

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course name: Human Rights in Latin America

Course code: POL 2500

Total contact hours: 48

Course Description:

This course will provide students with an introduction to the issues surrounding the development and abuse of human rights in Latin America. Students will explore the most recent advances in this field along with the most pertinent problems pertaining to their adoption and implementation. A particular emphasis will be given to the case of Costa Rica, giving the students an opportunity to explore the development of human rights in the following areas: women's rights, children's rights, HIV/AIDS, the CAFTA agreement and labor rights, indigenous groups and human rights, disability and age issues, and the prison environment. Specific attention will be given to testimonies of human rights abuses and the development of the Costa Rican legal framework in relation to these aforementioned areas. By analyzing these cases and the issues involved, students will gain an understanding of how human rights are being implemented through Costa Rica's laws, policy framework and its institutional commitment to human rights.

This is a social studies and sustainability course, it is elective, theoretical and practical and responds to the professional formation questions: **What is the Global and Latin American framework for implementing human rights and how is the region advancing with its adoption? What can the human rights vulnerabilities and testimonies reveal about the quality of the global shift toward human rights as a key mechanism for welfare, equality, security and anti-discriminatory processes and how can these be overcome?**

To be able to respond to the above questions the following themes will be covered:

- The central values and principles of human rights and responsibilities.
- Global, regional and local entities and Institutions
- Legal and policy frameworks for the implementation of human rights in Costa Rica
- Definition, type, development and implementation of public policy.
- Civil society, social movements and human rights at a regional level.
- Study and evaluation of vulnerable groups and human rights' abuses.
- Individual responsibility and human rights
- The Inter-American Court of Human Rights System: Cases and reparations.
- Proposals for solutions, creativity for reparations and the future.

Throughout the course the following competencies will be promoted:

Capacity to use dialogue and collaboration skills.

Capacity to collaborate actively in the group tasks, and develop confidence, solidarity, cordiality, and skills in communal task management.

Contribute to the consolidation of a team and team work, promoting communication, equal distribution of tasks and a working environment encouraging calm and cohesion.

Capacity to communicate professionally with NGOs, State entities and institutions.

Specific Course Competency: Team work development and leadership.

To integrate knowledge, abilities and the necessary attitudes to be able to learn the **techniques of team work and leadership** (considering the tutorials and evaluations).

The following attitudes and values will be developed:

- How to work and get on with others.
- How to responsibly communicate with others.
- Problem, challenge and goal identification.
- Search for solutions through dialogue and deliberation.
- Management and resolution of conflicts.
- Negotiation to inspire confidence and empathy
- Responsible communication and profound listening.
- Systemic thinking

Competencies, criteria and evidence:

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Discipline Competencies	Key Competencies	Evidence of Learning
Analyze human rights frameworks and mechanisms guaranteeing dignity, welfare, freedom, and security in the Latin American and Caribbean context and appreciate how these are advancing or lacking and need creative solutions for their consolidation.	Apply the values, principles and experiences of the human rights movement in order to propose solutions to the social and environmental problematic and the local and regional context.	<ul style="list-style-type: none"> • Case study analysis • Interaction and first hand research with different projects, site visits and fieldtrips. • Observation and collection of data.
	Assess the urgent critical challenges that face the	<ul style="list-style-type: none"> • Group work comparative research reports • Interviews • Essay

	multisectoral response with the implementation of human rights.	
	Critically evaluate successes and failures in the application of human rights and other anti-discriminatory policy approaches through the lens of abuses, experiences and testimonies within a variety of vulnerable sectors.	<ul style="list-style-type: none"> • Case study analysis • Research reports • Design and execute interviews • Essay

General competencies	Key Competencies	Evidence of Learning
Participate and collaborate actively in the team tasks, strengthening confidence, cordiality, shared goals and team work.	<ul style="list-style-type: none"> • Work and get on with others. • Responsibly communicate with others. • Problem, challenge and goal identification. • Systemic thinking 	<p>Research reports</p> <p>Site visits</p> <p>Interviews</p>
Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<p>Search for solutions through dialogue and deliberation.</p> <p>Management and resolution of conflicts.</p> <p>Negotiation to inspire confidence and empathy</p> <p>Responsible communication and profound listening.</p>	Discussions, group work tasks and organization.
Direct work groups, assuring the integration of all members and group assessment.	Team work and leadership	Research findings and presentation

Content:

(One theme each week, plus conclusions, practical and finals)

Theme 1: The central values and principles of human rights and responsibilities.

