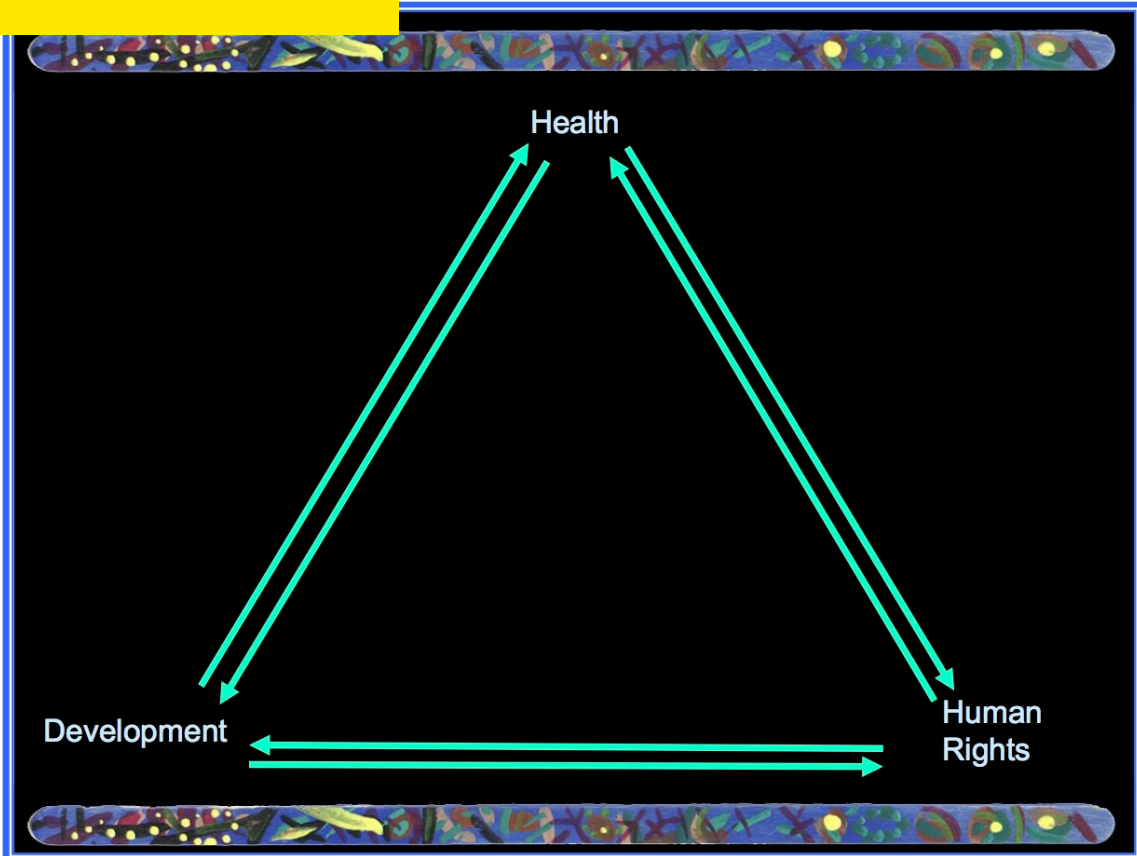




UNSW
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COMD5002

Development, Human Rights and Global Health

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|-------------|-------------------|---------------------------------|--|------------------|
| Anthony Zwi | a.zwi@unsw.edu.au | By appointment; please email | Room 120, 1st Floor, Morven Brown Building | +614236964 90 |

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

This course will analyse the interface of three important global topics: global development, human rights, and global health. Included within this analysis will be the present status of international human rights and international humanitarian law as they apply to global health practice in relation to low and middle income countries. The course seeks to engage students, scholars, human rights practitioners, health professionals, advocates, development professionals and members of civil society in a dialogue about the reciprocal interaction between global development, human rights, and global health. It will offer tools that stakeholders can use to incorporate a human rights framework into their development and global health practice.

Course Learning Outcomes

1. Describe the relationships and interactions between development, human rights and global health
2. Define underlying principles and approaches to each of the fields of development, human rights and global health
3. Illustrate how international mechanisms and procedures can be applied to development, human rights and global health and how they can be accessed
4. Identify key actions and research that will facilitate understanding and depth of analysis of the synergy between development, human rights and global health.

Teaching Strategies

The course will be taught in-class with associated online activities. This course is based around a series of in-depth seminars by leading experts in the fields of global development, human rights and global health. In addition, there will be small group activities to facilitate active engagement.

The course will be offered to various postgraduate programmes.

