. This will consist of a presentation that (1) synthesizes the readings, (2) connects the readings to prior classes or course themes, and (3) offers substantive and/or methodological critiques. Class leadership will be evaluated holistically, in terms of the strength and/or novelty of the analysis, time and discussion management, and maintenance of an inclusive and equitable learning environment.

[Upload your slides on Blackboard by noon on the day of your assigned presentation.]

**Critical Reflections:** Throughout the semester, you will write four 500-word critical reflections, addressing content from Weeks 4-5, 6-7, 9-10, and 11-12, respectively. For each reflection, you will make and defend an argument based on the course materials and class discussions. You have many options for completing this assignment successfully. You could, for example, problematize the content of the treaties we have studied in that pair of weeks, identifying their contributions and limitations as tools to safeguard human rights. You could also identify the strengths and weaknesses of the academic research we have read, also in that pair of weeks. Be sure to not simply summarize existing arguments, whether made by the authors we've read, your classmates, or me. A references list is not required, as you will rely exclusively on the course materials.

[Upload your 500-word critical reflections on Blackboard by 11:59 PM on February 24, March 8, March 29, and April 14. The assignment should be submitted as a MS Word document (.doc or .docx) labeled  
 LastName\_ \_FirstName\_ \_Reflection\_ \_Number]

**Literature Review Paper:** The seminar's main assignment is a 3,000-word literature review paper. We will take a 'scaffolded' approach to the assignment, beginning with a proposal, a class presentation, and then the final paper. The paper and its constituent elements have been designed to fulfill the [COLL 150](#) requirement to make you "more skilled at writing prose that communicates complex ideas in your own lively, intelligent, and interesting voice."

For the **proposal**, you will need a research question. For example, you could ask: How does treaty design influence states' commitment to human rights treaties? Is the Universal Periodic Review a fair process? Is the International Criminal Court effective? Who or what undermines human rights compliance? You will also need to identify, describe, and cite three scholarly works (books, articles, or chapters) published in the last five to ten years that speak to your question. I encourage you to look ahead at different course topics in the syllabus for inspiration. For more information, see the literature review paper assignment instructions on Blackboard.

[Upload your 500-word research proposal on Blackboard by 11:59 PM on March 3. The assignment should be submitted as a MS Word document (.doc or .docx) labeled LastName\_FirstName\_Proposal]

On April 28 and May 3, students will **present** their work to date using language and formats that make the material accessible to a non-expert audience. For more information, see the presentation assignment instructions on Blackboard.

[Upload your slides on Blackboard by noon on the day of your assigned presentation.]

The **final paper** will address what academics "know" about your selected topic. Papers will present a central question, identify possible answers from prior research and offer critiques, evaluate the data used and the evidence presented, and argue the implications for human rights policy. For more information, see the literature review paper assignment instructions and the rubric on Blackboard. You must include your score from the [Gender Balance Assessment Tool](#). I require a *minimum* of 30 percent women authors in your references.

[Upload your 3,000-word paper on Blackboard by 11:59 on May 9. The assignment should be submitted as a MS Word document (.doc or .docx) labeled LastName\_FirstName\_Final Paper]

**Extra credit** is available for students who attend the International Justice Lab's Nexus Series, which brings scholars and practitioners working in the areas of human rights, transitional justice, and international law to campus for lectures, discussions, and professional networking. You may also run by me other events covering human rights topics on campus. To qualify for one percentage point of extra credit toward your final grade, you must both attend a session and ask the presenter a question during the Q-and-A. Students may earn up to two percentage points of extra credit. For example, if your final grade is 88% (B+) and you attended two sessions and asked a question at each one, I will raise your grade to 90% (A-).

## Grading

- 10% - Participation
- 10% - Discussion Leadership
- 10% - Paper Proposal – due March 3
- 30% - Critical Reflections – due February 24, March 8, March 29, April 14
- 10% - Presentation – in class April 28, May 3
- 30% - Literature Review Paper – due May 9

I will base final course grades on the following scale: A 100-93, A- 92-90, B+ 89-88, B 87-83, B- 82-80, C+ 79-78, C 77-73, C- 72-70, D+ 69-68, D 67-63, D- 62-60, F <60.

