Balsillie School of International Affairs
Master's In international Public Policy

IP608 – The Economics of Human Security and the Environment
Winter 2023

<u>**Instructor:**</u>

Dr. Amjad Rabi
Email: arabi@wlu.ca
Office Hours: by appointment.

<u>**Description**</u>

The Universal Declaration of Human Rights refers to rights related to an adequate standard of living, adequate medical care, and to education. Good health requires a healthy environment. This course considers domestic and international aspects of a number of economic policies related to issues such as income distribution, health care, education, economic development, environmental protection and climate change. Throughout the course, we will extensively use countries' experiences to scan trends, evaluate best practices, and identify key sustainable solutions and policy instruments to make societies more equitable and communities more resilient to welfare loss resulted from a variety of shocks such as health pandemics, natural disasters, climate change, and economic downturns. This course' approach will be eclectic and will reference relevant concepts and theories from a variety of disciplines, including economics, development, social policy, and human rights.

<u>**Learning Outcomes:**</u>

a) Knowledge and understanding
  • Situate economic policies for human security in reference to political, economic, human rights, social and sustainable dimensions of development
  • Assess the differing approaches in pursuit of income and non-income human security dimensions during emergencies such as the COVID-19 pandemic and those caused by climate changes

b) Intellectual skills
  • Critically evaluate the advantages and disadvantages of various economic policies to achieve human security and analyze their efficacy in different contexts
  • Examine which contexts will be best served by the different economic human security approaches and discern what type of intervention is appropriate to particular contexts
  • Express complex ideas through academic assignments

c) Professional and practical skills
  • Analyze economic human security problems in the field taking account of the

multi-causal nature of such problems
- Identify appropriate economic human security strategies for different contexts
- Create informed and well-argued technical memoranda related to specific human insecurity problems in a developing country
- Locate and effectively utilize policy-relevant research materials and datasets

Evaluation:

Item	Weight	Date
Technical Memorandum (TM)	**Total 70 %**	
TM1	10 %	January 23
TM2	10 %	February 6
TM3	10 %	February 13
TM4	10 %	March 6
TM5	10 %	March 27
TM6	10 %	April 3
TM7	10 %	April 10
Presentation	**10 %**	March 6
In the News	**10 %**	Throughout
Active Participation	**10 %**	Throughout
Total	**100%**	

First: Technical Memorandum (TM) (7 TM, 10 points each, 70 points in total)

You need to select, in consultation with me, a **developing**[1] country of your choice. **You must use the same country for all TM assignments.**

You work as the development technical advisor to the Minister of Human Security in the country you selected. While your 'title' is imaginary, your task is real. The Minister has taken an increasing interest in Economic Policies to achieve Human Security in the country. She asks you in 7 different occasions to write a Technical Memorandum (TM) to inform her about a specific issue she is interested in. Each TM corresponds to one topic. Namely:

      i-   Labor market, macroeconomic, poverty profile, inequality, and HDI
      ii-   Demographic profile
      iii-   Universality vs selectivity debate on social protection
      iv-   The country's response to COVID-19 economic insecurity
      v-   Fiscal space: how to fund the SPF
      vi-   Human capital: Health
      vii-   Environment and Development

---

[1] We will use the World Bank classification for the purpose of the TM assignments. You can select any country that is classified as a low income, lower-middle income, or upper-middle income. You are **not** permitted to use high income countries in your TM. For list of countries, please visit
https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups

For each case, **a description and scenarios** will be given to you **a week before the due date** so you can use to write your TM. But here are some general rules that apply to all TM assignments:
- You need to <u>use appropriate graph illustration that **you develop yourself** and concise writing</u>. The minister does not have time to read more than 4 pages. So, each TM should contain **a maximum of 4 pages inclusive of graphs/tables (but exclusive of citation page**, **times new roman, font size 11, single space)** of condensed information and reasoning that leads to a better understanding by the minister.
- She is particularly strict on sources of information, and she expects you to **<u>cite very carefully</u>** (if you want marks). She values consistency and does not like to see you citing weak sources (**not everything you read can be cited**, you must use judgement to know what to include).
- She expects you to follow exactly the instruction that is given to you a week prior to the assignment (discussed in class and occasionally written instructions).
- You need to use your newly learned knowledge earned in this class in those TM.
- To prepare these TM, it requires you to do background reading on the country. In some of the TMs, specific sources/documents/datasets will be provided.