- The nature and definition of human rights.
- The history and development of human rights.
- Principle concepts and theoretical fundamentals.
- Principles characteristics in the application of human rights and harmonization of main approaches.
- Major general human rights and the related responsibilities

Theme 2: Global, regional and local entities and Institutions

- Study and analysis of international treaties and conventions.
- Exploration of the work of international and regional NGOs, government institutions and international entities.
- Study and analysis of international conventions, treaties, CEDAW and more...

Theme 3: Legal and policy frameworks for the implementation of human rights in Costa Rica and the justice system

- Human rights, laws, policy and programs
- Application of the law, advances and limits.
- Case study analysis: **Prisons, the Death Penalty, Institutional Violence and the Judicial System.**

Theme 4: Definition, type, development and implementation of public policy.

- Local, regional and global exploration and overview
- **Latin American Country Reports and Human Rights Record.**
- **Latin American Development Indicators**
- Case study focus

Theme 5: Civil society, social movements and human rights at a regional level.

- Agrarian movement
- Environmental conflicts
- Mining and human rights
- Defense of water
- The Garifuna Case Study

Theme 6: Study and evaluation of vulnerable groups and human rights' abuses.

- Human rights and Indigenous Peoples.
- Human Rights, Access to Land and a Healthy Environment.
- Children and Human Rights in Costa Rica.
- HIV /AIDS and Human Rights
- Diversity and Sexuality Issues or/and Age, Disability and human rights. CAFTA and Labor Rights.

- Case study focus: Women, human rights and access to a healthy environment

Theme 7: Individual responsibility and human rights

- 7-SesALL framework – steps for everyday sustainability for All
- Transversalising tools and transversal themes: human rights, democracy, equity, good governance, sustainability.

Theme 8: The Inter-American Court of Human Rights System: Cases and reparations.

- Country reports
- Case study and court case analysis
- The case of Costa Rica

Theme 9: Environmental Rights and human rights

- Agriculture – conventional, organic and GMOs
- Gender, equity, risk and climate change
- Biodiversity, Environmental services and management of ecosystems, forests and seascapes.

Theme 10: Conclusions and future outlooks

- Proposals for solutions, creativity for reparations and the future.
- Innovations and Future Challenges.
- Latin American and Caribbean data and Indicators for the comparison of cases.

Methodology:

For this course the activities are planned at an intermediate level and stimulate learning through research and preparation of interviews, field trip research, case studies, essays, discussions and through consideration of the basic aspects of the fundamentals in strategic and systemic thinking.

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience. An experiential and exploratory method will be applied – to encourage the student to thoroughly explore and evaluate related course issues in the present day Costa Rican context – and make the most of the experiential opportunities provided by the course and the broader study setting. Theory will be considered and analyzed in relation to the Costa Rican context. Individual research on a chosen course relevant theme.

Learning strategies

The following learning strategies will be executed:

Case Studies and Interviews

Learning through case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and

interiorization of knowledge so the student can finally value and deepen from a personal choice.

Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly.

Group Work and Workshops

Workshops, involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, synthesis, leadership, listening and relating well with others when dealing with sustainability issues.

Presentations

Individual and group presentations will provide opportunities to communicate orally and iconically, share the results of research, and demonstrate the appropriation of topics of interest.

Reports and discussions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about videos or documentaries with respect to the Sustainable Development Goals.

Presentation of results

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments. Students must also present their action proposal in order to demonstrate their convincing communication skills in English or Spanish (depending on their native language)

Educational resources

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

Evaluation Table:

