

POLS 3999-01A/B: Human Rights (CRN 24184/24894)

Middle Georgia State University– Spring 2022

TR 2:00pm-3:15pm (3 credit hours)

V-Con (Microsoft Teams)

Dr. Annie Watson

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Office: Wiggs 12 (also available virtually by request)

Office Hours: Monday-Thursday, 3:30-5:30pm

Catalog Description

This course is an intensive study of a significant topic in political science not otherwise covered in course offerings.

Course Description and Objectives

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

- Have a strong grasp on the various definitions of human rights, including comparisons between universal and culturally contingent perspectives, as well as the ability to clearly express and justify your preferred definition of human rights and explain its implications.
- Have gained a general understanding of many of the sources of human rights violations, as well as the many ways in which human rights may be violated and the cross-national extent of the problem of human rights violations.
- Be able to list and discuss several types of efforts aimed at improving respect for human rights, including the efforts associated with international law, powerful states, and nongovernmental organizations.
- Be capable of understanding and participating in the public debate over the many issues discussed in this class.
- Advocate for changes in response to human rights issues through a variety of media.

Required Readings

All required readings will be shared with you on Brightspace. Please do not distribute these materials to people beyond this class.

Technology Requirements

This class will meet on Microsoft Teams, so students will require internet access and a microphone (and preferably a camera) at our assigned class time. Additionally, because materials will be distributed through D2L/Brightspace, communication will occur outside of class through e-mail, and some assignments may be submitted online, students must have internet access at other times.

Course Requirements and Evaluation

Term Project (40 points, in pieces)

This semester, you'll not only be learning about human rights around the world, you'll also be learning about failures to respect human rights that are close to where you live and advocating for change. You'll pick one local human rights issue to focus on. Throughout the term, you'll produce four pieces of content advocating for a specific change in the public response to your issue: a **flyer or infographic** to share, a **blog post** to expound on the infographic, a **letter** to be sent to a relevant official, and a **podcast** geared to a wide audience. Each assignment will have an idea stage, a draft stage, and the final product.

The due dates for each assignment are listed below. Unless noted otherwise, each is due at the beginning of class on the day they are assigned.

- Infographic
 - January 27: Idea Stage (1 point)
 - February 3: Draft Stage (2 points)
 - February 17: Final Product (5 points)
- Blog Post
 - February 24: Idea Stage (1 point)
 - March 3: Draft Stage (3 points)
 - March 17: Final Product (5 points)
- Letter
 - March 31: Idea Stage (1 point)
 - April 7: Draft Stage (3 points)
 - April 14: Final Product (5 points)
- Podcast
 - April 21: Idea Stage (1 point)
 - April 28: Draft Stage (3 points)
 - May 9 (by 1:00pm): Final Product (10 points)

Quizzes (5 points each for 30 points)

Approximately every other week throughout the semester (on Tuesdays, starting February 8), we will have a timed, multiple choice quiz to check your comprehension of the readings and the lecture material. While you may refer to your notes for these quizzes, it is strongly recommended

that you prepare for them in advance; the time limit will not allow for a first readthrough of the material. Each quiz will consist of 10 questions and have a 30-minute time limit.

Leading Class Discussions (5 points each for 20 points)

At several points in the semester, each student will lead a discussion of that day's scholarly reading, following guidance I will provide. The day of class, I will begin by introducing the topic of the day. I will then hand the class over to the student(s) in charge of the day's reading. You will use a few slides to briefly summarize the reading; the remainder of the time will be spent discussing questions that you provide. Slides should be submitted to me at least 24 hours in advance of class.

Attendance and Participation (10 points)

This semester, we'll all be attending class virtually and synchronously, through Microsoft Teams meetings. As in a face-to-face course, attendance and participation are a necessary condition for satisfactory achievement in this class. The best way for you to learn is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity.

As per university policy, students can have two unexcused absences (for any reason) without penalty. Additional unexcused absences will result in a 0 for attendance and participation for that day. Students with more than twice the number of class meetings per week (5 unexcused absences) may be assigned a failing grade for the course. Excused absences will be assigned according to university policy.

The MGA policy on attendance can be found in Section 5.04.05 of the Faculty Handbook and at <https://mga.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Academic-Policy-and-Information/Course-Policies/Attendance-Policy>.