   More details will be discussed in class.

Advice: when you write think of the minister who sits in the back seat of a car, desperately trying to digest your Memo while time to her next meeting is running out. What she needs is clear arguments and the confidence that you have strong understanding. Writing concise TM is an art, which unfortunately most technical advisors don't master, as they are trained to write theses or papers full of technical intelligence and footnotes. Only a few of them know how to communicate - in short notes – with people that do not have the time to digest all technical details, but need to know the broad robust lines along which they can develop their policy stances (credit to Michael Cichon for this advice).

Second: Presentation (10 points)

Covid-19 provided an unprecedented challenge and significant welfare loss. Countries have responded in a variety of policy options. In the 4th TM (the country's response to COVID-19 economic insecurity), you provided a write up TM of your country's response to the welfare loss of COVID-19 crisis, now you need to present it to class so we all learn from each other and see the diversity of policy options across the different countries. Your presentation is expected to take **10 minutes**.

Third: In the News (10 points)

Economic human security issues are usually topics that are discussed extensively in the media. Your responsibility is to find one **news item** from any **Canadian media outlets** that discusses a **current** issue in **Canada** (e.g. policy change, increased vulnerability, population at risk,….). Your job is to create a presentation deck and present it in class. Your presentation should be **10 minutes** and should include: a summary of the issue, your opinion on what could be done related to the issue, and the rationale/argumentation that support your opinion. The grade will be based on quality and relevance of the news item you selected, and your logical analysis of the issue, and your offered policy alternative. You need to also submit the news item itself along with your presentation deck.

Fourth: Active Participation (10 points)

Active participation and discussion are integral part of the learning experience in this course. It is therefore necessary to attend and participate in all classes and group discussions. You are expected to attend class, contribute to the discussions, being respectful to others, respectfully challenge/support arguments and issues discussed (not persons).

Syllabus: Anticipated learning, subject to change, is as follows:

Week	Dates	Topic
1	Jan 9	Introduction to human security, foundations for human security, root causes, operationalizing Human Security, and global governance
2	Jan 16	Poverty and Inequality Measuring poverty, inequality, HDI, MDGs, SDGs Strategic framework: multidimensionality (what) and vulnerability (who) Earnings and discrimination, income distribution **Video of the day[2]**: 1- Introduction to Social Policy, Social Protection, and Development: The Big Picture. - YouTube
3	Jan 23	Demographic reality and needs for income security **Videos of the day**: - DON'T PANIC — Hans Rosling showing the facts about population - YouTube - 2- Drivers of Economic Growth: Population and Productivity - YouTube **Due date for TM1**
4	Jan 30	Role of the state: review of schools of thought Evolution of the welfare state in Canada and selected countries **Video of the day**: Chile: Pinochet's Legacy	Business and Economy News	Al Jazeera
5	Feb 6	The Social Protection Floor (SPF) Income security programs Universality vs. targeting debate Selected example from developing country programs **Videos of the day**: - Work & Happiness: The Human Cost of Welfare - Full Video - YouTube - 5.2. Social Protection Design B: Understanding Exclusion and Inclusion Errors - YouTube **Due date for TM2**

---

[2] For videos of the day category, this is to be watched independently and **prior** to attending the class.

6	Feb 13	Understanding human rights and right-based approach to income security Gender dimension to income security **Video of the day**: 8. Social Protection: Gender Dimension - YouTube **Due date for TM3**
	Feb 20	No classes, reading week
7	Feb 27	Social Protection Response to Emergencies Case study: Nepal's Country Emergencies and role of cash transfers Read before class: - Rabi et al., The road to recovery: cash transfers as an emergency response to Nepal's earthquake of 2015 and a catalyst for consolidating Nepal's social protection floor.
8	March 6	Review of Covid-19 social protection measures across the world **Video of the day**: The Great Divide: COVID-19 and race in Chicago | Coronavirus pandemic News | Al Jazeera **Due date for TM4** **Students presentations: TM4**
9	March 13	Tax policy and fiscal space 1 How to fund Social Protection measures: non-emergency
10	March 20	Tax policy and fiscal space 2 How to fund social protection measures: emergency Covid 19 and expansionary policies across the world From stimulus to austerity: intergenerational equity and future insecurity

