



THE UNIVERSITY OF
SYDNEY

Faculty of Arts
School of Social and Political Sciences
Department of Political Economy

ECOP6130

Human Rights in International Development

Semester 1, 2010

Unit of Study Outline

Unit coordinator: Dr. Tim Anderson

Room: Merewether 465

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Consultation Hours: Tuesdays 5-6pm, or by appointment

Seminars: **Tuesdays 6-9pm, New Law School, LT026**

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1. Unit of Study information

1.1 Unit of Study description

In this unit contemporary notions of human rights are engaged with the distinct perspectives of economic liberalism, social democracy and socialism. The frame of reference for these debates is the experience of developing countries, and their trade, aid and strategic relations with the wealthy countries. The rights issues studied include: imperialism and self-determination, neoliberalism, crises and rights, land rights, food security, the rights to education and health, fair trade and labour rights and economic self-determination. Through the lens of human rights we study a range of arguments over the means and ends of socioeconomic development.

1.2 Additional information

This is a postgraduate unit in Political Economy which crosses disciplinary boundaries while emphasising important themes in political economic method. The unit deals with the political economy of human rights in developing countries.

1.3 Pre-requisites

Enrolment in a social science post-graduate degree.

2. Learning objectives

2.1. Intended learning outcomes

At the successful completion of this subject, students will be able to:

- discuss critically and constructively major themes in human rights in international development (seminar participation)
- apply competing theories and relevant evidence to arguments over human rights in international development (both essays)
- write a critical, well researched and detailed paper in at least one major theme within human rights in international development (second essay)
- respond rapidly to impromptu, thematic questions concerning human rights in international development (exam)

2.2. Learning and teaching activities

There will be one three hour seminar and set readings. The first half of the seminar will be in lecture style, with some room for discussion; the second half will be small group discussions, report backs and general discussions. The readings are complementary to the seminars. For the essays, students are expected to conduct independent research, making use of the university's library, journal databases and good quality internet resources. WebCT will be used for posting essential notices and lecture outlines.

All students must have access to this text, which will be available from UPS:

Readings for ECOP6130 - Human Rights in International Development, 2010

2.3. Assessment

Assessment task	Weighting	Due date	Learning outcomes	Word length*
1. Tutorial attendance	Na	Na	1	Na
2. Participation	10%	Na	1	Na
3. First Essay	20%	Week 6	2	1,000
2. Second essay	40%	Week 13	2 and 3	2,000
3. Final 90 min exam	30%	Exam period	4	1,500
Total	100%			4,500

2.4. Assessment details

To successfully complete this unit, students must meet all the following requirements:

1. Seminar attendance -- compulsory

Students are required to attend all seminars. Medical or other certification is required to account for any absence. Please contact the lecturer if you have a problem with attendance.

2. Participation -- 10%

This mark will be for the quality of contributions to seminar discussions, including responses to questions from the readings.

3. First essay -- 20%

Each student must submit a paper of about 1,000 words (max 1,200) on EITHER the seminar question for Week 4 OR for Week 5. This must be handed in on or before Tuesday, 13 April.

4. Second Essay -- 40%

Each student must submit an individual essay of about 2,000 words (max 2,500) on ANY ONE of the seminar questions from Week 7 through to Week 11. This essay must be handed in on or before Tuesday, 1 June.

Essay cover sheets: The essay assessment criteria are explained in the cover sheet, at the back of this unit outline. Please photocopy and attach a copy of this cover sheet to all your essays. NB. This sheet **must** be signed and attached to all submitted work in this unit of study. Without this signed sheet, essays will be returned and the face the risk of late penalties (see p.15).

5. In-class test -- 30%

There will be a 90 minute exam in the exam period (14-26 June). You will be asked to write three short essays, chosen from a list of six. The questions will cover ANY part of the subject matter of this unit. Assessment criteria will be as for the essays, but without the requirement to reference sources.

Note: Students are personally responsible for attendance, participation and submission of work, in compliance with this outline and University policy. If you find yourself in difficulty for whatever reason you should contact Dr. Anderson as soon as possible.

3. Topic and assessment schedule

Topic	Tuesday	Work due
1 Introduction: rights in development	2 March	
2 Economic development and human rights	9 March	
3 The history and institutions of human rights	16 March	
4 Imperialism and self-determination *	23 March	
5 Neoliberalism, crises and rights *	30 March	
Easter break: 2-9 April		
6 Land rights and indigenous peoples #	13 April	First essay due
7 Food security #	20 April	
8 The right to education #	27 April	
9 The right to health (maternal mortality) #	4 May	
10 Labour rights and the social clause #	11 May	
11 Economic self-determination (Venezuela) #	18 May	
12 Alternative globalisations	25 May	
13 Review: rights in development	1 June	Second essay due

* indicates available first essay topic

indicates available second essay topic

Seminar Questions and Readings

Each seminar has associated readings and questions for discussion, which may also serve as essay topics. Additional seminar questions may be distributed. All students are expected to do the required reading for each topic, as anyone may be called on to respond to the set questions in class. Some additional readings may be indicated; however students writing papers on the seminar questions are expected to find sources through their own research.

1. Introduction: rights in development

Introductory seminar

Readings:

Sen, Amartya (1999) 'The Ends and the Means of Development' in Amartya Sen (1999) *Development as Freedom*, Oxford University Press, Oxford.

