

A Course Title & Number	INS 39405-01: Human Rights in World Politics														
B Pre/Co-requisite(s)	POL 201 OR HIS 206 OR SOC 201 OR PHI 201														
C Number of credits	3-0-3														
D Faculty Name	Dr. Barry M. Hashimoto														
E Term/ Year	Spring 2018														
F Sections	<table border="1"> <thead> <tr> <th>CRN</th> <th>Course</th> <th>Days</th> <th>Time</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>20639</td> <td>INS 39405-01</td> <td>MW</td> <td>2:00-3:15 pm</td> <td>Physics 104</td> </tr> </tbody> </table>					CRN	Course	Days	Time	Location	20639	INS 39405-01	MW	2:00-3:15 pm	Physics 104
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G Instructor Information	<table border="1"> <thead> <tr> <th>Instructor</th> <th>Office</th> <th>Telephone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Dr. Barry M. Hashimoto</td> <td>225</td> <td>Cell: 56 913 3553</td> <td>bhashimoto@aus.edu</td> </tr> </tbody> </table> <p>Office Hours: TW 11:30-12:30 and by appointment.</p>					Instructor	Office	Telephone	Email	Dr. Barry M. Hashimoto	225	Cell: 56 913 3553	bhashimoto@aus.edu		
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Dr. Barry M. Hashimoto	225	Cell: 56 913 3553	bhashimoto@aus.edu												
H Course Description from Catalog	<p>Analyzes the global politics and history of the conception, protection, and violation of human rights. Presents analytical frameworks, concepts, facts, dominant theories, and empirical methods used in the study of the politics of human rights. Examines how democracy and democratization, international law and institutions, the activities of powerful democracies, and global civil society each influence human rights around the world. Incorporates perspectives from the disciplines of political science, law, economics, history and sociology.</p>														
I Course Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the actors, interests, interactions, institutions, law and history central to the twentieth-century politics of human rights around the world: <i>Presentation, exams.</i> 2. Explain how democracy, democratization, international law and institutions, the activities of powerful democracies, and global civil society influence rights: <i>Presentation, exams.</i> 3. Analyze and explain human rights outcomes in different regions of the world, at different points in history: <i>Presentation, exams.</i> 4. Synthesize, organize, discuss, and critique theoretical and empirical research from the social sciences on human rights: <i>Presentation, exams.</i> 5. Effectively conduct and present research on topics related to the course 														

	material in written and oral English. <i>Presentations</i> .																																																
<p>J Textbook and other Instructional Material and Resources</p>	<ol style="list-style-type: none"> 1. Daniel Moecki, Sangeeta Shah, and Sandesh Sivakumaran. 2014. <i>International Human Rights Law</i>. Oxford, U.K.: Oxford University Press 2. Simmons, Beth A.. 2009. <i>Mobilizing for Human Rights: International Law in Domestic Politics</i>. Cambridge, U.K.: Cambridge University Press. 3. Most journal articles listed in the schedule, which you will be directed to on iLearn. 																																																
<p>K Teaching and Learning Methodologies</p>	<p>The course will be based primarily around a series of seminar meetings in which recent research in political science, international relations, and international law will be presented, analyzed, and discussed by students and the instructor. Lectures will be used to cover some topics. Exams will be used to test student’s comprehension, mastery, and critical thinking on readings, seminar discussions, and lectures.</p>																																																
<p>L Grading Scale, Grading Distribution, and Due Dates</p>	<table border="1" data-bbox="451 863 1203 1045"> <tr> <td>94.6-100</td> <td>4.0</td> <td>A</td> <td>76.6-79.59</td> <td>2.3</td> <td>C+</td> </tr> <tr> <td>89.6-94.59</td> <td>3.7</td> <td>A-</td> <td>73.6-76.59</td> <td>2.0</td> <td>C</td> </tr> <tr> <td>86.6-89.59</td> <td>3.3</td> <td>B+</td> <td>69.6-72.59</td> <td>1.7</td> <td>C-</td> </tr> <tr> <td>82.6-86.59</td> <td>3.0</td> <td>B</td> <td>59.6-69.59</td> <td>1.0</td> <td>D</td> </tr> <tr> <td>79.6-82.59</td> <td>2.7</td> <td>B-</td> <td>0 – 59.6</td> <td>0</td> <td>F</td> </tr> </table> <table border="1" data-bbox="451 1094 1040 1297"> <thead> <tr> <th>Assessment</th> <th>Weight</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>Presentations</td> <td>30%</td> <td>Weeks 4-14</td> </tr> <tr> <td>Midterm</td> <td>30%</td> <td>Week 9</td> </tr> <tr> <td>Participation</td> <td>20%</td> <td>Throughout</td> </tr> <tr> <td>Final exam</td> <td>20%</td> <td>Week 15</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>	94.6-100	4.0	A	76.6-79.59	2.3	C+	89.6-94.59	3.7	A-	73.6-76.59	2.0	C	86.6-89.59	3.3	B+	69.6-72.59	1.7	C-	82.6-86.59	3.0	B	59.6-69.59	1.0	D	79.6-82.59	2.7	B-	0 – 59.6	0	F	Assessment	Weight	Due Date	Presentations	30%	Weeks 4-14	Midterm	30%	Week 9	Participation	20%	Throughout	Final exam	20%	Week 15	Total	100%	
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M Explanation of Assessments

