External Review of the UC Davis Human Rights Program

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February 15, 2020

Executive Summary

- UC Davis’s Human Rights Studies Program, established in the College of Letters and Sciences (L&S) in 2015, includes a large and growing Human Rights Studies Minor and Designated Emphasis in Human Rights Studies that has gained national prominence through university, faculty, staff, and student commitment to the program in less than five years.

- The Program Committee has created and supported a Human Rights Studies Minor that is coherent and rigorous, allowing students to develop a clear understanding of the history of human rights, the human rights system at international and regional levels, and regional and topical foci within human rights studies.

- The Minor and graduate program (Designated Emphasis in Human Rights) demonstrate nationally significant strengths in memory studies, popular culture, and human rights; genocide and related issues of refugee studies and destruction of cultural heritage.

- Faculty capacity for independent and collaborative research and scholarship on human rights is also significant, as is evidenced by the impressive records of faculty on the Program Committee and Affiliated Faculty. For example, UC Davis has a named MacArthur Chair in International Human Rights, Professor Charles Walker (History and Director of the Hemispheric Institute on the Americas) and leading scholars of genocide studies, including Professor Keith Watenpaugh who directs the Human Rights Studies Program.

\(^1\) See Appendix A for Kathryn Libal’s biographical sketch. Her short CV has been submitted separately.
• **Distinction in genocide and mass atrocity studies, as well as forced migration**, are particularly notable and set UC Davis’s program apart from any other in the country. Human Rights Studies Program Director Keith Watenpaugh has already demonstrated international impact in the human rights practice space through a Ford Foundation funded Article 26 Backpack initiative aimed at providing a “universal tool for academic mobility” for refugee students critical to continuing higher education outside their home countries and/or secure employment through demonstrating earned credentials.

The Human Rights Studies Program at UC Davis is poised to build on these strengths and, as framed by the Big Ideas Initiative, leverage “interdisciplinary strengths across law, the humanities, the social sciences and STEM fields” to become “an international leader in spearheading collaborative, sustainable responses to urgent human rights challenges” and to educate “a new generation of leaders in every field …”\(^2\) Should an Institute for Global Human Rights be realized, UC Davis would become one of a half dozen public universities in the country with such a program. This Human Rights Studies Program thus could move human rights education beyond what has largely been available to students at elite, private institutions into general education university norms, and in doing so also amplify mandates around global citizenship and diversity and equity studies. Achieving these ambitious goals will be predicated on university commitments of resources over the next decade. Key recommendations include:

• Launch substantive **targeted, strategic external fundraising campaign**, drawing upon input from the dynamic faculty in the Human Rights Studies Program to make the case for donor support.

• Develop a **plan for cluster hires** and the **movement of full or partial FTEs** to the Human Rights Studies Program. This will deepen capacity to have introductory courses offered twice a year and expand offerings in other critical emergent areas, such as health and human rights, environmental rights, etc.

• Following strategic planning, develop an **interdisciplinary Human Rights Studies major**, responding to undergraduate student demand and national trends that signal

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student recruitment and alumni job placement for human rights alumni. Doing so would mean that UC Davis would be the second public university in the country offering students a chance to develop advanced knowledge and skills in human rights theory and practice.

- Develop more **collaborative, experiential learning opportunities for students**, again reflecting student interests and demand, which in turn may foster deeper engagement and commitment to the Big Idea on Global Human Rights.

**Overview of Visit**

On October 21-22, I visited the UC Davis campus, meeting with the Human Rights Studies Program director, faculty, teaching assistants, university staff, undergraduate and graduate students, as well as several alumni. I attended HRM 001 Human Rights, Human Wrongs and HMR 134 Human Rights, taught by Dr. Keith Watenpaugh, Program Director, and met with five doctoral students either serving as teaching assistants or earning a Designated Emphasis in Human Rights Studies (Gustavo Segura, Lisabeth De La Cruz, Daniel Coral, Lorenzo Aroni, and Westin Harris). Meetings with Carolyn Thomas, Vice Provost and Dean for Undergraduate Education; Jaimey Fischer, Director of the Humanities Institute; Ari Kelman, Associate Dean of Undergraduate Studies and Academic Programs; and Michael Lazzara, Vice Provost of Academic Programs in Global Affairs, provided an opportunity to explore ideas about the Program’s strengths and areas for further development. I also engaged those I met with in dialogue about what it would mean in the context of the Big Ideas project to move from a minor to an Institute for Global Human Rights in future. To close the visit, I attended the opening night of the Human Rights Watch Film Festival, sponsored by the Humanities Institute in collaboration with the Human Rights Studies Program.