I take grading seriously and I do it carefully. Not long ago, I was standing where you are, fretting over every letter, plus, and minus. So I understand where you're coming from. Here's my view: if you produce excellent work, you will earn an excellent grade. If you don't you won't. If ever you feel there has been an error in my assessment of your work, you are welcome to submit a grade appeal. I just need a couple things from you. The first thing is a 300-word memo (sent via email) explaining why you think your assignment merits a higher grade. Please submit this no less than two days and no more than seven days after the assignment has been returned. For example, if an assignment is returned on a Tuesday at 5:00 PM, you can send your appeal anytime after Thursday at 5:00 PM but before the following Tuesday at 5:00 PM. The second thing is an office hours appointment. Please schedule this with me as soon as you have sent your memo. I will caution that, just as your grade may go up upon a second grading, it may also go down. One last point, I will not discuss grades over email.

I invite you to send questions related to your assignments that I may not have covered in the syllabus or in the assignment instructions. As a reminder, I aim to answer emails in one to two business days. So I ask that you send assignment-related queries at least two business days in advance of an assignment deadline. You are working on a semester-long assignment, with all assignment instructions, deadlines, etc. provided to you well in advance. So be smart: plan and work early.

Late assignments will be marked down by one-third of a letter grade for each 24-hour period following the deadline. To give an example, the final grade of an assignment due on a Tuesday at 5:00 PM, but submitted between 5:01 PM on Tuesday and 5:00 PM on Wednesday, would be reduced by one-third of a letter grade.

There will be no make-up sessions. And office hours will not substitute for class participation. If you miss class, you are responsible for reaching out to a classmate and getting yourself caught up on the material you missed.

## Mental Health and Well-being

William & Mary recognizes that students juggle many different responsibilities and can face challenges that make learning difficult. There are many resources available at W&M to help students navigate physical/medical, emotional/psychological, material/accessibility concerns. Asking for help is a sign of courage and strength. If you or someone you know is experiencing any of these challenges, we encourage you to reach out to the following offices:

- For psychological/emotional stress, please consider reaching out to the W&M Counseling Center at <https://www.wm.edu/offices/wellness/counselingcenter>), by phone at 757-221-3620, or in person at 240 Gooch Drive. Services are free and confidential.
- For physical/medical concerns please consider reaching out to the W&M Health Center at <https://www.wm.edu/offices/wellness/healthcenter>, by phone at 757-221-4386, or in person at 240 Gooch Drive.
- If you or someone you know is in need of additional supports or resources, please contact the Dean of Students by submitting a care report at <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>, by phone at 757-221-2510, or by email at [deanofstudents@wm.edu](mailto:deanofstudents@wm.edu).

As your professor, I also ask you to reach out to me if you are facing challenges inside or outside the classroom; I will help guide you to appropriate resources on campus.

## Other Items

### Health Policies

This semester, the world will enter its third year with Covid-19. As we experience a fifth surge of the pandemic, with the highly transmissible Omicron variant, it is reasonable to expect significant levels of infection at W&M. As an academic community based on faculty and students convening, spring 2022 courses will largely consist of in-person instruction.

All of us will follow W&M requirements – vaccinations and boosters, indoor masking, as well as quarantine and isolation when ill. That last part is really important: for those who test positive, W&M's requirements must be fulfilled before class can be attended in person, and, out of an abundance of caution, anyone with symptoms consistent with Covid-19 – even if you don't have a positive test – should not come to class.

If you experience Covid-19 symptoms at any point during the semester or learn you have been exposed to Covid-19, you should make an appointment with the Student Health Center, a private healthcare provider, or pharmacist for a clinical assessment and testing if necessary. Students who test positive or are identified as close contacts must complete the form at Report Covid to initiate case management that will assist with isolation requirements and help you navigate classes and study.

Please note that testing positive for Covid-19 or any other temporary illness is not considered a disability as defined by ADA guidelines and is not under the purview of W&M's Student Accessibility Services (SAS). Thus, any questions should be addressed via email to me.

