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Human Rights Education in Higher Education and the 4th Sustainable Development Goal: An Analysis of Undergraduate Courses at the State University of Western Paraná, Marechal Cândido Rondon Campus – PR, Brazil

Human Rights Education in Higher Education and the 4th Sustainable Development Goal: An Analysis of Undergraduate Courses at the State University of Western Paraná, Marechal Cândido Rondon Campus – PR, Brazil

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Summary

This article aims to analyze public policies and national guidelines for the implementation of human rights education guidelines in higher education courses, seeking to identify whether Human Rights Education (HRE) has been implemented in undergraduate courses offered by the State University of Western Paraná (UNIOESTE), on the campus in the municipality of Marechal Cândido Rondon, Paraná. The problem addressed in this research lies in the fact that not all Higher Education Institutions (HEIs) comply with Resolution No. 1 of 2012 of the National Education Council and the Ministry of Education (CNE/ MEC), which establishes human rights education as a special educational guideline for higher education courses. The results showed that only 6 of the 10 undergraduate courses offered by UNIOESTE on the Marechal Cândido Rondon campus offer or include human rights education content in their curricula, highlighting the strong inclusion of HRE in Literature courses. We can conclude that Human Rights Education is fundamental to the students' education, contributing to social change and transformation, since it values the dignity of the human person, equality of rights, recognition and appreciation of differences and diversity, democracy in education, transversality, experience, and globality. It is recommended that the Higher Education Institution (HEI) readjust its Course Pedagogical Project (PPC) and curricula to include the subject of Human Rights Education in all undergraduate courses offered by the HEI.

Keywords: sustainable development, human rights, national guidelines, education, public policies.

Abstract

This article aims to analyze public policies and national guidelines for the implementation of human rights education in higher education courses, seeking to identify whether Human Rights Education (HRE) has been implemented in undergraduate courses offered by the State University of Western Paraná (UNIOESTE), on the campus in the municipality of Marechal Cândido Rondon, Paraná. The problem addressed in this research lies in the fact that not all Higher Education Institutions (HEIs) comply with Resolution No. 1 of 2012 of the National Education Council and the Ministry of Education (CNE/MEC), which establishes human rights education as a special educational guideline for higher education courses. The results showed that only 6 of the 10 undergraduate courses offered by UNIOESTE on the Marechal Cândido Rondon campus offer or include human rights education content in their curricula, highlighting the strong inclusion of HRE in Literature courses. We can conclude that Human Rights Education is fundamental to the students' education, contributing to social change and transformation, since it values the dignity of the human person, equality of rights, recognition and appreciation of differences and diversity, democracy in education, transversality, experience, and globality. It is recommended that the Higher Education Institution (HEI) readjust its Course Pedagogical Project (PPC) and curriculum to include the subject of Human Rights Education in all undergraduate courses offered by the HEI.



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1. Introduction

The emergence of the Universal Declaration of Human Rights (UDHR) promulgated in 1948 The United Nations (UN) initiative arose as a response to World War II. occurring between 1939 and 1945, it is considered one of the greatest humanitarian tragedies ever. experienced, since the situations of genocide transcended the battlefields, there being the extermination of millions of people, including Jews, children, women, blacks, homosexuals, the elderly, ...and peasants, who were killed simply for existing and being who they are. The UDHR emerges in... a response to the feeling of revolt and fear to which people and nations were subjected, which resulted in a universal consensus that all human beings are born free and equal in dignity and rights, possessing the right to live, without reservations, regardless of where they reside, of spoken languages, social status, or any other characteristic (Brazil Fund, 2022).

Thus, the UDHR was established with 30 articles, which aim at the preservation of life. human rights for all human beings, ensuring that rights are universal and inalienable, or That is, every person in the whole world has a right to them, and no one can renounce or have their rights revoked. rights violated. Another inherent characteristic of Human Rights is that they are indivisible. regardless of civil, political, economic, social or cultural nature, all of these rights They stem from the dignity of the human person and have the same value. In this sense, rights are interconnected, since one right depends, in whole or in part, on the realization of another right, such as the right to health, which is linked to the right to education. (Brazil Fund, 2022).

