



Center for International Programs and Sustainability Studies

Course title: Human Development in Latin America

Course code: HIS 3290

Total contact hours: 48 hours

Pre-requisites: None

COURSE DESCRIPTION

This course explores the multidimensional concept of Human Development, established by the United Nation, inspired on the conceptual ideas of the economist, Nobel Prize winner Amartya Sen. Focused on the Latin American region, the course will show the new development perspectives, breaking the paradigm that this can only be achieved through economic growth.

It studies how Human Development seeks a more holistic growth, considering health, culture, education, and the environment. To understand this new development approach, the course analyzes the conceptual frame of development, from when the topic emerged following World War II to the present, in effect tracking the evolution of the thinking that has led to moving away from a strict economic approach to development issues, and on to human development as the key to improvement in living conditions.

The course describes human development index (HDI) helps evaluate the progress many countries around the world had achieve using this new approach. We will focus in the HDI of Latin America, so we will analyze the opportunities and challenges the region have related on the quality of life and wellbeing of its inhabitants.

COURSE PRE-REQUISITES

This course presents no prerequisites.

AUDIENCE

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course.

This is a theoretical-practical course, and it seeks to clarify the following question:

What are the main achievements and challenges that Latin America have regarding human development?

To respond the query, we will study the following generative topics:

- The multidimensional concept of Human Development
- The new development perspectives.
- The importance of health, culture, education, and the environment.
- Human development index (HDI)
- A balance of Human Development in Latin America

Along the course, the following **skills** will be fostered:

- The capacity to think in systemic terms, as these topics cannot be viewed in isolation.
- Critical analysis and how these topics constantly demand it.
- Problem solving ability, especially as it relates to societal demands.
- Application of theoretical concepts to life situations – the best practice is a well applied theory.
- The use of conceptual models for analysis of situations and for problem solving solutions.

The following **values** and **attitudes** will be promoted among students:

- Teamwork and leadership skills.

- Systemic analysis.
- Oral and written communication skills.
- Negotiation skills.

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.

Competencies	Key competences	Evidence of learning
Discipline Recognizes main achievements and challenges that Latin America have regarding human development.	Understands the conceptual frame of Human Development.	Reading Comprehension Concept Map Class Discussions
	Describes the development of Health, Education and Economic Development in Latin America.	Research Project Case Studies Class Discussions
	Determines the main challenges Latin America have as a region.	Group Workshop Research Project Class Discussions
Core/Generic		

Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn.	Research Project
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, in an iconic way, and in written form.	Class discussions Oral Presentations Essays
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Research Project
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relate well to others. Manage and solve conflicts. Negotiate reliably and empathetically. Speak responsibly. Listen attentively.	Research Project Oral Presentation

COURSE CONTENTS

UNIT 1. Concepts:

- The capability approach.
- Different perspectives around development.
 - Human Rights.
 - Economic Development.
 - “El Buen Vivir”.
 - Sustainability.
- Inequality, Injustice, Institutionalization, and market.
- Culture and Development.
- Democracy and political participation.

Unit 2: Health, economy, education, and the environment.

- Heath.
- Economic Development and poverty.
- Access to Education.
- Sustainable development.

Unit 3: Human Development Index

- The construction of the Index.
- United Nation Reports.
- Gender Development Index.
- Human Development and Inequality.
- Human Development and the SDGs.

Unit 4: Human Development in Latin America: Balance and Challenges.

- Inequality.
- Poverty.
- Education.
- Gender.
- Rural and Urban Development.
- Health and Social Epidemiology.
- Unemployment.
- Environment.
- Political Stability.

METHODOLOGY

The methodology used in this course is conceived as an analytic and synthetic process that will use each activity to obtain an understanding of the concept of human development applied to the experience of Latin America.

