



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

International Development: Human Rights, Policy & Practice

Course Details

Course Designator & Number: ECDR 4001

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 60

Instructor: On-Site Faculty

Course Description

Students will critically analyze theories of development and the impact of development models throughout the world, but specifically Latin America and Ecuador. They will address development theories, assumptions of development, and alternatives to development through the lens of social services. This course starts by investigating the concept of globalization within international development and its prevalence in Latin America, and in particular Ecuador. There is an emphasis throughout the course on contrasting Western thinking with Andean thought processes and connecting the global to the local. The course will have a multidisciplinary approach, and will focus on how individuals, institutions, events, and ideas are connected.

This course will focus on the critical analysis of social problems and will address the issue of social services as instruments for social inclusion through the restitution of rights and empowerment. The concept of social exclusion (discrimination, inequality, inequity, poverty) will be discussed, as well as how development has led to social inclusion or exclusion, and how social services have contributed. The course will focus on the priority care groups—children and adolescents, women, older adults, and people with disabilities—and the policies, programs, and services for them in Ecuador today

Course Objectives

- Use a multidisciplinary lens to evaluate historical and current development theories in Ecuador, in Latin America, and globally, and understand how they impact human rights.
- Critically analyze human rights and social problems in Ecuador and how social inclusion and development intersect.
- Understand the relationship between global and local, and how Western and Andean concepts contrast with each other in development and human rights.
- Identify how individuals, institutions, events and ideas are connected in relationship to human rights policy and practice in Ecuador.

Methodology

This course will consist of lectures, discussions of key topics and assigned readings, and student presentations. Discussions will include guiding questions, as well as discussions and reflections on previous topics to ensure students are understanding all concepts. Several field visits to areas outside of Quito will be included in the course. Each visit will include a pre-departure session to explain the importance of the sites, the actual visit, and a debrief session to discuss observations and reflections.

Course Prerequisites

Completion of 4 semesters of Spanish.

Required Reading / Materials

International Development

- Autoritarismo competitivo. Un concepto necesario a la hora de estudiar los regímenes híbridos. Pp.121-124.
- Caetano, Gerardo, Camilo López y Carlos Luján. 2019. Regionalismos, políticas exteriores y liderazgos internacionales en el Siglo XXI. América Latina y la mirada de los académicos de la región: La estructura del sistema mundial y de la región en los próximos diez años. En América Latina frente a la reconfiguración global. San José: Flacso. Pp.90-97.
- Castells, Manuel. 2014. El impacto de internet en la sociedad: una perspectiva global. Revista Cambio # 19 ensayos claves acerca de cómo el internet está cambiando nuestras vidas. El poder de la comunicación: la autocomunicación de masas y la transformación de la política. OpenMind BBVA. pp.142-145.

- Centurión, Diosnel. 2006. Ventajas y riesgos del internet como canal de comunicación democrática. Revista Internacional de Investigación en Ciencias Sociales IRUNDÚ 2 (1). pp. 87-104.
- CEPAL (Comisión Económica para América Latina y el Caribe). 2007. El aporte de las mujeres a la igualdad en América Latina y el Caribe: X Conferencia Regional sobre la Mujer de América latina y el Caribe. Naciones Unidas.
- Estermann, Josef. 2012. Crisis civilizatoria y vivir bien. Polis (en línea), 11 (33). Pp.2-7.
- FAES (Fundación para el Análisis y los Estudios Sociales). 2018. América latina: una agenda de libertad. FAES.
- Ford, Elaine. 2019. El reto de la democracia digital: hacia una ciudadanía interconectada. Lima. pp.57-62.
- Fraga, Eugenia. 2013. El problema de la identidad en los estudios poscoloniales. Clasificación racial, historias de las minorías, reconocimiento intercultural. Revista Astrolabio. 11. Pp.397-401.
- Moser, Caroline. Distinto enfoques de políticas hacia las mujeres del Tercer Mundo.
- Oyarzún, Lorena. 2018. Los desafíos de la globalización en américa latina: ¿estado o región? Universum, 33 (1). Disponible a través de: <https://scielo.conicyt.cl/pdf/universum/v33n1/0718-2376-universum-33-01-00164.pdf>
- Quijano, Aníbal. 1992. Colonialidad y Modernidad/Racionalidad. En Perú Indígena. Lima. pp.11-16.
- Quijano, Aníbal. 2006. Don quijote y los molinos de vientos en américa latina. Lima. pp.347-353.
- Quiliconi, Cintia y Lorena Herrera-Vinell . 2019. El retorno al regionalismo abierto: ¿Alianza del Pacífico como alternativa del menú regional latinoamericano? Ciclos políticos y económicos del regionalismo post-hegemónico. En América Latina frente a la reconfiguración global. San José: Flacso. Pp.137-141
- Scholte, Jan Aart. 2010. Gobernar un mundo más global. Gobernanza Policéntrica. En Las múltiples caras de la globalización. Ediciones BBVA. pp.131-135.
- Zuinaga de Mazzei, Soraya 2015. El enfoque de la geopolítica en el contexto de las relaciones internacionales en el nuevo milenio. Revista Venezolana de Análisis de Coyuntura, 11 (1). Pp.11-32.
- Zuinaga de Mazzei, Soraya 2015. Enfoques Contemporáneos De La Geopolítica En El Contexto De Las Relaciones Internacionales Posguerra Fría. El enfoque de la geopolítica en el contexto de las relaciones internacionales en el nuevo milenio. Revista Venezolana de Análisis de Coyuntura, 11 (1). Pp.22-27.