Article 2 of the Universal Declaration of Human Rights guarantees that all individuals They are equal as human beings, and have the right to a life of dignity and equal rights. without discrimination, whether based on race, color, sex, ethnicity, age, language, religion, political opinion, or origin. national or social status, disability, property, birth, or other status as explained by human rights treaties. (Unicef, 2025).

The Universal Declaration of Human Rights guarantees that all peoples have the right to active, free and meaningful participation. be it in civil, political, economic, social and cultural development, through which rights Human rights and fundamental freedoms can be realized, and they have the right to contribute and to Enjoy this development. Furthermore, it ensures that states and other duty holders must... comply with the legal norms and standards enshrined in human rights instruments, and when not They did, it allows the holders of violated rights to initiate proceedings aimed at a Proper redress, before the competent court or body, in accordance with the procedure set out in statement. (Brazil Fund, 2022).

Brazil is one of the 51 founding member countries of the United Nations (UN).



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Having ratified the UN Charter on September 21, 1945, and acceding to the UDHR in 1948, however,

The Brazilian State's commitment to the Universal Declaration of Human Rights resonates throughout the country.

The Federal Constitution, particularly in the protection of minorities and vulnerable groups, is responsible for...

magistrates and other justice agents, the safeguarding of fundamental rights of individuals and

of the community, without prejudice based on origin, race, sex, color, age, or any other form of

discrimination. (Toffoli, 2018).

According to Article 1 of the 1988 Federal Constitution, Brazil, as a republic...

A democratic system of rights has as its foundations the sovereignty and...

citizenship, the dignity of the human person, the social values of work and free enterprise, and the

Political pluralism, further declaring that all power emanates from the people, who exercise it through

elected representatives or directly, as stipulated in the Constitution.

In this sense, international norms and treaties have been incorporated into Brazilian legislation.

among them, the Convention on the Prevention and Punishment of the Crime of Genocide (1948), the Convention

International Convention on the Elimination of All Forms of Racial Discrimination (1965)

on the Elimination of All Forms of Discrimination against Women (1979), the Convention

Regarding the Rights of the Child (1989), the Pact of San José, Costa Rica on Human Rights

(1969), the International Covenant on Civil and Political Rights (1990) which allows imprisonment for debt.

civil society, the World Conference on Human Rights (1993), and the Convention on the Rights of

People with Disabilities (2006), these being treaties, incorporated into the legal system.

Brazilian. (Desinstitute, 2021).

In 2009, Brazil approved the National Human Rights Program (PNDH-3).

implementing certain strategic guidelines and objectives, as well as programmatic actions

established as a way to strengthen and make the UDHR effective, allowing interaction between the

The State and Civil Society. Therefore, we can understand that all international treaties and

Conventions dealing with human rights end up interfering in the constitutional sphere and

This is not constitutional, since most of the treaties have been incorporated into the legal system.

Brazilian.

In this sense, the national guidelines for Human Rights Education were

established in 2012 by the Full Council of the National Education Council (CNE), which gave rise to

in Resolution No. 1 of 2012 of the CNE, which determines that the education systems and institutions,

recognize human rights education (HRE) as one of the fundamental pillars of the right to

education, conceptualizing it through the use of educational concepts and practices based on Rights.

Humans and in the processes of promotion, protection, defense and application in daily and civic life, of

subjects of individual and collective rights and responsibilities. The goal of EDH is to contribute

with education for life and for coexistence in the exercise of Human Rights, as a way of



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life and social, political, economic and cultural organization at the regional, national and global levels.

(BRAZIL, 2023).

The overall objective of this work is to understand how the implementation of occurs.

Human Rights Education (HRE) in higher education, especially in undergraduate courses.

offered at the Marechal Cândido Rondon campus of the State University of Western Paraná, and

to correlate human rights education with the Sustainable Development Goals of nations, in particular

SDGs 4.

2. Theoretical Framework

Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (1948) is an extremely important document.

important for humanity, since it establishes common standards for the protection of rights.

of man, and should be followed by all peoples and nations. The UDHR was drafted by

representatives of diverse countries and cultures, proclaimed by the United Nations General Assembly.

United, in Paris, on 10 December 1948, in accordance with Resolution 217 A (III) of the Assembly

from the UN (Desinstitute, 2021).

Currently, the UDHR has been translated into more than 500 languages and has inspired the constitutions of...