This is expected to be a very active class, conducted in the manner of a seminar, which will provide in depth discussion of important dimensions of human development related

to health, education, economy, and sustainability. There will be discussions to promote this interplay. Students will be expected to participate extensively, drawing from class lectures, and readings, both in discussions and presenting their findings on specific issues that have been assigned through case studies and research projects. Participants, organized in small groups, will be asked to compare, contrast and balance Human Development in Latin American countries. Through a workshop student will propose creative and innovating solutions to the issues of this countries. Reading material will be distributed in class. It is expected that students will come to class having read the material and prepared for discussions.

EDUCATIONAL RESOURCES

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. 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.

LEARNING EVALUATION

To make the course program better, competencies-based evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Case Studies (2-15%)	30%
Reading Comprehension Oral Presentations (2-10%)	20%
Workshop Group Research Project: A balance of Human Development in a Latin American country	30%
Class participation and discussions	10%
Concept Map	10%
Total	100%

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

1. Rubric to evaluate a Case Study (Group Project)

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. In pairs, students will develop two case studies related to the implementation of human development in Latin America.

Topics: Student will choose two of these topics and work in group focused on a specific country: **population, economy, health, gender equity, education, poverty, sustainability, inequality, justice, and political stability.**

Description:

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 events and historic contents will be extracted and discussed for its relevance and meaning. Students will choose the case studies according to their interests.

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. The influence of this case studies over the Costa Rican values of peace and democracy will be analyzed.

A written report will be presented including:

- Introduction, content, and conclusions.
- A bibliography (APA format) will be included with at least 5 scholarly resources
- Quotes should be correctly cited (APA Format)
- Use times new roman 12 font in 1.5 spacing.
- 4 to 6 pages long.

Oral presentation:

- Length of the presentation: 20 minutes.
- Visual Aid: PowerPoint, videos, and music.
- Every member of the group should present.
- Include questions and activities for classmate participation.

Note: The interview could be used to complementize any of the case studies.

2. Reading Comprehension Report (Oral Presentation)

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and oral presentations about reading resources. Each student is responsible of presenting two reading comprehension reports. As part of the analysis, they should stimulate classmate's participation through questions and observations.

The analysis of two reading resources (chosen by the students) is going to be represent in class using the following criteria:

- Main purpose of the article and key question.
- A summary of the main ideas and arguments (most important information)
- Critical analysis of the thoughts and ideas offer by the author (point of views, inferences, assumptions and implications).
- If the document accomplishes it purpose. (main conclusion).
- A visual aid as PowerPoint is going to be used to present the analysis.
- 2-3 questions will be presented to the class at the end of the presentation to promote class discussion.

3. Workshop Research Project (Group Work)

Groups Workshops for a research project will promote shared spaces in which students, working as a team, will develop their oral and written communication skills; synthesis, leadership, critical and creative thinking skills; and listening and relating well with others when dealing with political, social, economic, and cultural issues. Students will study the situation of human development in a Latin American country. Solutions to the main issues are going to be addressed by the team.

Students will choose a Latin American country to study the achievements and challenges of this country related to human development. Students must organize into small groups on instruction from the teacher. Class time, through the course will be provided by the teacher

to work on the research and analysis of the project. This is a **collaborative work** and required the active participation of all students.

Description

Outline the following themes to develop the project for both countries:

- Inequality.
- Poverty.
- Education.
- Gender
- Rural and Urban Development.
- Health and Social Epidemiology.
- Unemployment.
- Environment.
- Political Stability.

Important: Solutions to the main issues in both countries should be included in the conclusions.

Written Report (25%)

1. Workshop Plan: Presentation of a Log with the following organization. (5%):
 - Division of responsibilities.
 - Summary of plan, roles, and tasks.
 - Format: 1 page long, times new roman, 12, using tables.
2. Auto evaluation (individual) (2.5%)
3. Teamwork evaluation (Individual) (2.5%)
4. Format and Structure or the written report (15%): A written report will be presented including:

- Cover, Table of Content, Introduction (with the objectives and main ideas, and main purpose of the project) all contents developed in chapters and a conclusion.
- A bibliography (APA format) will be included with at least 8 scholarly resources. Quotes should be correctly cited (APA Format).
- Use times new romans 12 font in 1.5 spacing.

