CIEE Global Institute – Sydney

Course name: Development, Poverty and Human Rights
Course number: (GI) POLI 3007 SYAU
Programs offering course: Open Campus
Open Campus Track: International Relations and Political Science
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

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

1.	Journal Review:	15%
2.	Mid-term Critical Reflection:	20%
3.	Comparative Case Study:	20%
4.	Public Awareness Campaign Piece:	25%
5.	Class 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 Australian Human Rights Commission website. They will then select ONE and complete a 1500–word SWOT analysis of the issue, using the data on the Australian 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 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, students arriving over 15 minutes late 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:

Percentage of Total Course Hours Missed	Equivalent Number of Open Campus Semester classes	Minimum Penalty
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; **written warning**
More than 20%	3 content classes, or 5 language classes	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**

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 Australia according to a range of different sources It will also cover the progress of Oceanic nations with regard to 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 2:1   **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 Australia.

Readings:

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

Chatterjee, A., Singh, A., & Stone, T. (2016). Understanding Wage Inequality in Australia. *Economic Record*, *92*(298), 348-360.

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.

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, 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 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, 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 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

Date Due for Submission of 2nd Journal Review.

Class 3:3   **Human Rights in Australia**

Students will review the history of human rights in Australia, from the conquest and domination of Indigenous people to the waves of migration to Australia and their effect upon society. Students will debate the question of "the other" as a tool of social exclusion.

Readings:

Cunneen, C., Goldson, B., & Russell, S. (2016). Juvenile justice, young people and human rights in Australia. *Current Issues Crim. Just.*, (*28)*, p. 173

Jacobs, K. (2016). *Experience and representation: contemporary perspectives on migration in Australia*. Routledge. (Chapter 4).

Due Date for Submission of the Midterm Critical Review

Week 4

Class 4:1   **Asylum Seekers and Refugees**

This lecture will give an overview of human rights as they apply to asylum seekers and refugees in the Australian 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:

Hartley, L., & Pedersen, A. (2015). Asylum seekers and resettled refugees in Australia: Predicting social policy attitude from prejudice versus emotion. *Journal of Social and Political Psychology*, *3*(1), pp 142-160.

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 4:2   **Human Rights in the 80s and 90's: Mabo and Wik**

Students will evaluate a case study of the Native Title decisions known as Mabo and Wik and determine what they meant for Indigenous and non-Indigenous Australians at the time and for the future.

Readings:

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

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 5:1   **Visit Australian for Native Title and Recognition**

Students will visit or have a guest speaker from the Australians for Native Title and Recognition (ANTAR), a local organizing group that seeks to educate and activate members of society about the search for recognition of Indigenous rights. Students can discuss the current campaigns of ANTAR in light of current governmental policy.

Reading:

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

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

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 identity the struggles between theories and practice in human rights. Students will analyze the main human rights organizations features and case studies in Australia and other Oceana countries, 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 5:3   **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: Human Rights Leader/ Activist. Perhaps someone from RISE, a refugee activist group, or Getup Australia Group (TBA).

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.

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 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 Indigenous Australians, their integration, ethics and the right to peace. Students will discuss the role of modern society Environmental, natural resources and biodiversity protection.

Guest speaker: Indigenous Activist/ Elder (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

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

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

Chatterjee, A., Singh, A., & Stone, T. (2016). Understanding Wage Inequality in Australia. *Economic Record*, *92*(298), 348-360.

Cunneen, C., Goldson, B., & Russell, S. (2016). Juvenile Justice, Young People and Humans Rights in Australia. *Current Issues Criminal. Justice,* (*28)*, p173.

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.

Hartley, L., & Pedersen, A. (2015). Asylum Seekers and Resettled Refugees in Australia: Predicting Social Policy Attitude from Prejudice Versus Emotion. *Journal of Social and Political Psychology*, *3*(1), pp.142-160.

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

Jacobs, K. (2016). *Experience and Representation: Contemporary Perspectives on Migration in Australia*. Routledge. (Chapter 4).

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). *MeasuringPpoverty 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.

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

Webb, R. (2017). The Birthplace of Native Title-from 'Mabo to Akiba'. *James Cook University Law Review*, (*23*)31.

Online Resources:
https://antar.org.au/
https://www.humanrights.gov.au/
https://www.getup.org.au/