



HUMAN RIGHTS, MIGRATION, AND SOCIAL INCLUSION IN LATIN AMERICA AND THE CARIBBEAN

GENERAL DESCRIPTION

Requirements: None

Contact Hours: 45

Recommended Credits: 3

Average minimum out-of-class or independent learning expected per week: 12 hours

INTRODUCTION

This course is aimed at providing students with a profound understanding of the essence of Human Rights in the Latin American context, by analyzing the history of colonialism, eurocentrism, patriarchalism, and neoliberalism that perpetuate structures of violence in the region, and the perpetuation of human rights violations that particularly affect women, children, migrants, indigenous peoples, among other vulnerable groups.

Special attention will be given to the key issues of migration and social inclusion, due to the fact that human rights and their expansion and reach around the world have been one of our recent history's success stories, in contrast achieving social justice in the transboundary and migration spaces alludes the international and institutional spheres. The Latin American and the Caribbean region is not the exception. Generations of diasporas, waves of people in and out of the region, sustained unrest, civil upheavals, and insecurities create a constant migrating identity full of people pushed and pulled out of their original nations. Social justice as an inclusive mechanism at the heart of the push for sustainability must address the struggles and unique survival strategies of an ever-increasing migrating population. This course will focus on their stories, shine light on their realities, and explore and seek the betterment of global, regional, national, local, and grass-roots initiatives expanding social justice in some of the most invisibilized, yet inspiring spaces and communities on our planet.

The course will cover the traditional and critical theory of human rights as a field that surpasses theoretical matters and has been materialized in international instruments for social justice and used as an effective tool in the advancement of human rights in the particular context of Latin America and the Caribbean. The classes will focus on the vulnerable groups most affected by forced displacement/migration in Latin American from a critical and intersectional perspective of Human Rights. Their experiences in the process of migration will allow for a deeper understanding of their specific contexts, their socioeconomical conditions, and effectiveness of the States actions to protect their human rights. Finally, the focus will be centered on the role of human rights defenders, grassroots movements and civil society in the advance of social inclusion and the protection of human rights of migrants.



OBJECTIVES

- Analyze the phenomenon of the migration in Latin America with a critical and intersectional perspective of human rights.
- Examine the context of vulnerable migrants' groups in the region.
- Identify the role of human rights defenders, grassroots movements and civil society in the advance of social inclusion and the protection of human rights of migrants.

METHODOLOGY

Active student participation is required throughout the course. Classes will include a combination of lectures, classwork activities, individual and group assignments and presentations. Dynamic class discussions are a major feature of the course aimed to integrate the theoretical framework with the students' experience. Each week will include lectures and discussion of assigned readings.

Completing the mandatory readings before class is necessary for better understanding of the lectures, to be able to properly discuss the class topics, and accomplish overall classwork objectives. Classwork activities include the usage of classwork resources which are not required to be read, watched, or listened before classes. Besides the material listed in the Course Content, other resources, such as videos from YouTube, podcast, websites and online learning tools other may be used in classwork activities.

EVALUATION

Students are expected to attend and participate in the activities proposed in each class. They must also complete two individual readings assignments, a field trip assignment, a midterm exam, and a final project. The evaluation guides for all the assignments will be shared in the course virtual repository (Google Drive).

Class participation / Attendance	20%
Reading assignments	15%
Field trip assignment	20%
Midterm exam	15%
Final project	30%

Average minimum amount of out-of-class or independent learning expected per week: 12 hrs.



COURSE CONTENTS

SESSION	SUBJECT	MANDATORY READINGS, RESOURCES & ASSIGNMENTS
Session 1-2	Introduction to the course The history of human rights	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ United for Human Rights. (2011). <i>Brief history of Human Rights</i> <ul style="list-style-type: none"> ▪ ELLA. (2013). <i>Human Rights in Latin America</i> <p style="text-align: center;"><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Frank Hinkelammert. (2004). <i>The Hidden Logic of Modernity. Locke and the Inversion of Human Rights</i>. 1-27 ▪ Nelson Maldonado-Torres. (2017). <i>On the Coloniality of Human Rights</i>. 117-136
Session 3	The evolution of Human Rights, critical contexts, and decolonizing discourses	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ United Nations (UN). (1948). <i>Universal Declaration of Human Rights</i> <ul style="list-style-type: none"> ▪ Organization of American States (OAS). (1969). <i>American Convention on Human Rights</i> <p style="text-align: center;"><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Raúl Delgado-Wise. (2014). <i>A Critical Overview of Migration in Latin America</i>. 8-15
Session 4	Regional context regarding forced displacement, migration & human rights	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ Norwegian Refugee Council. (2014). <i>Displacement in the wake of violence in Latin America. Humanitarian implications and protections needs</i>. 3-9 ▪ Claire Ribando. (2016). <i>Trafficking in Persons in Latin America and the Caribbean. Congress Research Service</i>. 1-7 ▪ ILO Americas. (2017). <i>Some common Trends on Latin America. In Labor migration in Latin America and the Caribbean</i>. 65-74 <p style="text-align: center;"><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Malayna Raftopoulos. (2017). <i>Contemporary debates on social-environmental conflicts, extractivism and human rights in Latin America</i>. 387-401 ▪ Lilian Yamamoto, Diogo Andreola Serraglio & Fernanda de Salles Cavedon-Capdeville. (2018). <i>Human mobility in the context of climate change and disasters: a South American approach</i>. 65-78



