Course name: Development, Poverty and Human Rights
Course number: (GI) POLI 3007 CIEE
Programs offering course: Open Campus Block
Open Campus Track: International Relations and Political Science
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall Block I 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 online through short pre-recorded lectures supported by PowerPoint presentations and discussion of the assigned readings, reflection responses and online discussions. A variety of print and audiovisual media will be used to help develop the concepts and stimulate online discussion and reflection responses. Active student engagement is crucial for the success of the course, including careful preparation of the readings and other assigned homework.

Assessment and Final Grade

1. Opening Reflection 10%
2. News Review & Presentation 20%
3. Midterm Exam 20%
4. Comparative Case Study 20%
5. Closing Reflection 10%
6. Class Participation: 20%
Course Requirements

Opening Reflection Paper, 800 words

In week 1 students will write a reflection on what the meaning of well-being (when it comes to the individual) and success (when it comes to States or nations). Students will explore their ideas on what ‘poverty’, ‘development’ and ‘human rights’ mean and how these speak or do not speak to individual well-being and a successful nation State.

Points to consider include:

• What does well-being mean? Does it look the same for everyone? If not, how do we determine and explain differences?
• What are some measures by which we could evaluate the success of a country in terms of securing the well-being of its populace?
• What does the phrase poverty mean? If it purely an economic measurement or can it mean more than that?
• What do you understand by the term ‘development’? What does development look like on the ground?
• How do human rights intersect with well-being and a successful State? Who is, or should be, the custodians or champions of human rights?

Time on Task: 10 hours

News Review & Presentation, 600 words minimum, 5 slides maximum
In week 1, students will be randomly assigned a week in which to present their News Review during the course. The News Review involves selecting a current (no older than one month) news article, reviewing it, and preparing a 7-10-minute presentation on its content. The news article can be from any credible print or internet source; however, ‘reviewing’ it means to fact-check and to evaluate the sources of information, the author’s stance, their way of framing the issue, and so on. The news article should pertain to any poverty/development issue or human rights issue in the world (i.e. any country or community). To present the News Review, students are encouraged to utilize power point, but the presentation should consist of no more than 5 slides. In response to each presentation, audience members are required to generate questions, feedback and discussion points – this will be awarded through the participation grade.

Time on Task: 15 hours

**Mid-Term Exam, take-home, online**

The Mid-Term Exam is a ‘take-home’ exam in which students have to answer five open-ended questions that pertain an application of newly introduced vocabulary. The exam will go live on Canvas exactly 48 hours before it is due, utilizing the Quiz function on Canvas. This function allows students to stop and resume the exam at their convenience, but once answers have been submitted, it is not possible to go back and edit a response.

Time on Task: 20

**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.

Time on Task: 25 hours

Closing Opening Reflection Paper, 800 words

In week 6 students will use their Opening Reflection Paper on the meaning of well-being at the individual level and success at the national and State level as a point of departure for reflecting on what they have learnt over the past six weeks by reflecting on how their views and ideas have developed over the past six weeks. Students are expected to explicitly refer to their earlier ideas as well as specific elements of the course (such as particular readings, discussions, lectures, assignments etc) which they feel played an important role in developing these ideas. Students are asked to describe what it was about these elements that made an impact. For example, perhaps there was an argument in a particular reading that you strongly agreed or disagreed with – reference the readings and describe the argument before explaining why you agreed/disagreed and how this has shaped your views more generally. The objective for this reflection is for students to gain a clearer sense of what they are taking away from the course and to be able to articulate how and why they have come to the conclusions they have.

Time on Task: 10 hours Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted
commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

• in instructional activities, course content, course tools
• with the course instructor, other students, and
• by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

• submitting an academic assignment;
• taking an exam or quiz;
• attending a study group that is assigned by the instructor;
• participating in an online discussion about academic matters, designed by the instructor; or
• initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:
• logging into an online class without active participation
• contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

Weekly Schedule

Week 1 Orientation and Definitions
Class 1:1 Introduction
In addition to introducing ourselves (with short video or audio clips) and the course, this opening session will lay some definitional groundwork for what we mean when we speak of human development and social progress. Through an analysis of the Human Development Report we will explore ways of thinking about constitutes a ‘good life’ and what constitutes a ‘good country’ and even a ‘good world’, sharing our ideas in an online discussion board. In counter-point we will also explore ideas about suffering and what can be thought of as a bad life, country, or world.

**Required reading**


Time on Task: 5 hours

**Class 1.2 Considering Development and Poverty**

The lecture component of this session will summarize and contextualize major debates on development and the discourse around poverty. We will examine the way ‘development’ tends to be associated with a positive and necessary event, and how that complicates, or even contradicts, what ‘development’ actually looks and feels like on the ground.

**Required Viewing:**
View the first 15 minutes of the recorded panel discussion on ‘Critiquing Developmentalism’ which can be accessed through this link:
https://www.youtube.com/watch?v=TX9tGDczC1s

Required Reading


Time on Task: 6 hours

Week 2

Class 2:1 Measuring Poverty and Development

Through a consideration of four different approaches to the measurement of poverty, we will learn how to articulate the complex limitations and benefits of poverty indicators. Why is it necessary or beneficial to measure poverty and development? After a discussion on the merits of various measurement techniques, the lecture component will delve deeper into post-developmentalist theories that highlight the semantic dilemmas embedded within development discourse.
Required Reading


Suggested Reading


Time on Task: 7 hours

Class 2:2 Human Rights
Continuing the theme of investigating terms this session is designed to provide an overview of the history of ‘human rights’ as a concept. The lecture takes the particular vantage point of anthropology (as opposed to economics or political science) in order to foreground the cultural debates that have surrounded Human Rights discourse. In this regard, 1997 posits an interesting turning point within the discipline of anthropology. It is approximately the year in which “anthropology and human rights” turned into “anthropology of human rights.” By the end of this session, we will have a stronger grasp of why anthropology plays such a key-role in the discourse and implementation of Human Rights, especially when studied in relationship to poverty and development.