Many democratic states, such as Brazil, which in 1988 promulgated its current Federal Constitution,

based on the dignity of the human person and freedom, which he also signed and ratified.

The Universal Declaration of Human Rights (UDHR) since its proclamation in 1948.

In addition to the Universal Declaration, a number of other international treaties have addressed the subject.

human rights, including: the Convention on the Prevention and Punishment of the Crime of Genocide

(1948), the International Convention on the Elimination of All Forms of Racial Discrimination

(1965), the Convention on the Elimination of All Forms of Discrimination against Women

(1979), the Convention on the Rights of the Child (1989), the Pact of San José, Costa Rica on

Human Rights (1969), the International Covenant on Civil and Political Rights (1990) which allows

imprisonment for civil debt, the World Conference on Human Rights (1993), and the Convention

on the Rights of Persons with Disabilities (2006), these treaties being incorporated into

Brazilian legal system. (Desinstitute, 2021).

Human rights are considered fundamental rights of all human beings.

guaranteeing them a dignified life, and the value of the human person, with equal rights for all men.

and of women, considering that all are free and equal in rights and freedoms. The UDHR

It establishes that teaching and education about human rights are objectives of all peoples and nations.



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aiming to promote respect for these rights and freedoms, as well as the adoption of progressive measures of a national and international character, ensuring its universal recognition and observance and effective, both among the peoples of the member countries and among the peoples of the territories over which it operates. jurisdiction (Universal Declaration of Human Rights 1948; UNICEF, 2025).

SDG 4: Quality Education

The 2030 Agenda for Sustainable Development established by the General Assembly of The United Nations in 2015, deals with a global plan consisting of 17 goals and 169 targets for to achieve the development and prosperity of nations and people everywhere. world, since it is made up of ambitious purposes, focusing on people with more vulnerabilities.

The United Nations' 2030 Agenda for Sustainable Development reinforces the a commitment by countries to treaties and conventions concerning Human Rights, a since it also aims to strengthen universal peace and freedom, with the goal of eradicating poverty everywhere. forms and dimensions, including extreme poverty (misery), being the greatest global challenge, and An indispensable requirement for achieving Sustainable Development. All nations are working towards this. in collaborative partnership, aiming to liberate the human race from poverty and misery, healing and protecting our planet. The SDGs aim to promote the progress of humanity, both in the areas of economic, social and environmental. (United Nations, 2015).

In this sense, the 4th Sustainable Development Goal is focused on promoting Inclusive, equitable, and quality education, promoting learning opportunities throughout the life cycle. of life for all. In accordance with goal 4.1, the United Nations should strive to ensure that by the year of By 2030, they can ensure that all girls and boys complete primary and secondary education. free of charge, equitably, and with quality, leading to relevant learning outcomes. and considered effective (IPEA, 2019).

Goal 4.2 aims to ensure that by 2030, all children have access to development. quality early childhood education, access to quality care and early childhood education, so that be prepared for primary education. Goal 4.3 establishes that by 2030, all men and women should have equal access to technical, vocational, and higher education. Quality education at affordable prices, including access to universities. In this sense, goal 4.4 aims to... to increase the number of young people and adults who have skills considered relevant, including technical and professional skills, aiming at employment, decent work and entrepreneurship, which It is linked to the 8th SDG (IPEA, 2019).

Goal 4.5 aims to eliminate gender disparities in education and ensure equality of



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access to all levels of education and vocational training for people in vulnerable situations

vulnerable populations, including people with disabilities, indigenous peoples, and children in vulnerable situations. vulnerability.

In Brazil, public policies work towards eliminating any inequality between Gender and race in education, given the existence of a quota system aimed at addressing inequalities. social programs, aligned with target 4.5 of SDG 4, aiming to guarantee retention and completion in all areas. levels of education and modalities of education offered, prioritizing groups in situations of socioeconomic vulnerability, especially among people with disabilities and rural populations, itinerant workers, and indigenous and traditional communities, adolescents and young people serving sentences. socio-educational measures, or the population that finds itself in a rural situation, or deprivation of freedom (IPEA, 2019).