Grading Scale

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

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	Fewer than 60 points

Preliminary Course Schedule

Unless noted otherwise, assignments should be handed in at (or submitted online by) the beginning of the class period they are due. I may make changes to the reading to reflect new

publications or current events; these changes will be shared with you in class and/or through e-mail.

Week 1: Introductions and Expectations

January 13: Introductions and Expectations

- Syllabus

Week 2: Conceptualizing Human Rights

January 18: What are human rights?

- Dembour, Marie-Bénédicte. 2010. "What are Human Rights? Four Schools of Thought." *Human Rights Quarterly* 32(1): 1-20.

January 20: Universalism and Relativism

- Universal Declaration on Human Rights (UDHR)
- Donnelly, Jack. 1984. "Cultural Relativism and Universal Human Rights." *Human Rights Quarterly* 6(4): 400-419.

Week 3: Documentary

January 25: *E-Team*

- Human Rights Watch report (TBD)

January 27: *E-Team*

Due: Infographic idea

Week 4: Measuring Human Rights

February 1: Measuring Human Rights

- Landman, Todd. 2014. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26:906-931.

February 3: Measuring Human Rights (Applications)

- Murdie, Amanda and K. Anne Watson. 2021. "Quantitative Human Rights." In the Oxford Research Encyclopedia of International Studies.
<https://doi.org/10.1093/acrefore/9780190846626.013.603>

Due: Infographic draft

Week 5: Civil and Political Rights

February 8: CPRs Overview and Freedom of Expression

- International Covenant on Civil and Political Rights (ICCPR)
- Howie, Emily. 2018. "Protecting the human right to freedom of expression in international law." *International Journal of Speech-Language Pathology* 20: 12-15.

- Kelion, Leo. 2020. "EU reveals plan to regulate Big Tech." *BBC* (December 15). <https://www.bbc.com/news/technology-55318225>

Due: Quiz 1

February 10: Right to Participate

- Venezuela packet

Week 6: The Right to Clean Air

February 15: The Right to Clean Air

- Paris Accords
- TBD
- Laville, Sandra. 2020. "Air pollution a cause in girl's death, coroner rules in landmark case." *The Guardian* (December 16). <https://www.theguardian.com/environment/2020/dec/16/girls-death-contributed-to-by-air-pollution-coroner-rules-in-landmark-case>

February 17: NO CLASS

Due: Infographic

Week 7: Physical Integrity Rights

February 22: PIRs Overview and Torture

- Covenant Against Torture and All forms of Ill-Treatment (CAT)
- Schultz, William F., ed. 2007. *The Phenomenon of Torture. Readings and Commentary*. Philadelphia: University of Philadelphia Press. (Selections)
- Prokop, Andrew. 2014. "The huge new Senate report on CIA torture, explained." *Vox* (December 9). <https://www.vox.com/2014/12/9/7339753/senate-torture-report>

Further Reading (Not Required):

- Cingranelli, David L. and David L. Richards. 1999. "Measuring the Level, Pattern, and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43: 407-417.

February 24: Tick, Tick, Boom

Due: Blog post idea

Week 8: Economic Rights

March 1: ESRs Overview and Adequate Standard of Living

- International Covenant on Economic, Social, and Cultural Rights (ICESCR)
- Felice, William F. 2010. "Economic and Social Rights." In *Oxford Encyclopedia of International Studies*.
- Henley, Jon. 2019. "'It's a miracle': Helsinki's radical solution to homelessness." *The Guardian* (June 3). <https://www.theguardian.com/cities/2019/jun/03/its-a-miracle-helsinkis-radical-solution-to-homelessness>

- Samiel, Sigal. 2020. “A Canadian study gave \$7,500 to homeless people. Here’s how they spent it.” *Vox* (October 27). <https://www.vox.com/future-perfect/21528569/homeless-poverty-cash-transfer-canada-new-leaf-project>

Due: Quiz 2

Further Reading (Not Required):

- Goodhart, Michael. 2007. “None So Poor That He Is Compelled to Sell Himself: Democracy, Subsistence, and Basic Income.” In *Economic Rights: Conceptual, Measurement, and Policy Issues*, eds. Shareen Hertel and Lanse Minkler. (pgs. 94-114).