11	March 27	Non-income dimensions and human security
		    1- health care
		    2- education and social mobility
		    3- child labor
		
		Video of the day: US Educating black boys l Al Jazeera Correspondent - YouTube

		Due date for TM5
12	April 3	The Environment and Human Security - Environment Relationships to Poverty, Inequality, access to rights, and economic growth Climate Change: scope, Mitigation, and Adaptation **Due date for TM6**
13	April 10	Conclusion **Due date for TM7**

Readings and selected resources to help you in your assignments

This course' approach will be eclectic and will reference relevant concepts and theories from a variety of disciplines, including economics, development, social policy, and human rights. Many sources will be used throughout the course. However, two main sources that can provide a good treatment for students want to read in depth :

- **The World Social Protection Report 2020–22** available at wcms_817572.pdf (ilo.org)
- **Economic Development**, 13th Edition, Michael P. Todaro. Stephen Smith, ISBN-13: 9781292453323
- Additional resources can be found on MylearningSpace.

For preparing your TM, I will provide you with instruction (and sometimes specific data set or specific reports. But here are some useful resources:

- **Country-specific data/reports:**
    - World Bank Development (*www.worldbank.org*)
    - IMF World Economic Outlook (*http://www.imf.org*)
    - United Nations Economic and Social Development (*www.un.org/ecosocdev/*)
    - United Nations Statistics Division (*unstats.un.org/unsd/*)
    - Human Development Report (*http://hdr.undp.org/en/*)

- **Reports/studies/evaluations:**

‒ Department of Economic and Social Affairs. (2020). World Social Report 2020: Inequality in a Rapidly Changing World. New York: United Nations. Retrieved from *https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/02/World-Social-Report2020-FullReport.pdf*

– UNDP. (2020). 2020 Human Development Perspectives. COVID-19 and Human Development: Assessing the Crisis, Envisioning the Recovery: New York: UN. Retrieved from *http://hdr.undp.org/sites/default/files/covid-19_and_human_development_0.pdf*

– ILO. 2005. *Economic Security for a Better World.* Socio-Economic Security Programme, Geneva

– ILO. 2011. *Social Protection Floor for a Fair and Inclusive Globalization.* Report of the Advisory Group chaired by Michelle Bachelet convened by the ILO with the collaboration of the WHO

   – Desai, R. 2017. *Rethinking the Universalism versus Targeting Debate*, Brookings

   – IMF. 2017. *IMF Fiscal Monitor: Tackling Inequality*. See: Chapter 1: Tackling Inequality

   – Marx, I.; Salanauskaite, L.; Verbist, G. 2013. *The Paradox of Redistribution Revisited: And that it may Rest in Peace?* GINI Discussion Paper 82

– Overseas Development Institute. 2009*. Fiscal Space for Strengthened Social Protection – West and Central Africa Regional Thematic Report.* UNICEF Regional Office for West and Central Africa

   – Global Coalition for Social Protection Floors

   – Global Partnership for Universal Social Protection to Achieve the Sustainable Development Goals

   – Dutrey, A.P. 2007. *Successful Targeting? Reporting Efficiency and Costs in Targeted Poverty Alleviation Programmes*, UNRISD

   – Freeland, N. 2018. *Poverty-targeting: The Social Protection Flaw?,* Issue 26, Pathways' Perspectives on Social Policy in International Development, Development Pathways

   – ILO. 2017. *World Social Protection Report: Universal Social Protection to Achieve the Sustainable Development Goal*s. Geneva

   – Kidd, S. 2014. *Social Exclusion and Access to Social Protection Schemes.* Australian Government: Department of Foreign affairs and Trade

   – Kidd, S. 2015. *The Political Economy of "Targeting" of Social Security Schemes, Development Pathways.*