Oral Presentation (5%)

- a. Length of the presentation: 30 minutes.
- b. Visual Aid: PowerPoint. Add videos, images, maps and reading resources that can help you in the presentation.
- c. Add a question for classmate and teacher that can open to discussion.
- d. Every member of the group should present.

4. Concept Maps: Main Development Perspectives

Students will generate a concept map that exemplifies most of the important concepts of Latin American countries. Student will develop synthesis skills and critical thinking by summing concepts and theories that interconnect.

The Concept Map will be a tool to demonstrate analysis and reasoning ability. This organizer is used to describe the stages of events. Present the information in a clear, synthetic manner using a Chain of Events Organizer. Define the following concepts:

- Human Rights.
- Economic Development.
- “El Buen Vivir”.
- Human Development.

5. Class discussions

Students will exercise the capacity of critical thinking, and oral expression through class discussions about the case studies presented by their classmates, round tables

developed by the teacher and talks stimulated by students during reading comprehension oral presentations. Students should participate in discussions at least 4 times. Their participation should be clear, concise, related to the topic discussed and exposing critical analysis and problem-solving skills that will enrich the conversation.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

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

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, 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. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

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Philips, A. (2007). Multiculturalism Without Culture, Princeton University Press, Caps. 1 -2.

CHRONOGRAM

Week	Contents	Learning strategies
1-2	UNIT 1. Concepts: 4. The capability approach. 5. Inequality, Injustice, Institutionalization, and market. 6. Culture and Development. 7. Democracy and political participation.	<ul style="list-style-type: none"> ○ Course presentation and reading the syllabus. ○ Fun Questionnaire. ○ Organizing group assignments. ○ Magisterial class.

2-3	<p>UNIT 1. Concepts:</p> <p>8. Different perspectives around development.</p> <ul style="list-style-type: none"> a. Human Rights. b. Economic Development. c. “El Buen Vivir”. d. Sustainability. 	<ul style="list-style-type: none"> ○ Magisterial class. ○ Class Discussion. ○ Workshop plan ○ Reading Comprehension <p>Oral Presentation.</p>
4	<p>UNIT 1. Concepts:</p> <p>9. Inequality, Injustice, Institutionalization, and market.</p> <p>10. Culture and Development.</p> <p>11. Democracy and political participation.</p>	<ul style="list-style-type: none"> ○ Magisterial class. ○ Class Discussion. ○ Workshop plan. ○ Reading Comprehension <p>Oral Presentation.</p>
5-6	<p>Unit 2: Health, economy, education, and the environment.</p> <ul style="list-style-type: none"> ○ Health. ○ Economic Development and poverty. ○ Access to Education. ○ Sustainable development. 	<ul style="list-style-type: none"> ○ Magisterial class. ○ Class Discussion. ○ Workshop plan. ○ Reading Comprehension <p>Oral Presentation.</p> <ul style="list-style-type: none"> ○ Class work: Case Studies. ○ Concept Maps.
7-8	<p>Unit 3: Human Development Index</p> <ul style="list-style-type: none"> ○ The construction of the Index. ○ United Nation Reports. ○ Gender Development Index. ○ Human Development and Inequality. ○ Human Development and the SDGs. ○ 	<ul style="list-style-type: none"> ○ Magisterial Class. ○ Group Discussions. ○ Reading Comprehension <p>Oral Presentation.</p> <p>*Oral Presentations of Case Studies 1.</p>

9-11	<p>Unit 4: Human Development in Latin America:</p> <p>Balance and Challenges.</p> <ul style="list-style-type: none"> ○ Inequality. ○ Poverty. ○ Education. ○ Gender. ○ Rural and Urban Development. ○ Health and Social Epidemiology. ○ Unemployment. ○ Environment. ○ Political Stability. 	<ul style="list-style-type: none"> ○ Magisterial Class. ○ Group Discussions. ○ Reading Comprehension <p>Oral Presentation.</p>
12	Conclusions	Presentations of Workshop Research Projects.