

# Human Rights & Development

***Professor Nicole Hassoun:***

Office Hours: T/R 9-10am

Location: LT1203

E-mail: nhassoun@binghamton.edu

***Description of the Course:***

Approximately 1.1 billion people live on less than \$1 a day in a condition the World Bank refers to as extreme poverty. Those who live in extreme poverty frequently lack effective access to proper nutrition, adequate shelter, safe drinking water, and sanitation. As a result, they also bear the greatest burdens of famine and epidemic disease and frequently face social and political conditions of unrest and systematic oppression. This course examines the question of what, if anything, we in the technologically and economically developed world owe to the global poor. It therefore focuses considerable attention on competing theories of global distributive justice and the relationship between poverty and human rights. We will critically examine different strategies for international development that emphasize one or more of these variables and we will consider how information about the complex interrelationship of these variables should be factored into the development process. We will critically examine different strategies for international development that emphasize one or more of these variables and we will consider how information about the complex interrelationship of these variables should be factored into the development process.

There are three objectives for this course: 1) To acquaint students with the rich philosophical literature on human rights and development; 2) to enhance student's ability to critically evaluate philosophical arguments; 3) to allow students to develop their own views on the important topics discussed in the course. Students in H courses will demonstrate an understanding of human experience through the study of literature or philosophy.

***Conduct of Course:***

There will be a reading assignment for every lecture. To facilitate the discussion, it is essential that you come prepared to each class. You should therefore be prepared to give your opinion about the arguments of the assigned readings as well as your preliminary response to the wider questions raised by the readings. Specifically, you should come to classes with a considered view regarding the main thesis of the assigned reading: what is the content of this thesis, what reasons are adduced by the author in defense of this thesis, is the thesis plausible, and is there a better alternative?

In addition to class participation, undergraduates will do two group presentations and complete a final exam. Your performance on these assignments constitute the majority of your grade. The first presentation will constitute 25% of your grade and your performance on the second will constitute 30% of your grade. The final will constitute 30% of your grade. Class attendance, participation, conduct, and/or additional assignments will also constitute 15% of your grade. Assignments must be turned to: ethicssential@gmail.com as well as Brightspace.

**Presentations:** Your presentations should outline the argument in the readings you cover, develop three good objections to the argument, and raise some further questions for discussion (or otherwise engage the class in an activity to enhance their learning). You can use graphics, animations and voice as well as video and text if you would like but please do not include more than one line of text per slide. You should also ensure that everything you use is in the public domain and is appropriately credited to its authors (see the discussion of academic integrity below). My hope is that the presentations will give your practice outlining arguments, presenting objections, and replying to them in discussion with your colleagues (which is exactly what you will need to do in your papers). You should outline the articles individually then meet to discuss

your outlines/article before you put the consolidated outline and objections/replies etc. into your presentation. A draft of each presentation **must be submitted in PPT with a full script in the notes** and that is due about two weeks before the date of the first group presentation so I can request revisions before your presentation date (I have put group numbers next to many of the readings below and your group is in charge of each reading with your group number). **You can find your presentation groups on Brightspace but please note that we may have to make some changes as people add and drop the course and each individual is fully responsible for each presentation. Please also note that videoed practice presentations must also be submitted at least three days before your group's in-person presentation date. Upload the recording to Panopto and submit the link to the correct assignment in Brightspace (for example, under "Presentation 1"). Also note that some groups will have their actual presentation due along with other material for the course (e.g. a rough draft of their next one). Be cognizant of that and look ahead!** Before you present, each student should submit comments to me grading aspects of each other's performance on a 1-5 scale (I will take this information into account in assigning individual grades). **When submitting drafts/practice presentations/final presentations, format the title as follows: "Group #, Group members' last names, Presentation #"**. All students in the class are responsible for reading each of the papers that each group is presenting so that everyone can engage in discussion.

Podcasts: Throughout the course of the semester, we may have podcasts from different authors and health professionals planned to allow you to hear from those who work on access to medicines. These classes are devoted almost solely to the podcaster and their work, and attendance is mandatory. Missing any of these classes without a documented acceptable excuse will result in a 5% reduction of your grade but **please see COVID policies below – you should not come to class if you are sick and should email me ahead of time to let me know if you will not attend a podcast due to illness.** You will be required to submit questions to the speakers *three days before their scheduled date.*

#### ***Academic Integrity:***

I really want you to succeed in this class. If you feel like you are not going to do as well as you would like please talk to me and we may be able to arrange something. If you cheat and get caught this may entail such penalties as failure in the class or even dismissal from the university. You are responsible for knowing university policies on cheating and plagiarism available at: <http://www.cmu.edu/policies/documents/Cheating.html>. You can also refer to "University Policies" in The Word: Undergraduate Student Handbook.

#### ***Keys to Success:***

- Attendance – Nationally 85% of students who come to class every day get an A or a B. Attendance is required.
- Participation – it may seem obvious that asking questions when you are confused is a good idea, however I understand that it is very difficult for some people to speak in front of others. As this class will concentrate on argumentation it is important to practice giving and critiquing arguments in front of others. Please feel confident that if you are confused there is probably someone else who is also confused. I need to know what is confusing in order to explain it, so please speak up. I have included a 5% incentive to do this.
- Come to my office hours – if you are confused either meet with fellow students who seem to be "getting it" or come and talk to me. I can help you develop better study skills or answer questions for you.

#### ***Required Materials***

The readings will be available online.

#### ***Course Content:***

Aug 24: Course Introduction

## **I. Health, Wealth, and Social Institutions in an Interconnected World**

Aug 26: Introduction to Globalization and the Brettonwoods institutions

Aug 31: Smokey Mountain, A Case Study from the Philippines (in class).