For this course in spring 2022, I will accommodate students with excused in-person absences (either because of having tested positive for Covid-19, having symptoms consistent with Covid-19, or other health matters) via Zoom. Please email me and I will send you that day's Zoom link. If I cannot come to class due to a Covid-19 exposure or symptoms consistent with Covid-19, we will meet via Zoom. We will do likewise in case of a Covid-19 infection, provided that it is a mild case. In either of these cases, I would send you the Zoom link as soon as I knew. In-person instruction would resume after two negative tests.

### General Sick Policy

If you are sick, please do not come to class in person. You can join us remotely if you feel well enough to do so. You do not owe me personal details about your health (physical or mental). Just give me a

heads-up via email ahead of class. In all cases, you are responsible for getting yourself caught up with what you missed in class, as there are no make-up sessions.

## Writing Resources Center

The Writing Resources Center, located on the first floor of Swem Library, is a free service provided to W&M students. Trained consultants offer individual assistance with writing, presentation, and other communication assignments across disciplines and at any stage, from generating ideas to polishing a final product. The WRC's goal is to help you become a better writer and communicator. To make an appointment, visit the WRC webpage at [www.wm.edu/wrc](http://www.wm.edu/wrc).

## Accommodations

William & Mary accommodates students with disabilities and qualifying diagnosed conditions in accordance with federal and state laws. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation.

## Academic Misconduct

Please familiarize yourself with the College's policies for academic integrity. Answers to questions on cheating, plagiarism, or other types of academic dishonesty are available on the [William & Mary Honor Council's website](#) and the [Honor Code section of the Student Handbook](#). If I discover any misconduct, I will initiate an Honor Council proceeding and, at the very least, recommend that the student receive an F for the course.

## The International Justice Lab

I will be advertising open positions in my lab for continuing students next academic year. If you are interested in joining, please subscribe to the Global Research Institute digest, where the position will be advertised in the summer.

## Course Schedule

### Week 1: Introduction and welcome

#### Thursday, January 27

- [\[Video\]](#) What Are Human Rights, Really?, by the Wallenberg Institute of Human Rights and Humanitarian Law.
- [\[Video\]](#) Human Rights Watch World Report 2022, by Ken Roth, Human Rights Watch executive director.

### Week 2: Human rights: An evolving idea

#### Tuesday, February 1

- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. Cornell University Press. [Read Chapter 1: "The Concept of Human Rights"]
- [\[Video\]](#) Because human rights are universal, by Dr. Lauryn Oates for TEDxVictoria.

#### Thursday, February 3 (Note: Last day to add/drop is February 4.)

- [\[Video\]](#) *Universal Declaration of Human Rights*. 1948.
- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. Cornell University Press. [Read Chapter 2: "The Universal Declaration Model"]
- [\[Video\]](#) Universal Declaration of Human Rights, historical overview by the Office of the United Nations High Commissioner for Human Rights (OHCHR).

### Week 3: Legalizing human rights

#### Tuesday, February 8 – UC Berkeley International Relations Thought Series (Dr. Zvobgo away)

- No assigned reading.
- W&M Libraries training session with Librarian Mary Oberlies during class time. Meet in the Cox Classroom (on Swem's ground floor). Attendance will be taken.

#### Thursday, February 10

- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Read Chapter 2: "Why International Law? The Development of the International Human Rights Regime in the Twentieth Century"]
- [\[Video\]](#) Navigating the UN, by the International Service for Human Rights (ISHR).

## Week 4: Treaties and agenda setting

### Tuesday, February 15

- [Vienna Convention on the Law of Treaties](#). 1969.
- Merry, Sally Engle. 2009. *Human Rights and Gender Violence: Translating International Law into Local Justice*. University of Chicago Press. [Read Chapter 2: "Creating Human Rights"]
- Johns, Leslie. 2022. *Politics and International Law: Making, Breaking, and Upholding Global Rules*. Cambridge University Press. [Read Chapter 2, Section 2: "Treaties"]
- [\[News Article\]](#) Loeffler, James. "Human rights treaties promised a better future. Why did they fail?" *The Washington Post – Perspective*. 12/20/2018.

