



CIEE Paris, France

Course title:	Development, Poverty and Human Rights
Course code:	(GI) POLI 3007 PAFR
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
Open Campus Track:	International Relations and Political Science
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block III 2023

Course Description

This course investigates the interconnectedness of poverty, human development as a measure of collective and individual quality of life and social progress, and human rights as an international discourse, legal and political construct. The course combines theoretical approaches to case studies with a historical and comparative perspective. Students learn how to analyze poverty and human development indicators; interrogate and compare different conceptions of rights and their effects in shaping analysis, policies and objectives; and evaluate the roles of social movements, governments and NGOs in social and economic development.

Learning Objectives

By completing this course, students will:

- Interrogate poverty measurement and social exclusion theories.
- Analyze and critique the role of the Universal Declaration of Human Rights and the International Covenants and identify their influence in today's world
- Compare and analyze the promotion of human rights through local experiences, with special attention to the role of social movements and public policies
- Engage in nuanced discussion and comparison of the role of the State, social movements and NGOs in Human Development and the promotion of individual and social and community rights.
- Analyze development theories oriented to full respect of human rights and the pursuit of "good living" and justice
- Compare perspectives on human rights in relation to issues such as labor, land, health, education, habitat, gender and ethnicity.

Course Prerequisites

Students should have completed a level 2000 course class in Political Science, International Relations, Social Sciences, or another related field prior to taking this course.

Methods of Instruction

This course is taught through short lectures supported by PowerPoint presentations, discussion of the assigned readings, and partner and group work. A variety of print and audiovisual media will be used to help develop the concepts and stimulate discussion. Classes will have a time for presentation and exposition as well as individual work and exchange among students. Active student participation is crucial for the success of the course, including careful preparation of the readings and other assigned homework. There will be three field trips or site visits during the course, adding new perspectives and opportunities for students to engage with the course topics in a non-theoretical context.

Assessment and Final Grade

1.	Journal review	15%
2.	Midterm Critical Reflection	20%

3.	Comparative Case Study	20%
4.	Public Awareness Campaign Piece	25%
5.	Participation	20%
	TOTAL	100%

Course Requirements

Journal review

Twice during the course, each student will present a news or journal article on a selected subject related to the class topics for that session. The presentation should be no more than 7-minutes long and include a brief synopsis of the article and how it relates to the class topic as well as include at least one question prompt for class discussion.

Midterm Critical Reflection

This reflection will consist of a series of short essays in response to FOUR open ended questions from the course content engaged with thus far. Students can select their FOUR preferred topics from a range of open ended questions made available on the CANVAS site one week prior to the due date. Answers to each of their selected questions must be 450-words each. Answers should demonstrate an understanding of the concepts discussed in class and draw on the mandatory readings to support the views expressed. APA citation style required.

Comparative Case Study

Students will produce a 1500-word report comparing a current and significant poverty or human rights issue across TWO countries; one being their home country. The report will overview the issue, outline the issues and longevity of the issue and then describe the government policy for addressing or re-addressing the issue in each country. The report will then compare the responses and effectiveness of the actions across the cases. The report will use APA citation style.

Public Awareness Campaign Piece

Students will research a current issue related to Indigenous peoples, migrants, refugees and asylum seekers from accurate data on the Human Rights Commission website. They will then select ONE and complete a 1500-word SWOT analysis of the issue, using the data on the website to also support their analysis. They will then compose an informative public information pamphlet on a proposed (real or imagined) national policy response to either the poverty or human rights issue they have analyzed above using PICTOCHART or CANVA digital technology. The pamphlet will be no more than 1000-words. It will be visually appealing and readable. The students will then produce a poster using the same digital technology that will act to persuade the public to act for the selected issue. 5% of the grade will be appropriated to the visual design of the poster in terms of visual appeal, readability from a reasonable distance, persuasive concepts based on facts, the logos, statements, fonts, placement of images and text used to produce the poster.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 Introduction

The opening lecture will present the students the expectations and areas of interest in economic development and human rights. It will consist of an overview of the current social situation in (host country) according to a range of different sources. It will also cover the progress of the UN 2030 Sustainable Development Goals, and their relationship with UNICEF.

Reading:

Amartya, S. (2000). Social Exclusion: Concept, Application and Scrutiny. In Social Development Papers No. 1 Office of Environment and Social Development Asian Development Bank.