The Moodle platform will allow the provision of additional materials and stimulate interaction between course participants; it will also form the basis for the assessable components and in particular the Learning and Reflective Diary.

Assessment

We will draw on two topical themes to underpin our exploration of health, rights and development (HEARD): Black Lives Matter and COVID-19. Issues and examples relating to these current contextual challenges will be drawn upon within the course and you will be encouraged to think about the health, rights and development implications more generally.

The three assignments set aim to stimulate you to read and engage (Assignment 1), work together to explore and research an issue and then communicate this effectively to the rest of the class (Assignment 2), and demonstrate your understanding and application of theory to a given topic of particular interest to you, which you will have researched more deeply and written up citing relevant literature and evidence (Assignment 3).

The class will seek to establish an effective learning environment for all: one in which debates are stimulated through presentations and readings, ideas are shared online through Moodle and/or in class every second week (for those attending seminars if we are able to hold them safely). The course can be taken entirely online or in mixed mode classes alternating between online and face-to-face seminars.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|-----------------|--------|---------------------|------------------------------------|
| Learning diary | 30% | 24/08/2018 11:00 PM | 1,2 |
| Group report | 30% | 05/10/2018 11:00 PM | 1,3 |
| Essay | 40% | 22/10/2018 11:00 PM | 2,3,4 |

Assessment Details

Assessment 1: Learning diary

Start date:

Length: 2 entries of 400 words each

Details:

By the end of weeks 2 and 4 you will upload one written entry (2 in all) of 400 words each on topics of relevance to the course (human rights issues in the news and critique of a key human rights paper). This work will be uploaded via Moodle, available to class when posted and will be submitted in two Turnitin submissions, one titled "Human Rights in the News" and one titled "Paper critique"; both completed and uploaded by the end of Week 5. This assignment is graded against a criteria sheet. You will receive written feedback and a mark within 10 working days of submission.

Additional details:

This assignment seeks to get you reading, sharing, exploring and communicating with one another and me within the Moodle environment. This year the course will have two underlying topics that we will use

to explore the interface of rights, development and health: Black Lives Matter and COVID-19. Readings and class discussions will consider the interface of human rights with health and development; specific populations (e.g. Indigenous communities, people with disabilities, migrants and asylum seekers) and specific health issues (maternal health, sexual and reproductive health, mental health, communicable diseases).

These two mini-assignments aim to get you engaging with our materials, sharing with others, thinking deeply and critically, and relating your academic study to day-to-day experiences and insights from the real world.

Submission notes: One entry by the end of Week 2 (Human rights issue of interest to you that is being debated in the media) and by the end of Week 4 a completed paper critique of a relevant peer-reviewed paper. These will be uploaded to Moodle to encourage engagement by others and to stimulate peer learning and debate. They will also be submitted via Turnitin for assessment.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Group report

Start date:

Length: 3000 words (aside from references) for one report from the whole group.

Details:

3000-word written report on a topic selected by your group from a list provided at the beginning of the course. You will be in a group of 3-5 people. All students will receive the same mark where contributions have been equal. Peer assessment will provide feedback on roles within the group and may lead to modification of marks where contributions have been unequal.

The group have an opportunity to share their insights from this report in a class seminar (not assessed).

You will be given written feedback and a mark within 10 working days from submission.

Additional details:

The content of the report will also be shared in one of our classes in the form of an innovative and creative presentation (powerpoint, prezi, role-play, interview, other form of panel discussion or debate) to others in the class on what you have studied and learned. Key topics for consideration will use as their starting point either the Black Lives Matter protests and debates occurring across the world and/or issues related to COVID-19. All topics must demonstrate the added value of considering the intersection and interfaces between human rights, development and health concerns. Each group will have 2-4 members and will be established, with an agreed focus, by the end of week 2 of the course.

Submission notes: 1. You will select a topic that relates either to Black Lives Matter or COVID-19 and related rights, development and health issues. 2. All students in the group must submit the same report through Turnitin by the deadline date. 3. Please ensure you have a clear title and also that all students in the group are listed. 4. Groups will share their insights through an innovative presentation or discussion made available to the entire class. You will have considerable scope to present this in a creative and

distinctive way. The mark you get will in large part be derived from the presentation, backed up by the written material and references in the form of a brief report.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Essay

Start date:

Length: 1500 words

Details:

You will write a 1500-word essay on a concept or case-study related to your group assignment. This will demonstrate in-depth understanding of the interface between human rights, health and development and the value (or limits) of considering these approaches *together* rather than separately.

