



UANL

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

Anexo 8.3

Programa Condensado



FCPyRI

FACULTAD DE CIENCIAS POLÍTICAS Y RELACIONES INTERNACIONALES

Materia o unidad de aprendizaje: Human Rights and Interculturality	Última actualización: 08/2017
Licenciatura: Licenciatura en Administración de Energía y Desarrollo Sustentable	Plan: 401
Semestre: 5	Créditos: 3

Week	Topic	Activities, Tasks, Exams	Bibliografy
1	- Introduction to the course - Introduction to the concept of human rights	- Overview of the course - Read and discuss the chapter in class	(Donnelly, 2003, chapter 1)
2	PART ONE: Human Rights Theory Content of human rights: political, civil, economic and social rights	- Discussion of text - Debate on inseparability of human rights	Donnelly, 2003, chapter 2
3	- Human Rights tradeoffs - The history of human rights	- Discussion of the topic in class: what other things can be weighed against human rights? Is it ever justified to suspend human rights? - Evidence one: timeline of Human Rights	Donnelly, 2003, chapter 11 Optional: Donnelly, 2003, chapter 3 Online sources
4	Human rights and other cultures Cultural relativism	Read the text and debate: > Are other conceptions of human dignity comparable with the Universal Declaration? > Are HR culturally relative?	Donnelly, 2003, chapter 5 & 6 Online documentaries on human rights debates in foreign cultures
5	Human Rights in the international arena - HR regimes - HR and foreign politics	Debate: > What role does international law play? > What role should HR play in foreign policy? Evidence 2: overview chart of UN human right regime & institutions	Donnelly, 2003; chapter 8; 9; United Nations websites; news sources on foreign policy cases



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6	Part TWO: Human Rights and global justice Human Rights and global justice	Evidence 3: First exam Discuss the text: what is global justice?	(Pogge, 2010)
7	Human Rights and poverty	Discussion: How does poverty relate to human right abuse?	Online sources
8	Human Rights and Poverty: Practices New Slavery	Find & discuss of various HR concerns relating to people in poverty > Opportunity for students to present evidence 5 Class on new slavery	Search articles and sources (Bales, 2007)
9	Human Rights and the environment	Theory discussion: How can environmental concerns relate to Human Right concerns? > Should there be a right to a clean environment? > Are HR compatible with the pressures of environmental concerns?	Online sources, Literature from optional reading list
10	Human Rights and the environment: practices	- Find and discuss cases of groups who's human rights are endangered by environmental concerns > Opportunity for students to present evidence 5 - Evidence 4: Essay on HR and environmental issues	(Global Initiative, 2014)
11	Human Rights and Diversity: - LGTBQ rights	Discussion: > How far can LGTBQ rights be covered by existing HR	Donnelly, 2003, chapter 13



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	- Indigenous rights	> Do indigenous people pose an exception to the normal functioning of human rights	
12	Human Rights and Diversity: Woman rights	Evidence 5: opportunity for expositions on vulnerable minorities (woman, lgtbq, etc.) Discussion of woman rights	UN sources
13	The erosion of human rights	Debate: Is human rights discourse overused or not? Should we prefer an open or narrow conception?	Online articles
14	Final project	Presentation final project	
15	End of clases		
16	Entering of results		
17	Sign up for second oppertunity		
18	Second oppertunity		
19	Second oppertunity		
20	Entering of final results		

ACTIVITIES FOR STUDENTS

Students must obtain a ready knowledge of the content of the Universal Declaration of Human Rights
Students must show they can read academic literature on the topic, as well as find and understand the relevant debates
Students must participate in discussions in class
Students must achieve all the required evidences

EVALUACIÓN

Evidence 1: Timeline:	5%
Evidence 2: Chart of the United Nations Human Rights institutions	5%
Evidence 3: Written exam on theory of Human Rights	15%
Evidence 4: Short essay on human rights and the environment	15%
Evidence 5: Presentation on the human rights situation of a specific vulnerable group, either connected to socio-economic status	



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(homeless, farmers, etc.), environmental concerns or gender/ethnicity	15%
Values:	10%
Final Project: the students must, in groups, devise a constructive proposal to improve the human rights situation of Mexico. This can be both in relation to the international institutions, or a concrete proposal to improve a very specific local practice	35%

Reading list

Donnelly, J. (2003). *Universal Human Rights in Theory & Practice*. Cornell University Press

Global Initiative of economic, social and cultural rights (2014). *A Human Rights-based approach to the environment and climate change*. Online.