RUBRIC	WIEGHT/GRADE
<p>3 Case Studies: (10% each) Choices:</p> <ul style="list-style-type: none"> • International conventions, treaties, covenants and declarations • Diversity and Sexuality Issues • Age, Disability and human rights • Human rights and labor rights • HIV /AIDS and Human Rights • Children and Human Rights in Costa Rica • Human Rights, Access to Land and a Healthy Environment. 	30%
<p>2 Interviews and/or site visits to NGOs or Institutions (10% each) Choices:</p> <ul style="list-style-type: none"> • Human rights and Indigenous Peoples • Children and Human Rights in Costa Rica • Envrionmental and human rights NGOs • Defense of water • HIV /AIDS and Human Rights • Defender of the People 	20%
<p>Workshop:</p> <ul style="list-style-type: none"> • 7-SesALL framework – steps for everyday sustainability for All • Transversalising tools and transversal themes: human rights, democracy, equity, good governance, sustainability. 	20%
<p>Essay and presentation:</p> <ul style="list-style-type: none"> • Theme of choice in relation to human rights in Latin America or the Caribbean 	10%
<p>Group Work:</p> <ul style="list-style-type: none"> • Investigation and comparison of the court cases, country reports, case studies, Latin American Indicators • Investigation and comparison of a selection of case studies, format, implementation and outcomes. 	20%
TOTAL	100%

Rubric for the evaluation of case studies:

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Three case studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be

extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the following areas.

- International conventions, treaties, covenants and declarations
- Diversity and Sexuality Issues
- Age, Disability and human rights
- Human rights and labor rights
- HIV /AIDS and Human Rights
- Children and Human Rights in Costa Rica

Human Rights, Access to Land and a Healthy Environment.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

Each case has a value of 10% for a total value of 30%. The case studies will be evaluated through the following criteria:

GRADE	DESCRIPTION
<p>EXCELLENT (100-90%)</p>	<p>Study and evaluate the case study in a profound and concise manner.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. <p>Excellent class presentation delivery. Presentation time management and stimulation of discussion. Excellent report presentation: With all points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 10 related sources which have enriched your case study understanding and analysis.</p>
<p>VERY GOOD (89%-80%)</p>	<p>Neglected to complete one of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case.

	<ol style="list-style-type: none"> 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With one of the points 1-5 above failed to be written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 7 related sources which have enriched your case study understanding and analysis.</p>
<p style="text-align: center;">GOOD (79%-70%)</p>	<p>Neglected to complete two of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With few (2-3) of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 5 related sources which have enriched your case study understanding and analysis.</p>
<p style="text-align: center;">INSUFFICIENT (69% or less)</p>	<p>Neglected to complete most of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Plus: Disorganized class presentation delivery. Presentation time management (failed to respect time slot and length) and failure to stimulate discussion. Report presentation: With only one of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 3 related sources which have enriched your case study understanding and analysis.</p>

Rubric for essay and presentation

The written essay is a critical academic piece that permits the student to express opinions, interpret data and events, evaluate a selection of themes and issues. This is packaged in a formal written piece that demonstrates the capacity to research a theme, discuss and reflect upon the central issues. Critical thinking is encouraged with an clear organization of argument, perspectives, positions and the development of the student's understanding. The essay must be well written, well presented, both orally and on paper. The essay is strictly individual and sole authored by the student. The work of others must be clearly referenced. APA referencing must be used. The essay theme will be on the quality of human rights in the Latin America and Caribbean space.

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% o <
Introduction: which includes the main theme, the focus, the main objectives, and a central research question.				
The principle theme is clear, the question is relative, it is well structured and the main discussion points are clearly outlined and presented.				
It contains an abstract of no more than 250 words to present and summarize the main objectives, argument and conclusion.				
It contains development of personal reflections, a clear discussion of the main problematic and key issues, it demonstrates critical thinking, it is coherent and shows conviction in adding at least two original and relevant ideas to the discussion.				
The discussion points and related examples are presented in a clear and logical order. The student's ideas are interesting and easy to follow.				
The structure and order of the words (the syntax) in the sentences is logical and clear. Punctuation and the use of the written language is correctly used, with careful selection of words. It does not contain spelling mistakes or grammatical errors.				
The conclusion is clear and is related to the overall discussion and findings in the main body of the essay.				
It complies with the following: Title, abstract, 12 font, Arial script, double space, and 8 pages.				
It has a organized and APA format bibliography, references in the main text relate to the bibliography, the sources are diverse and relevant to the theme and discussion. At least 10 sources must be referenced in the bibliography.				
It is presented to the class in a 15 minute time slot, respects the time slot exactly, is clear and interesting, stimulates discussion, and is handed-in in a pdf or power point format.				
Total				

Rubric for site visits, organisations and interviews

Students will arrange and execute 2 site visits or interviews which will make up 20% of the final grade. They will be expected to plan the interview or site visit objectives prior to the visit, work in pairs or small groups to fulfil the activity objectives and interest of the group members. A small report will be prepared on the major findings and observation gained from the visit.