**Required Viewing**

View the short video and take note of the comment-thread on Youtube.

Form your own opinion and draft-write a comment that you might post to the thread.


**Required Reading:**


Suggested Reading


Time on Task: 4 hours

**Week 3**

**Class 3:1** UN and Human Rights

This session grapples with the question of who are the custodians of human rights at the global level and how they can go about securing human rights. We begin with an introduction to the history of international collaboration and solidarity around human rights struggles with the the UN, of course, emerging as the key international institution to enshrine the Universal Declaration of Human Rights. We will similarly consider International Covenant on Economic, Social and Cultural Rights before considering the ‘Responsibility to Protect’ commitment and the use of force in humanitarian interventions.

**Required Reading**


Suggested Reading


Time on Task: 3 hours

Class 3:2  Human Rights in South Africa

During this students will learn about the role that a ‘rights discourse’ played in struggle against apartheid as well as in the imagining of democracy in South Africa through the creation of a rights-based constitution. We will also consider some of the complexities surrounding rights in South Africa, particularly when it comes to the ‘right to culture’ and how rights links with ideas and practices of citizenship.

Required Reading


Time on Task: 3 hours

Class 3:3  Case Study: TAC: Taking HAART documentary
Building on the previous session, this session examines in greater detail the ways in which a discourse on rights can be effectively utilized by social movements, NGOs and the State in further particular objectives. Also explored in this case study documentary is the question of what occurs when there is a conflict between human and non-human rights.

Required Viewing

TAC: Taking HAART documentary (1 hr, 37 minutes)

https://www.youtube.com/watch?v=eGwvv0z7—Y

Required Reading


Time on Task: 4.5 hours

Week 4

Class 4:1 Economic Development and Poverty

Returning to the theme of development this week begins with a clarification of the relationship between macroeconomics and poverty in South Africa and other countries that have implemented Structural Adjustment Programs (SAP). After gaining an overview of the neoliberal perspective and approach, the discussion will further examine how South Africa’s transition to democracy was
simultaneously a transition to a neo-liberal market economy that entrenched certain segments of the population in structural poverty (as opposed to transitional poverty).

Required Reading:


*Time on Task: 6 hours*

__Class 4.2. Development as Tourism__

The commodification of ‘development’ interventions as touristic experiences, which can be bought and sold represents the logical conclusion of a neo-liberal approach to and understanding of development. In this session we will consider what it means when development is marketed to consumers and sold as an experience which enriches as much as it enriches those the intervention targets. We will explore the limits and opportunities such experiences allow for authentic connection and reciprocity.

Required Reading

Jakubiak, Cori. “English Is Out There—You Have to Get with the Program”: *Linguistic Instrumentalism, Global Citizenship Education, and English-Language*

**Time on Task: 4 hours**

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**Week 5**

**Class 5.1** Asylum Seekers and Refugees

Displacement is one of the most pressing concerns when it comes to human rights abuses. In this session we will look at the rights of refugees and immigrants in the global context and consider the implications of current trends towards nationalism.

**Required Reading**


**Required Listening**

“Are We There Yet?” This American Life Episode 592. 29 July 2016
https://www.thisamericanlife.org/592/are-we-there-yet (63 minutes)

**Required Browsing**

https://www.unhcr.org/globaltrends2018/

**Time on Task: 6 hours**
Despite, or perhaps as a result of, being one of the main recipients of immigrants in Africa, South Africa does not have a great track record when it comes to treating those who come here in the hopes of a better life well. In 2008 xenophobic attacks against African nationals became so widespread that temporary refugee camps had to be erected to house those affected, this was a first in South Africa’s history. Similarly, the United States is also home to a large number of immigrants and has come under increased criticism for its treatment of those seeking asylum in the US under the Trump administration. In both countries, negative feelings towards immigrants tend to be premised on the perceived negative repercussions of widespread immigration for the local populace. For this session you are required research arguments both for and against immigration both in the US and in South Africa and to compare these arguments, looking for how they converge and diverge. At least two of your sources must be scholarly and no more than two can come from popular media. You will use your findings to contribute to an online discussion thread. You are also allowed to use your findings for your Comparative Case Study should you wish.

Time on Task: 5 hours
In the final week we will examine the Sustainable Development Goals, what Inclusive Development means and consider *Buen Vivir* as an alternative to development.

Readings:

https://doi.org/10.1007/s10784-016-9323-z

https://www.researchgate.net/publication/263720271_Buen_Vivir_vs_Development_A_paradigm_shift_in_the_Andes/link/5da771c7a6fdccdad54ac650/download

Required Browsing


Time on Task: 3.5 hours

Class 6:2 Final Review

In the final class we will review the course as a whole paying particular attention to the important phrases and terminology learnt during the course and to lingering questions.

Time on Task: 2 hours


Villalba, Unai. (2013). Buen Vivir vs Development: A paradigm shift in the Andes?. Third World Quarterly. 34..
Available at: https://www.researchgate.net/publication/263720271_Buen_Vivir_vs_Development_A_paradigm_shift_in_the_Andes/link/5da771c7a6fdccdad54ac650/download