March 3: Domestic Workers

- Thailand packet

Due: Blog post draft

Week 9: Women’s Rights

March 8: Women’s Rights Overview and Sex Work

- Convention on All Forms of Discrimination Against Women (CEDAW)
- Armstrong, Lynzi. 2019. “Stigma, decriminalization, and violence against street-based sex workers: Changing the narrative.” *Sexualities* 22(7-8): 1288-1308.
- Solon, Olivia. 2020. “Pornhub crackdown by credit card companies cuts off sex workers’ livelihoods.” *NBC News* (December 15). <https://www.nbcnews.com/business/business-news/pornhub-crackdown-credit-card-companies-cuts-sex-workers-livelihoods-n1251246>

Futher Reading (Not Required):

- Facio, Alda and Martha I. Morgan. 2009. “Equity or Equality for Women? Understanding CEDAW’s Equality Principles.” *Alabama Law Review* 60(5):1133-1170.
- Armstrong, Lynzi. 2019. “Stigma, decriminalization, and violence against street-based sex workers: Changing the narrative.” *Sexualities* 22(7-8): 1288-1308.
- Kristof, Nicholas. 2020. “The Children of Pornhub.” *New York Times* (December 4). <https://www.nytimes.com/2020/12/04/opinion/sunday/pornhub-rape-trafficking.html>

March 10: Abortion

- Poland packet

Week 10: Children’s Rights

March 15: Children’s Rights Overview and Child Labor

- Convention on the Rights of the Child (CRC)
- Baradaran, Shima and Stephanie Barclay. 2011. “Fair Trade and Child Labor.” *Columbia Human Rights Law Review* 43(1): 1-63.
- Balch, Oliver. 2020. “Chocolate industry slammed for failure to crack down on child labour.” *The Guardian* (October 20). <https://www.theguardian.com/global-development/2020/oct/20/chocolate-industry-slammed-for-failure-to-crack-down-on-child-labour>

- Lal, Neeta. 2020. “The Indian school where students pay for lessons with plastic waste.” *The Guardian* (November 25). <https://www.theguardian.com/global-development/2020/nov/25/the-indian-school-where-students-pay-for-lessons-with-plastic-waste>

Due: Quiz 3

Further Reading (Not Required):

- Freeman, Michael. 2000. “The Future of Children’s Rights.” *Children & Society* 14: 277-293.

March 17: Child Marriage

- India packet

Due: Blog post

March 21-25: NO CLASS (Spring Break)

Week 11: Rights of People Who Are LGBTQ+

March 29: Rights of People Who Are LGBTQ+ Overview and Freedom to Marry

- Yogyakarta Principles
- Kollman, Kelly and Matthew Waites. 2009. “The global politics of lesbian, gay, bisexual, and transgender human rights: an introduction.” *Contemporary Politics* 15(1): 1-17.
- Taylor, Adam. 2020. “Hungary approves constitutional change to effectively ban adoption by same-sex couples.” *The Washington Post* (December 15). <https://www.washingtonpost.com/world/2020/12/15/hungary-adoption-lgbt-constitution/>

Further Reading (Not Required):

- Felter, Claire and Danielle Renwick. 2020. “Same-Sex Marriage: Global Comparisons.” *Council on Foreign Relations* (June 23). <https://www.cfr.org/backgrounders/same-sex-marriage-global-comparisons>

March 31: Rights of People Who Are Trans

- Iran packet

Due: Letter idea

Week 12: Rights of Members of Racial Minority Groups

April 5: Rights of Members of Racial Minority Groups Overview and BlackCrit Theory

- Convention on the Elimination of Racial Discrimination (CERD)
- Lewis, Hope. 2000. “Reflections on ‘BlackCrit Theory’: Human Rights.” *Villanova Law Review* 45: 1075-1090.

Due: Quiz 4

Further Reading (Not Required):

- Thornberry, Patrick. 2005. “Confronting Racial Discrimination: A CERD Perspective.” *Human Rights Law Review* 5(2): 239-269.