HCHR (1998) 'Statement on globalisation and economic, cultural and social rights', High Commission on Human Rights, Committee on Economic, Social and Cultural Rights, 18th session, www.unhcr.ch/

Some further reading:

Stilwell, Frank (2002) *Political Economy: the Contest of Economic Ideas*, Oxford University Press, Melbourne

Hoogvelt, Angkie (1997) *Globalisation and the Postcolonial World*, Macmillan, London

Gibson, Nigel (2003) *Fanon: The Postcolonial Imagination*, Polity, Cambridge

2. Economic Development and Human Rights

Qs: (i) how are rights seen by the different economic world views? (ii) where does the difference between 'formal' and 'effective' rights matter? (iii) what does the 'capabilities' approach add to notions of 'economic development'?
[not essay topic options]

Readings:

Mishra, Girish (2008) 'Karl Polanyi and Globalization', *ZNet*, October 10,

<http://www.zmag.org/znet/viewArticle/19083>

Nussbaum, Martha (2000) *Women and Human Development*, 'The Capabilities Approach: an overview', Cambridge University Press, Cambridge, pp. 4-15

Anderson, Tim (2002) 'The Political Economy of Human Rights', *Journal of Australian Political Economy*, No. 50, 200-227

Some further reading:

Broad, Robin and John Cavanagh (2009) *Development Redefined: how the market met its match*, Paradigm Publishers, London

Chomsky, Noam (1979) *Political Economy of Human Rights: The Washington Connection and Third World Fascism*, Univ of Toronto Press, Toronto

Landman, Todd (2004) 'Measuring Human Rights: Principle, Practice and Policy', *Human Rights Quarterly* - Volume 26, Number 4, November 2004, pp. 906-931

Landman, Todd (2005) 'The Scope of Human Rights: From Background Concepts to Indicators', <http://www.abo.fi/instut/imr/indicators/Background.pdf>.

Polanyi, Karl (1944) *The Great Transformation*, Beacon Press, Boston

Thede, Nancy (2001) 'Human Rights and Statistics - some reflections on the no-man's-land between concept and indicator', International Centre for Human Rights and Democratic Development, www.ichrdd.ca/111/english/

UNDP (2000) Human Development Report (esp Ch1), <http://www.undp.org/hdr2000/english/HDR2000.html>

3. The history and institutions of human rights

Qs: (i) To what extent are human rights creatures of western liberalism? (ii) What has been the input on rights from developing countries? (iii) Why does sovereignty matter for developing countries? [not essay topic options]

Readings:

Hafner-Burton, Emilie M. and Kiyoteru Tsutsui (2005) 'Human Rights in a Globalizing World: The Paradox of Empty Promises', *American Journal of Sociology*, Vol 110, No 5, March, pp.1373-1411

Reus-Smit, Christian (2001) 'Human Rights and the Social Construction of Sovereignty', *Review of International Studies*, No 27, 519-538

Some further reading:

An-Na'im, Abdullahi Ahmed, Jerald D. Gort, Henry Jansen, Hendrik M. Vroom, (eds) (1995) *Human Rights and Religious Values: An uneasy relationship?* Amsterdam: Editions Rodopi,

Ayton-Shenker, Diana (1995) 'The Challenge of Human Rights and Cultural Diversity', United Nations Department of Public Information, www.un.org/rights/dpi1627e.htm (5pp)

Bangkok Declaration (1993) Report of the Regional Meeting for Asia of the World Conference on Human Rights (Bangkok, March 29 - April 2, 1993), UN Doc. A/Conf.157/ASRM/

Bauer, Joanne R. , and Daniel A. Bell, (eds) (1998) *The East Asian Challenge for Human Rights*. New York: Cambridge University Press.

Brems, Eva (1997) "Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in Human Rights Discourse," *Human Rights Quarterly*, Vol. 19 number 1 (1997) 150-154.

Craven, Mathew (1995) *The International Covenant on Economic, Social and Cultural Rights*, Clarendon, Oxford

Ishay, Micheline (2008) *The History of Human Rights*, University of California Press, Berkeley

Jacobsen, Michael, and Ole Bruun, (eds) (1999) *Differentiated Identities: The Human Rights and Asian values Debate*, Rowman & Littlefield

Moravcsik, Andrew (2000) 'The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe', *International Organization*, 54: 217-252

Sen, Amartya (1981) *Poverty and Famines: An Essay on Entitlement and Deprivation*, Oxford, Clarendon Press

Williams, Mary E. (ed) (1998) *Human Rights: Opposing Viewpoints*, San Diego, CA: Greenhaven Press

4. Imperialism and self-determination

Q: Compare and contrast 'hegemonic stability' theory with the Marxist theory of imperialism, using one or more examples. [first essay topic option]

Readings:

- Gilpin, Robert (1987) *The Political Economy of International Relations*, Princeton University Press, New Jersey, Chapter Three; 'The Dynamics of the International Political Economy', pp.65-80 [NB. 'world system' and 'hegemonic stability' theories]
- Foster, John Bellamy (2002) 'The Rediscovery of Imperialism', *Monthly Review*, Vol 54, No 6, November
- Davis, Mike (2001) 'India: the Modernisation of Poverty' in Mike Davis (2001) *Late Victorian Holocausts*, Verso, London, pp. 311-340

Some further reading:

- Amin, Samir (2004) 'The conditions for an alternative global system based on social and international justice', Document for World Social Forum, Mumbai 2004, <http://netx.u-paris10.fr/actuelmarx/m4aminm.htm>
- Barker, Joanne (2005) *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*, University of Nebraska Press, Nebraska
- Bello, Walden (2006) 'Humanitarian Intervention: Evolution of a Dangerous Doctrine', Focus on the Global South, January 19, 2006, available online at Global Policy Forum: <http://www.globalpolicy.org/empire/humanint/2006/0119humintbello.htm>
- Bond, Patrick (2006) *Looting Africa*, Zed Books, London
- Bricmont, Jean (2006) *Humanitarian Imperialism: using human rights to sell war*, Monthly Review, New York
- Chomsky, Noam (2004) *Hegemony or Survival*, Allen and Unwin, Sydney, Chapter 2: 'Imperial Grand Strategy', pp.11-49
- Cooper, Robert (2002) 'The New Liberal Imperialism', *Observer Worldview*, observer.co.uk, Sunday April 7
- Fergusson, Niall (2004) *Colossus: the rise and fall of the American Empire*, Penguin, London, Chapter Five: The Case for Liberal Empire, pp.169-199
- Foster, John Bellamy (2008) 'Peak Oil and Energy Imperialism', *Monthly Review*, July-August, pp. 12-33
- Gunder Frank, Andre (1967) *Capitalism and Underdevelopment in Latin America*, Monthly Review Press, New York
- Johnson, Chalmers (2007) *Nemesis: the last days of the American Republic*, Scribe, Melbourne, pp.70-89
- Kly, Y.N., D. Kly and Richard Falk (2000) *In Pursuit of the Right to Self-Determination*, Collected Papers & Proceedings of the First International Conference on the Right to Self-Determination & the United Nations, Clarity Press Inc, Atlanta Georgia
- Rodney, Walter (1982) *How Europe Underdeveloped Africa*, Howard University Press, Washington
- Sellers, Mortimer (1996) *The New World Order: Sovereignty, Human Rights and the Self-Determination of Peoples*, Berg Publishers, Oxford
- Wood, Ellen Meiksins (2003) *Empire of Capital*, Verso, London, 'Chapter 7: Surplus Imperialism'