2 Interviews and/or site visits to NGOs or Institutions (10% each) Choices:

- Human rights and Indigenous Peoples
- Children and Human Rights in Costa Rica
- Environmental and human rights NGOs
- Defense of water
- HIV /AIDS and Human Rights

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% o <
Commitment in choosing relevant and interesting places to visit and/or people to interview.				
Justification of relevance in relation to the course themes				
Preparation of interview. Preparation of site visit dates and times and key contact.				
Preparation of objectives for site visit and/or interview				
Arriving on time and respecting the needs of the organization or/and interviewee				
Asking politely if you can tape the interview or/and take photos during your visit or interview.				
Work with your group to incorporate and respect all of the objectives and desires of the team members. Organize a meeting to decide this before the visit and to reach consensus on expected outcomes.				
Report presentation and hand-in. To include: photos, evidence of visit, interview transcript, observations, main objectives and outcomes, process and evaluation of activity.				
Total				
OBSERVATIONS				

Rubric for analysis of video, documentary or other audiovisual

Documentary analysis about sustainability topics will be assigned as out of class work. The report will demonstrate writing skills and the students' ability to understand the documentary's core theme.

Extra Credit possibility

Indicator	Excellent	Very good	Sufficient	Insufficient	Observations
Formal presentation requested (cover with student's name and audio-visual reference)					
Introduction of at least 2 specific paragraphs that capture the attention about the audiovisual theme					
Development of the report, with at least 3 key aspects of the audiovisual explaining them in light of class material					
At least 3 conclusions or final considerations					
Presentation of information with proper writing and well-written words (spelling)					
Total					

Rubric for group work:

The group work will make up 20% of the final grade. Students are expected to start work on this simultaneous to other commitments, evaluations and activities. This will be developed throughout the length of the course and students must organize into small groups on instruction from the teacher. From the following themes one or both can be chosen.

- Investigation and comparison of the projects and outcomes of the MDGs and/or the SDGs in relation to gender equity.
- Investigation and comparison of a selection of case studies, format, implementation and outcomes.

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% or <
Commitment in organizing with group and structuring and organizing group activities and objectives.				
Division or responsibilities and a written summary of plan, roles and tasks.				
Work with your group to incorporate and respect all of the objectives and desires of the team members.				
Concise and clear comparison of a selection of key indicators or/and case studies that illustrate gender advances and limits.				

Comparison of cases and indicators				
Responding and concluding to the question: what is the quality of gender equity in your chosen country, region, or according to your selection of indicators or/and case studies?				
Report presentation and hand-in. To include: Plan, main objectives and outcomes, process, tables illustrating indicators, hand outs for presentation, and evaluation of activity. To present in power point format and written summary.				
Total				
OBSERVATIONS				

Chronogram

week	Competency	Content	Teaching strategies
1	Analyze the central concepts and theoretical frameworks in relation to human rights	<p>Theme 1: The central values and principles of human rights and responsibilities.</p> <ul style="list-style-type: none"> • The nature and definition of human rights. • The history and development of human rights. • Principle concepts and theoretical fundamentals. 	Introduction to the course, assignments, tools, methods and expectations.
2	Discuss the importance of the legal framework that responds to human rights through the	<p>Continuation theme 1:</p> <ul style="list-style-type: none"> • Principles characteristics in the application of human rights and harmonization of main approaches. • Major general human rights and the related responsibilities <p>Theme 2: Global, regional and local entities and Institutions</p>	<p>Lecture and discussion</p> <p>Group work and discussion / Defining core concepts.</p>