Sept 2: “How to Write Philosophy”

## **II. Where Might Obligations to the Global Poor Come From?**

### **a. Skepticism about global justice and libertarianism**

Sept 7: Hobbes, selections

Sept 9: Hobbes, continued

Sept 14: John Locke, selections from Second Treatise only the following sections: §2-73, 87-91, 95-99, 119-131, 134-42, 149

Sept 16: Locke continued  
*Presentation 1 Draft Due*

Sept 21: Nozick, selections from Anarchy, State & Utopia

Sept 23: Nozick, continued

### **b. Negative duties and global resources**

Sept 28: Garrett Hardin, “Living on a Lifeboat”

Sept 30: Sen, Development as Freedom Ch. 7

Oct 5: Sen Development as Freedom Ch. 9

Oct 7: Pogge, “Eradicating Systematic Poverty: Brief for a Global Resources Dividend”

Oct 12: Risse, “Do We Owe the Global Poor Assistance of Rectification?”

Oct 14: Hassoun, “World Poverty and Individual Freedom”

Oct 19: Blake, “Distributive Justice, State Coercion, and Autonomy”  
*Presentation 2 Draft Due*

### **c. Welfare, Humanity, and Human Rights**

Oct 21: James Nickel “Freedom from Poverty as a Human Right”

Oct 26: O’Neil, “The Dark Side of Human Rights”

Oct 28: Singer, “Famine, Affluence, and Morality”

Nov 2: Arthur, “Famine Relief and the Ideal Moral Code”  
*First Essay Due*

### **III. International Aid from Theory to Practice**

Nov 4: Sachs Chapter 13 *The End of Poverty*

Nov 9: Easterly “Quest for Growth” Ch 2

Nov 12: Jamieson “Duties to the Distant: Aid, Assistance, and Intervention in the Developing World”

Nov 16: Duflo and Kremer “Use of Randomization in the Evaluation of Development Effectiveness”

### **IV. Genocide and Mass Atrocity Prevention**

Nov 18: Attaran “How Do Patents and Economic Policies Affect Access to Essential Medicines In Developing Countries?”

Nov 23: Barnard “In the High Court of South Africa, Case No. 4138/98: The Global Politics of Access to Low-Cost AIDS Drugs in Poor Countries”

Nov 30: Hassoun, “Fair Trade Bio”

Dec 2: Wrap-up and review  
*Final Essay Due*

Future Directions are Up to You! Consider joining the Global Health Impact team or getting involved in promoting health and other things that matter to you!

### **Campus Help for Students**

#### ***Harpur Academic Honesty statement:***

<https://www.binghamton.edu/harpur/resources/covid19.html>

#### ***COVID Regulations***

Binghamton University follows the recommendations of public health experts to protect the health of students, faculty, staff and the community at large. Safeguarding public health depends on each of us strictly following requirements as they are instituted and for as long as they remain in force. Health and safety standards will be enforced in this course.

I'd ask that everyone wear a face covering that completely covers both the nose and mouth while in the classroom, and everyone should refrain from removing this mask (please step into the hallway if you need to eat or drink), out of respect for peers and faculty who may be high-risk or have high-risk family members. **Moreover, you must stay home if you are ill and seek prompt medical evaluation if they experience symptoms of COVID-19.**

#### ***The Speaking Center***

The Speaking Center offers a unique service where students can improve their proficiency in this essential professional skill area, providing an opportunity for students to:

- plan, practice and polish public speaking and presentation skills
- share a prepared presentation and receive immediate feedback to optimize their outcome
- practice impromptu speaking and/or ask about ideas for addressing specific public speaking/presentation concerns

Utilizing state of the art technology, the Speaking Center's trained undergraduate peer consultants provide individualized support for questions and concerns about public speaking along with immediate oral and

written assessment feedback for student presentations. Following each consultation appointment, students are sent a digital recording of their presentation to use for their continued personal refinement. The Speaking Center is located in the Chenango Champlain Collegiate Center (C4) Success Center, Room 101A/B. In order to accommodate as many students as possible and provide timely support, we advise students to plan ahead and schedule their consultation appointments at least two business days in advance of their presentation date. The Speaking Center offers two types of peer consultation appointment time slots:

1. 30-minute appointment: for an individual presentation planned for a maximum of 15-minutes (appointment will utilize the remaining time for feedback/assessment)
2. 60-minute appointment: for any presentation planned for more than 15 minutes and any group presentation

Consultation feedback includes evaluation of all areas of the presentation including structure, body language, pace, filler words, visual aids and more. Our main focus is on presentation delivery. The Speaking Center welcomes course presentation assignment information in advance of appointments as the details provide additional insight into the instructor's assignment expectations.

### ***Students with Disabilities***

*Students who require accommodations for testing should be in contact with the SSD office within the first two weeks of classes.*

Phone : 607-777-2686 (Voice, TTY)

Fax: 607-777-6893

Email: [ssd@binghamton.edu](mailto:ssd@binghamton.edu)

Office Location: University Union, Room 119

<https://www.binghamton.edu/ssd/index.html>

### ***University Tutoring Services***

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website: <http://www.binghamton.edu/tutoring>.

### ***ITS Helpdesk/Brightspace Support***

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

### ***Libraries***

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

### ***Seeking Support***

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Decker Student Health Services Center: 607-777-2221
2. University Police: On campus emergency, 911
3. University Counseling Center: 607-777-2772
4. Interpersonal Violence Prevention: 607-777-3062
5. Harpur Advising: 607-777-6305
6. Office of International Student & Scholar Services: 607-777-2510

***University Counseling Center***

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

I reserve the right to make changes to this syllabus at any time.