5. Neoliberalism, crises and rights

Q: Briefly characterise neoliberalism and discuss why it has been blamed for the multiple contemporary crises - discuss any two of the food, environmental, climate, financial and energy crises. [first essay topic option]

Readings:

- Bello, Walden (2005) *Dilemmas of Domination: the unmaking of the American Empire*, Metropolitan Books, New York, pp. 155-178, 'Chapter Six: the South Rises and the North Prevails'
- Stiglitz, Joseph (2002) *Globalization and its Discontents*, Allen Lane, London, 'Chapter 4: The East Asia Crisis'
- Fine, Ben and Laurence Harris (1979) *Rereading Capital*, MacMillan, Bristol, pp.76-89

Some further reading:

- Abouharb, Mrodwan and David Cingranelli (2007) *Human Rights and Structural Adjustment*, Cambridge University Press, Cambridge
- Anderson, Tim (2003) 'Independent Structural Adjustment: Cuban and neoliberal models compared', *Journal of Iberian and Latin American Studies*, 9:1, July
- Castro, Fidel (1998) 'Global Economic Crisis' in Fidel Castro (2000) *Capitalism in Crisis*, Ocean Press, Melbourne
- Cheru, Fantu (1999) 'Effects of structural adjustment policies on the full enjoyment of human rights', report by independent expert, Commission on Human Rights, 55th session, 24 February (26pp), <http://daccessdds.un.org/doc/UNDOC/GEN/G99/110/09/PDF/G9911009.pdf?OpenElement>
- Harvey, David (2005) *A Brief History of Neoliberalism*, Oxford University Press
- Foster, John Bellamy and Harry Magdoff (2008) 'Financial Implosion and Stagnation', *Monthly Review*, December, Vol 60 No 7, pp.1-29

- SAPRIN (2000) 'SAPRIN Challenges World Bank on Failure of Adjustment Programs', Structural Adjustment Participatory Review Initiative Network, April, www.developmentgap.org/saprin/april2000.html (17pp)
- Sengupta, Arjun (2005) *Human Rights and Extreme Poverty*, Report of the independent expert on the question of human rights and extreme poverty, UN Commission on Human Rights, 11 February
- World Bank (1998) 'Development and Human Rights: the role of the World Bank', Introduction, www.worldbank.org/html/extdr/rights/hrintro

6. Land rights and indigenous peoples

Q: Discuss the 'tragedy of the commons' argument with reference to the land rights struggle in one developing country. [second essay topic option]

Readings:

- Garrett Hardin (2003) Tragedy of the Commons, Library of Economics and Liberty, <http://www.econlib.org/library/Enc/TragedyoftheCommons.html>
- Angus, Ian (2008) The Myth of the Tragedy of the Commons, Climate and Capitalism, August 25, <http://climateandcapitalism.com/?p=513>
- Ghimire, Krishna B. (Ed) (2001) *Land Reform and Peasant Livelihoods*, ITDG Publishing, London, Ch. 1 'Land Reform at the End of the Twentieth Century: a overview of issues, actors and processes', pp.1-25
- Lakau, Andrew (1995) 'Land', *Post Courier*, 11 & 12 July (2pp)

Some further reading:

- Anderson, Tim (2006) 'On the economic value of customary land in Papua New Guinea', *Pacific Economic Bulletin*, Volume 21 Number 1 (2006), online: <http://peb.anu.edu.au/pdf/PEB21-1Anderson-focus.pdf>
- Borras, Saturnino M Jr (2007) *Pro-Poor Land Reform: a critique*, University of Ottawa Press, Ottawa
- Cotula, Lorenzo, Camilla Toulmin & Ced Hesse (2004) Land tenure and Administration in Africa: lessons of experience and emerging issues, International Institute for Environment and Development, London
- Deininger, Klaus (2003) Land Policies for Growth and Policy Reduction, World Bank Policy Research Report, Oxford University Press and the World Bank, Washington
- Dudley, Nigel, John Madeley and Sue Stolton (1992) *Land is Life: land reform and sustainable agriculture*, Intermediate Technology Publications, London
- Fingleton, Jim (Ed) (2005) *Privatising Land in the Pacific*, Discussion Paper Number 80, The Australian Institute, Canberra, June
- Hardin, Garrett (1968) 'The Tragedy of the Commons', *Science*, Vol 162, No 3859, pp.1243-1248
- Hughes, Helen (2004) 'The Pacific is Viable!' Issues Analysis, Centre for Independent Studies, No 53, 2 December, online at: http://www.cis.org.au/issue_analysis/IA53/IA53.PDF
- Lakau, Andrew A.L. (1994) 'Customary land tenure and economic development in PNG' in Ron Crocombe and Malama Meleisea (Eds) (1994) *Land Issues in the Pacific*, Institute of South Pacific Studies, University of the South Pacific, Suva
- Manji, Ambreena (2006) *The Politics of Land Reform in Africa*, Zed Books, London
- Ostrom, Elinor (1990) *Governing the Commons*, Cambridge University Press, New York

7. Food security

Q: Discuss the differing models of 'food security' and link these to the experience of one developing country during the 2008 food crisis. [second essay topic option]

Readings:

- Kwa, Aileen (1999) 'WTO Food Politics: food security through liberalised trade or the nurturing of domestic production?', Focus on the Global South, www.focusweb.org (4pp)
- DFAT (1996) *Food Security and Trade: a future perspective*, Department of Foreign Affairs and Trade, Canberra, Summary (vii-xi)
- Conceição, Pedro and Ronald U. Mendoza (2009) 'Anatomy of the Global Food Crisis', *Third World Quarterly*, Vol 30 No 6, 1159-1182