This assignment is graded against a criteria sheet. You will receive written feedback and a mark within 10 working days of submission.

This is the final assessment for the course.

Additional details:

Details and rubric to be discussed and shared in class. This will be an individual essay that will demonstrate your in-depth understanding, research and analysis around a topic at the interface of human rights, development, and health. You will demonstrate that you understand relevant theory and concepts, can present a concise and well articulated argument, can research and mobilise relevant evidence, and can present this in a clear and compelling way. Your essay should be critical but constructive and should be carefully referenced and clearly written. It should demonstrate your ability to analyse a problem and apply a health, rights and development approach to help ensure a more effective, equitable and sustained response. You will have a great deal of leeway in choosing a topic of interest to you as long as it operates at the intersection of these three areas. The course will also have focused on Black Lives Matter and on COVID-19 and their implications so a relevant aspect of one or both of these topics too could underpin your in-depth essay.

Submission notes: You will have considerable latitude in identifying a relevant topic that you wish to explore, research and write about in more depth. This may be based around an aspect of the research you have undertaken in relation to your group project but must have an in-depth analytic research focus whereas the group project is primarily pitched at sharing and communicating your insights and ideas with others in the class who will not have had the opportunity to study in depth whatever issue you have tackled..

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-------------------------------------|-----------------|--|
| Week 1: 14 September - 18 September | Blended | Seminar 1 (15 September) Introduction to our course and to class participants. Expectations and insights. Introduction to course participants. Establishment of groups. Power walk and insights. Universal Declaration of Human Rights. Underpinning issues and debates. |
| Week 2: 21 September - 25 September | Online Activity | Seminar, groupwork, and discussion of readings: Concepts underpinning health, rights and development and their interface. Avenues to take this approach forward conceptually and practically. |
| Week 3: 28 September - 2 October | Blended | Seminar 3 (29 September 6-8pm): Rights of the Child In class and online. Convention on the rights of the child. What is the UN Convention of Rights of the Child (UNCRC)? What is important about it? How does it help? Who uses (or does not) this Convention? How does it relate to the SDGs? Australia and elsewhere. Relevance to Black Lives Matter and to COVID-19. [Note the precise schedule is still being developed and dates of given seminars may shift.] |
| Week 4: 5 October - 9 October | Online Activity | Week 4 (Tuesday 6 October): Maternal health as a rights issue Readings, debate, groupwork. [Note the precise schedule is still being developed and dates of given seminars may shift.] |
| Week 5: 12 October - 16 October | Blended | Seminar 5 (October 13): Rights of people with disabilities (Guest lecture) In class / online presentation & discussion. |

| | | |
|----------------------------------|-----------------|---|
| | | <p>Concepts of disability. Rights of people with disabilities. What is contained within the UN Convention on the Rights of People with Disabilities? How are these rights progressed and promoted? How does Australia engage? How does the UN system operate? What difference, if any, does it make to have Australia on the United Nations Human Rights Council?</p> <p>[Note the precise schedule is still being developed and dates of given seminars may shift.]</p> |
| Week 6: 19 October - 23 October | Online Activity | <p>Seminar 6 (October 20): Workers and their rights - BLM, COVID-19 and their intersection.</p> <p>[Note the precise schedule is still being developed and dates of given seminars may shift.]</p> |
| Week 7: 26 October - 30 October | Blended | <p>Seminar 7 (27 October) Indigenous rights</p> <p>Australia's unacceptable gap between Indigenous and non-Indigenous life expectancy and state of health. The UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Social, cultural and economic rights. Third generation rights. Language rights. Respect, recognition and reconciliation. Indigenous control. Uluru Statement of the Heart. Black lives matter. Where to from here?</p> <p>[Note the precise schedule is still being developed and dates of given seminars may shift.]</p> |
| Week 8: 2 November - 6 November | Online Activity | <p>Seminar 8 (November 3): Mobilising to promote human rights</p> <p>This seminar and class (if in Sydney) will focus specifically on the challenges related to human rights in context of particular current interest: Black Lives Matter protests and debates and; COVID-19 implications for human rights.</p> <p>Groupwork - time to work on reports and presentations.</p> <p>[Note the precise schedule is still being developed and dates of given seminars may shift.]</p> |
| Week 9: 9 November - 13 November | Presentation | <p>Seminar 9 (November 10): Presentation of group work and discussion</p> <p>[Note the precise schedule is still being developed and dates of given seminars may shift.]</p> |

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|---------------------------------------|--------------|---|
| Week 10: 16 November - 20 November | Presentation | Seminar 10 (November 17): Presentations by groups. Discussion. Evaluation of our course. [Note the precise schedule is still being developed and dates of given seminars may shift.] |
|---------------------------------------|--------------|---|

Resources

Prescribed Resources

Materials will be made available on Moodle. Please check and undertake relevant reading or viewing in advance of each seminar.

