

Balsillie School of International Affairs
Masters in International Public Policy

IP633- Special Topics in Human Security (Economic Human Rights and Development), Winter 2020

Instructor:

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Office Hours: by appointment.

Description

This course provides a detailed look at public policies in pursuit of economic human rights through, exploring both the theoretical aspects associated with the human security agenda and the work of leading human security actors. We will thoroughly review the evolution of development paradigm from its earliest incarnation - focused narrowly on GDP growth - to today's more holistic understanding of development as a multidimensional process involving major changes in social, cultural, and political structures, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of poverty. This course' approach will be eclectic and will reference relevant concepts and theories from a variety of disciplines, including economic development, social policy, and human rights.

Expectations and Evaluation:

The course will be evaluated against the following four categories:

- 1- **Active participation:** this is an integral part of the learning experience in this course. Prior to each class, I will circulate course materials prepared for each class to be the basis of in-class discussion. It is necessary to prepare before each class and be ready to participate in group discussions. You are expected to attend all classes, contribute to the discussions, being respectful to others, respectfully challenge/support arguments and issues discussed (not persons).
- 2- **Country(ies) of the day:** In each class, a country experience will be showcased as an example of the specific concepts learnt in class of that day. While I will provide the write-up material of each case, a student will present the case to the class. Your responsibility: 1- select the date/country you like. I will circulate a sign-up sheet for you to put your name. 2- You will be given 10 minutes in class to share it with the class (you can use PowerPoint, but not mandatory). You lead the discussion and you answer questions from students.
- 3- **Short essay (1500 words – including references):** In this assignment, you will analyze a particular economic human right security problem addressing how an

agency and/or national government responded to the case in question. The goal here is not to write a PR puff piece for an IGO, NGO or national government but to engage thoughtfully and critically with your selected case.

This document can serve as the basis for your case study presentation.

- 4- **Case study presentation:** Over the last 3 sessions, each student is expected to give a 15-20-minute presentation on a particular human security intervention. The type of human security intervention is up to you – it can be a response to a natural disaster or a public policy to create resilience to face future human security risks. In any case, there must be an economic human right at the core of the intervention. Beyond describing the background information (i.e. conditions that lead to the crisis), the goal is to discuss the efficacy of the intervention in a way that demonstrates an understanding of the economic human rights agenda and the debates therein.

This assignment can use the short essay as the base for preparing your presentation.

- 5- **Long Essay** (3000 words – including references): Address one of the assessed essay questions listed below. All the normal rules regarding style, structure, and referencing apply. If you are unsure about your essay writing or research skills, please consult me. Write boldly and reference regularly. Also note that *for any credit to be awarded: Different questions must be answered* for short essay and long essay and address different substantive cases.

You must choose essays from the following set of titles

1. Discuss differences in perception over economic human rights between states in the global North and South.
2. What is the relationship between development agencies (national or international) and NGOs in the implementation of economic human rights? Use a case to discuss.
3. Have post-Washington Consensus development policies (i.e. ones enacted by multi-lateral lending institutions) strengthened or weakened the human security outcomes in relation to economic human rights in the global south?
4. To what extent have Neoliberal development policies exacerbated differential access to economic human rights in the global south?
5. What is the "Development and Security nexus" and is Human Security agenda an extension of this?

6. Discuss the proposition that, rather than "fixing" economic human security problems, development agendas exacerbate them
7. How can we "measure" economic human rights outcomes? Are benchmarks like Poverty Rate, GDP, MDGs, SDGs etc. appropriate, why or why not?
8. Economic Insecurity is one of the drivers for political and social insecurity, creating conditions for violence and unrest at state, regional, and/or global level. Use a case study to discuss.
- 9- Are the interests of nation-state incompatible with narrow and broad version of human security? Can promoting economic human rights maximize the traditional notion of security?
- 10- Is social harmony, the collective security, a human security? Examine the Asian Values Thesis and provide critique

Against this, the grades will be awarded as following:

	Weighting (%)	Deadline Date
1- Active participation	15 %	throughout
2- Country(ies) of the day	10 %	throughout
3- Short essay	20 %	February 26, 2020
4- Presentation	15 %	March 25, April 1, or April 8, 2020
5- Long essay	40 %	April 8, 2020

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

Week	Dates	Topic
1	January 8	Course overview. Introduction to human security. Human rights, economic growth, and development- the big picture. Country(ies) of the day: Arab Spring
2	January 15	Evolution of development paradigm: <ul style="list-style-type: none"> - Post World War II Institutional Arrangements - Early stage of narrowly-defined Policies to Ignite 'Development' - The Emergence of Aggregate Indicator-Driven Development
3	January 22	The Revival and Demise of Laissez-Faire Approach to Development Washington Consensus Country(ies) of the day: the Asian Economic Crisis of 1997/8