Some further reading:

- Anderson, Tim (2006) 'Food Security and Agriculture in the Australia-East Timor Relationship' in Damien Kingsbury and Michael Leach (2006) *East Timor: Beyond Independence*, Monash Asia Institute Press, Melbourne
- Eide, Asbjørn (1999) 'The right to adequate food and to be free from hunger', UN Commission on Human Rights, 28 June, <http://www.unhchr.ch/Huridocda/Huridoca.nsf/TestFrame/ff220c7e04411faa802567c90039c745?Opendocument>
- FAO (2009) 'The Right to Food', collection of documents at: <http://www.fao.org/Legal/rtf/intl/intl-e.htm>

- Kent, George (2005) *Freedom from Want: the Human Right to Adequate Food*, Georgetown University Press, Washington
- Moore Lappe, Frances, Joseph Collins, Peter Rossett and Luis Esparza (1998) *World Hunger: Twelve Myths*, Grove Press, New York
- Narula, S. (2006) 'The Right to Food: holding global actors accountable under international law', *Columbia Journal of Transnational Law*, Vol 44 Issue 3, 691-800
- Shiva, Vandana (2005) 'Biodiversity Wars and the Global Giants', *India Divided*, Seven Stories Press, New York

8. The right to education

Q: Discuss the importance of - and obstacles to - widespread education in developing countries. [second essay topic option]

Readings:

- Sen, Amartya (2003) 'Amartya Sen: the importance of basic education', *The Guardian*, October 28, online: <http://people.cis.ksu.edu/~ab/Miscellany/basiced.html>
- Freire, Paulo (1984) *Pedagogy of the Oppressed*, Continuum, New York [original edition 1968]
- Bennell, Paul and Jan Segerstrom (1998) 'Vocational Education and Training in Developing Countries: has the World Bank got it right?', *International Journal of Educational Development*, Vol 18, Issue 4, 271-287

Some further reading:

- Ankerbo, Stine & Karina Hoyda (2003) Education as a Means to Women's Empowerment, Approaches to Development, Aarhus University, online: http://www.ulandslaere.au.dk/Opgavestof/2003/EndeligeOpgaver_2003/Education_as_a%20Means_to_Women's_Empowerment.htm
- Christie, Pam (2010) 'The Complexity of Human Rights in Global Times: the case of the right to education in South Africa', *International Journal of Educational Development*, Vol 30, Issue 1, January, pp.3-11
- Kerala Government (2003) 'Chapter 20: Human Development and Socio-economic Wellbeing in Kerala' in *Economic Review 2003*, online: www.kerala.gov.in/dept_planning/er/chapter20.pdf
- Lindahl, Ronald (2006) 'The Right to Education in a Globalized World', *Journal of Studies in International Education*: 2006; 10: 5-26
- Peña, Rodolfo, Stig Wal and Lars-Åke Perrson (2000) The effect of poverty, social inequity and maternal education on infant mortality in Nicaragua, 1988-1993, *American Journal of Public Health*, Vol 90 No 1, 64-69
- Robeyns, Ingrid (2006) 'Three models of education: rights, capabilities and human capital', *Theory and Research in Education*, Vol. 4, No. 1, 69-84
- Spring, Joel (2001) *Globalization and educational rights: an intercivilisational analysis*, Lawrence Erlbaum Assoc Inc, Philadelphia
- Tomasevski, Katarina (1999) 'Preliminary report of the Special Rapporteur on the right to education, Ms. Katarina Tomasevski, submitted in accordance with Commission on Human Rights resolution 1998/33', UN Economic and Social Council, 13 January 1999, <http://daccessdds.un.org/doc/UNDOC/GEN/G99/101/34/PDF/G9910134.pdf?OpenElement>
- Vally, Salim (2005) 'Citizenship and children's education rights in South Africa', *Journal of Education*, No 35, online: <http://www.ukzn.ac.za/joe/JoEPDFs/joe%2035%20vally.pdf>

9. The right to health [maternal mortality]

Q: Why has maternal mortality become the 'neglected MDG'? [second essay topic option]

Readings:

- Janes, Craig R and Oyuntsetseg Chuluundorj (2004) 'Free Markets and Dead Mothers: The Social Ecology of Maternal Mortality in Post-Socialist Mongolia', *Medical Anthropology Quarterly* Washington, Jun 2004. Vol. 18, Iss. 2, p. 230-257, (but 24pp in this reader)
- Sen, Amartya (1998) 'Mortality as an indicator of economic success and failure', *The Economic Journal*, 108, January. 1-25
- Kirk, John M. (2009) 'Cuba's Medical Internationalism: Development and Rationale', *Bulletin of Latin American Research*, Vol 28, No. 2, pp.1-15

Some further reading:

- Anderson, Tim (2007) 'Health, income and public institutions: explaining Cuba and Costa Rica', *New School Economic Review*, Volume 2(1), 2007, 22-37, online at: <http://www.newschoolljournal.com/files/22-37%20NSER2-1%20Anderson.pdf>
- Anderson, Tim (2006) 'The structuring of health systems and the control of infectious disease: looking at Mexico and Cuba', *Pan American Journal of Public Health*, Vol 19(6), June 2006, pp.423-431, online at: http://journal.paho.org/index.php?a_ID=524

- Daniels, Norman et al (1999) 'Why Justice is Good for our Health', *Daedalus* 128(4), 215-251
- De Brouwere, Vincent and Wim Van Lerberghe (Eds) (2001) 'Safe Motherhood Strategies: a Review of the Evidence', *Studies in Health Services Organisation and Policy*, 17, 2001, pp.7-28
- Farmer, Paul (2003) *Pathologies of Power: health, human rights and the new war on the poor*, University of California Press, Berkeley
- Lankinen, Kari S., Staffan Bergström, P. Helena Mäkelä & Mikka Peltomaa (1994) *Health and Disease in Developing Countries*, MacMillan, Oxford
- Østergaard, Lise (1992) *Gender and Development: a practical guide*, Routledge, New York, Chapter Seven: 'Health', pp. 110-134
- Jeffrey D. Sachs (2001) *Macroeconomics and Health: Investing in Health for Economic Development*, World Health Organization, Geneva
- Van der Gaag, Nikki (2004) 'What women have gained in the fight for equality with men – and what they are in danger of losing', *New Internationalist* 373, November
- Wang, Jia, Dean T. Jamison, Eduard Bos, Alexander Preker and John Peabody (1999) *Measuring Country Performance on Health: selected indicators for 115 countries*, Human Development Network, World Bank, Washington

