



## **CIEE Global Institute - Santiago de Chile**

<b>Course name:</b>	Development, Poverty and Human Rights
<b>Course number:</b>	(GI) POLI 3007 STCH
<b>Programs offering course:</b>	Open Campus
<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**

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. Midterm exam:	30%
2. Final Paper:	30%
3. Journal Review:	10%
4. Reading Review: Bibliography abstract	10%
5. Class participation:	20%

**TOTAL: 100%**

### **Course Requirements**

#### **Journal Review**

At the first 20 minutes of the class will be a class debate. For these 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 these 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.

### **Written Exam**

Students will have a take-home exam as a midterm 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 must 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:

<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            Orientation Week**

### **Class 1.1 Introduction to the course**

The first class will be divided into two parts the first one, includes student's 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: Nault, D. and England, S. (2011). Introduction. Globalization and Human Rights in the Developing World. Palgrave Macmillan. pp 1-22

- ECLAC (2018). Executive Summary. Social Panorama of Latin America 2018. pp.15-31

### **Class 1.2: 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: A.Coudouel; Q. Wodon; J. Hentschel. (2002) Chapter 1. Poverty, Measurement and Analysis. World Bank Publication

- ECLAC - UN, (2007). Chapter 3: Inequality, poverty, risk and social cohesion. Social cohesion: inclusion and a sense of belonging in Latin America and the Caribbean. Santiago de Chile, UN.

- ECLAC - UN, (2007). Chapter 4: Subjective factors in social cohesion:an approach based on opinion polls. Social cohesion: inclusion and a sense of belonging in Latin America and the Caribbean. Santiago de Chile, UN.



## Assignment: Reading Summary 1

### Week 2

#### Class 2.1: 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: B. Orend. (2002) Basic Vocabulary and Core Concepts. Human Rights: Concept and Context. Broadview Press Ltd. (pp.15-33)

- B. Orend. (2002) Who holds Human Rights?. Human Rights: Concept and Context. Broadview Press Ltd.
- Assignment: Reading Summary 2

#### Class 2.2: 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

- Vasile Cornescu, Adrian. (2009) The Generations of Human’s Rights. Days of Law: the Conference Proceedings, 1. edition. Brno: Masaryk University, 2009, ISBN 978-80-210-4990-1
- Assignments: Reading Summary 3

### Week 3

#### Class 3.1: 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.

Readings: 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>

Assignment: Reading Summary 4

### Class 3.2: Human Rights in Latin America (Guest Speaker)

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.

Readings: ECLAC (2014) Background and sociopolitical context of indigenous peoples' rights in Latin America. Guaranteeing indigenous people's rights in Latin America.

- CEPAL (2014) Territorial rights and spatial mobility of indigenous peoples in Latin America. Guaranteeing indigenous people's rights in Latin America.
- Todorov, T. (1984) The Conquest of America: The Question of the Other.

Assignment: Journal Review

## Week 4

### Class 4.1: Latin America in the Cold War (Guest Speaker)

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.

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

Assignment: Reading Summary 5 + Midterm

### Class 4.2: Human Rights in the 80's: Agrupación Familiares de Detenidos Desaparecidos + Site Visit to Londres 38

Historical context from Latin America to Chile: resistance to the



dictatorship and the birth of Human Rights organizations. Agrupación de Familiares de Detenidos Desaparecidos. Incorporation of war crime and crime against humanity. Trials, memory and historic amends. Students will Visit to the “Londres 38” a former detention center, where they will learn about the Dictatorship and the Agrupación de Familiares de Detenidos Desaparecidos, in order to understand how the dictatorships operated and how the human rights movements transform a place of horror in a place to honor the memory, truth and justice.

Readings: Shortfilms “Una Historia Necesaria” Dir. Hernán Caffiero

- Johnson, Ahzha. (2014). Remembering Pinochet: Chile’s Contested Memories of the Dictatorship. Undergraduate Thesis. Robert D. Clark Honors College

Assignment: Reading Summary 6 + Subject and Title for Final Paper

## Week 5

### Class 5.1: 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, Chile and Argentina, and their relationship with public policies in each country.