**Human Rights Studies Program Overview**

UC Davis is now the site of one of the most vibrant interdisciplinary programs in the country, both in terms of the significant number of undergraduate students it reaches through six large lecture format courses serving as a backbone of Human Rights Studies Program and Minor lecture classes on human rights, the robust minor that has been in place since 2012, the Designated Emphasis in Human Rights for students pursuing their doctoral degrees, and
substantial faculty engagement teaching courses contributing to the minor and Designated Emphasis as well as active research programs that contribute to burgeoning disciplinary sub-fields in human rights and interdisciplinary query on the topic.

The Human Rights Studies Minor is coherent and rigorous, allowing students to develop a clear understanding of the history of human rights, the human rights system at international and regional levels, and regional and topical foci within human rights studies. The minor and graduate program (Designated Emphasis in Human Rights) demonstrate nationally significant strengths in memory studies, popular culture, and human rights; genocide and related issues of refugee studies and destruction of cultural heritage. Lecture courses on HRM 001 Human Rights, Human Wrongs and HRM 134 Human Rights provide an unparalleled opportunity for students not only across disciplines in the College of Letters and Sciences to study human rights, but also a large proportion of students from other Colleges (particularly STEM fields) participate in the general education course. HMR 131 Genocide, taught in a large lecture format, also reaches the greatest number of students in California university system and likely throughout the country. These large format classes in the field of comparative genocide studies represent an innovation for human rights studies at the undergraduate level nationwide. I know of no other program that reaches such a large number of undergraduate students across colleges and departments, and thus no other program that has such a broad impact on students who may not have another opportunity to formally study human rights. The implications of this are notable – UC Davis could introduce to a significant proportion of its student body the background to understand human rights as a central concern not only globally, but also domestically. The Human Rights Studies Program thus could move human rights education beyond what has largely been available to students at elite, private institutions into general education university norms, and in doing so, it would contribute to related mandates concerning fostering global citizenship and diversity and equity studies.

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3 Based on a survey conducted in Autumn 2019, students in HMR 001 are incredibly diverse in terms of disciplinary interests. While students majoring in Political Science, Sociology, and Environmental Policy have signed up for the course, Human Rights/Human Wrongs clearly is attracting students from a wide array of disciplines across the university. Mirroring trends at the University of Connecticut, which has a “co-major” in Human Rights, a significant proportion of students interested in the minor at Davis are majoring in STEM programs. The survey data shows that more than 90 out of 172 respondents are from STEM programs. Of those 90, 44 are considering minoring and 11 plan to minor.
The heart of the current Human Rights Studies Program is its Minor, which was created in 2012. The minor was established following a number of years of planning and organizing by faculty. Under the leadership of Professor and Director, Dr. Keith Watenpaugh, and members of the Interdepartmental Program Faculty Program Committee, the Human Rights Studies Program has expanded considerably since the formation of the minor. Human Rights Studies now reaches close to 800 seats over a 12-month period through courses taught in the College of Letters and Sciences. Since 2012, 168 students have completed the minor and, notably, in all but one year, between 20-30% of students graduating with the minor were from underrepresented groups and 90% are women. In 2012, nine students graduated with the minor and in recent years that total has risen to an average of more than 30 students completing the minor. This number will grow with the doubling of enrollment in the required HMR course 134.

The UC Davis minor is one of three substantive interdisciplinary minors offered in the UC system (UC Berkeley and UC San Diego also have minors). And, unlike the Berkeley minor, it has a shared required course that provides a foundation for all students who minor in human rights. Berkeley’s model relies upon a menu of several core courses from which a student must pick at least one course and all students are not assured of the same introduction to the history of the human rights system and mechanisms of international human rights law. University of Southern California also has a minor, including one core course, two additional upper-division courses on human rights-related topics, and two “taking action” courses that are related to policy and social change. UC Davis’s minor is the most robust and coherent of the minors offered in California, and clearly one of the top programs of studies in Human Rights in the United States.