10. Labour rights and the social clause

Q: To what extent can child labour be regulated through international agreements? Discuss with reference to the social clause debate. [second essay topic option]

Readings:

- Collingsworth, Terry (1998) An Enforceable Social Clause, *Foreign Policy in Focus*, Volume 3, Number 28 October 1998, online: <http://www.fpif.org/briefs/vol3/v3n28soc.html>
- Bhagwati, J. et al (1999) 'Third World Intellectuals and NGOs Statement Against Linkage', (TWIN-SAL), online: <http://www.cuts-international.org/linkages-twinsal.htm>
- ICFTU (1999) Enough Exploitation is Enough: A Response to the Third World Intellectuals and NGO's Statement Against Linkage, online: <http://www.hartford-hwp.com/archives/25a/022.html>

Some further reading:

- Bacon, David (2000) Will A Social Clause In Trade Agreements Advance International Solidarity? *Zmagazine*, online: <http://www.zmag.org/zmag/articles/jan2000bacon.htm>
- Bullard, Nicola and Walden Bello (2001) The Global Conjuncture: Characteristics and Challenges, 21 March, Europe Solidaire Sans Frontières, online: <http://www.europe-solidaire.org/spip.php?article33>
- Danaher, Kevin and Roger Burbach (Eds) (2000) *Globalize This! The battle against the World Trade organization and corporate rule*, Common Courage Press, Monroe ME
- Leary, Virginia A. (1997) 'The WTO and the Social Clause: Post-Singapore', *European Journal of International Law* 1997; 8: 118-122, online: <http://www.ejil.org/journal/Vol8/No1/art7.html>
- Third World Quarterly* (2009) 'Putting Labour into the International Division of Labour', Vol 30 Issue 3, Special Issue
- Vandaele, Arne (2004) *International Labor Rights and the Social Clause: friend or foe?* International Law Publishers, London

11. Economic self-determination (Venezuela)

Q: Using some detailed evidence, discuss the achievements of and challenges for economic self-determination in Venezuela. [second essay topic option]

Readings:

- Sánchez, Germán (2007) *Cuba and Venezuela: an insight into two revolutions*, Ocean Press, Melbourne, Chapter 4: The Bolivarian revolution and the social missions, pp.110-140
- Weisbrot, Mark, Luis Sandoval and David Rosnick (2006) 'Poverty Rates in Venezuela: getting the numbers right', Issues Brief, May 2006, Centre for Economic and Policy Research (CEPR), Washington

Some further reading:

- Ali Tariq (2006) *Pirates of the Caribbean: Axis of Hope*, Verso, London
- Arreaza, Teresa (2004) ALBA: Bolivarian Alternative for Latin America and the Caribbean, *Venezuela Analysis*, Jan 30, www.venezuelaanalysis.com
- Bulmer-Thomas, V (2006) Rhetoric and Reality: the Chavez Phenomenon, *The World Today*, 62 (2) Feb 24-25
- Chavez Frias, Hugo (2004) *Do We Want to End Poverty? Empowering the Poor*, Address to the United Nations, Republica Bolivariana de Venezuela, Caracas, pp.12-39
- Ellner, Steve and Daniel Hellinger (Eds) (2003) *Venezuelan Politics in the Chavez Era: Class, Polarization and Conflict*, Lynne Rienner Publishers, London

- Regalado, Roberto (2007) *Latin America at the Crossroads*, Ocean Press, Melbourne
- Sengupta, Arjun (2000) 'The Right to Development', Report of the independent expert on the right to development, E/CN.4/2000/WG.18/CRP.1, Commission on Human Rights (24pp)
- Sylvia, RD & Danopoulos (2003) 'The Chavez Phenomenon: political change in Venezuela', *Third World Quarterly*, 24 (1), 63-76
- Wagner, Sarah (2005) 'Venezuela: Knocking over Dominos in Latin America', *venezuelanalysis.com*, May 26

12. Alternative Globalisations

Q: What alternative economic models to neoliberalism are available? How might they better address rights in developing countries? [not an essay topic option]

Readings:

- Bell Lara, José (2008) 'Proposals and Conditions for Development' in José Bell Lara (2008) *Cuba: socialism within globalization*, Editorial José Martí, La Habana pp.43-80
- Bello, Walden (2002) 'Chapter Seven: The Alternative: Deglobalization', *Deglobalization: ideas for a new world economy*, Zed Books, London, pp. 107-118

Some further reading:

- Appelbaum, Richard P, William I. Robinson (2005) *Critical Globalization Studies*, Routledge
- Harris, Jerry (2007) *Alternative Globalizations: 2006 Conference Documents*, 25 Selected Papers Delivered at the 5th Annual Global Studies Association of North America at DePaul University, Chicago, May 12-14, 2006, Lulu.com
- Johnson, Josee and Gordon Laxer (2003) 'Solidarity in the age of globalization: Lessons from the anti-MAI and Zapatista struggles', *Theory and Society*, Volume 32, Number 1 / February, 2003
- Lebowitz, Michael (2008) 'The spectre of socialism for the 21st century', Links, <http://links.org.au/node/503>
- Sachs, Jeffrey (2001) 'What's Good For the Poor Is Good For America', *The Economist* 360:32-33, July 14, online at: <http://search.ebscohost.com/direct.asp?an=4818595&db=aph>
- Sandbrook, Richard, Marc Edelman, Patrick Heller, Judith Teichman (2006) *Social Democracy in the Global Periphery: Origins, Challenges, Prospects*, Cambridge University Press

13. Revision – rights in development

Review of this unit of study; discussions relevant to the exam.