Presentations: About 11 teams of two students each will intensively read, summarize, and present legal, political and scientific analysis on the world politics of human rights throughout the semester. Each team will be responsible for two presentations during the semester. Team assignments to readings are indicated in the schedule below. Teams should prepare slides and share them with the class on iLearn. A grading rubric will be posted focusing on three components: Accuracy, clarity, and precision; organization, scholarship, and punctuality; and originality.

Midterm and final exams: Exams will test your mastery of course material. Multiple-choice questions may be used to test whether you understand conceptual distinctions, distinct theories, and key empirical facts presented in the required readings. Essay questions will be used to test whether you can analyze and synthesize course material, answer specific questions in a transparent, insightful and rigorous fashion, and present this work succinctly. Open-book, graded out of 100.

Participation: Consistent attendance will be rewarded. Consistent high-quality contributions to the class and good behavior will be rewarded. Disruptive and rude behavior will be penalized. Some ground rules: Arrive to class on time. Don't engage in disruptive cross-talk or late arrival/early departure. Don't use laptops or phones in class without the permission of the instructor. If you use a laptop, please sit in a row next to the wall to avoid distracting other students.

Criteria that I use to grade writing assignments, exams, and your project: I refer to the following criteria when I grade all writing assignments that you turn in.

Basic criteria:

1. Is your spelling and grammar correct? Do you use the correct proper nouns?
2. Is your English prose easy to follow? Does your argument flow from one readable paragraph to another without unnecessary diversions or interruptions?
3. Are you answering the question that you should be answering?
4. Do you have a clear thesis? Is it clear to me what you are arguing, and can you recite that argument to me in person within a five-minute window?
5. Are your facts correct? Do you have the necessary empirical knowledge to inform your writing?
6. Have you read deeply enough on the topic? Have you read widely enough? Do you really understand what each of the sources that you've referred to argue?
7. Is your argument logically valid? Do conclusions of your arguments flow from your assumptions?
8. Do you properly cite the appropriate sources? Are these serious sources that are relevant to your inquiry? Have you cited page numbers, as you should? Are all of your book sources found in the AUS library, and if not, can you produce them to me if I request that you do? Have you gone beyond mere internet research and delved into scholarly journals, books, and even primary sources, where they are relevant?

More advanced criteria:

9. Do you understand the potential weaknesses of your argument? Do you make

	<p>a serious effort to present them?</p> <p>10. Do you have a reply to potential counterarguments? Is your argument robust?</p> <p>11. Do you state key assumptions, and are they plausible? Are you aware of what your argument assumes?</p> <p>12. Do you follow my advice from class/rubric in analyzing data?</p>
<p>N: Attendance</p> <p>O: Student Academic Integrity Code Statement</p>	<p>Students in this course are required to follow the AUS Attendance Policy as outlined in the <i>AUS Undergraduate Catalog</i>.</p> <p>AUS policy is that a student who has five recorded absences from class meetings <i>for any reason</i> shall be forcibly removed from the course by the registrar. Three instances of lateness will count as one absence. Lateness is defined as arriving after we have begun the day's class <i>or</i> leaving without a valid excuse in the middle of class. Removal will occur within 48 hours of the last recorded absence.</p> <p>Students MUST read the Student Academic Integrity Code outlined in the AUS Catalog and agree to abide by the standards for academic conduct, students' rights and responsibilities and procedures for handling allegations of academic dishonesty.</p>

Additional Information

The syllabus is subject to reasonable change. Namely, reading assignments may be dropped or moved, and class types may be switched from lectures to seminars or vice versa.

How to succeed:

- Please come see me if you are having trouble with the course, the readings, or the assignments.
- Arrive in class with notes, questions, and remarks.

- Take notes in class during lectures and seminars.
- Come to seminars having read and digested the readings. Take a few days for each reading--the amount of reading in this class is moderate, but many of the arguments in the readings take time to appreciate. Take notes in the margins as you read.
- Bring the papers to class as printouts.
- Participate in classroom discussion.
- Keep your notes and assignments organized chronologically or thematically.
- Stay tuned to course updates that I post to iLearn.

