



CIEE Global Institute - Paris

Course name:	Development, Poverty and Human Rights
Course number:	(GI) POLI 3007 PAFR
Programs offering course:	Paris Open Campus
Open Campus Track:	International Relations and Political Science
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

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 the end of the course, students will be able to:

- 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 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 Grading

Assessment will include

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|---------------------------|-----|
| 1. Mid term exam: | 25% |
| 2. Final Paper: | 25% |
| 3. Journal Review: | 15% |
| 4. Bibliography Abstract: | 15% |
| 5. Class participation: | 20% |

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

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 10 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.

Bibliography abstract

Students produce a 150-word summary of one reading material each week as an abstract, using APA citation style.

Midterm Exam

This will be a take-home exam consisting of 5 questions. Answers should be 350 to 450 words each. Answers should demonstrate understanding of the concepts discussed in class. APA citation style required.

Final Paper

The 3,500-word Final Paper will cover a specific topic relevant to the course and should demonstrate a solid understanding of the topic (including coherent bibliographic knowledge) with nuanced reflection and analysis.



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.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.*

*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>

Up to 10%	1	Potential reduction of participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Orientation Week

Class 1.1 Introduction to Course

The opening lecture will present the students the expectations and areas of interest in economic development and human rights.

Week 2

Class 2.1 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 Latin America.

Readings:

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

Eclac - UN, (2007) Social cohesion: inclusion and a sense of belonging in Latin America and the Caribbean. Santiago de Chile, UN.

Nault, D. and England, S. (2011) Globalization and Human Rights in the Developing World. Palgrave Macmillan



Amartya Sen. Social exclusion: concept, application, and scrutiny. In Social Development Papers No. 1 Office of Environment and Social Development Asian Development Bank June 2000.

Class 2.2 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, Amartya (2004). 'Elements of a Theory of Human Rights'. Philosophy and Public Affairs 34:4

Donnelly, Jack (2003), chapter 1 "The Concept of Human Rights" (pp. 7-18)

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>

Assignments due: Bibliography Abstract via Canvas.

Week 3

Class 3.1 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, Boaventura (1999), "Toward a Multicultural Conception of Human Rights", in Lash, Scott e Featherstone, Mike (org.), Spaces of Culture. Londres: Sage Publications, 214-229

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

Shue, Henry (1996). Basic Rights: Subsistence, Affluence and US Foreign Policy (Second edition) Princeton University Press. Section 1: 'Three Basic Rights' (pp.11- 65)



Class 3.2 Social and Economic Rights

This lecture will discuss the impacts of the International Covenant on Economic, Social and Cultural Rights. 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>

Assignments due: Bibliography Abstract via Canvas.

Class 3.3 Human Rights in Latin America

Students will review the history of human rights in Latin America, from the conquest and domination of Indigenous people and Afro-Americans, to Farmers, workers and indigenous movements: the incorporation of social rights in state based projects. Students will debate the question of “the other” as a tool of social exclusion.

Assignments due: Midterm Exam via Canvas.

Reading:

Todorov, T. (1984) The Conquest of America: The Question of the Other.

Week 4

Class 4.1 Latin America in the Cold War

This lecture will give an overview of human rights in the XXth Century Latin America: The Cold War and the Truman Doctrine’s impact on Latin American nations. Students will analyze the rise of the military dictatorships in the 60s and 70s in South America, the politics of the Armed Forces, and their debates regarding human rights.

Assignments due: Journal Review 1 via Canvas.

Reading:

Bethell, L. (1995) Volume 6. 1930 to the present. In The Cambridge History of Latin America.

Class 4.2 Human Rights in the 90’s: Candelaria Case Study

Students will evaluate a case study of the Candelaria Church massacre and its repercussions in the debates surrounding human rights. Students will visit the site of the



incident in Candelaria Church and hold a debate with a representative of a human rights watch organization here in Rio.

Assignments due: Bibliography Abstract via Canvas.

Reading:

Correa Paloma Morais. 2013. Poverty as a violation of human rights: the case of street children in Guatemala and Brazil. Brazilian Journal of International Law. International protection of human person. Vol 10-2. pp 342-344.

Week 5

Class 5.1 Visit to NGO

Class 5.2 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 France and the European Union, and their relation with public policies in each country.

Assignments due: Bibliography Abstract via Canvas.

Readings:

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

Escobar, Arturo & Alvarez, Sonia (editor) New social movements in Latin America: Identity, Strategy, and Democracy. Boulder, CO. Westview Press

Class 5.3 Social Movements and Human Rights

This lecture 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 XXIst 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.

Assignments due: Journal Review 2 via Canvas.

Week 6

Class 6.1 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 XXth Century. Students will debate the impacts of protectionism and trade openness on development.

Readings:

UNDP. Human Development for everyone. Human Development Report 2016.

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

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

Sen, Amartya. (1999). Development as Freedom. New York: Anchor Books: Chapter 12 – Individual Freedom as a Social Commitment (pp 282 – 298).

6.2 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 in regards to traditions of native latin american people, their integration, ethics and the right to peace. Students will discuss the role of modern society Environmental, natural resources and biodiversity protection.

Guest speaker.

Readings:

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

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

Walsh C (2010) Development as Buen Vivir: Institutional arrangements and (de) colonial entanglements. Development, 53(1), 15–21.

Waldmuller, J. Buen Vivir, Sumak Kawsay, 'Good Living': An Introduction and Overview. June 04, 2014 in <http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview>

Assignments due: Final Paper via Canvas.



Course Materials

Readings

Asia Pacific Forum, (2012) International Human Rights and the International Human Rights System. Asia Pacific Forum of National Human Rights Institutions, Australia.

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

Correa Paloma Morais. 2013. Poverty as a violation of human rights: the case of street children in Guatemala and Brazil. Brazilian Journal of International Law. International protection of human person. Vol 10-2. pp 342-344.

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

Donnelly, Jack (2003), chapter 1 "The Concept of Human Rights' (pp. 7-18)

Eclac - UN, (2007) Social cohesion: inclusion and a sense of belonging in Latin America and the Caribbean. Santiago de Chile, UN.

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

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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



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

Nault, D. and England, S. (2011) Globalization and Human Rights in the Developing World. Palgrave Macmillan

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, Amartya. (1999). Development as Freedom. New York: Anchor Books. Chapter 10 – Culture and Human Rights (pp 227 – 248, PP 282-298)

_____. (2000) Social exclusion: concept, application, and scrutiny. In Social Development Papers No. 1 Office of Environment and Social Development Asian Development Bank June 2000

_____. (2004). 'Elements of a Theory of Human Rights'. Philosophy and Public Affairs 34:4

Shue, Henry (1996). Basic Rights: Subsistence, Affluence and US Foreign Policy (Second edition) Princeton University Press. Section 1: 'Three Basic Rights' (pp.11- 65)

Todorov, T. (1984) The Conquest of America: The Question of the Other.

UNDP. Human Development for everyone. Human Development Report 2016.

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Waldmuller, J. Buen Vivir, Sumak Kawsay, 'Good Living': An Introduction and Overview. June 04, 2014 in <http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview>

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment



or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.



In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.