Human Rights

- Insulza, José. 2006. Desigualdad, Democracia e Inclusión Social. En: Desigualdad e Inclusión en las Américas – 14 Ensayos. Washington DC: Organización de Estados Americanos. Pp.16-29.
- Robert, Maryse. 2006. Desigualdad e inclusión social en las Américas: Elementos clave, tendencias recientes y caminos hacia el futuro. En: Desigualdad e Inclusión en las Américas – 14 Ensayos. Washington DC: Organización de Estados Americanos. Pp.35-39.
- Constitución de la República del Ecuador 2008. (Artículos 10 al 55).
- Ministerio de Inclusión Económica y Social – Programas y Servicios (completo).
- Buaiz, Yuri Emilio. 2003. La doctrina para la protección integral de los niños: aproximaciones a su definición y principales consideraciones. (Completo).
- Alonso Varea, José Manuel y José Luis Castellanos. 2006. Por un enfoque integral de la violencia familiar. Intervención Psicosocial Vol. 15 (3). Pp.253-274.
- Consejo Nacional para la Igualdad Intergeneracional. 2017. Agenda Nacional para la Igualdad Intergeneracional 2017 – 2021. Marco Conceptual pp. 26-29; Caracterización y diagnóstico de los adultos mayores en Ecuador pp.155-170.
- Consejo Nacional para la Igualdad de Discapacidades. 2017. Agenda Nacional para la Igualdad de discapacidades 2017 – 2021. Marco Conceptual pp.13-14; Ejes y objetivos específicos, pp.46-50.
- Informe sobre Desarrollo Humano 2000. Programa de las Naciones Unidas para el Desarrollo. pp.16-26

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.

Letter Grade	Score or Percentage	Description
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Written abstracts and bibliographical reviews	15%
Focus Paper #1	15%
Oral presentation #1	10%
Focus Paper #2	15%
Oral presentation #2	10%
Focus Paper #3	10%
Oral Presentation #3	10%
Final exam	10%
Overall grade	100%

Assessment Details

Attendance and Participation

This course requires that students participate in class discussions. Students are expected to bring comments, questions and written products to share with the professor and classmates. Student progress will be assessed through active participation, written essays, group work, bibliographic reviews, exams and oral presentations. Absences from classes must be duly justified.

Written Abstracts and Bibliographical Reviews

Students should review the course readings, and make a summary of them, following the guide for Bibliographical Reviews. Those summaries will be shared with the rest of the students using the course GoogleDocs file, and discussed in class, as part of the learning process.

Focus Paper #1

This paper will focus on indigenous world views, and how colonization affected them. It should integrate the concepts of lectures and readings (Units 1 to 3) and the observations done during the field excursion to San Clemente and El Chota Valley.

Oral Presentation #1

In class presentation corresponding to Focus Paper #1. Students will present what they wrote in their paper.

Focus Paper #2

This paper will address concepts on general international development, the processes of globalization and glocalization (impact at the local level). It should integrate the concepts of lectures and readings (Units 4 to 7) and the observations in the field excursion to Pedro Moncayo and Pambiliño.

Oral Presentation #2

In class presentation corresponding to Focus Paper #2. Students will present what they wrote in their paper.

Focus Paper #3

The third paper will focus on the specific Human Rights Policy Practice topics discussed In Units 9-17. It should integrate the concepts of lectures and readings (Units 9 to 17) and the observations done during the field trip to the Northern Highlands.