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

Assignments: Reading Summary 7 + Submit Outline for Final Paper (not graded but mandatory!)

### Class 5.2: Human Rights of Women and Ethnic Groups in Latin America

Labour and land. Unions and social organizations. Discrimination, interculturality and integration. Ethnic groups in Latin America and their traditions, the indigenous movement and current debates. Afro-Americans and the blending of cultures. Rights related to gender, body and sexuality. Feminism in Latin America since the 60s Gay movement. Gender laws. Discussion about abortion and reproductive rights.

Readings: Selected readings according to student’s’ paper subject.

Assignments: Journal Review

## Week 6

### Class 6.1: Economic Development and Poverty

Students will be given a historic frame for Modernization, Development and Dependency Theories (and their critics) and analyze distinctions between developed countries and underdeveloped countries in XXth Century. Students will discuss the concepts of Globalization and the new social question. Neoliberalism: economic and social aspects. Concepts of development, dependence, wealth and poverty in international relations. Development and biodiversity rights. The right to identity, autonomy and social justice. Students will debate the impacts of protectionism and trade openness on development.

Readings: Mignolo WD (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.

- De Souza Santos, Boaventura (2010), "From the Postmodern to the Postcolonial – and Beyond Both", in Rodríguez, Encarnación Gutiérrez, Boatca, Manuela, Costa, Sérgio (eds.) *Decolonizing European Sociology. Transdisciplinary Approaches.* Farnham: Ashgate, 225-242.

Assignments: Reading Summary 8

### Class 6.2: Human and Sustainable Development (Guest Speaker)

Students will be introduced to new approaches on Human Development theory. Students will analyze Sustainable and Social Development, its critics and approaches. South-South Dialogue. The Decolonial turn in the experience of Latin American social movements, debates on social policies and development. Students will debate the Right to Development and good living in regard 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. Ecuador's Good Living National Plan.

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

- Waldmuller, J. (2014). *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: Final Paper



## **Course Materials**

### **Readings:**

A. Coudouel; Q. Wodon; J. Hentschel. (2002) Chapter 1. Poverty, Measurement and Analysis. World Bank Publication

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

B. Orend. (2002) Basic Vocabulary and Core Concepts. *Human Rights: Concept and Context*. Broadview Press Ltd. (pp.15-33)

B. Orend. (2002) Who holds Human Rights? *Human Rights: Concept and Context*. Broadview Press Ltd.

Caffiero, H (2017) Tv Show "Una Historia Necesaria"

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

De Souza Santos, Boaventura (2010), "From the Postmodern to the Postcolonial – and Beyond Both", in Rodríguez, Encarnación Gutiérrez, Boatca, Manuela, Costa, Sérgio (eds.) *Decolonizing European Sociology. Transdisciplinary Approaches*. Farnham: Ashgate, 225-242.

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ECLAC - UN, (2007). Chapter 4: Subjective factors in social cohesion: an approach based on opinion polls. *Social cohesion: inclusion and a sense of belonging in Latin America and the Caribbean*. Santiago de Chile, UN.

ECLAC (2014) Background and sociopolitical context of indigenous peoples' rights in Latin America. *Guaranteeing indigenous people's rights in Latin America*.

ECLAC (2014) Territorial rights and spatial mobility of indigenous peoples in Latin America. *Guaranteeing indigenous people's rights in Latin America*.



ECLAC (2018). Executive Summary. Social Panorama of Latin América 2018. pp.15-31

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

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

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>

Vasile Cornescu, Adrian. (2009) *The Generations of Human's Rights*. Days of Law: the Conference Proceedings, 1. edition. Brno : Masaryk University, 2009, ISBN 978-80-210-4990-1

Waldmuller, J. (2014). *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>

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