Week 2

Class: 2.0 Measuring Poverty and Development

This lecture will cover the main metrics of poverty and development measurements, including the Unsatisfied Basic Needs (UBN), Human Development Index (HDI), and Gini Coefficient. Students will then discuss the concept of social exclusion, its reality and implications, and discuss the answers to the following question: What does it mean to be out of the social system? Students will be presented studies on residential segregation, health care, and educational inequality, with special focus on the situation of women, childhood, and youth in host country.

Readings:

Castel, R. (2002). From Manual Workers to Wage Laborers: Transformation of the Social Question. Transaction Publishers

Class: 3.0 Poverty and Human Rights

Students will review the Human Rights perspective on Poverty and Exclusion. and discuss the question What are Human Rights? using conceptual approaches and examples. Students will review the historical steps for Universal Declaration of Human Rights from Cyrus the great to the UN, and be introduced to the International System of Human Rights: Covenants, Courts and Tribunals.

Readings:

Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy and Public Affairs* (32)4, pp 315-356.

Donnelly, J., & Whelan, D. J. (2017). *International human rights*. Hachette UK. (Chapter 1).

Farmer, P. (2005). *Pathologies of Power: Health, Human Rights and the New War on the Poor* Berkeley: University of California Press, chapters 1 and 9. Available from New School E Library <http://site.ebrary.com/lib/newschool/docDetail.action?docID=10058550>

Date Due for Submission of 1st Journal Review

Week 3

Class: 4.0 UN and Human Rights

Students will discuss The United Nations Resolution on Indivisibility and interdependence of economic, social, cultural, civil and political rights as well as other covenants. Students will review first, second and third generation rights, and discuss how different cultural conceptions affect the acceptance of "universal" human rights.

Readings:

De Souza Santos, B. (1999). "Toward a Multicultural Conception of Human Rights", in Lash, Scott e Featherstone, Mike (org.), Londres: Sage Publications, pp 214-229 *Spaces of Culture*

Fukuda-Parr, S., Lawson-Remer, T. & Randolph, S., (2015). *Fulfilling Social and Economic Rights: OUP* (Chapters 1 & 2)

Shue, H. (1996). *Basic Rights: Subsistence, Affluence and US Foreign Policy* (Second edition) Princeton University Press. (Section 1: 'Three Basic Rights').

Class: 5.0 Social and Economic Rights

This lecture will discuss the impacts of the International Covenant on Economic, Social and Cultural Rights, and the San José de Costa Rica Pact. Students will discuss the context and implications of Universal Declaration of the Rights of Peoples, and how international organizations and globalization have impacted development and created new social questions, including equity and distributive justice, foreign debt and exclusion in the perspective of economic, political and social rights.

Reading:

ESCR-net. Toolkit for Action for the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights. Available in <https://www.escr-net.org/resources/toolkit-action-op-icescr>

Date Due for Submission of 2nd Journal Review.

Class: 6.0 Human Rights in the host country

Students will review the history of human rights in the host country, to the waves of migration and their effect upon society. Students will debate the question of "the other" as a tool of social exclusion.

Readings:

Due Date for Submission of the Midterm Critical Review

Week 4

Class: 7.0 Asylum Seekers and Refugees

This lecture will give an overview of human rights as they apply to asylum seekers and refugees in the host country context. It will explore the difficulties faced by asylum seekers and the federal government's response to increasing public concern about waves of migration.

Readings:

Harvey, C. (2015). Time for reform? Refugees, asylum-seekers, and protection under International Human Rights Law. *Refugee Survey Quarterly*, 34(1), pp 43-49.

Class: 8.0 Human Rights in the host country

Students will evaluate a local case study in the host country.

Readings:

Webb, R. (2017). The birthplace of native title-from 'Mabo to Akiba'. James Cook University Law Review, (23), p31.

Due Date for Submission of the Comparative Case Study

Week 5

Class: 9.0 Visit Host Country Human Rights Organization

Students will visit or have a guest speaker from a local human rights organization. Students can discuss the current campaigns of the organization in light of current governmental policy.

Reading:

Goda, M. (2014). Nulungu Reconciliation Lecture. Accessed at:

<https://www.humanrights.gov.au/news/speeches/nulungu-reconciliation-lecture>

Class: 10.0 NGO's, Social Movements, and Civil Society

Students will review the birth and consolidation of Social Movements and Civil Society Organizations (NGOs), and identify the struggles between theories and practice in human rights. Students will analyze the main human rights organizations features and case studies in host country, and their relation with public policies in each country.