Final Exam

The final exam will be open book. It will focus on a set of questions provided by the professor, given two weeks prior to the exam, on the core concepts of the course

Course Content

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Unit 1

Development Assumptions: Modernity, Eurocentrism, & Colonialism Interculturality: Civilization and Barbarism—The Case of America Indigenous Worldviews & Western Knowledge

- Readings:
 - Quijano, Aníbal. Colonialidad y Modernidad/Racionalidad en Perú Indígena. Lima. 1992., pp.11-16.
 - Fraga, Eugenia (2013) EL PROBLEMA DE LA IDENTIDAD EN LOS ESTUDIOS POSCOLONIALES. CLASIFICACIÓN RACIAL, HISTORIAS DE LAS MINORÍAS, RECONOCIMIENTO INTERCULTURAL. Revista Astrolabio, (11) (fecha de Consulta 12 de diciembre de 2019) El Problema De La Subalternidad Y Las Minorías pp.397-401.
 - Josef, Estermann “CRISIS CIVILIZATORIA Y VIVIR BIEN”. Polis (en línea), 33. 2012, Publicado el 23 de marzo de 2013, consultado el 19 de abril de 2019. URL: <https://journals.openedition.org/polis/pdf/8476> pp.2-7.
 - Quijano, Aníbal. “DON QUIJOTE Y LOS MOLINOS DE VIENTOS EN AMÉRICA LATINA”pp.347-353.

Unit 2

Women’s Rights, Gender Equality, & Equity in Latin America & Its Contributions in the International Context

- Readings:
 - Moser, Caroline “Distinto enfoques de políticas hacia las mujeres del Tercer Mundo”
 - CEPAL (Comisión Económica para América Latina y el Caribe) (2007), El aporte de las mujeres a la igualdad en América Latina y el Caribe: X Conferencia Regional sobre la Mujer de América latina y el Caribe (LC/L.2738 (CRM.10/3), Santiago.

Unit 3

Excursion to San Clemente, Valle del Chota, & Otavalo

- To learn about the worldview and reality of indigenous and Afro-Ecuadorian peoples in San Clemente, Imbabura province, and the Chota Valley
- To learn about development and gender
- Reflections and observations from the excursion to San Clemente, Chota Valley, and Otavalo
- Assignments:
 - Focus Paper #1
 - Oral presentation #1

Unit 4

European Dominance, Modernity, & Postcolonial Criticism Latin American Development; a Comparative Perspective on Globalization & Mundialization

- Readings:
 - Varios Autores, 2010. LAS MÚLTIPLES CARAS DE LA GLOBALIZACIÓN. Ediciones BBVA. Ediciones (en digital) Gobernanza Policéntrica pp. 131-135.
 - Oyarún, L. 2018. LOS DESAFÍOS DE LA GLOBALIZACIÓN EN AMÉRICA LATINA: ¿ESTADO O REGIÓN? UNIVERSUM, 33 (1). Disponible a través de: <https://scielo.conicyt.cl/pdf/universum/v33n1/0718-2376-universum-33-01-00164.pdf>
 - La estructura del sistema mundial y de la región en los próximos diez años pp. 90-97.
 - Varios Autores, 2019. AMÉRICA LATINA FRENTE A LA RECONFIGURACIÓN GLOBAL. Ediciones FLACSO.
 - Ciclos políticos y económicos del regionalismo post-hegemónico pp.137-141.

Unit 5

Possibilities for Alternative Development in Latin America Geopolitics

- Social movements and political processes in Latin America (Ecuador, Mexico, Brazil, Chile, and Venezuela)

- Readings
 - Varios Autores, 2018. AMÉRICA LATINA UNA AGENDA DE LIBERTAD 2018. FAES Fundación para el Análisis y los Estudios Sociales.
 - Autoritarismo competitivo. Un concepto necesario a la hora de estudiar los regímenes híbridos pp. 121-124.
 - Zuinaga de MAzzei, Soraya (2015). EL ENFOQUE DE LA GEOPOLITICA EN EL CONTEXTO DE LAS RELACIONES INTERNACIONALES EN EL NUEVO MUNDO. Revista Venezolana de Analisis de Coyuntura, XX (1). {fecha de Consulta 12 de diciembre de 2019} Enfoques Contemporáneos De La Geopolítica En El Contexto De Las Relaciones Internacionales Posguerra Fría pp 22-27.

Unit 6

Digital Ecosystem: A New Model of Social Interaction?