SESSION	SUBJECT	MANDATORY READINGS, RESOURCES & ASSIGNMENTS
Session 5	<p style="text-align: center;">Forced migration (displacement) driven by climate crisis and environmental justice in Latin America</p>	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ CEPAL & ECLAC. (2018). <i>Regional Agreement on Access to Information, Public Participation and Justice in Environmental Matters in Latin America and the Caribbean.</i> <p>READING ASSIGNMENT 1 (7.5%): Mandatory readings from session 1-3 - Oral Presentation and draft paper due date.</p>
Session 6	<p style="text-align: center;">Indigenous Communities and Human Rights in Latin America I: Context and international instruments of protection</p>	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ ILO. (1989). <i>Indigenous and Tribal Peoples Convention, N°169.</i> ▪ UN. (2007). <i>Declaration on the Rights of Indigenous Peoples</i> ▪ OAS. (2016). <i>American Declaration on the Rights of Indigenous Peoples.</i> <p style="text-align: center;"><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Luis Prádanos and Leonardo Figueroa. (2015). <i>How to Listen to Pachamama's Testimonio Lessons from Indigenous voices.</i> ▪ 350.org. (2019, December). <i>Indigenous voices from Latin America: We Are the Document of the Earth</i> [31:20 minutes]. https://www.youtube.com/watch?v=clmOgeUtB-8
Session 7	<p style="text-align: center;">Indigenous Communities and Human Rights in Latin America II. Testimonies: Storytelling in the advancement of the Rights of Indigenous People</p>	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ United Nations Development Group (UNDG). (2009). <i>Guidelines on Indigenous People's Issues.</i> 6- 25 <ul style="list-style-type: none"> ▪ Audiovisual resources
Session 8	<p style="text-align: center;">Women's Human rights in Latin America I: Context and international instruments of protection</p>	<p style="text-align: center;">Classwork resources:</p> <ul style="list-style-type: none"> ▪ UN. (1979). <i>Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)</i> ▪ OAS. (1994). <i>Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women (Convention of Belem do Para)</i> <p style="text-align: center;"><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ UNWOMEN. (2017). <i>From Commitment to Action. Policies to End Violence Against Women in Latin America and the Caribbean. Challenges and opportunities to implement policies to end violence against women.</i> 72 - 80 ▪ Leigh Anne Schmidt and Stephanie Buechler. (2017). <i>I risk everything because I have already lost everything. Central American Female Migrants Speak Out on the Migrant Trail in Oaxaca, Mexico.</i> 139-164



SESSION	SUBJECT	MANDATORY READINGS, RESOURCES & ASSIGNMENTS
Session 9	<p>Women's Human rights in Latin America II. Testimonies: Fleeing poverty, violence, and gender discrimination.</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ SDG Tracker. (n.d.). <i>Gender Equality</i>. ▪ Audiovisual resources
Session 10	<p>MID-TERM EXAM</p> <p>Analysis of cases regarding forced migration of indigenous people and women from a critical and intersectional perspective of Human Rights (15%)</p>	<p><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Geneva Academy. (2017). <i>The War Report Gang Violence in Colombia, Mexico and El Salvador</i>. ▪ UNHCR. (2014.) <i>Children on the Run: Unaccompanied Children Leaving Central America and Mexico and the need for International Protection</i>
Session 11	<p>Children's Human Rights in Latin America I: Context and international instruments of protection</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ OAS. (1969). Article 19 of ACHR ▪ UN. (1989). <i>Convention on the Rights of the Child</i> ▪ UN. (1990). <i>Convention on the Protection of the Rights of All Migrant Workers and Their Families</i>
Session 12	<p>Children's Human Rights in Latin America II. Testimonies: The promise of a better future</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ Audiovisual resources <p><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Javier Corrales. (2013). <i>LGBT Rights and Representation in Latin America and the Caribbean: The Influence of Structure, Movements, Institutions, and Culture</i>. 4-28 ▪ Javier Corrales. (2020). <i>The Expansion of LGBT Rights in Latin America and the Caribbean</i>. 1-18 ▪ Yuriko Cowper-Smith, Yvonne Su & Tyler Valiquette. (2021). <i>Masks are for sissies: the story of LGBTQI+ asylum seekers in Brazil during COVID-19</i>. 1-15.
Session 13	<p>Human rights of the LGBTQI+ community in Latin America I: Context and international instruments of protection</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ Inter-American Court of Human Rights. (2017). <i>Advisory Opinion OC-24/17</i> ▪ Inter-American Commission on Human Rights. (2019). <i>LGBTI Recognition Rights</i> ▪ UN. (2017). <i>International Human Rights Law and Sexual Orientation & Gender Identity</i> ▪ Audiovisual resources