The Human Rights Studies Program Committee has robust, committed faculty involvement from across a number of disciplines in the humanities and social sciences. It includes: Keith David Watenpaugh (Professor and Director), Stacy Fahrenthold (Assistant Professor, History), Liza Grandia (Associate Professor, Native American Studies), Jeffrey Kahn (Assistant Professor, Anthropology), Michael Lazzara (Associate Vice Provost of Academic Programs in Global Affairs and Professor, Spanish and Portuguese), Jeanette Money

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5 UC Davis Undergraduate Program Review Data, Table 24. Compiled October 3, 2019.
6 UC San Diego’s minor requires seven four-credit upper division courses and two required core courses of all its students. It fosters interdisciplinary inquiry by allowing no more than three courses from any one department.
(Associate Professor, Political Science), Jessica Bisset Perea (Assistant Professor, Native American Studies), Marian Schlotterbeck, Charles Walker (MacArthur Chair in International Human Rights, Director of the Hemispheric Institute on the Americas and Professor of History), and Adam Zientek (Assistant Professor of History). In addition to this committee, charged with the oversight and administration of the Human Rights Studies Minor, additional faculty are affiliated with the Program, including: Karima Bennoune (Professor of Law and UN Special Rapporteur on the Right to Culture), David Biale (Emanuel Ringelblum Distinguished Professor of Jewish History), Jaimey Fisher (Director of the Davis Humanities Institute, and Professor of German and Cinema and Digital Studies), Caitlin Patler (Assistant Professor, Sociology), Joanna Regulska (Vice Provost and Associate Chancellor, Global Affairs and Gender, Sexuality and Women’s Studies), and Hegnar Zeitlian Watenpaugh (Professor of Art History). The Program also has five teaching assistants, access to staff services through the Languages and Literatures administrative cluster and two professional advisors who have the minor as part of their portfolio and one undergraduate minor peer advisor. During AY 2019-2020 the Program had 9 teaching assistants, one visiting lecturer and several reader/graders.

As with other universities that have established human rights programs and centers, such as the University of Connecticut and University of Michigan, faculty and student interest have been the driving force behind UC Davis’s Human Rights Studies Program. As Marian Schlotterbeck notes, “the successful expansion of Human Rights at UC Davis derived from faculty being willing to bring their research into the classroom and by bringing in ethical dilemmas of doing and thinking about human rights to bear on their teaching and advocacy agendas.” Undergraduate students, in turn, noted how meaningful pursuing human rights coursework has been during their time at UC Davis; they describe becoming deeply inspired in one of the introductory courses. Several noted that their minor was more meaningful to them than the disciplinary major they were pursuing. Faculty leadership and willingness to collaborate across disciplines, coupled with student demand, drove the drafting of Global Human Rights as a “Big Idea” in 2015. In 2016, the proposal to create an Institute for Global Human Rights was one of 13 selected proposals out of 196 submissions to the administration. This achievement itself merits recognition and support from the university and external donors and actors in the state.
While this review centers largely on the Human Rights Studies Minor, it is notable that other elements needed to establish a larger program or institute also exist. These include the Designated Emphasis in Human Rights Studies, which includes a core curriculum in human rights at the graduate level, and an active research agenda by core faculty linked to the Human Rights Studies Program. Many of the necessary elements to build a broader program, including a human rights major, already exist.

**Strengths of the Program in National Context**

The UC Davis Human Rights Studies Program addresses student demands for curricular content and reaches a large number of students early in their undergraduate education.

- Faculty strengths are both regional and topical within human rights. Faculty at Davis whose scholarship has focused on the Middle East and Latin America have developed courses that address human rights in the regions. Thematically, several faculty conduct research and teach related courses on humanitarianism and forced migration/refugees; genocide and mass sexual and gender-based violence; and memory studies. The latter is a particular innovation of this program and nationally significant. A number of faculty teach courses that address memorialization and human rights in varied social institutions (museums, community settings, in digital platforms, etc.). This strength also translates to the Doctoral Emphasis in Human Rights through a core course offering.