   – Korpi, W.; Palme, J. 1998. '*The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality and Poverty in the Western Countries*', in *American Sociological Review*, Vol. 63, No. 5, pp. 661–87

   – *Sen, A. 1995.* 'The Political Economy of Targeting', *in Van de Walle, D.; Nead, K. eds. Public Spending and the Poor: Theory and Evidence. Baltimore: Johns Hopkins. University Press*

   – Kidd, S.; Wylde, E. 2011. *Targeting the Poorest: An Assessment of the Proxy Means Test Methodology*. AusAID publication: Canberra, Australia

   – Kidd, S. 2013. *Rethinking "Targeting" in International Development*. Issue 11. London: Development Pathways, 2013

   – De Wispelaere, J.; Stirton, L. 2011. '*The Administrative Efficiency of Basic Income*', in *Policy & Politics*, Vol 39 no 1 - 115–32

   – Sepúlveda, M. 2018. '*Ensuring Inclusion and Combatting Discrimination in Social Protection Programmes: The Role of Human Rights Standards*', in the *International Social Security Review*; Vol. 70, Issue 4, October/December 2017

   – Bilo, C. 2017. *Psycho-socio Consequences of Poverty – Why it's Important to Talk About Shame*, socilaprotecion.org

   – Chase, E.; Bantebya-Kyomuhendo, G. 2015. *Poverty and Shame: Global Experiences*. Oxford University Press

   – Eds. Gubrium, E.; Pellissery, S.; Lødemel, I. 2014. *The Shame of it: Global Perspectives on Anti-Poverty Policies*. Policy Press, University of Bristol.

   – Gubrium, E. *Anti-Poverty Policy and Shame in Diverse Societies, Unpublished paper, Oxford University*

   – Iemmi, V.; Bantjes, J.; Coast, E.; Channer, K.; Leone, T.; McDaid, D.; Palfreyman, A.; Stephens, B.; Lund, C.

   - 2016. 'Suicide and Poverty in Low-income and Middle-income Countries: A Systematic Review', in *The Lancet Psychiatry*, Volume 3, Issue 8, 774 - 783

- Kidd, S. 2014. *'Poor' Practice: The Stigmatisation of Families Living on Low Incomes*. Development Pathways
- Roelen, K. 2017. *Shame, Poverty and Social Protection*. IDS WORKING PAPER. Volume 2017 No 489 CSP WORKING PAPER Number 015
- Human Security in Theory and Practice. An Overview of the Human Security Concept and the United Nations Trust Fund for Human Security. Human security Unit, the United Nations. Available at https://www.unocha.org/sites/dms/HSU/Publications%20and%20Products/Human%20Security%20Tools/Human%20Security%20in%20Theory%20and%20Practice%20English.pdf

- Alkire, Sabina. 2003. "A Conceptual Framework for Human Security." University of Oxfor. Available at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.580.2805&rep=rep1&type=pdf

- Multidiminsional Poverty at http://hdr.undp.org/en/content/multidimensional-poverty-index-mpi

- HDI at http://www.hdr.undp.org/en/content/measuring-human-progress-21st-century
- Bristol Approach to measure poverty at https://www.bristol.ac.uk/poverty/pse/conf_pap/mex01_jrb.pdf
- Gender and Human Security: A View from the Baltic Sea Region. Editor Žaneta Ozoliņa, 2015

- WHO (2007) The World Health Report 2007 - A safer future: global public health security in the 21st century. Available at: http://www.who.int/whr/2007/en/
- UNICEF, The State of the World's Children 2004: Education and Child labour. Available at https://www.unicef.org/sowc04/sowc04_education_child_labour.html

Notes

- **Assignments are due on the identified dates, <u>at or before the beginning of class</u>. You are permitted to submit <u>only one file</u> in the electronic drop box within specified time. There will be no chance to submit after the drop box is closed. No exceptions.**

- Students are expected to be aware of and abide by all University regulations and policies, as outlined in the current <u>Academic Calendar</u>.

Special Needs
Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the <u>Graduate Academic Calendar</u> for information regarding all services available on campus.

