

IDS 2935: Human Rights in Latin America

Quest 1: Justice and Power

I. General Information

Class Meetings

- Fall 2024
- T periods 7-8 (1:55-3:50) Matherly 006 and R period 8 (3:00-3:50) Anderson 032

Instructor

- Dr. Carmen Martínez Novo
- 382 Grinter Hall
- T 4-5 pm, R 3-4 pm or by appointment
- m.martineznovo@ufl.edu

Course Description

What are the rights that all humans are expected to share? When, where and how did the idea of human rights start and how did it evolve? How is the concept of human rights applied or neglected in Latin America? What have been the challenges that Latin Americans have confronted to claim and implement human rights?

This class explores theoretical and empirical debates on human rights in Europe and the Americas from the perspectives of history, anthropology, literary theory, and political science. Once students acquire a solid foundation on the topic, they apply what they have learned to a team based mini ethnography on a human rights problem of their choice affecting Latin America or the Latinx community. Students identify a researchable question that pertains to human rights in these communities and use qualitative and interpretive methods to gather evidence and reach reasoned conclusions. Students learn through first-hand experience the ethical dimensions of doing research and how research can have an impact on society. Finally, they compare Latin American and Latinx understandings of human rights to the perspectives found in the Global North.

Quest and General Education Credit

- Quest 1

- Humanities
- International (N)
- Writing Requirement (WR) 4000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Lynn Hunt. 2007. *Inventing Human Rights: A History*. New York: Norton. (required).

All other readings will be available in Canvas

Materials and Supplies Fees: n/a

Recommended Writing Guide and Information on Citations:

Strunk, William, and Elwyn B. White. 2014. *The Elements of Style*. Pearson, Boston.

Citation Management Guide from UF Libraries:
<http://guides.uflib.ufl.edu/citationsoftware>.

II. Graded Work

Description of Graded Work

-Class attendance: Attendance to the class is expected. The instructor will take attendance every day via a signature page. Student absences will be recorded. Students may miss up to two classes without a penalty. Two percentage points will be subtracted per additional class missed without reasonable justification.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

-Class participation: 5 %. Every Thursday the Professor will take note of the students who have participated in class that week. Participation should be informed by the required readings. The professor will encourage those who have remained quiet to participate the following week.

-A student with regular and high-quality class participation will get 5 points for participation. A student with scattered and medium quality participation will get 2.5 points, a student with less participation or participation that is not informed by the materials will get 1 or less points (see rubric for a definition of quality in participation). The instructor will accommodate students who

find it difficult to speak in public. Opportunities will be provided for those students to practice in smaller groups or to produce alternative assignments.

-In-Class **discussion** of the readings for one day: 10% (due on a day of choice throughout the Fall 2024 Semester).

-In-Class **group presentation of research on human rights**: 15%, due one day between weeks 15-16.

-**Mid-term essay** (1000 words, an analysis of the theory and history of human rights): 15 % (counts towards WR), due on week 6, session 10.

-**Second essay** (1000 words, an essay discussing and connecting the readings of weeks 10-14): 15 % (counts towards WR), due on week 15, session 29.

-**Final essay** (2000 words, an analysis of a human rights problem of choice that includes bibliography and qualitative research): 30 % (counts towards WR), due on week 17 session 32.

-The final essay will consider peer and instructor feedback collected at the group presentation. The professor will return additional feedback to students via canvas speed grader.

-**Class assignments**: 10 % (due throughout the Fall 2024 semester as listed in the schedule).

-Discussion of readings: students will be graded based on the following elements: knowledge and analysis of the reading, effectiveness of the oral presentation.

-For group project (presentation of group research) the group should make clear the contribution of each individual student to the overall project. Students will not be penalized for other students who are less active. Less engaged students will receive a lower or failing grade in the group project depending on their performance. The professor will take notes and grade each student individually after the group presentation based on the following criteria: 1. The quantity and quality of the bibliography consulted, 2. The quality and coherence of the research methods, 3. The depth of analysis, relevance of the findings, quality of reasoned conclusions, 4. The self-reflection component focusing on how doing this research relates to the student's previous life-experiences and how the research has changed or not their thinking.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%

B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Participation Rubric

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Shows evidence of having read all the assigned readings.	Shows evidence of having read part of the materials.	Does not participate or participates but their comments are off the point.
Thoughtful: Shows evidence of having understood and considered issues raised.	Demonstrates understanding of the main issues and is able to connect and compare readings.	Shows partial understanding of the main issues or has difficulty making connections.	Does not identify the main ideas and is not able to connect readings.
Considerate: Takes the perspective others into account.	The student listens to others and acknowledges and considers their point of view.	The student is only partially able to listen or consider the point of view of their peers.	The student is unpolite or disruptive.