4. Academic honesty and plagiarism

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to the University's policies on academic honesty and plagiarism (www.usyd.edu.au/policy), the Faculty's procedures for dealing with allegations (www.econ.usyd.edu.au/sio) and use the assessment cover sheet.

Academic honesty is important to protect students' right to receive due credit for work submitted for assessment. It is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees, which are not based on their own efforts and abilities. Deliberate breaches of academic honesty constitute academic misconduct. These breaches include: plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments.

The penalties for academic misconduct may include: a mark of zero on the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and reference of the matter to the University Registrar.

Additional notes for this particular unit:

1. This unit requires original (not recycled) work
2. All essays must be fully and properly referenced. As this is a senior level unit, students are expected to have mastered academic referencing. If you still have questions, please see the attached note 'Referencing and Bibliographies', and/or consult the Journal of Australian Political Economy. NB. Essays without proper referencing will be returned for resubmission, with a one mark penalty added.

5. Student evaluation and feedback

Feedback from students is valued in this unit, and group feedback on the unit will be carried out during the semester. Based on previous surveys, staff have adjusted the readings, lecture format and required work. Further comments are welcome.

5.1. Workload and minimum requirements

Attendance at lectures is highly recommended – due to the unique content of this unit, it will be very difficult to obtain a good grade (credit or above) in this unit without attending lectures. Attendance at tutorials is compulsory.

The set readings for each week involve a maximum of two hours reading, while independent reading and research for essays and exams will add about another three hours equivalent, per week, to the total workload.

5.2. Explanation of assessment

The assessment tasks provide evidence of a student's meeting the learning goals for this unit, as set out above. Written work will be assessed according to the six criteria set out in the cover sheet for this unit, i.e.:

- Focus (have all aspects of the specific question be addressed?)
- Research (is there evidence of breadth and depth of research?)
- Referencing (are there standard format references and a full bibliography?)
- Structure (is the material clearly and usefully organised?)
- Expression (is the material well written?), and
- Analysis (good use of conceptual tools, useful insights and original thinking?)

5.3. Feedback

Students will receive individual feedback on both essays, usually three weeks after submission.

Students are welcome to email the lecturer with questions about this unit. You can normally expect a response within two working days.

This lecturer's policy on individual essay feedback (before submission) is as follows:

Comments will be given on structure, approach and sources on a **one page** (maximum) draft that is emailed **at least seven days** before the essay is due. No responses will be given to essay outlines sent in the week before essays are due.

7. Referencing and Bibliographies

1. Social science referencing is usually in the Harvard or in-text system, eg. (Stilwell 1993: 52). The Oxford or footnote system is used in other disciplines (eg. psychology and law) and is also acceptable in social science essays, at an undergraduate level. Academic journals will insist on one or the other. Most importantly, for student purposes, use one or the other and don't mix the two systems.

2. Never use numbers, asterisks or 'bullets' in a bibliography - this seems to be taught in schools, but is never used in research or scholarly work. Instead, arrange all your entries in a list in alphabetical order, with the author's (or the first author's) last name first.

3. Note that plagiarising (copying material from a publication or from another person without proper attribution) is a serious academic offence. It is not possible to properly assess an essay which has plagiarised content, therefore such an essay must fail.

4. Always include full details for all your sources in your bibliography. This means <author (year) title, publisher and place of publication> eg.

Stilwell, Frank (1993) *Economic Inequality*, Pluto Press, Sydney

5. If the entry is an article in a journal, magazine or newspaper, use the same format, but put the article title in quotes and the publication in italics (or underlined), eg.

Metherell, Mark (2000) 'Meanwhile, 250,000 stripped of welfare payments', *Sydney Morning Herald*, 11 October, p.5

6. If an article has no author, or if it is an editorial, use the publication as the author, eg.
Sydney Morning Herald (2000) 'Reputation Index the top 100', 30 October, p.S5

7. If the article is on the internet, still give full details, using the URL as the publisher's detail, eg.

International Monetary Fund (1998) 'The IMF's Response to the Asian Crisis',
<http://www.imf.org/External/np/exr/facts/asia.HTM>, 27 July

Here the year is either the listed year of publication OR (if there is no listed year) the year that you accessed the article on the internet.

8. Always organise entries in a bibliography with the first author's last-name first! Then arrange them all in alphabetical order, as follows:

International Monetary Fund (1998) 'The IMF's Response to the Asian Crisis',
<http://www.imf.org/External/np/exr/facts/asia.HTM>, 27 July
Metherell, Mark (2000) 'Meanwhile, 250,000 stripped of welfare payments', *Sydney Morning Herald*, 11 October, p.5

Stilwell, Frank (1993) *Economic Inequality*, Pluto Press, Sydney

Sydney Morning Herald (2000) 'Reputation Index the top 100', 30 October, p.S5

9. If in doubt about formatting, simply look at the bibliography of a social science textbook, or a social science journal article.

8. Social science essays - for those from other disciplines

Political economy and social science essays are meant to be clear, well organised works of analysis, where the writer makes an argument, and backs this up with both reasoning and evidence. This emphasis differs from that of other forms of writing, and students should note the different demands of their different disciplines.

Law students, for example, are taught an emphasis on legal and moral argument, and to be deferential to authority. Their problems in switching to social science essays may therefore include (i) use of overly long quotes and (ii) a neglect of the evidence needed to back up rational arguments.

Creative writing students will be taught elegance and the avoidance of repetition. However social science writing emphasises clarity and structure, in which there may be some repetition.

Journalism students are taught to emphasise accessibility, and to structure a story with self contained, short paragraphs, with the most important content at the top and with the article able to be cut from the bottom up. The audience is most often assumed have the literacy level of a 12 or 14 year old. Clichés are used to enhance accessibility. However in the social sciences, essay structures must have a beginning, middle and end, and the assumed literacy level is more like that of an HSC student.

Orthodox economics students often learn the structured essay form, but they are taught mathematical models which must be memorised and then applied correctly. These economic models most often have common theoretical assumptions. However in political economy and the social sciences correct answers cannot be memorised, and students are often expected to apply and debate competing conceptual approaches.