How to learn from the assigned readings:

The most interesting theoretical and empirical work that we read will be in the seminar's journal articles. Read those, outline the articles, and take notes on the articles before class. As with the lecture, you need to write your own notes. Add to those notes during seminar, when we discuss important points in the readings and draw connections between lecture content and content from other seminars. Re-read the articles at some point after seminar to check for anything you missed on the first read. Supplement your notes again. By the end of the course, you will have a great set of notes.

Why there is math in some readings and what to do about it:

Your readings have had some math, and they will continue to have math. What you need to comprehend from these articles, however, requires only high school algebra.

Readings in politics, law and economics often include formal theoretical models—written in a combination of mathematics and English—to simplify arguments, demonstrate their logical validity, and highlight their dynamics in a clear and irrefutable way.

I expect you to understand the logic of these arguments, to recognize their significance, to identify the key assumptions that make them work, and to question whether they are good arguments. Unless you have an exceptional mathematical intuition, understanding the logic of the arguments and seeing their key assumptions is best accomplished by understanding what is going on in the formal models.

The assumptions, variables (e.g. discount rate, payoffs), and conclusions (i.e. propositions, theorems, etc.) from these models will be listed front-and-center in the article's text, surrounded by explanations in English. Do not ignore any of these parts. The proofs and arcane stuff are in the appendices; feel free to ignore them.

Reading articles with some math may be painful, but learning something new always involves both pain and pleasure. Take it slowly, read the English prose first to get the main idea, then read the math. Give it multiple passes. Write down questions to ask in class if you're lost.

I won't require that you solve math problems on your exams. But getting the most out of this course, succeeding in this course, requires that you do not ignore the math.

SCHEDULE

#	WEEK	ASSIGNED READING	NOTES
1	Jan 21	<p>History, justifications, and critiques of human rights</p> <p>“History,” <i>International Human Rights Law</i>, Chapter 1, pp. 3-21.</p> <p>“Justifications,” <i>International Human Rights Law</i>, Chapter 2, pp. 22-40.</p> <p>“Critiques,” <i>International Human Rights Law</i>, Chapter 3, pp. 41-62.</p>	<p>Assignment due Wednesday, to be handed in during class: Describe one justification and one critique of human rights that resonate with you. In class debate to follow.</p>
2	Jan 28	<p>Rights violations today</p> <p>Documentary viewing: <i>Scream Bloody Murder</i>, CBS 60 Minutes with Christine Amanpour.</p> <p>“Categories of rights,” <i>International Human Rights Law</i>, Chapter 7, pp. 135-147.</p>	<p>Dr. Hashimoto will be in Tokyo to present research on Monday and Wednesday.</p>
3	Feb 4	<p>Analytical matters</p> <p>Appendix of Aghion Philippe and Peter Howitt,. 2009. <i>The Economics of Growth</i>. MIT Press, Cambridge, MA, pp. 443-456.</p> <p>Chapter 2 of Simmons, <i>Mobilizing for Human Rights</i> pp. 23-55.</p>	<p>Documentary quiz</p>
4	Feb 11	<p>Democracy, non-democracy, and human rights</p> <p>Team 1: Cingranelli, David, and Mikhail Filippov. 2010. “Electoral Rules and Incentives to Protect Human Rights.” <i>Journal of Politics</i> 72(1): 243-257.</p> <p>Team 2: DeMeritt, Jacqueline H.R. and Courtenay R. Conrad. 2013. “Constrained by the Bank and the Ballot: Unearned Revenue, Democracy, and State Incentives to Repress.” <i>Journal of Peace Research</i> 50 (1): 105-119.</p> <p>Magaloni, Beatriz, and Kricheli, Ruth. 2010. Political Order and One-Party Rule. <i>Annual Review of Political Science</i>, 13: 123-43.</p>	<p>Presentation due in class for selected students.</p>