Group Research Project Rubric

	High quality	Average	Needs improvement
Bibliographic research	Students use adequate number of high-quality academic sources	Students use less sources or the sources are of mixed quality	Students use few sources, or the sources are not of sufficient academic quality
Methods	The methods are well thought and appropriate to answer the research questions and the strategy is feasible	The methods only partially answer the research questions or are not completely feasible	The methods fail to answer the research question or cannot be implemented
Analysis and findings	Students use the bibliography and qualitative research to do thoughtful analysis and reach insightful conclusions	Students' struggle to connect the readings and qualitative research and to find answers to their questions	Students are not able to link their bibliographic research and qualitative methods to reasonable findings for their research questions
Conclusions	Conclusions are persuasive to the reader	Conclusions are relatively persuasive	Conclusions do not summarize well what the student has learned on the research topic
Aesthetics and effectiveness of presentation	The audience (professor and peers) find the presentation effective and pleasant	The audience finds the presentation relatively effective and pleasant	The presentation is not effective: it has too much writing, it is too long, it does not use visuals well.

Self-reflection	Students relate the research to their own life experiences and detail how their thinking has evolved after doing the research	Students partially relate the research to their own experience and learning process	Students are not able to make connections between the research and their own life-experiences and learning processes
Points (will be assigned to each individual student)	15	10	8 or less

III. Annotated Weekly Schedule

1st Topic: Historical and Conceptual Foundations of Human Rights

Description: In this section we learn the origins of the human rights concept in 18th century Europe and the United States, how it developed historically and what and whom it came to include and exclude.

Sessions:

Week 1

Session 1

Introduction to the class

Week 2

2

Lynn Hunt. 2007. *Inventing Human Rights: A History*. Norton.

Introduction (15-34)

3

Hunt, Chapter 1: “Torrents of Emotion.” p. 35-69. This reading focuses on the development of the concept of empathy through literature, and particularly through the novel, in 18th century Europe and the United States.

Week 3

4

Chapter 2: “Bone of their Bone: Abolishing Torture” 70-92. This reading focuses on the development of distaste for torture and respect for the body in Europe and the United States.

Assignment: Organization of the class in groups of four or five students for research project.

5

Chapter 2: “The Public Spectacle of Pain.” p. 92-112.

Week 4

6

Chapter 3: “They have set a great example: Declaring Rights.” P. 113-145. This reading focuses on human rights declarations in the French and American Revolutions.

7

Chapter 4: “There will be no end of it: The consequences of declaring.” P. 146-175

2nd Topic: Limits and Difficulties for the Implementation of Human Rights

Description: This section explores the difficulties for the implementation of human rights, who was excluded from them and how they came to claim their rights. We will consider how ideologies such as nationalism, authoritarianism and scientific racism conflicted with human rights doctrine in certain circumstances.

Week 5

8

Chapter 5 “The Soft Power of Humanity.” p. 176-196. This reading focuses on the development of scientific racism in early twentieth century Europe and the United States.

9

Chapter 5 “Socialism and Communism, World Wars and the Limits of Empathy” p. 196-214. This reading examines the development of the Universal Declaration of Human Rights in a context of US influence but with participation of the socialist and nonaligned blocks.

Assignment: Questions for first essay distributed (1000 words analyzing the theory and history of the human rights concept).

Week 6

10

Class does not meet. First essay due in canvas.

11

Assignment: in class group work and tutorials aimed to find a researchable human rights question based on Latin America or Latinx Communities.

Week 7

12

Assignment: upload in canvas and bring a 1-page proposal draft per group with the research question, its relevance, and your proposed qualitative methods to answer it.

Brief class presentations and collective discussion of group research questions. Discussion of the difficulties of finding a relevant and genuine research question on human rights. Exploration of the feasibility of the proposed projects in terms of existing bibliography, methods and access to subjects or other primary sources.