4	January 29	<p>The Era of Micro-Focused Development. Pilots vs. transformational agenda.</p> <p>Blog of the day: Review Essay by Sanjay G. Reddy on The Nobel Prize in Economics: Behind the Aura</p> <p>Country(ies) of the day: Argentina and South Korea</p>
5	February 5	<p>Where we are today 1:</p> <ul style="list-style-type: none"> - Mainstreaming of economic human rights. - Understanding the three-generations-of-rights. - Debates on the role of the state (minimal versus institutional). - Debates on cultural relativism and Asian Values thesis. <p>Country(ies) of the day: Understanding China's success story</p>
6	February 12	<p>Where we are today 2:</p> <ul style="list-style-type: none"> - Development as Multi-Dimensional and Cross-Sectoral Progress. - Multilateralism and Global Social Policies: From MDGs to SDGs - Amartya Sen's capability, HDI, MPI, OPHI and other measurements <p>Country(ies) of the day: Bangladesh and Pakistan- comparative development path</p>
	February 19	No Class
7	February 26	<p>Lessons learnt from the evolution of development paradigm 1:</p> <ul style="list-style-type: none"> - Income Security, debates on selectivity vs universality of economic rights. - Resilience and human security - Urbanization and expansion of economic rights <p>Role of Human Security Practitioners (how we add value)</p> <p>Country(ies) of the day: Brazil's development path</p> <p>Short-essay due.</p>
8	March 4	Lessons learn from the evolution of development paradigm 2:

		<ul style="list-style-type: none"> - right to development and participatory development. - Positive deviance - ‘not with us not for us’ - innovation <p>Role of Human Security Practitioners (how we add value)</p> <p>Country(ies) of the day: Role of NGOs: BRAC and Grameen Bank in Bangladesh</p>
9	March 11	<p>Collective rights to the environment, right to culture, and sustainability Global public goods</p> <p>Country(ies) of the day: One island but two different worlds: Haiti and Dominican Republic</p>
10	March 18	<p>Economic human rights and governance, corruption, aid, and conflicts.</p> <p>Country(ies) of the day: Central America</p>
11	March 25	Case Study Presentations
12	April 1	Case Study Presentations
13	April 8	<p>Case Study Presentations</p> <p>Conclusions</p> <p>Long essay due date</p>

Selected Resources:

Mandatory Reading: Prior to each class, I will circulate course materials prepared for each class to be the basis of in-class discussion. It is necessary to prepare before each class and be ready to participate in group discussions.

In addition, **below resources are optional reading** for more in-depth treatment. They will be useful in the research component.

- Declaration of Philadelphia (1944)
- International Labour Organization (1944) - [\(No. 67\) Recommendation concerning Income Security](#)
- Universal Declaration of Human Rights (1948) - [Articles 22 and 25](#)
- International Labour Organization’s Social Security standards (Minimum Standards)
- International Covenant on Economic, Social and Cultural Rights (1966) – [click here](#)