- A general education gateway course (HMR 001 Human Rights, Human Wrongs) provides a historical overview of human rights in a large lecture format (250); this course may well be the largest introductory class on human rights in the country. Another large lecture course, HMR 134 Human Rights, enrolls up to 150 students. These classes consistently fill, reflecting high demand for human rights curricular content in the undergraduate program. I attended sessions for both classes and was struck by the quality of Dr. Watenpaugh’s instruction, his preparation for class, commitment to student learning, and ability to sustain student attention in the large lecture format. He used Facebook creatively, drawing up key visual resources to share with students and amplify lectures. He did not utilize PowerPoint, which I thought showed command of his course content and ability to present effectively to students without relying on prompts in a
PowerPoint outline. Lectures were theoretically sophisticated, though not pitched beyond the respective levels of the undergraduate students.

- In a separate meeting, teaching assistants for HMR 001 shared that fostering strong writing and analytical skills, including developing an argument and supporting it with evidence, was rewarding. They were realistic about the ability of most students to do this effectively in the beginning of the course and as a team seemed well equipped to support students in strengthening their writing. Students in HMR 134 demonstrated interest in the course content as well, raising questions throughout the lecture period and contributing insights when Dr. Watenpaugh posed questions to the class.

- It is notable that the program director and faculty prioritize fostering having a diverse teaching assistant cohort, including diversity in departmental backgrounds, nationalities, and a high proportion of teaching assistants are from underrepresented groups.

- The Minor is one of 19 in the country and four in California. The 20-credit Minor includes one required core course (HMR 134 Human Rights) that all students complete; students chose three core courses from a menu of courses centrally addressing human rights from a range of social science and humanities perspectives and also select one elective from a preapproved list of related courses. Strengths of the curriculum are defined in these topic areas: humanitarianism, refugee studies, genocide, mass sexual and gender-based violence, post-conflict transitional justice, and memory studies. Regionally focused human rights courses address Latin America, the Middle East and Europe.

- The doctoral level Designated Emphasis (DE) program is itself a strength nation-wide. While human rights research and scholarship within and across disciplinary boundaries has burgeoned in the past two to three decades in the United States, formal graduate training outside of law programs has lagged (see Appendix C). Only a handful of universities have master’s programs, doctoral minors or designated emphases or graduate certificates in human rights. UC Davis’s DE in Human Rights is the only program of its kind in the UC system and one of three minors/DE type programs I am aware of in the country. One strength this brings to UC Davis’s Human Rights Studies Program broadly is that many of the teaching assistants and instructors for the Human Rights Minor have had formal training in human rights. Thus they are well-equipped to guide discussion
sections, grade student assignments, and provide mentorship to students who want to pursue human rights studies in depth. Finally, the DE provides an opportunity for graduate students to develop competency in human rights studies, which in turn fosters their competitiveness on the job market. Such credentialing has proven invaluable for doctoral students at other universities when going on the job market both within and outside of the academy.

- The Humanities Institute and Global Education for All program through Global Affairs are two critical linkages that could be fostered and expanded in coming years. The latter may provide a pivotal bridge to expand the minor (and potential future major) to include experiential learning opportunities abroad. The Human Rights Studies Program works closely with the Humanities Institute on its Human Rights Watch Film Series, which provides an avenue for university and Sacramento and Davis-based publics to engage cutting-edge films and filmmakers and scholars. The Humanities Institute has supported faculty seminars in past and was the original home for research and programming elements of Human Rights Studies. Global Affairs also supports programming, including bringing in speakers and funding conferences. Synergy between the Big Ideas for Global Human Rights and Global Education for All could be amplified through collaborative efforts to fundraise for study trips abroad focusing on human rights. Trips like the planned “Human Rights, Democracy and Dictatorship” program are examples of collaborations that would benefit both Human Rights Studies minors and students/faculty in the university as a whole.

**Areas That Could Be Developed/Enhanced**

The following discussion lays out some summary insights into how to strengthen the UC Davis Human Rights Program, whether it retains only the minor or expands to include a major in the future. Not all resources are needed immediately, and should be prioritized by the Director of the Program in consultation with upper administration and the Program Committee. I recommend holding one or more working retreats in the coming months to continue to assess faculty and university capacity, determine what additional resources may be needed, and develop a plan for securing resources in collaboration with other disciplines, units and programs on campus. I also recommend hosting several focus groups with students who are completing the minor and alumni
who were minors to gain their insights into what having a major would have meant to them. Surveys already conducted with students in HRM 001 and HMR 134 also could be discussed to build a rationale for structuring a major or co-major design.