### Thursday, February 17

- [Convention on the Prevention and Punishment of the Crime of Genocide](#). 1948.
- Power, Samantha. 2002. *A Problem from Hell: America and the Age of Genocide*. New York: Basic Books. [Read Chapter 4: "Lemkin's Law"]
- [\[Video\]](#) Ben Ferencz, chief prosecutor for the U.S. Army at the Einsatzgruppen Trial at Nuremberg, on Raphael Lemkin, who coined the term "genocide" and initiated the Convention.

## Week 5: Treaty signature

### Tuesday, February 22

- [International Covenant on Civil and Political Rights](#). 1966.
- Comstock, Audrey. 2021. *Committed to Rights: UN Human Rights Treaties and Legal Paths for Commitment and Compliance*. Cambridge University Press. [Read Chapter 4: "Signature: A First Step in a Two-Step Commitment Process"]
- [\[Video\]](#) 50th anniversary of the two International Covenants: Stories of impacts, by the OHCHR.

### Thursday, February 24

- **Critical reflection due**
- [Convention on the Elimination of All Forms of Discrimination Against Women](#). 1979.
- Baldez, Lisa. 2014. *Defying Convention: US Resistance to the UN Treaty on Women's Rights*. Cambridge University Press. [Read Chapter 5: "Why the United States Has Not Ratified CEDAW"]
- [\[Video\]](#) A Global History of Women's Rights, in 3 Minutes, by UN Women.

## Week 6: Treaty ratification and accession

### Tuesday, March 1

- Critical reflections returned
- *International Covenant on Economic, Social and Cultural Rights*. 1966.
- Comstock, Audrey. 2021. *Committed to Rights: UN Human Rights Treaties and Legal Paths for Commitment and Compliance*. Cambridge University Press. [Read Chapter 5: "Accession: Late Commitment and Treaty Negotiations"]
- [Video] Signature, ratification and entry into force, by Dr. Pierre d'Argent.

### Thursday, March 3

- Paper proposal due
- *Rome Statute of the International Criminal Court*. 1998.
- Simmons, Beth A., and Allison Danner. 2010. Credible commitments and the International Criminal Court. *International Organization* 64(2): 225-256.
- [Video] ICC #MoreJustWorld - Commemorating the 20th anniversary of the Rome Statute, by the UN
- [Video] The ICC Process.

## Week 7: Treaty succession

### Tuesday, March 8

- Mid-semester evaluations
- Paper proposals returned
- Critical reflection due
- *Convention on the Elimination of All Forms of Racial Discrimination*. 1966.
- Comstock, Audrey. 2021. *Committed to Rights: UN Human Rights Treaties and Legal Paths for Commitment and Compliance*. Cambridge University Press. [Read Chapter 6: "Succession: New States, Old Laws, and Legitimacy"]
- [Video] CERD - What it does and why it matters, by Dr. Patrick Thornberry, former CERD Committee rapporteur.

Thursday, March 10 – Western Political Science Association Conference (NO CLASS)

## Week 8: Spring Break (NO CLASSES)

## Week 9: Treaty reservation

Tuesday, March 22

- Mid-semester check-in
- Critical reflections returned
- *Convention on the Rights of the Child*. 1989.
- Zvobgo, Kelebogile, Wayne Sandholtz, and Suzie Mulesky. 2020. Reserving rights: Explaining human rights treaty reservations. *International Studies Quarterly* 64(4): 785-797.
- [Video] The UNCRC, by the Centre for Children's Rights at Queen's University Belfast.

Thursday, March 24 (Note: Last day to withdraw is March 28.)

- *Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*. 1990.
- Western, Shaina D., Sarah P. Lockhart, and Jeannette Money. 2019. Does anyone care about migrant rights? An analysis of why countries enter the Convention on the Rights of Migrant Workers and Their Families. *International Journal of Human Rights* 23(8): 1276-1299.
- [Video] U.S. closes part of Texas border amid migrant crisis, by the Associated Press.

