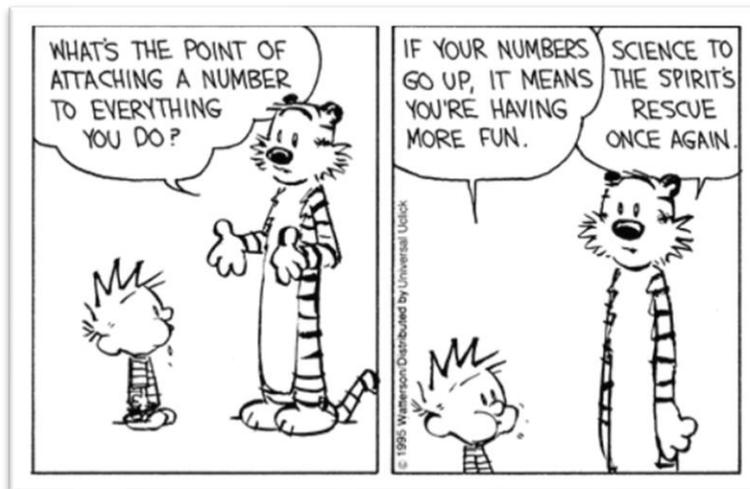


Evaluating the Human Rights Practices of Countries

HRTS/POLS-3430
M/W/F 1:25pm – 2:15pm
ONLINE

Professor: Dr. David Richards
Office: <https://us02web.zoom.us/j/5085918854?pwd=YXpYeDdQeW04aXIUWIRoMVM5OFhRZz09>
Office Hours: Mon/Wed/Fri 11:30am-12:30pm
Appointments are available in 20-minute increments and are to be made in advance via Nexus (nexus.uconn.edu).
Email: david.richards@uconn.edu



Data play an important part in enabling us to evaluate respect for human rights. For policymakers, data facilitate evidence-based policy making, which is the making of policy decisions based on careful and rigorous analysis using sound and transparent data. For activists, data-based research and reports can generate a good deal of public pressure to improve human rights practices by mobilizing discussion about, and draw attention to, human rights issues. For scholars, data-based evaluation helps understand the causes and consequences of respect for human rights.

Even for those not looking forward to a career in human rights, the capabilities to create, understand, and use data are in-demand job skills. And, basic data literacy is necessary to be an informed citizen and consumer in the world as it is. It is intended then that this course will help you understand, create, and use data not only for evaluating respect for human rights but, rather, across your scholarly and personal interests / studies.

Required Book

Acock, Alan C. 2018. *A Gentle Introduction to Stata 6th ed.* College Station, TX: Stata Press.

GRADED COMPONENTS

All work is to be submitted as an attachment via email. Links to cloud documents (e.g. Google Docs/Sheets/etc.) are not acceptable for reasons I can make clear upon request. Written work is to be sent in PDF format, as it's easiest to read across devices and easiest re: writing comments. Other types of files (Stata files, Excel files, etc.) can be sent in their native format (original file type).

Testlets

There are no traditional midterm and/or final exams in this course. Instead, at least four times during the semester you will be given a task-oriented testlet based on current course material. You will have one week to submit your answer/response. testlets are graded on a pass/fail basis using the rubric in the next section of this syllabus. *BTW, if you've got a better name for these than "testlets", I'm very glad to hear it.*

Stata Assignments

In order to learn the basics of data-based research methods, you will be introduced to Stata, a software package for statistical analysis.

Stata is used across many different disciplines and, as such, contains the ability to meet the needs of a wide variety of research programs. By completing the assigned Stata work, you will leave this course with the ability to, among other things:

- Create, enter, and organize data
- Produce, graph, and interpret descriptive statistics
- Compare the means of different groups
- Use basic measures of association
- Perform a simple regression and proficiently read a regression table in a journal article
- Evaluate respect for human rights!

Most every week, there will be due Stata homework. In the course schedule in this syllabus you will find, for each week: (a) the chapter to read/work through and (b) the assigned end-of-chapter exercises. These assignments are due by 11:00am each Thursday, unless otherwise noted. Each Thursday, I will go over that week's assigned exercises, so everyone can see them being done correctly and students can have the opportunity to ask any questions they might have. In this sense, our class is in the "flipped" style, regarding Stata-based work. Stata assignments are graded on a pass/fail basis using the rubric in the next section of this syllabus.