Building towards a major or co-major could be substantively supported through the “Big Ideas” campaign; a gift of $1 million or more would support the initial establishment of an Institute for Global Human Rights. This initial gift would then be used to leverage additional support from external donors, including charitable foundations supporting efforts to develop capacity for human rights practice broadly construed. Recent grants by Together Rising and the James Irvine Foundation to support the Law School’s Immigration Law Clinic provide evidence that this could be a feasible model to follow for the initial funding of an Institute on Global Human Rights. Bridging the important curricular developments of Human Rights Studies to include research collaboration is likely a necessary step; Human Rights Studies at UC Davis could potentially follow the model that led to the Global Migration Center’s recent launch. Exploring university interest in supporting an IMPACT program on Human Rights may be a first step in jump-starting fundraising for the Big Ideas project more broadly.

No external reviewer can understand the feasibility of such suggestions in “real time,” particularly given the short duration of the assessment. But, based on my experience at the University of Connecticut, upper administrative support for the “Big Idea” is necessary for such initiatives to gain traction. Given how many universities across the United States that have secured endowed funds for Institutes and Centers in the fields of human rights in the past decade, I am confident that it is just a matter of finding the right donor-match in the Sacramento/Napa Valley region to build an innovative program that draws students, alumni, and community partners to engage and support the “Big Idea.”

Below I address several critical steps or developments needed to strengthen not only the Human Rights Minor, but also build towards an Institute of Global Human Rights at UC Davis.

- **Continue Developing the Program Committee:** Expanding the faculty program committee in a systematic way will help to extend opportunities for engagement, to develop new (or offer existing) courses by a larger faculty pool, and to work collaboratively on research

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7 These include some public and private institutions (list not exhaustive): prominent universities receiving more than $10 million include University of Connecticut, University of Michigan, Purdue University, Notre Dame University, University of Nebraska, and, most recently, Brown University.
where synergies are identified. Given that the initiative extends beyond L&S, it may be helpful to strategically engage several faculty in other Colleges and Schools, particularly with the College of Biological Sciences. In addition, if modest resources could be shared with the human rights program/faculty to foster faculty learning/research clusters, this process can occur relatively organically. Based on experience at the University of Connecticut, allowing faculty to explore research topics and engage external scholars, host small workshops, or put on conferences builds capacity not only to develop new research projects, but also to secure funding for other Human Rights Studies Program activities.

- **Invest in the Human Rights Studies Program:** Even in the face of serious budgetary constraints in coming years, for the Human Rights Studies Program to continue to grow and flourish at UC Davis, additional resources will be needed from the university and the College of Letters and Sciences. These may come initially in the form of hiring an in-residence lecturer, or encouraging prioritizing human rights as a topic among planned hires in other disciplines. Eventually, if an Institute for Global Human Rights is created, L&S and other colleges may want to consider formal joint-appointments, which will allow the Director and Program Committee to plan course curricular needs, take needed leaves, etc. Additionally, allowing faculty to shift part or all of their lines into the Human Rights Studies Program would be an important step towards building an Institute for Global Human Rights.

Even if the Human Rights Studies Program is not apportioned tenure-track faculty lines in the near future, modest incentives for course development and course teaching “release” from duties in other units can foster growth as well. In the near term, an in-residence lecturer or professor could be charged with teaching additional semesters of HMR 001 Human Rights, Human Wrongs and HMR 134 Human Rights, thus allowing the minor (and potential major) to grow. Such redundancy is needed in the system so that when key professors in the program take leave or fill other university administrative duties, the program is not hampered in its development.

- **Scope of Coursework:** Consider broadening the scope of what the human rights program addresses (whether or not UC Davis moves from a minor to major/minor program). The
self-study draft outlines a goal of developing a course focusing on Human Rights in South and South East Asia and Human Rights and Climate Justice. Both would be important additions. Student feedback in meetings and the surveys of HRM 001 and HRM 134 also made clear that students are eager to see how to apply human rights concepts and practices closer to home. This could be done through the topical courses, such as Human Rights and Climate Justice (through project-based or service learning) or through developing a regionally focused course on the United States. For example, developing a sociology course on Human Rights in the United States can enable students to make connections to human rights concerns in their community, state and country. It also lends itself well to cross-border work at the U.S.-Mexico border; a course focusing on immigration and human rights (in addition to the new course listed for refugees and human rights) would build on local and regional synergies and the expansion of the Immigrant Law Clinic. Additional courses in global health and human rights (in an appropriate discipline) and coursework that attends to economic and social rights would resonate with students entering fields not traditionally considered “human rights fields” (health professions, social work, psychology, human development, STEM fields, business) and challenges U.S. exceptionalism regarding what “counts” as a human rights concern.