	study of the international declarations, conventions, and policies.	<ul style="list-style-type: none"> • Study and analysis of international treaties and conventions. • Exploration of the work of international and regional NGOs, government institutions and international entities. • Study and analysis of international conventions, treaties. 	
3		<p>Theme 3: Legal and policy frameworks for the implementation of human rights in Costa Rica and the justice system</p> <ul style="list-style-type: none"> • Human rights, laws, policy and programs • Application of the law, advances and limits. • Case study analysis: Prisons, the Death Penalty, Institutional Violence and the Judicial System. 	<p>Lecture and discussion</p> <p>Essay proposal and development.</p>
4		<p>Theme 4: Definition, type, development and implementation of public policy.</p> <ul style="list-style-type: none"> • Local, regional and global exploration and overview • Latin American Country Reports and Human Rights Record. • Latin American Development Indicators • Case study focus 	<p>Lecture and discussion</p> <p>Group work and discussion: Theories and concepts and human rights policy types.</p>
5		<p>Theme 5: Civil society, social movements and human rights at a regional level.</p> <ul style="list-style-type: none"> • Agrarian movement • Environmental conflicts 	<p>Lecture and discussion</p> <p>Interviews</p> <p>Group work, team work: Orgs and NGOs (profile and present and discuss functions and roles)</p>

		<ul style="list-style-type: none"> • Mining and human rights • Defense of water • The Garifuna Case Study 	
6		<p>Theme 6: Study and evaluation of vulnerable groups and human rights´ abuses.</p> <ul style="list-style-type: none"> • Human rights and Indigenous Peoples. • Human Rights, Access to Land and a Healthy Environment. • Children and Human Rights in Costa Rica. • HIV /AIDS and Human Rights • Diversity and Sexuality Issues or/and Age, Disability and human rights. CAFTA and Labor Rights. • Case study focus: Women, human rights and access to a healthy environment 	<p>Lecture and discussion</p> <p>Group work and discussion.</p> <p>Case study exploration, evaluation and preparation.</p>
7		<p>Theme 7: Individual responsibility and human rights</p> <ul style="list-style-type: none"> • 7-SesALL framework – steps for everyday sustainability for All • Transversalising tools and transversal themes: human rights, democracy, equity, good governance, sustainability. 	<p>Workshop:</p> <p>Group work and discussion and action in transversalising major sustainability themes and steps.</p>
8	Explore and discuss the situation, experience and importance of the international, regional and national response in the search for equity	<p>Theme 8: The InterAmerican Court of Human Rights System: Cases and reparations.</p> <ul style="list-style-type: none"> • Country reports • Case study and court case analysis • The case of Costa Rica 	<p>Lecture and discussion</p> <p>Case Study development.</p> <p>Analyzing indicators and case study findings.</p>
9		<p>Theme 9: Environmental Rights and human rights</p>	<p>Lecture and discussion</p>

	and sustainability. Analyze case studies, vulnerabilities and advances. Promote the permanent revision, understanding and monitoring of legal frameworks, agendas, policy formation and implementation.	<ul style="list-style-type: none"> • Agriculture – conventional, organic and GMOs • Gender, equity, risk and climate change • Biodiversity, Environmental services and management of ecosystems, forests and seascapes. 	Case Study development. Analyzing indicators and case study findings.
10	Discuss, reflect upon and search for solutions.	Theme 10: Conclusions and future outlooks <ul style="list-style-type: none"> • Proposals for solutions, creativity for reparations and the future. • Innovations and Future Challenges. • Latin American and Caribbean data and Indicators for the comparison of cases. 	Lecture and discussion Development of conclusions, solutions and recommendations for policy development.
11		FINAL WORKSHOPS	Research work in groups: Identification of vulnerabilities, advances, policy gaps, key illustrative indicators. Workshop: compare cases, indicators, recommendations.
12	Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search for solutions. Develop recommendations	FINAL PRESENTATIONS and EVALUATIONS	Present reports, interviews and final conclusions.

The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.

Attendance:

Students are only allowed a total of 2 non-consecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.
- 6) Commit plagiarism

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

You are not permitted to use your cell phones or lap tops in class. Subject to grade deduction. Please ask before you use!

Special Needs: Please ask if you would like your teacher to consider any special needs.

General observations

The student must conform to the provisions of the Veritas "Reglamento de Régimen Estudiantil". The rulebook is available for downloading at <http://autogestion.veritas.cr/>

Bibliography – This is subject to change and updating. The final and more recent version can be found on the student portal and will be shared at the beginning of term. You will not be expected to buy any books for this course.

Bibliography

FLACSO. Curso IV Fundamentos teóricos de los derechos humanos. Características y principios. Encontrado en http://cdhdf.org.mx/serv_prof/pdf/fundamentosteoricosedelosederechos.pdf

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