Download & Installation

1. Go to: <https://software.uconn.edu/software/stata/>
2. After agreeing that you qualify for downloading Stata (you *do*), sign in with your NetID.
3. Choose your computer's operating system (Windows, macOS, Linux)
4. Download the license & activation PDF on the next page, as you will need it. The link looks like: [Stata/SE for Windows License and Activation Key .pdf](#)
5. If given a choice of what "flavor" of Stata to download, choose "Stata/SE". Likely, though, you will not get a choice.
6. Click on the blue "Download Stata 16 for [your operating system]" button at the bottom of the page.
7. After downloading, install Stata like any other software.
8. Stata will ask for your:
 - a. Name: easy so far, right?
 - b. Organization: put "UConn"
 - c. Serial Number: copy & paste from PDF you downloaded in step 4
 - d. Code: copy & paste from PDF you downloaded in step 4
 - e. Authorization: copy & paste from PDF you downloaded in step 4
9. You don't have to register your copy, but you can if you like.
10. Allow Stata to "Check for updates now"
11. Follow the directions to update.
12. All set! 😊

Data Files

The data files necessary to do the assigned end-of-chapter exercises and follow along with the chapter examples can be found at **HuskyCT** → **Course Content** → **Acock Data**.

Other data files can be found at **HuskyCT** → **Course Content** → **Other Data**. These files may serve as important data resources for your paper.

Help

A lot of help with Stata can be found online. Here are some good places to start:

- What's it Like? Getting Started in Stata
 - <https://www.youtube.com/watch?v=YAVq99iUTTI&feature=youtu.be>
- Stata Video Tutorial Library
 - <https://www.stata.com/links/video-tutorials/>
- Stata Cheat Sheets
 - <https://www.stata.com/bookstore/stata-cheat-sheets/>
- Online Stata Tutorial
 - <http://www.princeton.edu/~otorres/Stata/>

Data-Based Research Paper

You will be responsible for producing a short, data-based research paper on the human rights issue of your choice. The paper is the capstone project for the course. An example of what constitutes a “M” paper is available on the HuskyCT site in Course Content.

Meeting the following deadlines will help you get and stay on track to a successfully completed paper. These will be due to the instructor by 11:00am on the date noted.

1/29: Propose research topic to instructor

2/12: Propose hypothesis to instructor

3/31: Have completed a do-file that opens data and performs basic descriptive statistics; some basic graphs should be created, as well

5/3: Paper is due by 2:15pm.

The paper’s parameters are as follows:

1. The text-body of the paper is to be 8 to 10 typed pages.
 - a. The title page, bibliography, appendices, figures/graphs/charts/tables/etc., do not count towards this total. I will address in class how to handle figures, etc. in the paper.
 - b. The paper must have these components, in this order:
 - i. Title page
 - a. Name, course, date, citation style used
 - ii. Introduction
 - a. What human right are you writing about? Why is this important? What do you conclude about respect for this right at the end of the paper?
 - iii. Literature Review / Hypothesis
 - a. Using published research, you answer the question “What do we already know about respect for this right?” Your hypothesis is your educated guess about respect for this right (e.g., “Democracies have lower levels of extrajudicial killings than non-democracies”) that comes from your review of what we already know. It is OK for this paper to replicate a published article, using your own or the author’s data.
 - iv. Data Overview
 - a. What data will you be using? What kind of data are they? Which countries are you evaluating? Why?
 - v. Findings
 - a. Here is where you report the findings from your Stata-based analysis of your data.
 - vi. Conclusion
 - a. Here is where you discuss the meaning of your findings in terms of respect for this human right in the future, in other regions/countries, etc. Also, you weigh in on what future research about this right needs to be done.
 - vii. Bibliography
2. 1” margins, 12pt font or smaller, double-spaced at maximum, with *no extra space at the end of paragraphs*.
3. Please use the style system (for citations & bibliography) with which you are most comfortable. On the title page of the paper, please note what system it is you chose to use.

SPECIFICATION GRADING

This course uses what is known as “specification grading”. What this means is that a student’s course grade is not dependent upon the precise average of a number of numerically-graded assignments. Rather, a student’s grade is dependent upon how many course-skills components a student has sufficiently mastered. This system is designed to lessen focus on particular numerical grades and heighten focus on skills mastery. This should also lessen the grade-related anxiety of those who are subject to that common malady.

For **STATA** assignments:

PASS	
<u>M</u>astered	The work is fully completed and correct. Any errors are minor/trivial.
<u>P</u>roficient	The work is fully completed. Errors are uncommon throughout. are easily fixed and show only minor confusion about the relevant material.
FAIL	
<u>D</u>eveloping	The work is not fully completed and/or errors are common, representing a confusion about and/or lack of understanding of the relevant material.
<u>I</u>nadequate / <u>I</u>ncomplete	The work has not been handed in. Or, there are too many errors in submitted work to address individually. No understanding of, or attempt to understand, the relevant material is present.