April 7: Black Lives Matter

- US packet

Due: Letter draft

Week 13: Rights of Indigenous Peoples

April 12: Rights of Indigenous Peoples Overview and Reparations

- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Lightfoot, Sheryl. 2019. "The road to reconciliation starts with the UN Declaration on the Rights of Indigenous Peoples." *The Conversation* (September 12).
<https://theconversation.com/the-road-to-reconciliation-starts-with-the-un-declaration-on-the-rights-of-indigenous-peoples-122305>
- Shelton, Dinah. 2008. "Reparations for Indigenous Peoples: The Present Value of Past Wrongs." In *Reparations for Indigenous Peoples: International and Comparative perspectives*, ed. Federico Lenzerini. Oxford: Oxford University Press.
- Kaur, Harmmeet. 2020. "Indigenous people across the US want their land back—and the movement is gaining momentum." *CNN* (November 26).
<https://www.cnn.com/2020/11/25/us/indigenous-people-reclaiming-their-lands-trnd/index.html>

Futher Reading (Not Required):

- Charters, Claire. 2008. "Reparations for Indigenous Peoples: Global International Instruments and Institutions." In *Reparations for Indigenous Peoples: International and Comparative Perspectives*, ed. Federico Lenzerini. Oxford: Oxford University Press.
- Lightfoot, Sheryl. 2015. "Settler-state apologies to Indigenous peoples: a normative framework and comparative assessment." *Journal of the Native American and Indigenous Studies Association* 2(1).
- Champagne, Duane. 2013. "UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples): Human, Civil, and Indigenous Rights." *Wicazo Sa Review* 28(1): 9-22.
- Lenzerini, Federico. 2008. "Conclusive Notes: Defining Best Practices and Strategies for Maximizing the Concrete Chances of Reparation for Injuries Suffered by Indigenous Peoples." In *Reparations for Indigenous Peoples: International and Comparative Perspectives*, ed. Federico Lenzerini. Oxford: Oxford University Press.

April 14: Forced Sterilization

- Canada packet

Due: Letter

Week 14: Rights of Persons with Disabilities

April 19: Rights of Persons with Disabilities Overview and Accommodations

- Convention on the Rights of Persons with Disabilities (CRPD)
- Lord, Janet E. and Rebecca Brown. "The Role of Reasonable Accommodation in Securing Substantive Equality for Persons with Disabilities: The UN Convention on the Rights of Persons with Disabilities." In *Critical Perspectives on Human Rights and*

Disability Law, eds. Marcia H. Rioux, Lee Ann Bassler, and Melinda Jones. Leiden, The Netherlands: Brill.

Due: Quiz 5

Further Reading (Not Required):

- Kayess, Rosemary and Phillip French. 2008. "Out of Darkness into Light: Introducing the Convention on the Rights of Persons with Disabilities." *Human Rights Law Review* 8(1): 1-34.
- Hirschberg, Marianne and Christian Papadopoulos. 2016. "'Reasonable Accommodation' and 'Accessibility': Human Rights Instruments Relating to Inclusion and Exclusion in the Labor Market." *Societies* 6(3): 1-16.

April 21: Access to Healthcare

- Palestine packet

Due: Podcast idea

Week 15: Interventions and Advocacy

April 26: Interventions (Responsibility to Protect)

- Peksen, Dursun. 2012. "Does Foreign Military Intervention Help Human Rights?" *Political Research Quarterly* 65(3): 558-571.
- Inverarity, Calum and James Kearney. 2019. "Recalibrate the Responsibility to Protect." *Chatham House* (June 12). <https://www.chathamhouse.org/expert/comment/recalibrate-responsibility-protect>
- Kumar, Akshaya. 2016. "Confronting the Shameless." *Human Rights Watch* (December 28). <https://www.hrw.org/news/2016/12/28/confronting-shameless>

Further Reading (Not Required):

- Beber, Bernd, Michael Gilligan, Jenny Guardado, and Sabrina Karim. 2015. "U.N. peacekeeping and transactional sex." *The Monkey Cage* (June 16). <https://www.washingtonpost.com/news/monkey-cage/wp/2015/06/16/u-n-peacekeeping-and-transactional-sex/>
- Murdie, Amanda. 2017 "Shaming and blaming: assessing the impact of human rights organizations." *OpenGlobalRights* (January 10). <https://www.openglobalrights.org/shaming-and-blaming-assessing-impact-of-human-rights-or/>
- Kumar, Akshaya. 2016. "Confronting the Shameless." *Human Rights Watch* (December 28). <https://www.hrw.org/news/2016/12/28/confronting-shameless>
- Neier, Aryeh. 2018. "'Naming and shaming': still the human rights movement's best weapon." *OpenGlobalRights* (July 11). <https://www.openglobalrights.org/Naming-and-shaming-still-the-human-rights-movements-best-weapon/>
- Murdie, Amanda M. and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56: 1-16.

