



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	Development, Poverty and Human Rights
<b>Course number:</b>	(GI) POLI 3007 BRGE
<b>Programs offering course:</b>	Berlin Open Campus, Berlin Global Architecture and Design, Berlin Global Internship
<b>Open Campus Track:</b>	International Relations and Political Science
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	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

1. Mid-term Exam:	25%
2. Final Paper:	25%
3. Journal Review:	15%
4. Bibliography Abstract:	15%
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 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.



### **Mid-term 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 2,000-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.

### **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:

<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 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , 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 Introduction**

Class 1.1 Course Overview

The first class session will present the students the expectations and areas of interest in economic development and human rights. It will also cover the progress of European nations with regard to the UN 2030 Sustainable Development Goals, and their relationship with Unicef.

## Week 2

### Class 2.1 Measuring Poverty and Development

This session 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.

Reading:

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

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

Amartya Sen. (2000) "Social exclusion: concept, application, and scrutiny." In *Social Development Papers No. 1 Office of Environment and Social Development*

### 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:

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

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.

Reading:

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

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

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, 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>



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 African-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:

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

Assignments due: **Midterm Exam** via Canvas.

**Week 4**

**Class 4.1** The Cold War

This session will give an overview of human rights in the 20<sup>th</sup>-century with particular focus on 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.

Reading:

Bethell, L. (1995) “Volume 6. 1930 to the Present.” In *The Cambridge History of Latin America*.

Assignments due: **Journal Review 1** via Canvas.

**Class 4.2** Contemporary Human Rights in the Energy Sector

In 2018, more than ten cases have been documented in which large German companies, such as Siemens, EnBW and Wintershall, are accused of failing to operate according to international human rights' standards. A third of the abuse



allegations are concerning businesses in the energy and raw materials sector. This session will use a series of case studies to examine contemporary examples related to German companies.

Reading:

Cornelia Heydenreich and Armin Paasch. (2017) *The Global Energy Sector and Human Rights: Putting German Business and Policy to the Test*

Assignments due: **Bibliography Abstract** via Canvas.

## Week 5

### Class 5.1 Visit to NGO

Students will visit Médecins Sans Frontières MSF (*Ärzte ohne Grenzen*). MSF is an independent international medical relief organization, with 28 offices worldwide, including one in Berlin. Read more about the activities and priorities of MSF Germany at: <https://www.aerzte-ohne-grenzen.de/node/308>

### 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 Mexico, Brazil and Argentina, and their relation with public policies in each country.

Reading:

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

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

Assignments due: **Bibliography Abstract** via Canvas.

### Class 5.3 Social Movements and Human Rights



This session 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 from the European Center for Constitutional and Human Rights. Read more about their work at: <https://www.ecchr.eu/en/about-us/>

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 20th century. Students will debate the impacts of protectionism and trade openness on development.

Reading:

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).



Class 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 discuss the role of modern society, environmental, natural resources and biodiversity protection.

Reading:

Mignolo W. (2011) *The Darker Side of Modernity. Global Futures, Decolonial Options.*

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 Readings:**

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

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

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

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.

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.

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

Farmer, Paul (2005), *Pathologies of Power: Health, Human Rights and the New War on the Poor*. Berkeley: University of California Press.

Fukuda-Parr, Sakiko, Terra Lawson-Remer, Susan Randolph (2015). *Fulfilling Social and Economic Rights*, Oxford University Press.

Heydenreich, Cornelia and Armin Paasch. (2017) *The Global Energy Sector and Human Rights: Putting German Business and Policy to the Test*. Berlin: Miseror and Germanwatch.

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.

Pogge, Thomas (2008). *World Poverty and Human Rights*.

Sen, Amartya. (1999). *Development as Freedom*. New York: Anchor Books.

\_\_\_\_\_. (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.

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

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

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>