3th topic: Human Rights. The Latin American and Caribbean Experience

Description: In this section we discuss the challenges to human rights that Latin American populations have confronted, how they have responded and how they have understood and claimed their rights. These understandings will be contrasted to how rights are commonly understood and implemented in the United States.

3a: Southern cone dictatorships and their aftermath

13

Assignment, watch the film Argentina 1985 by director Santiago Mitre released in 2022 and upload your reaction in canvas. The time needed to watch the film is 2 h and 20 minutes.

Week 8

14

Jean Franco. 1987. "Gender, Death and Resistance: Facing the Ethical Vacuum." Chicago Review 35(4), pp. 59-79. (a classic work in memoriam of the passing of Jean Franco in 2022).

15

Pamela Constable and Arturo Valenzuela. 1993. "The culture of fear." From A Nation of Enemies: Chile Under Pinochet. New York: Norton. Pp. 140-165.

Week 9

16

Francesca Lessa. 2021. "Remnants of truth. The role of archives in human rights trials for Operación Cóndor." LARR 56(1), pp. 183-199.

17

Activity: conduct a virtual tour of the Museo de la Memoria y los Derechos Humanos in Chile and write a reaction informed by the readings of weeks 8 and 9 and the information you found online.

3b: Dictatorship, war and their legacy in Central America

Week 10

18

Victoria Sanford. 2008. "From Genocide to Femicide: Impunity and Human Rights in 21st Century Guatemala." Journal of Human Rights 7, pp. 104-122.

19

Jo-Marie Burt. 2021. "The Justice We Deserve: War Crimes Prosecutions in Guatemala. Latin American Research Review, pp. 214-232.

3c: Racialized violence in Mexico

Week 11

20

Mariana Mora. (2017) "Ayotzinapa and the Criminalization of Racialized Poverty." PoLAR 40(1), pp. 67-85.

21

Assignment: upload a brief literature review on your research topic (read 2 academic articles, write 1-2 pages per person).

3d: LGBT and Women's Rights and Backlash

Week 12

22

Javier Corrales. 2020. "The Expansion of LGBT Rights in Latin America and the Backlash." In the Oxford Handbook of LGBT and Sexual Diversity Politics. Oxford University Press. Pp. 185-200.

23

Cecilia Menjívar. 2022. "Blocking the Law from Within: Familyism Ideologies as Obstacles of Legal Protections for Women. LARR 58(3), pp. 501-518.

3e: Human Rights in Cuba

Week 13

24

In class screening of video Patria y Vida (with Yotuel, Gente de Zona, Maikel Osorbo and El Funky) (5 minutes).

Discussion of the video with help of two brief readings:

Michael Bustamante. 2021. "11 J, Patria y Vida, and the not so new Cuban culture wars." American University, Center for Latin American and Latino Studies, p. 1-7.

Lilian Guerra. 2021. The Return of Cuba's Security State. New York Times. Opinion Section. Guest Essay, May 27, 2021 (2 pages).

25 No class meeting. Instead,

Assignment: upload a summary of your interview(s) or observations on your research topic (1-2 pages).

4th topic: Human Rights: The Latinx Undocumented Experience

Description: In this section we learn about human rights issues that affect Latinx immigrants to the United States. More specifically, we focus on the undocumented experience.

Week 14

26

Jason de Leon, "Better Hot than Caught: Excavating the Conflicting Roles of Migrant Material Culture." American Anthropologist, 2012.

27

Roberto Gonzales and Leo Chavez. 2012. "Awakening to a nightmare: abjectivity and illegality in the lives of undocumented 1.5 generation Latino immigrants in the United States." Current Anthropology 53(3): 255-281.

Or

Karla Cornejo Villavicencio. 2020. The Undocumented Americans. "Ground Cero." P. 31-56.

Assignment: questions distributed for a 1000-word essay covering the readings of weeks 10-14.

Week 15

7th topic: Student Presentations

Description: In this section we learn collectively from and discuss student research, including the research process, the difficulties encountered in the process, the findings, the lessons learned.