Academic Integrity/Misconduct (cheating, plagiarism)
The University has a defined policy with respect to academic and research misconduct; penalties are severe and enforced at all times. You are responsible for familiarizing yourself with this policy and accompanying penalty guidelines, and are cautioned that, in addition to failure in a course, students may be suspended or expelled from the University for academic misconduct, and the offence may appear on their transcripts. The relevant policy can be found at Laurier's <u>academic integrity</u> website along with resources to educate and support you in upholding a culture of integrity. Ignorance of Laurier's academic misconduct policy is not a defence.

Academic misconduct includes, but is not limited to, transmission or reception of information, or possession of unauthorized information, during laboratories, quizzes, tests, or examinations. Academic misconduct also includes plagiarism. Wilfrid Laurier University uses software that can check for plagiarism. If requested to do so by the instructor, students are required to submit their written work in electronic form and have it checked for plagiarism. WLU <u>Policy 12.2 Student Code of Conduct and Discipline</u> provides information on academic and research misconduct code, and the procedures for investigating and determining appropriate disciplinary measures for breaches of this Code.

Intellectual Property
The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Student Non-Academic Code of Conduct and/or Code of

Academic Conduct, and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.

Use of Zoom for Instructional Purposes
Wilfrid Laurier University uses a range of technologies to facilitate in-person and remote instruction. Zoom is currently used for remote course delivery, including lectures, seminars, and group office hours, which may be recorded, stored and shared through MyLearningSpace for access by students in the course. For these course activities, students are permitted to turn off their cameras or use an alternative name to maintain their privacy after they have confirmed this with their instructor. Student personal information is collected and used in the course in accordance with University policies and the Notice of Collection, Use or Disclosure of Personal Information. All exams and mid-terms in the course that are conducted online will be proctored using only technologies approved for assessment at Laurier as outlined on this page.

Recording Synchronous Classes
Synchronous (live) class sessions will be delivered in this course through a video conferencing platform supported by the university [Zoom, Teams, Virtual Classroom]. Steps have been taken to protect the security of the information shared. For more information about Zoom and Office365 (including Teams), please visit ICT's Tech Support and Services page. Class sessions will be recorded with the video and audio (and in some cases transcription) made available to students in the course in MyLearningSpace for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending in these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated course work. If you are concerned about the use or collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives To learn more about how your personal information is collected, used and disclosed by the University, please see Laurier's Notice of Collection, Use and Disclosure of Personal Information.

Classroom Use of Electronic Devices
The use of electronic devices in the classroom is governed by WLU [Policy 9.3: Classroom Use of Electronic Devices](). Details of this Policy and the consequences of breaches are stated in the Academic Calendar.
- Students are expected to keep their microphones muted unless called to participate.
- Students may, if they wish, may turn off their video, so that they are not on display to other class members. If students decide to show their video, then they are expected to behave in a professional manner.

Multi-campus Resource
- [Good2Talk]() is a postsecondary school helpline that provides free, professional and confidential counselling support for students in Ontario. Call 1-866-925-5454. Available 24-7.

Kitchener/Waterloo Resources

- [Waterloo Student Food Bank](#): All students are eligible to use this service to ensure they're eating healthy when overwhelmed, stressed or financially strained. Anonymously request a package online 24-7. All dietary restrictions accommodated.

- [Waterloo Student Wellness Centre](#): 519-884-0710 x3146, wellness@wlu.ca or @LaurierWellness. The Centre supports the physical, emotional, and mental health needs of students. It is located on the 2nd floor of the Student Services Building. Current hours: Monday, Tuesday, Wednesday: 9 a.m. to 7:30 p.m.; Thursday and Friday: 9 a.m. to 4:15 p.m.
  Appointments continue to be remote at this time. Please call us for service. Do not drop by the centre unless instructed by a nurse.
  [Visit our Urgent and After-Hours Care](#) resource page for information on where to get care when we are closed.
  Visit our [Mental Health Resources](#) page under 'Remote Resources' for more support during this disruption to in-person service.
  The Student Wellness Centre is closed when the university is closed. If you miss a scheduled appointment due to an unexpected university closure, please call us the next day to rebook your appointment.