Science and engineering students will have done more report writing than essay writing. These reports are often based around short, concise paragraphs, representing factual statements. There may be a proliferation of sub-headings. In social sciences, however, subheadings must be pruned and a wider discussion and argument opened up. The challenge here is therefore to learn to construct, and to practise writing, extended discursive paragraphs, through which an argument can be mounted and justified.

Faculty policies on coursework

Enrolment

Students must ensure that their enrolment with the Faculty of Arts is correct. All enrolment enquiries should be directed to the Faculty Office. For information regarding last dates for adding a unit of study, for withdrawal, or for discontinuation, consult the Faculty of Arts Handbook (available on the Faculty website).

Tutorials and Seminars

Tutorial and seminar times are in most cases allocated by the Student Centre. If you need to change your time for these classes, please do so through the student website [MyUni](#) or the Student Centre as soon as possible.

Once the time for changes through the Student Centre has passed, you should consult the Unit of Study coordinator. In smaller units of study, tutorials or seminars may be arranged at the first lecture, and in these units of study requests for changes are made to the coordinator.

Attendance

The Faculty requires satisfactory attendance at classes as a minimum condition of completion of a Unit of Study. Attendance below 80% of tutorials/seminars without written evidence of illness or misadventure* may be penalised with loss of marks.

Attendance at less than 50% of classes, regardless of the reasons for absences, will automatically result in the student's case being referred to a Department examiners' meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.

**Examples of misadventure may include but are not limited to accident, sudden bereavement, transport strikes, natural disasters and so on.*

Assessment criteria:

Departments within the School of Social and Political Sciences follow Academic Board and Faculty of Arts guidelines in awarding a grade. Please note that marks for assignments are raw marks only. Marks **may** be scaled at the end of semester to correspond to Faculty and University guidelines for the distribution of grades. These are:

Junior units of study

HD 5% D 15% CR 35% Total of Credit & above 55%

Senior units of study

HD 7% D 18% CR 40% Total of Credit & above 65%

The final grade a student receives is based on the standards of his or her own performance across all the tasks set for a unit. Assessment tasks are designed so students can demonstrate how well they have achieved a unit's outcomes. While marks received for individual assessment tasks may give a good indication of the likely final mark or grade for the unit, they do not guarantee a specific grade or final mark. From time to time, final results need to be scaled. This can happen, for example, if the results for a unit differ substantially from the distributions of grades recommended by the Faculty. Raw marks are always scaled with care and attention to individual students' work. The process involves consultation with colleagues and cross-checking against standards used by the Faculty of Arts and the University of Sydney.

Guide to interpretation of grades

This guide indicates broadly the qualitative judgements implied by the various grades which may be awarded. A more precise evaluation of the strengths and weaknesses of individual essays will be provided in examiners' comments. Evaluation is made with due consideration of the different standards likely to be achieved by students in junior and senior units.

Below 50% (Fail)	<i>Work not of an acceptable standard.</i>
50-54% (Low Pass)	<i>Work of an acceptable standard.</i>
55-59% (Medium Pass)	<i>Work of a satisfactory standard.</i>
60-64% (High Pass)	<i>Work has considerable merit</i>
65-69% (Low Credit)	<i>Competent work</i>
70-74% (High Credit)	<i>Highly competent work,</i>
75-84% (Distinction)	<i>Work of a superior standard.</i>
85%+ (High Distinction)	<i>Work of exceptional standard.</i>

For further information, see 'Interpretation of Grades', on the Faculty's website at:
http://www.arts.usyd.edu.au/current_students/grades.shtml

Enquiries about marks for individual assessments should be directed to the coordinator of the Unit of Study, and after that, if necessary, to the Chair of Department. Enquiries about final results in a Unit of Study should be directed to the Chair of Department.

Late Work and Extensions:

Late penalties apply from the day after the published due date. The penalty applied is one mark (out of 100) per day. Each weekend day or public holiday counts as one day. For the purpose of this policy, 'one mark' means one full point off the awarded mark, not one percent of the awarded mark. So, an assignment due on Thursday 4 September and handed in on Tuesday 9 September, and awarded a before-penalty mark of 68%, will be awarded a final, penalised mark of 63%. For assignments marked out of a maximum total other than 100, the penalty will apply pro rata. For example, for assignments marked out of 40, the penalty will be 0.4 mark per day.

We understand that students encounter difficulties of various kinds during their study and we are able to refer you to appropriate counselling services where necessary, but it is your responsibility to contact the Unit of Study coordinator if you do have problems that affect your attendance or prevent you meeting assignment deadlines.

Extensions may be granted in the case of illness, personal problems or misadventure; these must be negotiated directly with the Unit of Study coordinator (see below).

Special Consideration and Extensions

Special Consideration should be sought only in cases of extreme difficulty, affecting your ability to complete attendance and assessment requirements over a significant part of the semester, or inability to attend an exam held during the University's formal examinations period due to illness or misadventure, and should not be used as a way of dealing with every minor case of illness or misadventure (a request for an extension is the appropriate course of action here).

See Academic Board policy on Assessment of Coursework (including Illness and Misadventure) at myuni.usyd.edu.au : Policy : Study at the University : Assessment and Examination of Coursework, and Faculty guidelines on Special Consideration at http://www.arts.usyd.edu.au/current_students/assessment_consideration.shtml

All applications for Special Consideration must be made via the online system. To access this system please go to: www.arts.usyd.edu.au/student_applications.

If students miss an exam because of illness or misadventure they should FIRST notify the department concerned to make alternative arrangements and then apply for Special Consideration using the online system.

The online system also covers Special Arrangements and Extensions on formal hand-in written assessments.

NB: Students are allowed to request extensions on or after the due date (within reason) in case of sudden illness, accident or misadventure happening on or close to the due date.