April 28: Economic Sanctions

- Zimbabwe packet

Due: Podcast outline

Week 16: Wrapping Up

May 3: The Future of Rights and Getting Involved

- Petrasek, David. 2018. “Human and non-human rights—convergence or conflict?” *OpenGlobalRights* (December 10). <https://www.openglobalrights.org/human-and-non-human-rights-convergence-or-conflict/>
- Baweja, Sahajveer and Swapnil Singh. 2020. “Beginning of Artificial Intelligence, End of Human Rights.” *LSE Blogs* (July 16). <https://blogs.lse.ac.uk/humanrights/2020/07/16/beginning-of-artificial-intelligence-end-of-human-rights/>

Due: Quiz 6

Further Reading (Not Required):

- Bacciarelli, Anna. 2019. “Ethical AI principles won’t solve a human rights crisis.” *Amnesty International* (June 21). <https://www.amnesty.org/en/latest/research/2019/06/ethical-ai-principles-wont-solve-a-human-rights-crisis/>
- Abouharb, M. Rodwan, David L. Cingranelli, and Mikhail Filippov. 2015. “Do Non-Human Rights Regimes Undermine the Achievement of Economic and Social Rights?” In *Closing the Rights Gap: From Human Rights to Social Transformation*, eds. LaDawn Haglund and Robin Stryker. Oakland, California: University of California Press.
- Risse, Mathias. 2018. “Human Rights and Artificial Intelligence: An Urgently Needed Agenda.” *Carr Center for Human Rights Policy*. https://carrcenter.hks.harvard.edu/files/cchr/files/humanrightsai_designed.pdf
- Teubner, Gunther. 2006. “Rights of Non-humans? Electronic Agents and Animals as New Actors in Politics and Law.” *Journal of Law and Society* 33(4): 497-521.

Final Exams

May 9: Final exam period 1:00pm-3:00pm (PODCASTS DUE)

Campus Policies

Covid-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff and visitors to get vaccinated; however, it is an individual decision to receive the vaccine and will not be required to be a part of our campuses. Everyone is encouraged to wear a mask or face covering while inside campus facilities. Unvaccinated individuals are strongly encouraged to get a vaccine, to continue wearing a face covering, and to continue socially distancing from others when possible. Updated protocols for isolation and quarantine will be in effect this semester in order to mitigate further spread of the coronavirus on our campuses. USG guidance is subject to change based on recommendations from GA DPH. MGA will remain flexible in their planning and be prepared to change course as necessary. MGA will continue to provide updated information at this website: <https://www.mga.edu/coronavirus/>.

Class Behavior Expectations

Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct. The Student Code of Conduct, Responsibilities, Procedures, and Rights are found at https://www.mga.edu/student-affairs/docs/MGA_Student_Handbook.pdf#page=45.

Plagiarism

A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Accessibility Accommodations

Students seeking ADA accommodations must contact Middle Georgia State University Office of Accessibility Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. <https://www.mga.edu/accessibility-services/>.

Withdrawal Policy

Students are encouraged to read the withdrawal policy found at <https://www.mga.edu/registrar/registration/drop-add.php> before dropping/withdrawing from class.

Delayed Opening or Closing of the University

In the event that the university is closed for unforeseen circumstances, we will coordinate making up the material over D2L/email.

Knight's Alert: <https://www.mga.edu/police/alert/index.php>

End of Course Evaluations

Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

Campus Carry Legislation

For students who prefer to bring concealed firearms to class, HB 280 provides you with the *possible* ability to do so. Please refer to the following URL to explore your possible right to bring a gun to the university: <http://www.mga.edu/police/campus-carry.aspx>

University Policy

Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the Syllabus Policy page: <https://www.mga.edu/faculty-affairs/syllabus-policy.php>.

Course Policies

An Inclusive Classroom

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

Communicating with the Instructor

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

I have posted my office hours at the top of this syllabus. During these time period, you should feel free to come to my office and discuss any questions you may have about the class. If this

time does not work for you, I am more than happy to set up an appointment. Additionally, I am available for virtual office hours at this time by appointment.