## Week 10: Treaty withdrawal and exit

Tuesday, March 29

- Critical reflection due
- *The Paris Agreement*. 2015.
- Koremenos, Barbara. 2016. *The Continent of International Law: Explaining Agreement Design*. Cambridge University Press. [Read Chapter 5: "Escape Clauses and Withdrawal Clauses"]
- [Video] The inside story of the Paris climate agreement, by Costa Rican diplomat Christiana Figueres for TED.

Thursday, March 31 – International Studies Association Conference (NO CLASS)

## Week 11: Treaty interpretation

Tuesday, April 5

- Critical reflections returned

- [The UN Human Rights Committee](#), est. 1976.
- Reiners, Nina. 2021. *Transnational Lawmaking Coalitions for Human Rights*. Cambridge University Press. [Read Chapter 1: "Introduction"]
- [\[Video\]](#) Treaty bodies: The basics, by ISHR.

#### Thursday, April 7

- [The UN Committee on Economic, Social and Cultural Rights](#), est. 1985.
- Reiners, Nina. 2021. *Transnational Lawmaking Coalitions for Human Rights*. Cambridge University Press. [Read Chapter 2: "Human Rights Treaty Interpretation"]
- [\[Video\]](#) Optimizing the UN Treaty Bodies System, by Profs. Felix Kirchmeier and Kamelia Kemil-eva.

### Week 12: Treaty implementation and monitoring, part 1

#### Tuesday, April 12

- [Convention for the Protection of All Persons from Enforced Disappearance](#). 2006.
- McCrory, Susan. 2007. The International Convention for the Protection of all Persons from Enforced Disappearance. *Human Rights Law Review* 7(3): 545-566.
- [\[Video\]](#) Protect all persons from enforced disappearances, presentation by UN High Commissioner for Human Rights Michelle Bachelet.
- [\[Video\]](#) The Special Procedures: The Basics, by ISHR.

#### Thursday, April 14

- **Critical reflection due**
- [Convention on the Suppression and Punishment of the Crime of Apartheid](#). 1974.
- Koremenos, Barbara. 2016. *The Continent of International Law: Explaining Agreement Design*. Cambridge University Press. [Read Chapter 9: "Monitoring Provisions"]
- [\[Video\]](#) The Human Rights Council: The Basics, by ISHR.

### Week 13: Treaty implementation and monitoring, part 2

#### Tuesday, April 19

- **Critical reflections returned**
- [Convention on the Rights of Persons with Disabilities](#). 2006.
- Stein, Michael Ashley, and Janet E. Lord. 2010. Monitoring the Convention on the Rights of Persons with Disabilities: Innovations, lost opportunities, and future potential. *Human Rights Quarterly* 32: 689-728.
- [\[Video\]](#) A journey towards full accessibility - CRPD, by UN Geneva.

### Thursday, April 21

- [Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment](#). 1984.
- Creamer, Cosette D., and Beth A. Simmons. 2019. Do self-reporting regimes matter? Evidence from the Convention Against Torture. *International Studies Quarterly* 63(4): 1051-1064.
- [\[Video\]](#) What is the role of the UN Convention Against Torture?, by REDRESS.

### Week 14: The Universal Periodic Review

#### Tuesday, April 26

- [The Universal Periodic Review](#), est. 2006.
- Elizalde, Pilar. 2019. A horizontal pathway to impact? An assessment of the Universal Periodic Review at 10. In Brysk, Alison and Michael Stohl (eds.) *Contesting Human Rights: Norms, Institutions and Practice*. Edward Elgar Publishing Ltd.
- [\[Video\]](#) What is the UPR?

#### Thursday, April 28

- No assigned reading
- **Research presentations**
- **Presentation grades distributed**

### Week 15:

#### Tuesday, May 3

- No assigned reading
- **Research presentations**
- **Presentation grades distributed**

#### Thursday, May 5 – Last meeting and discussion

- No assigned reading

### Post-classes

#### Monday, May 9

- **Final research paper due**
- **Papers returned by Thursday, May 19**