- **Advising:** Students raised the need for more intensive advising and career development work; in the student meeting, several expressed being unclear about how the minor prepared them for the next steps beyond their undergraduate program. Another lead administrator expressed the need for additional advising resources; without it the program would not meet its potential for students. Hiring an in-residence lecturer or professor could help to strengthen student advising and develop a practicum or internship program in human rights.

- **Develop Experiential Learning Opportunities, including Internships and Global Learning Options.** Developing practice-based opportunities requires support for creating and sustaining relationships with internship or study abroad placements, providing funding to students who may not be able to afford un-paid internships or study-abroad programs, and dedicating administrative personnel to coordinating the program. Some resources
may already be in place through current internship placement offices and the Global Education for All initiative through Global Affairs. Working with an administrator who can dedicate time to the human rights experiential learning initiative will foster its development and growth. Other U.S. programs with robust internship programs attest to the importance of experiential learning in helping students secure meaningful work in human rights or to pursue advanced degrees (see the model at the University of Chicago for a well-developed program for minors; the University of Connecticut also has a required internship for minors and majors that is accompanied by an internship seminar). These types of programs are also strong draws for external donors and funders.

- **Foster Additional Collaborative Relationships within the College of Letters and Sciences and the University:** The proposed Big Idea in Global Human Rights is predicated on three institutes working in synergy with one another: The Genocide and Mass Atrocity Studies Center; The Center on Migration and At-Risk Migrants; and The Center on Human Rights and Humanitarian Action. It was not clear to me during the visit whether or not any of these centers are close to being funded/established; if even one of these proposed centers were to be funded they would likely spur additional hiring and could strengthen the minor and/or lead to the establishment of an interdisciplinary major and graduate certificate program. While these centers may take some time to establish, I recommend that faculty engaged in Human Rights Studies work collaboratively with the new Global Migration Center. This new initiative may provide additional opportunities for student internships, global education opportunities, faculty hires, and research collaboration. Fostering collaboration with the Feminist Studies Center and Public Health could also strengthen the Human Rights Studies Program. As a faculty member who has participated in or led the UConn Human Rights Institute more than 15 years, these kinds of relationships across units have made a critical difference in building our curriculum, fostering faculty research and leadership, and creating innovative opportunities for students.

**Considering a Human Rights Major at UC Davis**

In the coming months the Human Rights Studies Program and Program Committee plan to consider proposing a major – if developed and approved by L&S it would be the first major in
Human Rights Studies in the UC system and the second major launched at a public university nation-wide. Based on experience at the University of Connecticut, which has a “co-major” design in which students have a primary major in another discipline and a second “co-major” in human rights, a human rights major would be popular among students throughout L&S. Co-majors in human rights would be drawn from social sciences, humanities, and STEM fields.

To launch such a major additional resource commitments would be needed, including allowing for the shift of faculty lines (in whole or part), advising support, and resources to support experiential learning and study abroad programs. During the site visit a number of faculty members on the Program Committee expressed that requiring students to have an experience learning abroad – whether in a traditional quarter-away program or for shorter duration focused human rights studies trips – could be a signature element of the major and enhance university goals to foster global citizenship. Faculty and students expressed enthusiasm about having a major that would provide opportunities to engage the critical idea of our times through multiple lenses, including through practice-based skills building courses and practica or internships. In order to foster a deeply interdisciplinary experience developing additional course offerings for the core curriculum from Sociology, Political Science, Anthropology, Economics, Public Health, and Environmental Studies fields would be key.

Other programs such as the minor at the University of Chicago or the major/minor at the University of Connecticut require internships from students graduating in Human Rights Studies. Such a requirement has been critical in recruiting students to the program and helping them to launch their initial careers informed by Human Rights Studies. Maintaining strong connections with local, state, regional and international internship sites requires administrative support and faculty interest in fostering connections. One of the most important aspects of the University of Connecticut’s internship program has been a collective seminar that students take in person or remotely (online) during the internship, allowing students to discuss how their work in the field relates to coursework on human rights.

