Development, Poverty and Human Rights

Course number: (GI) POLI 3007 BAAR
Programs offering course: Buenos Aires, Open Campus
Open Campus track: International Relations and Political Science
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2018

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:

- Understand and interrogate poverty measurement and social exclusion theories.
- Analyze and critique the role of Universal Declaration of Human Rights and 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 Sciences, Human Rights, Social Justice, or another related field prior to taking this course.

**Methods of Instruction**

Classes will have a time for presentation and exposition as well as individual work and exchange among students. Concepts will be developed through video projection, PowerPoint presentation, documents in paper and audio. Popular songs and newspapers will be used. Individual work will include media research, analysis, and presentation of selected subjects in a dialogue with the rest of the students. Groups of discussion will rely on texts, both academic literature and media, leading professor’s instructions. Class dialogue will follow projections and individual work. An individual academic paper will be the result of the analysis of a course topic chosen by each student, prepared at home and presented to the class (a paper copy will be held to the instructor). Each class will be closed by the query to students about questions and suggestions and a five minute exposition from the instructor. APA style will be required.

**Assessment and Grading**

Assessment will include

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

**TOTAL:** 100%

**Course Requirements**
Journal Review
At the first 20 minutes of the class will be a class debate. For this students will be required to present (five minutes introduction) a journal news about on selected subject related to the class topics and to the local or global context as well. Each student will be required to do this two different times during the six weeks of the class.

Bibliography abstract
Students will be required to do weekly class readings review by writing. 150 words summary of each reading material as an abstract and under APA citation style.

Mid term Exam
Students will have a take-home exam as a mid term one, consisted in 5 questions with an extension of 350 to 450 words and 2 points each. Students will have to demonstrate a deeper understand of the concepts and answer in an analytical way. APA citation style will be requested.

Final Paper
A 3,500-word discussion paper will be required. The manuscript has the purpose to evaluate the level of comprehension and critical thinking of the student. This paper will cover a specific topic and needs to express a solid understanding and reflection on the topic. As well as, a coherent knowledge of the bibliography used for the analysis has to be demonstrated by the students.

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 Policy
Regular class attendance is required throughout the program, and all unexcused absences will 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.

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 must 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. 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.

Attendance policies also apply to any required class excursion, 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. Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
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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 the course

The first class will be divided into two parts the first one, includes students introduction by presenting their expectations about the class and areas of interest and instructor introduction related to contents class, expectations and requirements, as well. During the second part, the 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 Latin America according to the UN Economic Commission for Latin America and the Caribbean. It will also cover the progress of Latin American nations with regard to the UN 2030 Sustainable Development Goals, and their relationship with Unicef.

Reading:

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.

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

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.

Reading:
Donnelly, Jack (2003), chapter 1 “The Concept of Human Rights’ (pp. 7-18)
http://site.ebrary.com/lib/newschool/docDetail.action?docID=10058550

Assignments due: Bibliography Abstract via Canvas.

Week 3
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.

**Reading:**

### 3.2 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:**


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.

**Reading:**

Assignments due: Midterm Exam via Canvas.

**Week 4**

**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 (the Security Doctrine America) 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.

**Reading:**

Assignments due: Journal Review 1 via Canvas.

**4.2. The defense of human rights in the 80s: The case of Argentina**

Historical context from Latin America to Argentina: resistance to the dictatorship and the birth of Human Rights organizations. The Madres de Plaza de Mayo. Incorporation of war crime and crime against humanity. Trials, memory and historic amends.

**Reading:**
https://www.du.edu/korbel/criic/humanitarianbriefs/rachelkoepsel.pdf
4.3. Visit to the “Place of Memory”
Students will Visit to the “Place of Memory” placed in the former Army School they will interview a member of Mothers of Plaza de Mayo in order to understand how the dictatorships operate and how the human rights movements transform a place of horror in a place to honor the memory, truth and justice.
Assignments due: written debrief via Canvas

Week 5

5.1 Human Rights and the new social questions

This lecture will focus on the key components of the debates of globalization and the new social question related to the neoliberalism, the economics aspects and the social conditions that impact on the population's life conditions. The class will cover the foreign debt and the impact on social exclusion as well as development and biodiversity rights as new rights.

Reading:

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 identity the struggles between theories and practice in human rights. Students will analyze the main human rights organizations features and case studies in Mexico, Brazil and Argentina, and their relation with public policies in each country.

Reading:


Assignments due: Bibliography Abstract via Canvas.

5.3. Towards to a new Human Rights Agenda

This lecture will present to the students the new agenda of human rights presenting topics such as labour and the right to the land, unions and social organizations related to discrimination, interculturality and integration. Students will analyze the case of the ethnic and racial diversity of Latin America and their traditions and current debates. They will also review on issues related to gender, body and sexuality and the development of Feminism and the LGTQ movement in Latin America since the 60s.

Class debate will be facilitated by instructor

Reading:
Selected readings according to student's’ paper subject.

Week 6

6.1. Social Movements and public policies.

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: Human Rights Leader
6.2. New approaches on Human Development theory.

Students will be given a historic frame for modernization, development and dependency theories, and analyze cases related to sustainable and social development. They will analyzes the critics and the different approaches as well as the South-South Dialogue and the decolonial turn in the experience of Latin American social movements and the debates involved related to social policies.

Reading:


6.3 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.

Reading:
6.4. Final paper due by students and presentations.

**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


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


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


**Additional readings**