For **EXAMLETS**:

PASS	
<u>M</u>astered	The work is fully completed and correct. Any errors are minor/trivial. If prompt is open-ended/subjective in nature, response is fully formed, explained, and plausible given material introduced in readings and lecture.
<u>P</u>roficient	The work is fully completed. Errors are uncommon throughout, are easily fixed, and show only minor confusion about the relevant material. If prompt is open-ended/subjective in nature, response is nearly-fully formed, mostly explained, and perhaps plausible given material introduced in readings and lecture.
FAIL	
<u>D</u>eveloping	The work is not fully completed and/or errors are common, representing a confusion about and/or lack of understanding of the relevant material. If prompt is open-ended/subjective in nature, response is not fully formed, incompletely explained, and perhaps implausible given material introduced in readings and lecture.
<u>I</u>nadequate / <u>I</u>ncomplete	The work has not been handed in or very incomplete. Or, no understanding of, or attempt to understand, the relevant material is present. If prompt is open-ended/subjective in nature, response is of no useable form, poorly or not explained, and implausible and/or incorrect given material introduced in readings and lecture.

For the **PAPER**:

<u>M</u>astered	Excellence in structure, grammar, use of evidence, analysis, logic and argumentation. Any errors are trivial. Mastery of the subject matter is evident.
<u>P</u>roficient	Good structure, grammar, use of evidence, analysis, logic and argumentation. Some elements are stronger/weaker than others. A firm understanding of the subject matter is evident.
<u>D</u>eveloping	Structure, grammar, use of evidence, analysis, logic and argumentation are uniformly, or nearly uniformly, wanting in quality and/or attention. Very little is demonstrated showing knowledge about the subject matter.
<u>I</u>nadequate / <u>I</u>ncomplete	The work has not been handed in. Or, the constitutive elements are uniformly poor in quality. No undergraduate-level knowledge of the subject matter is evident.

TOKENS (“Do-Overs”)

Sometimes, we know we can do better than we’ve done on a task. That is, everyone has a bad day and wishes it wouldn’t count against an assessment of their overall performance. With specifications grading, you start the semester with THREE virtual tokens that can be exchanged for the ability to:

- Resubmit one Stata assignment within one week of your grade posting in HuskyCT, for a new grade
- Resubmit one research paper draft component within one week of receiving a feedback email from me, for a new grade (*Limit: One use of this type per semester*)
- Resubmit one testlet within one week of the original due date, for a new grade (*Limit: One use of this type per semester*)

That is, you get three do-overs of your own choosing.

- How this works is: (A) you email me that you wish to use a token, say for what purpose; then, (B) you re-do the work within the timeframe allowed (above) and resubmit.
- Virtual tokens may not be used for anything not in the list above.
- Tokens are neither reusable nor transferable.

GRADE BUNDLES

The following table shows what combination of grades is necessary to achieve a particular course grade. There is no table for a grade of “F”, which occurs for those not meeting the minimum standards for a grade of at least D.

	A	B	C	D
Stata exercise sets	At least 5 passes	At least 4 passes	At least 3 passes	At least 2 passes
Examlets	At least 3 passes	At least 2 passes	At least 1 passes	At least 1 pass
Research paper	M	P or better	D or better	D or better

Doing better on the paper than what you’ve done on other assignments can improve your grade. The following three grade “bumps” can be achieved as follows:

- A-: If you meet the other requirements for a “B” but receive an “M” on the paper
- B-: If you meet the other requirements for a “C” but receive a “P” or better on the paper
- C-: If you meet the other requirements for a “D” but receive a “P” or better on the paper

Also, the instructor reserves the right to increase course grades by a “+” (e.g. “B” to a “B+”) given steady improvement over the semester, a borderline set of scores, or otherwise similar.

READINGS

Is There a Book Other Than the Stata Book?

No.

Are There Other Readings?

Yes. They are listed on the course schedule and can found on HuskyCT if a URL is not provided.

Will I be Tested on the Readings?

No.

Wait. What? Why Should I Read Anything, Then?

Good question. This course is a methods course where all the learning leads towards a final product: your research paper. The readings have been selected not only to help you understand the concepts covered in lecture but, also, to give you a wide-ranging look at what data-based human rights reports look like. That is, to the extent you do the readings you will better-understand important course concepts, be better-able to ask important questions about others’ and your own research and, thus, be better-equipped to succeed in the course. I am offering you all the tools you need to succeed in the course: readings, lectures, exercises, and my time during office hours. I will work with you as much as you need me to, as I wish that all my students succeed. However, how hard you wish to work is up to you, as you well know by this point in your college career. I hope you choose to succeed!