Reading:

Little W. & McGivern R. (2013). Social Movements and Social Change in Introduction to Sociology: Rice University.

Class: 11.0 Social Movements and Human Rights

This class will cover the impact of Social Movements on public policies. Students will debate the role of the State in protection and promotion of rights and social justice in the 21st century. Students will analyze case studies on successful experiences of Movements and organizations. Additionally, students will discuss the importance of visibility, communications and education for the defense of Human Rights.

Guest speaker: local Human Rights Leader/ Activist from a refugee activist group

Week 6

Class: 12.0 Economic Development and Poverty

Students will be given a historic frame for Modernization, Development and Dependency Theories, and analyze distinctions between developed countries and underdeveloped countries in 20th Century. Students will debate the impacts of protectionism and trade openness on development.

Readings:

Nussbaum, M. (2011). Creating Capabilities. Cambridge: Harvard University Press. Chapter 8 – Capabilities and Contemporary Issues (pp 143 - 189).

Pogge, T. (2008). World Poverty and Human Rights. Chapter 8 – Eradicating Systemic Poverty: Brief for a Global Resource Dividend (pp 202 – 221).

UNDP. (2016). Human Development for everyone. Human Development Report 2016Sen, A. (1999). Development as Freedom. New York: Anchor Books: Chapter 12 – Individual Freedom as a Social Commitment (pp 282 – 298).

Class: 13.0 Human and Sustainable Development

Students will be introduced to new approaches on Human Development theory. Students will analyze Sustainable and Social Development, its critics and approaches. Students will debate the Right to Development and good living their integration, ethics and the right to peace. Students will discuss the role of modern society Environmental, natural resources and biodiversity protection.

Guest speaker: TBA

Readings:

Escobar, A. (1992). Imagining a Post-Development Era? Critical Thought, Development and Social Movements. *Social Text*, (31/32), p. 20

Mignolo W. (2011) *The Darker Side of Modernity. Global Futures, Decolonial Options.* Durham & London: Duke University Press.

Due Date for Submission of the Public Awareness Campaign Piece and Presentation Gallery

Course Materials

Readings

Castel, R. (2002). *From Manual Workers to Wage Laborers: Transformation of the Social Question.* Transaction Publishers

Cameron, L., & Lang, C. (2018). The Importance of Mabo Day and the 'Native Title Act'1993. *The Proctor*, 38(5), p18.

Donnelly, J., & Whelan, D. J. (2017). *International human rights.* Hachette UK.

ESCR-net. Toolkit for Action for the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights. Available in <https://www.escr-net.org/resources/toolkit-action-op-icescr>

Escobar, A. (1992). Imagining a Post-Development Era? Critical Thought, Development and Social Movements. *Social Text*, (31/32), p. 20

Farmer, Paul (2005). *Pathologies of Power: Health, Human Rights and the New War on the Poor* Berkeley: University of California Press, chapters 1 and 9. Available from New School E Library <http://site.ebrary.com/lib/newschool/docDetail.action?docID=10058550>

Fukuda-Parr, Sakiko, Terra Lawson-Remer, Susan Randolph (2015). Chapters 1 & 2. *Fulfilling Social and Economic Rights*, OUP.

Harvey, C. (2015). Time for reform? Refugees, Asylum-Seekers, and Protection under International Human Rights Law. *Refugee Survey Quarterly*, 34(1), pp43-60.

Little W. and McGivern R. (2013). *Social Movements and Social Change in Introduction to Sociology* Rice University.

Mignolo WD (2011) *The Darker Side of Modernity. Global Futures, Decolonial Options.* Durham & London: Duke University Press.

Nussbaum, Martha (2011). *Creating Capabilities.* Cambridge: Harvard University Press. (pp 46 – 68, pp 143-189)

Pogge, Thomas (2008). *World Poverty and Human Rights.* Chapter 2, 8 – How should rights be conceived? (pp 58 – 76; pp 202-221),

Sen, A. (2004). 'Elements of a Theory of Human Rights'. *Philosophy and Public Affairs* 32(4).

Scutella, R., Wilkins, R., & Horn, M. (2009). *Measuring Poverty and Social Exclusion in Australia: A Proposed Multidimensional Framework for Identifying Socio-Economic Disadvantage* (No. wp2009n04). Melbourne Institute of Applied Economic and Social Research, The University of Melbourne.

UNDP. (2016). *Human Development for Everyone. Human Development Report 2016.*