- Benefits offered by the Internet, IT, virtual reality, and social networks in the construction of citizenship and digital democracy.
- Readings:
 - Castells, M. 2014. EL IMPACTO DE INTERNET EN LA SOCIEDAD: UNA PERSPECTIVA GLOBAL. Revista Cambio # 19 ensayos claves acerca de cómo el internet está cambiando nuestras vidas
 - OpenMind BBVA. Centurión De, (S/F). El poder de la comunicación: la autocomunicación de masas y la transformación de la política. pp. 19-21
 - VENTAJAS Y RIESGOS DEL INTERNET COMO CANAL DE COMUNICACIÓN DEMOCRÁTICA. Revista IRUNDU <https://dialnet.unirioja.es/servlet/articulo?codigo=4814434> pp. 87-104
 - Elaine, Ford. 2019. EL RETO DE LA DEMOCRACIA DIGITAL HACIA UNA CIUDADANÍA INTERCONECTADA.
 - Ciudadano 2.0 pp. 57-62

Unit 7

Field Excursion to Pedro Moncayo

- Globalization and glocalization, agricultural modernization: expansion of flower plantation for exportation in Pedro Moncayo; social, environmental, cultural and gender impacts.

- Local development alternatives from the people: local governments, public, private and community articulation to improve the living and health conditions of the people; case study Agroecological Demonstration Farm CINCA.

Field Excursion to Pambilino

- Local alternative in agroforestry, cocoa production
- Visit the Ecological Reserve of Pambiliño (Mashpi).

Unit 8

International Development Presentations

- Assignments:
 - Focus Paper #2
 - Oral Presentation #2

Unit 9

Overview of Key Concepts: Social Exclusion, Discrimination, Inequality, Social Inequality, & Poverty

Social Inclusion & Empowerment: Definitions, Characteristics, & Relationships

Power of the State & Civil Society in Social Inclusion

- Readings:
 - Insulza, José. 2006. Desigualdad, Democracia e Inclusión Social. En: "Desigualdad e Inclusión en las Américas – 14 Ensayos". Washington DC: Organización de Estados Americanos. Pp.16-29.
 - Robert, Maryse. 2006. Desigualdad e inclusión social en las Américas: Elementos clave, tendencias recientes y caminos hacia el futuro. En: Desigualdad e Inclusión en las Américas – 14 Ensayos. Washington DC: Organización de Estados Americanos. pp.35-39.

Unit 10

The 2008 Constitution & Social Inclusion: Rights & Priority Attention Groups

Ministry of Economic and Social Inclusion (MIES) and Its Programs

- Readings:
 - Constitución de la República del Ecuador 2008. (Artículos 10 al 55).
 - Ministerio de Inclusión Económica y Social – Programas y Servicios (completo).

Unit 11

Protection of Children & Adolescents: Principles & Rights

- Reading:
 - Yuri Emilio Buaiz V. La doctrina para la protección integral de los niños: aproximaciones a su definición y principales consideraciones. (Completo).

Unit 12

Domestic Violence

- Domestic violence, rights, and gender: definitions, areas and characteristics.
- Types of domestic violence and the cycle of domestic violence.
- Readings:
 - José Manuel Alonso Varea, José Luis Castellanos Delgado – Por un enfoque integral de la violencia familiar.” Intervención Psicosocial, 2006, Vol. 15. (Completo).

Unit 13

The Elderly

- Groups, related concepts, rights, and socio-economic and cultural aspects.
- Reading:
 - Consejo Nacional para la Igualdad Intergeneracional - Agenda Nacional para la Igualdad Intergeneracional 2017 - 2021 (Marco Conceptual, páginas 26 a 29; Caracterización y diagnóstico de los adultos mayores en Ecuador, páginas 155 a 170).

Unit 14

People with Disabilities

- Groups, related concepts, rights, and socio-economic and cultural aspects.
- Readings:
 - Consejo Nacional de la Igualdad de Discapacidades – Agenda Nacional para la Igualdad en Discapacidades 2017 – 2021. (Marco Conceptual, páginas 13 y 14; Ejes y objetivos específicos, páginas 46 a 50).

Unit 15

Concept of Development and Its Relation to Human Rights & Social Inclusion

- Reading:
 - Informe sobre Desarrollo Humano 2000. Programa de las Naciones Unidas para el Desarrollo. (Páginas 16 a 26).

Unit 16

Field Excursion: North of the Highlands

- Social policies implemented by parish government.
- Indigenous women's rights and their role in society.
- Individual and collective rights.

Unit 17

Reflections & Observations from the Field Excursion

- List
- List

Unit 18

Human Rights Presentations

- Assignments:
 - Focus Paper #3

- Oral Presentation #3

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).