COURSE SCHEDULE

Week 1 (1/19 -1/21): Welcome / Stata 1

- Due 9/3: Stata: Chpt 1 (3, 4)
- Brown, Theresa. 2018. "How to Quantify a Nurse's 'Gut Feelings'." *New York Times* August 9.
- Leiva Jaquelin, Pamela. 2017. "Securing Indigenous Rights through Data." *Equal Times* <https://www.equaltimes.org/securing-indigenous-rights-through-18038?lang=en>
- Moeller, Kathryn. 2019. "The Ghost Statistic That Haunts Women's Empowerment." *The New Yorker* January 4.

Week 2 (1/25 – 1/29): Human Rights / Concepts I / Stata 2

- Due 9/10: Stata: Chpt 2 (5 – due 9/24)
- The Universal Declaration of Human Rights (1948) <http://www.un.org/en/documents/udhr/>
- United Nations. 2012. "Chpt 1. Human Rights and Indicators: Rationale and Some Concerns." New York: United Nations {Pages 9-26}

Week 3 (2/1 – 2/5): Concepts II / Stata 3

- Due 9/17: Stata: Chpt 3 (1)
- Kessler, Glenn. 2015. "Why you should be wary of statistics on 'modern slavery' and 'trafficking'." *The Washington Post* April 24.
- Kelley, Judith. 2016. "The State Department just released its human trafficking report. Here's why it matters." *The Washington Post* <https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/03/the-state-department-just-released-its-trafficking-in-persons-report-heres-why-that-matters/>
- United Nations. 2012. "Chpt 2. Conceptualizing Indicators for Human Rights" New York: United Nations {Pages 27-44}

Week 4 (2/8 – 2/12): Concepts III

- Stata: Chpt 2 (5) Due Today (From Week 2)
- Spierer, Herbert F. 1990. "Violations of Human Rights, How Many? The Statistical Problems of Measuring Such Infractions Are Tough, but Statistical Science Is Equal to It." *American Journal of Economics and Sociology* 49(2): 199-210.

Week 5 (2/15 – 2/19): Operationalization I / Stata 4

- Due 10/1: Stata: Chpt 4 (1, 2, 3, 4)
- Brysk, Alison. 1994. "The Politics of Measurement: The Contested Count of the Disappeared in Argentina" *Human Rights Quarterly* 16(4): 676-692.
- McCoy, Terrence. 2014. "Why many 'eyewitnesses' in the Darren Wilson investigation were wrong." *The Washington Post* November 25.
- Wade, Lizzie. 2017. "Mapping Mexico's Hidden Graves." *Science* June 26. <http://www.sciencemag.org/news/2017/06/mapping-mexico-s-hidden-graves>

Week 6 (2/22 – 2/26): Operationalization II/ Stata 5

- Stata: Chpt 5 (2, 6, 7, 9)
- Hertel, Shareen, Lyle Scruggs, and C. Patrick Heidcamp. 2009. "Human Rights and Public Opinion: From Attitudes to Action." *Political Science Quarterly* 124(3): 443-459.
- Kolbe, Athena R., and Royce A. Hutson. 2006. "Human rights abuse and other criminal violations in Port-au-Prince, Haiti: a random survey of households." *The Lancet* 368(9538): 864-873. [OD]
- Richards, David L., Mandy M. Morrill, and Mary R. Anderson. 2012. "Some Psycho-Social Correlates of US Citizen Support for Torture." *Nordic Journal of Human Rights* 30(1): 63-95. [OD]

Week 7 (3/1 – 3/5): Operationalization III

- United Nations Development Programme. 2013. "Human Rights Public Awareness in Yemen"
- United for Iran. 2017. "Iran Prison Atlas." <https://ipa.united4iran.org/en/> {Take a look at the "Prisoners", "Judges", and "Prisons" tabs}

Week 8 (3/8 – 3/12): Operationalization IV / Stata 6

- Stata: Chpt 6 (1, 2, 4)
- Corporate Human Rights Benchmark. 2019. "Key Findings 2019." <https://www.corporatebenchmark.org/sites/default/files/2019-11/CHRB2019KeyFindingsReport.pdf> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}
- Mo Ibrahim Foundation. "Briefing Note: Ibrahim Index of African Governance."
- Rotberg, Robert I. and Rachel M. Gisselquist. 2008. *Ibrahim Index of African Governance: Results and Rankings 2008*. Kennedy School of Government: Cambridge, MA. {Take a good look through to see what kinds of information are included, how data are displayed, etc.}
- Social Progress Index. 2019. "USA" <https://www.socialprogress.org/?tab=2&code=USA> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}
- United Nations Development Program. The Gender Inequality Index. <http://hdr.undp.org/en/statistics/gii/>
- UN. 2020. Gender Social Norms Report <http://hdr.undp.org/en/gsnr> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}

Week 9 (3/15 – 3/19): Standards-Based I

- Cingranelli, David L. and David L. Richards. 2010. "The Cingranelli and Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32.2: 401-424.
- Wood, Reed M. and Mark Gibney. 2010. "The Political Terror Scale (PTS): A Re-Introduction and a Comparison to CIRI." *Human Rights Quarterly* 32.2: 367-400.