- Convention on the Elimination of All Forms of Discrimination against Women (1979)- [Article 11](#)
- Convention on the Rights of Children (1989) - [Articles 26 and 27](#)
- International Labour Organization’s Social Protection Floors [Recommendation \(2012\) \(No. 202\)](#)
- Sustainable Development Goal 1 (2015) - Goals [1.2 and 1.3 & SDG 2](#) (improving nutrition and ending hunger), [SDG3](#) (improving health and well-being), [SDG4](#) (ensuring access to education), [SDG5](#)
- UN . (1976a). International Convention on economic, Social and Cultural Rights. New York: UN. Retrieved from https://treaties.un.org/doc/treaties/1976/01/19760103%2009-57%20pm/ch_iv_03.pdf
- UN. (1948). Universal Declaration of Human Rights. Retrieved from <http://www.un.org/en/universal-declaration-human-rights/index.html>
- UN. (1976b). International Covenant on Civil and Political Rights. New York: UN. Retrieved from <https://treaties.un.org/doc/publication/unts/volume%20999/volume-999-i-14668-english.pdf>
- UN. (2008). Participatory Governance and the Millennium Development Goals (MDGs): Publication based on the Expert Group Meeting on Engaged Governance: Citizen Participation in the Implementation of the Developmental Goals including the Millennium Development Goals. New York: UN. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN028359.pdf>
- UNDP. (2006). Applying a Human Rights-Based Approach to development Cooperation and Programming: A UNDP Capacity Development Resource. New York: UNDP .
- UNGA. (2000). United Nations Millennium Declaration. New York: UN.
- Williamson, J. (1989). What Washington Means by Policy Reform. In J. Williamson, Latin American Readjustment: How Much has Happened. Washington DC : Peterson Institute for International Economics .
- A good resource for understanding on human rights available at: <http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/whatare.htm>
- Desai, R. 2017. Rethinking the Universalism versus Targeting Debate, Brookings
- IMF. 2017. IMF Fiscal Monitor: Tackling Inequality. See: Chapter 1: Tackling Inequality
- Global Partnership for Universal Social Protection to Achieve the Sustainable Development Goals
- Pickett, K.; Wilkinson, R. 2010. The Spirit Level: Why Equality is Better for Everyone. London, Penguin.
- Multidimensional 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
- Anthon, D. (2010). Indivisibility of Human Rights: A Theoretical Critique. Sydney: University of Technology.
- Corsetti, G., Pessenti, P., & Roubini, N. (1999). What Caused The Asian Currency and Financial crisis? Retrieved from <https://www.newyorkfed.org/medialibrary/media/research/economists/pesenti/whatjapwor.pdf>
- Esping-Andersen, G. (1990). The Three Worlds of Welfare Capitalism. Cambridge: Polity Press.
- Forster, T., Kentikelenis , A., Reinsberg, B., Stubbs, T., & King , L. (2019). How Structural Adjustment Programmes Affect Inequality: A disaggregated analysis of IMF conditionality, 1980–2014. Social Science Research, pp. Volume 80, Pages 83-113.
- Massaldi, J. (2003). Buenos Aires Consensus. Retrieved from Znet: A community of people committed to social justice: <http://www.zcommunications.org/buenos-aires-consensus-by-julian-massaldi>
- Mohan, G. (2008). Participatory Development. The Companion to Development Studies. Hodder Education.
- Pogge, T. (2005). World Poverty and Human Rights. Ethics and International Affairs, 1–7.
- Rodrik, D. (2006). Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank’s "Economic Growth in the 1990s: Learning from a Decade of Reform". Journal of Economic Literature, Vol. 44(No. 4), pp. 973-987.
- Sen, A. (1999). Development as Freedom. . Oxford: Oxford University Press.
- Sen, A. (2005). Human Rights and Capabilities. Journal of Human Development.
- Neff, Jorge (1999) Human security and mutual vulnerability: the global political economy of development and under-development, International Development Research Centre, Ottawa.

Notes

- 1- **Assignments are due on the identified dates, at or before the beginning of class.**
Late penalties: Late penalties for written work will be assigned at 3% of the assignment's value per day, including weekends, with a midnight cut-off for each day.

- 2- **Academic Misconduct and Academic Integrity:** Students are required to familiarize themselves with the University policies on Plagiarism and Academic Dishonesty as well as the associated penalties, which can be severe. Further information can be found at: <https://students.wlu.ca/academics/academic-integrity/index.html>.

Wilfrid Laurier University uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

- 3- **Collaboration:** Excluding group presentations, all of the work produced by students in this course must be the product of their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original and individual ideas and be written independently.

- 4- **Communication:** An active WLU e-mail account is required as a means of communication. Please ensure that your account is active and check it regularly. I encourage students to come and see me in office hours with specific questions or more general issues. If you require clarification on any aspect of the course please arrange to see me. Please also feel free to set up a meeting outside of regular office hours.

- 5- **Accommodations:** Accommodations for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances – I would appreciate being notified in advance. Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact the Accessible Learning Centre (<https://alc.wlu.ca>) to discuss your situation. Students with disabilities or special needs are also advised to contact the Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

- 6- **University Resources:** The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

- 7- 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 Code of Student 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.**

NOTE: 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 University Undergraduate Calendar for information regarding all services available on campus. If you are unsure what resources are appropriate for you or require any assistance with any type of academic issues, contact the Central Academic Advising Office at <http://www.wlu.ca/academicadvising>.



Foot Patrol walk home service | 519.886.FOOT (3668)

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.



Counselling Services & Peer Help Line | 1-866-281-PEER (7337)

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referral are available on the 2nd floor of the Student Services Building (across from Health Services), Monday-Thursday 8:30am-8:00pm, Friday 8:30am-4:30pm. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.



Student Food Bank

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at WLUSU.COM under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.

For more information visit WLUSU.com