SESSION	SUBJECT	MANDATORY READINGS, RESOURCES & ASSIGNMENTS
<p>Session 14</p>	<p>Human rights of the LGBTQI+ community in Latin America II: Forced displacement and particular challenges of LGBTQI+ migrants</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ Audiovisual resources <p><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Clara Burbano Herrera and Yves Haeck. (2021). <i>The historical & present role of NGOs before the Inter-America System</i>. 8-17 ▪ Lindsay Mayka and Amy E. Smith. (2021). <i>The grassroots right in Latin America. Patterns, causes, and consequences</i>. 1-20 ▪ Enara Echart Muñoz y Maria del Carmen Villarreal. (2019). <i>Women's Struggles Against Extractivism in Latin America</i>.
<p>Session 15</p>	<p>The struggle for social justice in Latin American I: Civil Society, grassroots, and NGOs, and the path towards social inclusion</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ United Nations (UN). (1999). <i>Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms (The Declaration on human rights defenders)</i> ▪ OXFAM. (2016). <i>The risks of defending human rights</i>. 1-16 ▪ Audiovisual resources <p>READING ASSIGNMENT 2 (7.5%): Mandatory readings from session 10-13 - Oral Presentation and draft paper due date.</p>
<p>Session 16</p>	<p>Visit to Finca La Lucha - FIELD TRIP ONSITE ASSIGNMENT (10%)</p>	
<p>Session 17</p>	<p>The struggle for social justice in Latin American II: Human rights defenders and the right to protect human rights</p>	<p>FIELD TRIP ASSIGNMENT - Presentation (10%)</p> <p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ UN. (2004). <i>Human Rights Defenders. Protecting the right to defend human rights</i>. 1-17 ▪ Freedom House. (2022). <i>Defending Latin American Human</i>. 38-49 <p>Audiovisual resources</p>



SESSION	SUBJECT	MANDATORY READINGS, RESOURCES & ASSIGNMENTS
<p>Session 18</p>	<p>Other vulnerable groups, human rights, and migration in Latin America I</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ UN. (1969). <i>International Convention on the Elimination of All Forms of Racial Discrimination</i> ▪ OAS. (1999). <i>Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities</i> ▪ UN. (2008). <i>Convention on the Rights of Persons with Disabilities</i> ▪ ECLAC. (2021). <i>Afro descendants and the matrix of social inequality in Latin America. Challenges for inclusion.</i> 19-35. ▪ Mónica Pinilla-Roncancio. (2018). <i>The reality of disability: Multidimensional poverty of people with disability and their families in Latin America.</i> 1-7 <p><u>MANDATORY FOR NEXT CLASS:</u></p> <ul style="list-style-type: none"> ▪ Verónica Montes de Oca, Mariana Paredes, Vicente Rodríguez, and Sagrario Garay (2018). <i>Older people and human rights in in Latin America and the Caribbean</i>
<p>Session 19</p>	<p>Other vulnerable groups, human rights, and migration in Latin America II</p>	<p>Classwork resources:</p> <ul style="list-style-type: none"> ▪ ILO. (2011). <i>Convention No. 189 and Recommendation No. 201 concerning decent work for domestic workers</i> ▪ OAS. (2015). <i>Inter-American Convention on Protecting the Human Rights of Older Persons</i> ▪ Anzelika Zaiceva. (2014). <i>The impact of aging on the scale of migration.</i> ▪ Marie-José Tayah. (2016). <i>Decent work for migrant domestic workers: Moving the agenda forward.</i> 25-29 & 40-42
<p>Session 20</p>	<p>FINAL PROJECT PRESENTATION / FINAL PROJECT PAPER DUE DATE</p>	

SPECIAL NEEDS In case of requiring additional time for taking exams, or if experiencing any circumstance during the course of the term that would interfere with the student’s ability to complete his/her work or take a test, students should let the professor know ahead of time.

CHANGES TO SYLLABUS The student acknowledges receipt of this syllabus and the information herein by continuing to attend this course. The Instructor reserves the right to make changes to this syllabus if circumstances warrant such change, with previous approval of ICDS’ Academic Director. All major changes will be provided to the student in writing.



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ACADEMIC INTEGRITY

Students in this course are expected to abide by common sense, normal regulations on Academic Integrity. Violations of the Academic Integrity policy include, but are not limited to plagiarism, fabrication, cheating, and academic misconduct, including dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or non-administered test/assignment. The intent to violate this policy also represents a violation of this policy.

Possible Sanctions for Violating Academic Integrity Policy

If an act of academic dishonesty is determined to have occurred, one or more of the following sanctions will be imposed, depending on the severity of a first-time offense:

- Reduction of a course grade
- An "F" for the assignment or exam
- Failure for the entire course
- Other action deemed appropriate by the faculty member
- Any of the above sanctions with the inability to withdraw

The decision about the sanction to apply will be made jointly by the course's professor and ICDS' Academic Director, in consultation with home university on-site Director for the program, if applicable. The incident will be reported to the home university and may result in an official conduct record for the student(s).

Second violation: A second violation will result in suspension or expulsion from the program, in addition to any sanction issued from the list above.