The core textbook is: *Human Rights in a Changing World* - Grodin, Michael; Tarantola, Daniel; Annas, George; Gruskin, Sofia (Editors). Routledge, 2013. This is a good place to start if you wish to do any course preparation or pre-reading. The full Textbook is available online via the UNSW Library.

You will need to sign in online to the Library with your z-pass to access the book but can then download chapters or copy any of interest. Most sessions will also include reference to a number of readings, many from this book along with other sources. Participants wishing to obtain high grades for assessment will have to demonstrate that they have undertaken substantial individual research and have applied theory to policy and practice, as well as demonstrating sensitivity to the contexts in which rights-based approaches are being considered or applied. Unless using references for historic purposes, try to ensure that the documents and insights you are discussing are current. Try to always read the documents you are referring to rather than citing somebody else's assessment of such material.

Our text, *Health and Human Rights in a Changing World* is a comprehensive and contemporary collection of readings and original material examining health and human rights from a global perspective. The editors have contextualized each of the five sections with foundational essays as well as discussion topics, questions, and suggested readings. Please find and read relevant sections from this text in preparation for each seminar. Additional readings will also be drawn to your attention and uploaded to Moodle.

Section I is a Health and Human Rights Overview that lays out the essential knowledge base and provides the foundation for the following sections.

Section II brings in notions of concepts, methods, and governance framing the application of health and human rights, in particular the Human Rights-based Approaches to Health.

Section III sheds light on issues of heightened vulnerability and special protection, stressing that the health and human rights record of any nation, any community, is determined by what is being done and not done about those who are most in need.

Section IV focuses on addressing system failures where health and human rights issues have been documented, recognized, even at times proclaimed as priorities, and yet insufficiently attended to as a result of State denial, unwillingness, or incapacity.

Section V examines the relevance of the health and human rights paradigm to a changing world, underscoring contemporary global challenges and responses.

Recommended Resources

Extensive readings and resources will be provided in the course Leganto area.

The following deal with broader development issues and are texts for the Master of Development Studies. They will have some interface with human rights and global health but are not primarily focused

upon the theme of our course.

Currie-Alder B, Kanbur R, Malone DM, Medhora R (Eds). International development: Ideas, experience and prospects. Oxford, Oxford University Press, 2014 (available online as ebook UNSW Library)

Davies SE. Global Politics of Health. Cambridge, Polity Press 2010 – excellent book on global health-related issues but shedding light on a wider range of development issues.

Haslam PA, Schafer J, Beaudet P (Eds). Introduction to International Development. Approaches, Actors, and Issues (2nd Edition). Oxford, Oxford University Press 2012.

Hopper P. Understanding Development. Cambridge, Polity, 2012. Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016), International Development: Issues and Challenges (3rd Ed), Palgrave Macmillan, Houndmills.

Sumner A and Tribe M. (2008). International Development Studies: Theories and Methods in Research and Practice. Sage, London (available as e-book UNSW Library)

I use Twitter <https://twitter.com/HEARDatUNSW> (if you are on Twitter let us know; please follow @HEARDatUNSW). I will draw your attention to materials that may be of value by using the #COMD5002 or #RightsDb8 hashtags; please do the same. I also have a number of twitter lists of interest including one on human rights; and have curated a set of podcasts that may also be of interest.

Course Evaluation and Development

Student feedback is taken very seriously and is actively reviewed every year in an effort to update and improve our courses. This year is "unprecedented" and we are all learning how to cope with online learning alongside, hopefully, some opportunities to meet face-to-face for those able and willing to do so in a covid-safe environment. The course will, however, be available fully online - but there will be an expectation to be able to participate on Tuesday evenings from 6-8 pm during our term. Some weeks there maybe group-work or other activities that you can certainly complete in your own time but we will aim to protect these Tuesday evenings for live interactions whether online or in-class. We also aim to set up a support co-learning environment in which we are all learners, all engaged, and all benefiting from the research and insights of each other. Suggestions re making the course more active and engaging will be appreciated. We are thinking of using shorter lectures and briefings, accompanied by activities and opportunities to exchange ideas - in Moodle, online in groups, or in live classes or online environments. The course also draws in a number of external speakers - we hope they will manage to engage this year as they have in the past...

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

Anthony Zwi: Health Rights and Development triangle with AZ artwork

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.