Students are expected to provide feedback to their peers and to integrate peer feedback to their own project in their final essay. Instructor's feedback on student presentations regarding the

bibliography, the research process, the analysis and the findings should also be integrated in the final papers. Students will be given guidelines for conducting peer feedback.

28

Student presentations.

29

Student presentations.

Assignment: please upload the 1000-word essay covering weeks 10-14.

Week 16

30

Student presentations.

31

Summary discussion: What we have learned and where we go from here.

32

Upload final research essay including instructor and peer feedback. Students will receive a grade and feedback on their writing via canvas before or by the end of finals week. The writing will be evaluated based on content, organization, coherence, effectiveness, style, grammar and punctuation. Please see rubric of research paper for more information on how this assignment will be graded.

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the history and theory of human rights as it originated in Europe in the second half of the 18th century and as it has been appropriated, transformed, and experienced by Latin Americans.
- Evaluate the challenges for the implementation of human rights globally and in a Latin American and Latinx context.
- Examine how anthropology, history, cultural studies, and literature tackle human rights issues theoretically and methodologically.
- Assignments that address this objective: Class readings, class discussions, midterm essay, final essay.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Develop a clear research question that pertains to human rights and that affects Latin American or Latinx populations. Investigate your question using ethnographic and interpretive methods appropriate for the humanistic social sciences and humanities. Reach reasoned and documented conclusions that aim to understand and solve the problem.

- Assignment: Team based mini ethnography on human rights question of choice. Final essay discussing the question, bibliography, methods, findings, conclusions that link the research findings with the bibliography.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop a team based oral presentation analyzing the research question, methods, process of doing research, and findings.
- Produce a written document that conveys the research question, the background, the research process, the findings, and the conclusions reached.
- Produce a written document that examines the history, theory and terminology of the concept of human rights.
- Assignments: final essay, mid-term essay, presentation of team research, oral discussion of readings for one day.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect the course material and activities with critical reflection on the following aspects:
- How do human rights issues affect our everyday lives as well as distant locales? Consider and practice the concept of empathy near and far.
- Consider the ethical dilemmas and difficulties of doing research on sensitive, controversial issues.
- Understand how academic debates and activism on human rights have influenced policy and human well-being in Latin America and the United States.
- Assignments: readings, discussions, team-based research on human rights in Latin America, mid-term paper and final paper.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students in this class, organized in small groups of four students and informed by class readings and discussions, will choose a research question that pertains to human rights in Latin America or in Latinx communities. They will read a few academic pieces to create a background for their question. Then, they will come up with feasible qualitative methods to answer their question (observation, interviews, written narratives, other sources). They will connect the findings from their qualitative data with the background bibliography and will come up with reasoned and documented analysis, findings and conclusions. As noted in the schedule, two classes will be dedicated to present student proposals for research question and methods. The instructor and peers will provide feedback to each group. On the basis of this feedback students will submit a written proposal in the date stated in the schedule. Students will receive additional instructor feedback on this proposal and will have to change it as necessary. If needed, groups are welcome to make an appointment with the instructor to talk about their proposed research and methods.

The assignment is scaffolded during the semester. First, each student in a group reads two articles on the topic and they put together a mini-literature review. Then, they design and conduct an experience of participant observation, one or two interviews, locating and finding narratives or other sources and summarize these findings. Subsequently, they put together the whole project in an oral presentation that receives feedback from the class. Finally, they write a personal draft of the final essay using the bibliography (should also include class readings), qualitative data, analysis, and conclusions. After receiving instructor feedback on this draft they turn in a final product via canvas. The final paper must consider the professor's and class' feedback to the oral presentation and to the first draft. The professor will provide useful feedback on content and writing style to students via the canvas speedgrader.

2. Details of Self-Reflection Component

Students will consider the role of the individual in working toward informed solutions to human rights problems. To that end, the study of humanities/social sciences would equip students to assume such a role.

In addition, students will examine the difficulties of doing research on sensitive topics and the importance of the humanities and social sciences in creating the necessary environment of empathy to strengthen human well-being. They will also understand the conditions under which understandings of human rights have excluded sectors of the population or have been difficult to implement. They will work towards informed solutions or reasonable strategies to solve or ameliorate these problems. Finally, students will reflect on their own life-experiences and personal points of view and whether and how the course materials have changed their thinking.

VI. Required Policies

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.