Related to experiential learning through internships or study abroad programs, developing human rights practice-oriented classes will deepen student interest and learning. Several programs nation-wide have begun to develop courses that critically examine and provide opportunities to learn the tools of human rights advocacy. Students at the University of Connecticut have expressed how important such coursework was in helping them to make
decisions about career directions and graduate training after completing their undergraduate degrees.

As the Program Committee, L&S administrators, and other campus leaders consider developing a major or co-major as a step towards building an Institute in Global Human Rights, it is critical to engage undergraduate, graduate students, and recent alumni in planning. Moreover, allowing the Director and members of the Program Committee to participate in national meetings of other human rights centers and institutes will afford the chance to build a deeper understanding of the national higher education landscape for Human Rights Studies.

**Recommendations:**

- Following the review of the Minor, engage faculty on the Human Rights Program Committee to **assess feasibility/desirability of moving towards a major or co-major model for human rights.** Draw in additional potential constituencies following a faculty retreat; input from students, alumni, faculty, and administrative personnel could inform the discussion.

- Launch collaborative work between the university’s development arm with the Human Rights Program Director and Program Committee, the Humanities Institute, and Global Affairs to **fundraise for the program.** While the Big Idea initiative was developed as a priority, getting an initial substantial spendable grant or endowment to generate scholarships and operating funds is a necessary first step. Other public universities with strong research and engagement missions have either secured a first $10 million gift, or built towards a more sizeable endowment with several more modest gifts. Once the initial gift is secured, additional funds follow. This is an eminently desirable area for philanthropy and at an institution as respected as UC Davis, should be feasible within a short time.

- **Develop deeper faculty capacity** to teach courses on the minor, with a focus on identifying faculty to teach HMR 001 and HMR 134 in autumn and spring quarters. Appoint an in-residence faculty member to offer additional sections of HMR 001 and HMR 134 and develop critical new content for the curriculum. The Faculty Program Committee and director could also accelerate communication with department heads in
CLS, as well as CLS and Global Affairs administration, to shape some planned position openings to include a human rights focus during hiring in the next few years.

- **Work with Global Affairs** on the Global Education for All Big Idea to raise funds for the student experiences abroad.

- Continue to develop linkages with a range of disciplines to afford **doctoral students on the DE in Human Rights** an opportunity to serve as teaching assistants or instructors in the Human Rights Studies Program.

- Develop more **collaborative, experiential learning opportunities for students**, which in turn may foster deeper engagement and commitment to the Big Idea on Global Human Rights. Such partnerships could be forged with The Quarter at Aggie Square, particularly in linking to the Health Equity and Justice Cluster. Explore opportunities to have students do research on food insecurity and food sovereignty as human rights matters with the College of Agricultural and Environmental Sciences. Assess capacity and interest in having the Law School (through its Immigration Clinic or other clinics) provide undergraduate internship placements or team-based learning and service opportunities. Draw upon the past successful model of working with local and national NGOs, such as the International Rescue Committee, to explore internship opportunities with the UCDC program related to human rights.

- Related to the point above, **develop a mechanism** for approved human rights-based **experiential learning/internships** to count on the current minor.

**Concluding Remarks**

As should be clear from the points made above, UC Davis has one of the leading interdisciplinary Human Rights Studies programs in the country. Its growth and caliber are due to the commitment and vision of a number of faculty whose research and public engagement experience centered on human rights and humanitarian concerns in the Middle East and Latin America. Being named one of UC Davis’s Big Ideas demonstrates that the university recognized the importance of the program and its potential to be one of the preeminent centers for human rights studies in the country. As public land grant institutions such as UC Davis face increased
pressure to demonstrate relevance to students and their families, state legislators, and public and private funders, investing in human rights studies is one important way to signal commitment to the university’s expressed values and priorities within the state. As importantly, UC Davis stands to continue innovating at the intersection between human rights scholarship and practice, creating opportunities for new knowledges to be translated into real world applications that have impacts well beyond the state and country.
Appendix A: External Reviewer’s Background