5	Feb 18	<p>Democratic origins</p> <p>Team 3: North, Douglass C., and Weingast, Barry. 1989. Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England. <i>The Journal of Economic History</i>, 49(4): 803-832.</p> <p>Team 4: Haggard, Stephen and Kaufman, Robert R. 2012. Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule. <i>American Political Science Review</i>, 106: 495-516.</p>	Presentation due in class for selected students.
6	Feb 25	<p>Resources, religion, and human rights</p> <p>Team 5: Ross, Michael. 2008. Oil, Islam and Women. <i>American Political Science Review</i>, 102(1): 1-18.</p> <p>Team 6: Moustafa, Tamir. 2013. "Islamic Law, Women's Rights, and Popular Legal Consciousness in Malaysia." <i>Law and Social Inquiry</i> 38(1): 168-188.</p>	Presentation due in class for selected students.
7	March 4	<p>Bureaucracy, demography, and human rights</p> <p>Team 7: Nordås, Ragnhild, and Christian Davenport. 2013. "Fight the Youth: Youth Bulges and State Repression." <i>American Journal of Political Science</i> 57(4): 926-940.</p> <p>Team 8: Butler, Christopher K., Tali Gluch, and Neil Mitchell. 2007. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." <i>Journal of Peace Research</i> 44 (6): 669-687.</p>	Presentation due in class for selected students.
8	March 11	<p>Sources, obligations and application of international human rights law</p> <p>"Sources," <i>International Human Rights Law</i>, Chapter 4, pp. 63-85.</p> <p>Team 9: "Nature of obligations," <i>International Human Rights Law</i>, Chapter 5, pp. 86-109.</p> <p>Team 10: "Scope of application," <i>International Human Rights Law</i>, Chapter 6, pp. 110-134.</p>	Presentation due in class for selected students.

9	March 18	<p>International human rights law</p> <p>Team 11: "Equality and non-discrimination," <i>International Human Rights Law</i>, Chapter 8, pp. 148-164.</p> <p>Team 1: "Integrity of the person," <i>International Human Rights Law</i>, Chapter 9, pp. 165-185.</p>	<p>Presentation due in class for selected students.</p> <p>Midterm on Wednesday, March 21.</p>
10	April 1	<p>International human rights law</p> <p>Documentary viewing of 13th by Ava Duverney.</p> <p>"Adequate standard of living," <i>International Human Rights Law</i>, Chapter 10, pp. 186-207.</p> <p>"Detention and trial," <i>International Human Rights Law</i>, Chapter 13, pp. 252-277.</p>	<p>Dr. Hashimoto will be in Washington as coach of the Moot Court Team at the Philip C. Jessup International Law Moot Court Competition on <u>Monday</u> and <u>Wednesday</u>.</p>
11	April 8	<p>International human rights law</p> <p>Team 2: "Thought, expression, association and assembly," <i>International Human Rights Law</i>, Chapter 11, pp. 208-231.</p> <p>Team 3: "Women's rights," <i>International Human Rights Law</i>, Chapter 16, pp. 309-325.</p>	<p>Dr. Hashimoto will be in Washington as coach of the Moot Court Team at the Philip C. Jessup International Law Moot Court Competition on <u>Monday</u>.</p> <p>Presentation due in class for selected students.</p>
12	April 15	<p>International human rights law</p> <p>Team 4: "The United Nations," <i>International Human Rights Law</i>, Chapter 18, pp. 369-410.</p> <p>Team 5: Chapter 3 of Simmons, <i>Mobilizing for Human Rights</i>, pp. 57-111.</p> <p>Team 6: Chapter 4 of Simmons, <i>Mobilizing for Human Rights</i>, pp. 112-158.</p> <p>"Conclusion" sections in Simmons, <i>Mobilizing for Human Rights</i>, pp. 198-201, 253-255, 304-306, and 345-348.</p>	<p>Presentation due in class for selected students.</p>
13	April 22	<p>International human rights law</p> <p>Team 7: Hollyer, J. R. and Rosendorff, B. Peter. 2011. Why</p>	<p>Presentation due in class for selected students.</p>

		<p>Do Authoritarian Regimes Sign the Convention Against Torture? Signaling, Domestic Politics and Non-Compliance. <i>Quarterly Journal of Political Science</i>, 6(3-4):275-295.</p> <p>or</p> <p>Gilligan, M. (2006). Is Enforcement Necessary for Effectiveness? A Model of the International Criminal Regime. <i>International Organization</i>, 60:935-967.</p> <p>Team 8: Rodley, Nigel S. 1989. "Human Rights and Humanitarian Intervention: The Case Law of the World Court." <i>International and Comparative Law Review</i> 38:2, pp. 321-333.</p>	
14	April 29	<p>Democratic foreign policy, non-state actors and human rights</p> <p>Team 9: Cutrone, Ellen A., and Benjamin O. Fordham. 2010. "Commerce and Imagination: The Sources of Concern about International Human Rights in the US Congress." <i>International Studies Quarterly</i> 54 (3): 633-655.</p> <p>Team 10: Brysk, Alison and Aashih Mehta. 2014. "Do Rights at Home Boost Rights Abroad? Sexual Equality and Humanitarian Foreign Policy." <i>Journal of Peace Research</i> 51(1), pp. 97-110.</p>	Presentation due in class for selected students.
15	May 6	<p>Democratic foreign policy and human rights</p> <p>Team 11: Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. "Trade-Based Diffusion of Labor Rights: A Panel Study, 1986-2002." <i>American Political Science Review</i> 103 (4): 669-690.</p>	Final exam on Thursday, May 10 at 11 am.