Academic dishonesty

The Faculty of Arts is committed to the principles of academic honesty as set out in the Academic Board policy on *Academic Honesty in Coursework*. Students have a responsibility to familiarise themselves with these principles: http://www.usyd.edu.au/ab/policies/Academic_Honesty_Cwk.pdf

In accordance with Academic Board policy, the definition of academic dishonesty includes but is not limited to:

- plagiarism: for full details see below;
- recycling: the submission for assessment of one's own work, or of work which is substantially the same, which has previously been counted towards the satisfactory completion of another unit of study, and credited towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work;
- fabrication of data;
- the engagement of another person to complete an assessment or examination in place of the student, whether for payment or otherwise;
- communication, whether by speaking or some other means, to other candidates during an examination;
- bringing into an examination and concealing forbidden material such as textbooks, notes, calculators or computers;
- attempts to read other student's work during an examination; and/or
- writing an examination or test paper, or consulting with another person about the examination or test, outside the confines of the examination room without permission.

In suspected cases of academic dishonesty, students may be counselled or the matter may be referred to the Head of School.

Plagiarism

Plagiarism is the theft of intellectual property. The University of Sydney takes alleged cases of plagiarism very seriously. Every student has the responsibility to submit appropriately referenced assignments that are in line with the current policy. Information about the policy can be found at: http://www.arts.usyd.edu.au/teaching_learning/student_support/academic_honesty.shtml

All students are required to include a signed statement of compliance with work submitted for assessment, presentation or publication certifying that no part of the work constitutes a breach of the University's policy on plagiarism. This statement of compliance is printed on all assignment/essay cover sheets and written work will not be marked if the compliance statement is unsigned.

In accordance with Academic Board policy, plagiarism is defined as presenting another person's work (ideas, findings or written and/or published material) as one's own by presenting, copying or reproducing the work without acknowledgment of the source. Common forms of plagiarism include but are not limited to:

- presenting written work that contains sentences, paragraphs or longer extracts from published work without attribution of the source;
- presenting written work that reproduces significant portions of the work of another student; and/or
- using the structure of another person's argument, even if the wording is changed.

Appeals

Faculty policy reflects Academic Board policy on Appeals. You should familiarise yourself with this policy, which can be found at myuni.usyd.edu.au : Policy : Study at the University : Appeals.

All care is taken to ensure that marking is consistent and fair and that markers adhere to the assessment criteria as advertised. In some rare cases, however, a student may feel that the mark awarded does not reflect the quality of the work done. If you wish to lodge an appeal against the grade awarded, the first step is to contact the Unit of Study coordinator to arrange for a time to discuss the assessment task. This should happen within **fifteen working days** of marks being made available to students.

If you are not happy with the outcome of this discussion, then you may appeal formally against the grade awarded. The student should first read the Academic Board Resolution on 'Student Appeals Against Academic Decisions'. This appeal should be lodged within twenty working days, of the outcome of discussions at local level as outlined above. The appeal must be lodged through the Faculty Office (attention Dean of the Faculty of Arts) and include the following:

- Appeal for Reassessment Form
(<http://www.arts.usyd.edu.au/downloads/documents/forms/undergraduate/2008-appealresults-form.pdf> (also available from the Faculty Office))
- Written statement outlining the reasons for appeal and any additional supporting documentation. The written statement should draw attention to such matters as perceived injustice in terms of bias or inconsistent application of the grade descriptors published by the Department.

The Dean, or Dean's nominee, will follow up on your appeal within the time limits and according to procedures set out in the Faculty policy on Student Appeals and Re-marking of Written Work, available at: http://www.arts.usyd.edu.au/current_students/policies.shtml

All information concerning your appeal will be confidential and you will not suffer disadvantage as a result of your appeal (e.g. your mark will not be lowered).

University Student Support Services

If you are experiencing difficulties with your studies, or if you want general assistance, there are a number of University support services for students. Please also speak with the Unit Coordinator rather than missing lectures, tutorials or failing to complete all assessment tasks.

Disability Services

Level 5, Jane Foss Russell Building, G20
City Road (beside the Wentworth Building),
Ph: 8627-8422 (enquiries)
Email: disserv@stuserv.usyd.edu.au
Web: www.usyd.edu.au/stuserv/disability/index.shtml

Disability Services is the principal point of contact and support for students with disabilities. It works closely with administration and academic departments of the University to ensure that reasonable adjustments relating to teaching and assessment are made for students with disabilities, whilst maintaining the academic integrity and core requirements of the individual courses.

Counselling Service

Level 5, Jane Foss Russell Building, G20
 City Road (beside the Wentworth Building),
 Ph: 8627-8433
 Email: counsell@stuserv.usyd.edu.au
 Web: www.usyd.edu.au/stuserv/counselling/index.shtml

The Counselling Service aims to help students fulfill their academic, individual and social goals through professional counselling and workshops. The Service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies.

Learning Centre

Level 7 – Education Building A35
 Ph: 9351-3853
 Email: lc@stuserv.usyd.edu.au
 Web: www.usyd.edu.au/stuserv/learning_centre

Provides free workshops on a range of subjects including study skills, academic reading and writing, oral communication, and examination skills. The centre also offers programs specifically designed for students from a non-English speaking background.

Resource guidelines for referencing, essay structuring & writing are available on their website at: http://www.usyd.edu.au/stuserv/academic_support/learning_centre/resour.shtml.

The Koori Centre

Ground floor, Old Teachers College Building,
 Ph: 9351 2046; Toll free: 1800 622 742
 Email: koori@koori.usyd.edu.au
 Web: www.usyd.edu.au/stuserv/welfare/koori.shtml

The Koori Centre provides access to educational and support facilities for all Indigenous students of the University.

International Student Support Unit

Level 5, Jane Foss Russell Building, G20
 City Road (beside the Wentworth Building),
 Ph: 8627-8437
 Fax: 8627-8482
 Email: info@issu.usyd.edu.au
 Web: www.usyd.edu.au/stuserv/issu/

Online learning assistance

This is available via the Write Site, which offers modules on grammar, sources and structure to help students develop their academic and professional writing skills. Each module provides descriptions of common problems in academic and professional writing and strategies for addressing them. Students can view samples of good writing and also do some practice activities in error correction. For further information visit the Write Site at <http://writesite.elearn.usyd.edu.au>.

**For further details about what other assistance is available to students of the university, please visit the University's 'Services for Students' website at: <http://www.usyd.edu.au/stuserv/> **