Pogge, T. (2010). 'What Is Global Justice?' In idem, *Politics as usual. What Lies Behind the Pro-Poor Rhetoric* (pp. 10-25). Oxford: Polity.

Beuchot, M. (2005). *Interculturalidad y derechos humanos*. México. Siglo XXI. UNAM, Facultad de Filosofía y Letras.

Bales, K. (2007). *Argues in Ending Slavery. How we free today's slaves*

Optional:

Hiskes, R. (2009). *The Human Right to a Green future*. Cambridge University Press.

Arnold D.G. (2011). *The Ethics of Global Climate Change*. Cambridge University Press.

Additional literature in Spanish:

- Novaro, G. (2011). *La Interculturalidad en Debate. Experiencia formativa de identificación en niños indígenas y migrantes*. Biblos. Buenos Aires.
- Escarbajal, A. (Ed.). (2015). *Comunidades interculturales y democráticas. Un trabajo colaborativo para una sociedad inclusiva*. Narcea. Madrid.
- Dietz, G (2012). *Multiculturalismo, interculturalidad y diversidad en educación. Una aproximación antropológica*. FCE. México
- Beuchet, M. (2006), *Filosofía del derecho Hermenéutico y Analogía*. Universidad Santo Tomás. Colombia..
- Cortés F., Giusti, M. (2007), *Justicia Global, Derechos Humanos y responsabilidad*. Siglo del Hombre Editores; Universidad de Antioquia y Universidad Católica del Perú.
- Fariñas, María José (2004), *Globalización, Ciudadanía y Derechos Humanos*. Editorial Dykinsons S.L. Madrid España
- Julios-Campuzano A. (2003), *La Globalización Ilustrada: Ciudadanía, Derechos Humanos Constitucionalismos*. Editorial Dykinson,



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S.L. Meléndez Valdés, Madrid, España

ACNUDH-UNESCO (2006): Programa Mundial para la educación en derechos humanos: plan de acción. París: UNESCO.

AMNISTÍA INTERNACIONAL (2007): Informe 2007: El estado de los derechos humanos en el mundo. Madrid: Editorial Amnistía Internacional-EDAI.

BOBBIO, N. (1991): El tiempo de los derechos. Madrid: Fundación Sistema.

CARIDE, J. A. (2007): "Derechos Humanos y Políticas Educativas". Bordón: Revista de Pedagogía, vol. 59, nº 2-3, pp. 313-334.

CARIDE, J. A. (coord.) (2009): Todas las personas tienen derechos en la educación y la cultura. Buenos Aires: Homo Sapiens.

CASSESE, A. (1991): Los Derechos Humanos en el mundo contemporáneo. Barcelona: Ariel.

CORTINA, A. (2007): Ética de la razón cordial. Educar en la ciudadanía del siglo XXI. Oviedo: Nobel.

DELORS, J. (1996): La educación encierra un tesoro: Informe a la UNESCO de la Comisión Internacional sobre la educación para el siglo XXI. Madrid: Santillana-UNESCO.

EIDE, A. (1998): "La significación histórica de la Declaración Universal". Revista Internacional de Ciencias Sociales, nº 158. Consultado el 25-10-2007 en: <http://www.unesco.org/issj/rics158/eidespa.html#aetl>.

GIL CANTERO, F. (1991): El sentido de los derechos humanos en la teoría y la práctica educativa (Tesis Doctoral). Madrid: Universidad Complutense de Madrid.

GIL, F.; JOVER, G. y REYERO, D. (2001): La Enseñanza de los derechos humanos: 30 preguntas, 29 respuestas y 76 actividades. Barcelona: Paidós.

ccp. Secretarios Académicos

ccp. Auxiliar Académico

ccp. Alumno