Kathryn Libal earned her doctoral degree in anthropology at the University of Washington in 2001. Trained as an anthropologist, her research has addressed child welfare and the state; forced migration and refugee resettlement; economic and social rights mobilizations; women’s rights; and qualitative research methods. Currently, she is an associate professor at the University of Connecticut, jointly appointed to the School of Social Work and Human Rights Institute (HRI). Libal has been the Director of the University of Connecticut Human Rights Institute in an interim or full capacity for five years; prior to becoming director, she served as Associate Director for four years. HRI is a leading interdisciplinary center at a major public university. With 200+ declared majors and minors and 25-30 graduate certificate students in a given year, UConn has one of the largest human rights programs in the country. To date, UConn is the only public university with a human rights major (co-major program since 2012). In addition to the major, HRI has had a minor since 2001 and a graduate certificate program (since 2008).
Appendix B. Site Visit Itinerary

Oct 20
Dinner
Check in at Aggie Inn

Oct 21
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:30</td>
<td>Sproul 104</td>
<td>HMR 001 TA meeting</td>
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<tr>
<td>10:00 – 10:50</td>
<td>2205 Harring Hall</td>
<td>HMR 001</td>
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<tr>
<td>11:00 – 11:30</td>
<td>Dining services</td>
<td>Lunch with undergraduates</td>
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<tr>
<td>11:45 – 1:00</td>
<td>Med Sci 180</td>
<td>Meeting with Michael Lazzara</td>
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<tr>
<td>2:10 – 3:30</td>
<td>Med Sci 180</td>
<td>HMR 134</td>
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<tr>
<td>4:30 – 5:00</td>
<td>1385 The Grove</td>
<td>Meeting with Carolyn Thomas, Vice Provost and Dean for Undergraduate Education</td>
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<tr>
<td>6:00</td>
<td>Maria’s Cantina in Woodland</td>
<td>Dinner with Charles Walker and members of program committee</td>
</tr>
</tbody>
</table>

Oct 22
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 11:00</td>
<td>Breakfast / Office – 902 Sproul</td>
<td>Meeting with Keith</td>
</tr>
<tr>
<td>11:00 – 1:00</td>
<td>TBD</td>
<td>Lunch with graduate students Daniel Coral, Renzo Aroni, Emily Frankel; Marian Schlotterbeck coordinating</td>
</tr>
<tr>
<td>1:00 – 3:00</td>
<td>3201 SSH?</td>
<td>Meeting with Ari Kelman</td>
</tr>
<tr>
<td>5:00</td>
<td>Locale</td>
<td>Meeting with Heghnar Watenpaugh and Marian Schlotterbeck</td>
</tr>
<tr>
<td>7:00</td>
<td>Shrem</td>
<td>Human Rights Watch Film Festival</td>
</tr>
</tbody>
</table>

Oct 24
1:25pm: Southwest flight 2473 SMF – DEN
Appendix C. Overview of U.S. Human Rights Programs

This is a working document providing a sketch of human rights programs in higher education (but for law programs) in the United States. Programs are being added regularly and this may not reflect all existing programs.

UNDERGRADUATE PROGRAMS

Majors
BA degrees exist at eight programs (UConn’s a co-major):
- Bard College, Barnard College, Columbia U, U of Connecticut, U of Dayton, Southern Methodist U, Trinity College (Hartford CT), and Webster U (STL, MO).
- UConn has the only human rights major at a public university.

Minors
Current Human Rights Minors in the US:
- Agnes Scott, Biola, Eastern CT State, Hunter College, Lasell College, Ohio State, Purdue, Ramapo College of NJ, Stanford, U Alabama-Birmingham, UC Berkeley, Davis, San Diego, USC; Chicago, U Connecticut, U Nebraska, U Southern Mississippi, U Washington
- Four CA universities have minors: UC Berkeley, UC Davis, UC San Diego, USC

Undergraduate Certificates & Concentrations
- Arizona State, Duke, George Mason, Hunter College, Penn State, U of Cincinnati, U Iowa, U Minnesota, U Tennessee, U Texas, Austin, Yale

GRADUATE PROGRAMS

MA Programs
- Arizona State U, Columbia U, SUNY Binghamton (MS), U of Denver, U of San Francisco

Concentrations, Minors, & Designated Emphases
- Boston College; U of California-Davis (PhD designated emphasis); Indiana U (PhD Minor)

Certificate Programs