Late Work

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

Changes to the Syllabus

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

Academic Resources

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

- The **D2L Help Center** provides 24/7 help for those having problems using the system. They can be contacted at 1-855-772-0423 or through a live chat (<https://d2lhelp.view.usg.edu/s/>).
- The **Technology Assistant Center (TAC)** provides help with passwords, email, SWORDS, and more general tech support. They can be contacted during business hours at 478-471-2023 (Macon), 478-934-3319 (Cochran), or helpdesk@mga.edu.
- The **Writing Center** is a free service that provides one-on-one consultations to assist students with all types of writing. They are open on the Macon, Cochran, Dublin, and Warner Robins campuses and offer both face-to-face and video-conferencing sessions. Check out their website here to sign up for a consultation: <https://www.mga.edu/student-success-center/writing-centers.php>.
- The **Student Success Center** offers tutoring free of charge on all MGA campuses for currently enrolled students. To view center contact information, subjects tutored, and tutor availability, go to the SSC website at <http://www.mga.edu/student-success-center/>. SSC tutoring sessions may be scheduled online and face-to-face through the "Book an Appointment" link on the Student Success Center website. Other services at the SSC include online academic workshops and a robust website with resources for academic assistance. The centers also have computer workstations, printing, and Internet access.

Hardship Resources

Being a student can be hard. Your lives are changing, and college can be a stressful environment. *There is no shame in struggling with this.* If you are feeling depressed or otherwise concerned about your mental health, please reach out to BeWell@MGA. The 24/7 support line for in-the-moment support and connections to next steps is 833-910-3362. Additional services are available through the MGA Counseling Center at 478-471-2985 (Macon), 478-934-3080 (Cochran), and counseling@mga.edu. More details can be found on their website: <https://www.mga.edu/counseling-services/index.php>.

Other important numbers/websites:

- **For a life-threatening emergency, always call 911 (or campus police at 478-471-2414).** For non-emergencies, MGA recommends this guide: <https://selfcareguide.readsh101.com/>.
- **National Suicide Prevention Lifeline**
1-800-273-TALK (8255)
<https://www.suicidepreventionlifeline.org/>
- **Veterans' Crisis Line**
1-800-273-8255 (Press 1)
- **Georgia Crisis and Access Line**
1-800-715-4225
- **The Trevor Project (LGBTQ+)**
1-800-4TREVOR
<https://www.thetrevorproject.org>
- **National Sexual Assault Hotline**
1-800-656-HOPE
<https://online.rainn.org>
- **National Institute on Alcohol Abuse and Alcoholism**
<https://www.niaaa.nih.gov>
- **National Institute of Mental Health**
<https://www.nimh.nih.gov/>
- **Alcoholics Anonymous**
<https://www.aa.org/>
- **Narcotics Anonymous**
<https://www.na.org/>

- **MGA Non-Discrimination and Anti-Harassment Resources**
<https://policies.mga.edu/policy-manual/section-6-campus-affairs/6-5-nondiscrimination/index.php>

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

- **The SHARE Pantry** is stocked with staple food items such as canned tuna, peanut butter and spaghetti sauce. Students, faculty and staff who show their MGA Knight ID cards can visit once per month during spring, summer and fall semesters to pick up five items each time. For hours of availability, contact:
 - Sha Parnell: gernisha.parnell@mga.edu (Cochran)
 - Ashleigh Jennings: ashley.jennings@mga.edu (Dublin)
 - Christy Faulk: christy.faulk@mga.edu (Eastman)
 - Devereaux Lindsey: devereaux.lindsey@mga.edu (Macon)
 - Ashley Thompson: ashley.thompson5@mga.edu (Warner Robins)
- **The Professional Closet** offers new and gently used suitable-for-work clothing and accessories, including ties and shoes, for purchase to MGA students, alumni, faculty and staff through Career Services offices on the Macon Campus (Student Life Center, Suite 254) and Cochran Campus (Sanford Hall, Suite 112). The cost of any single item does not exceed \$5, and all proceeds are reinvested into The Professional Closet. The Professional Closet is open during the University's normal business hours, 8:00-5:30 Mon.-Thurs. and 8:00-noon on Fridays.

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