Week 10 (3/22 – 3/26): Standards-Based II / Stata 7

- Stata: Chpt 7 (1, 5)
- CIRI Coding Guide for Extrajudicial Killings

Week 11 (3/29 – 4/2): Standards-Based III / Stata 8

- Stata: Chpt 8 (1, 4, 6)
- Clark, Ann Marie, and Kathryn Sikkink. 2013. "Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures?" *Human Rights Quarterly*
- Richards, David L. 2016. "The Myth of Information Effects in Human Rights Data: Response to Ann Marie Clark and Kathryn Sikkink." *Human Rights Quarterly* 38.2: 477-492.
- Human Rights Measurement Initiative. 2019. "Measuring Civil and political Human Rights" <https://humanrightsmmeasurement.org/methodology/measuring-civil-political-rights/>

Week 12 (4/5 – 4/9): Gender & Law I / Stata 9

- Stata: Chpt 9 (3, 5)
- Council of Europe and Group of Experts on Action against Violence against Women and Domestic Violence (GREVIO). 2016. *Questionnaire on legislative and other measures giving effect to the provisions of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention)*.
- Manjoo, Rashida. 2015. "Report of the Special Rapporteur on violence against women, its causes and consequences" Human Rights Council, Twenty-ninth session, United Nations, A/HRC/29/27
- World Bank. 2018. *Women, Business, and the Law* <https://wbl.worldbank.org/> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}

Week 13 (4/12 – 4/16): No Class: "Spring Break"**Week 14 (4/19 – 4/23): Gender & Law II**

- Stata: Chpt 10 (4)
- Richards, David L. and Jillienne Haglund. *Violence Against Women and the Law*. 2015. London: Routledge. [Chpts 3-4] **eBook available online via Babbidge Library at** <https://doi-org.ezproxy.lib.uconn.edu/10.4324/9781315631295>
- For Those Interested in a Deeper Look:
 - OECD Development Centre. 2014. *SIGI Methodological Background Paper*.
 - Organization of American States and Follow-up Mechanism to the Belém do Pará Convention (MESECVI). 2015. *Practical Guide to the System of Progress Indicators for Measuring Implementation of the Belém do Pará Convention*.

Week 15 (4/26 – 4/28): Catch-Up / Paper Sessions

- After all course material has been covered, I will be/remain online in the Blackboard class site on 4/26 and 4/28 to help students with their paper data, analyses, etc.

CLASS RULES:**Authentication**

The University of Connecticut is required to verify the identity of students who participate in distance learning or online courses and to establish that students who register in these courses are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include: (A) use of HuskyCT as the primary repository and access point for course content, assessment, and activities, (B) Synchronous virtual class, Small group meetings, and Individual student meetings, and (C) Routine interactions via email, phone, and video.

Notice of Express Prohibitions

1. The capturing/recording/etc. of any sound or image from any class session or any office hour session is expressly prohibited.
2. The act of making publicly or privately available any class notes or materials – complete, partial, or summarized -- for paid or unpaid access by any other persons via any forum and/or via any medium is expressly prohibited.
3. Any violations of the aforementioned prohibitions will be reported to the Dean of Students Office and any other relevant authorities.

Lateness

Habitual lateness to class is disruptive, unprofessional, disrespectful to other students and the professor, and will be handled as such.

E-Mail:

You are responsible for checking your UCONN-registered e-mail every day, especially before classes and exams. Notices, important dates, reading changes, and the like will be announced via e-mail.

Communicating & Making Appointments With Me

E-mail is the single-best way to reach me. *Be sure to use NEXUS to make appointments.*

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeups will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death-associated excuses.

Excused Absences:

Excused absences are limited to absences where there is a documented medical excuse for that/those date(s) missed, a University-sanctioned event directly affecting the student, or the documented death of an immediate family member. Examples of things that do not count as excused are job interviews, weddings, work-related conflicts, and vacations.

Late Penalty

Work becomes late immediately after the passing of the minute of the day by which it was due. Penalties may apply.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Students With Disabilities

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.