Target 4.6 aims to ensure that by 2030 all young people and a significant proportion of them adults, both men and women, are literate and have acquired basic knowledge of mathematics. Goal 4.7 aims to ensure that by 2030, all students acquire knowledge and skills to promote sustainable development, including through education for sustainable development and more sustainable lifestyles, human rights, equality of gender, promotion of peace and non-violence, global citizenship, appreciation of cultural diversity, and the contribution to the SDGs. (IPEA, 2019).

In accordance with target 4.7, it was established that countries should adopt educational measures to Global citizenship for sustainable development, including gender equality and rights. humans, being incorporated into all levels of national education policies and curricula. schools, teacher training, and student assessment (IPEA, 2019). (emphasis added)

Federal Constitution and sub-constitutional norms

Brazil is one of the 51 founding member countries of the UN, and one of the countries that participated in... Brazil is a signatory to the Universal Declaration of Human Rights (UDHR), forming part of the UDHR in its entirety. In addition to the UDHR, Brazil has also adhered to... other treaties and conventions concerning human rights, which has been reflected in Construction of the current Federal Constitution of the Republic of 1988. The Federal Constitution of the Republic In 1988, the principles of dignity were adopted as the foundation of the Brazilian Democratic State. human person, and freedom. (Brazil, 1988).

In this sense, the UDHR is reflected in the constitutional text, since Article 3 has as its The objective is to build a free, just, and supportive society; the pursuit of development... Brazilian nation; the eradication of poverty and marginalization, aiming to reduce inequalities. social; the promotion of the well-being of all, without prejudice based on origin, race, sex, color, age, or any other factors.



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forms of discrimination, in addition to the fundamental rights and guarantees established by article 5, which

It adds most of the rights and guarantees contained in the 30 articles of the UDHR. Furthermore, the constitution recognizes education, health, food, work, and housing as social rights of man.

transportation, leisure, security, social security, protection of motherhood and childhood,

Assistance to the destitute (Brazil, 1988).

Treaties and conventions on Human Rights have also resulted in the promulgation and

approval of sub-constitutional norms in force in the Brazilian legal system, being among

They are the Statute of Persons with Disabilities (Law No. 13.146 of 2015), the Statute of the Child and Adolescent.

Adolescent (Law No. 8,069 of 1990), and the Digital Child and Adolescent Statute (Law No. 15,211)

of 2025), Consumer Protection Code (Law No. 8,079 of 1990), Maria da Penha Law

(Law No. 11,340 of 2006), Social Assistance Law (Law No. 8,742 of 1993), Specialized Listening Law

(Law No. 13,431 of 2017), Youth Statute Law (Law No. 12,852 of 2013), among other legislation

which deal with the rights of vulnerable people and groups.

Human Rights Education as Public Policy

The national guideline that promotes Human Rights Education (HRE) was created after the

Opinion No. 8 of 2012 from the National Education Council (CNE), which determined a commission.

interinstitutional, coordinated by the CNE, and with the participation of the Secretariat of Human Rights of

Presidency of the Republic (SDHPR), Secretariat for Continuing Education, Literacy, Diversity

and Inclusion (SECADI), Secretariat of Higher Education (SESU), Secretariat of Articulation with the

Education Systems (SASE), Basic Education Secretariat (SEB) and the National Education Committee

in Human Rights (CNEDH) (MEC, 2012).

The opinion issued by the CNE/MEC recognizes education as a human right, and the EDH (Human Rights Education).

as one of the fundamental pillars of the right to education, aiming to promote a culture of

rights, in accordance with the concept of Human Rights Education foreseen in the constitutional text,

and in the Law of Guidelines and Bases of National Education (Law No. 9,394 of 1996). In Brazil, Education

The National Plan for Education in Human Rights (PNEDH) was established in the field of Human Rights.

Revised in 2006, it is a state educational policy focused on five areas of education:

basic education, higher education, non-formal education, media and the training of professionals in

security and justice systems. The PNEDH emphasizes the values of tolerance, respect, solidarity,

Fraternity, social justice, inclusion, plurality and sustainability (MEC, 2012).

The Law of Guidelines and Bases of National Education establishes that the education curricula

Early childhood, elementary, and secondary education should include content related to human rights and...

Prevention of all forms of violence against children, adolescents, and women will be addressed.



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as cross-cutting themes, observing the corresponding guidelines and legislation. (Brazil, 1996).

Human Rights education aims to promote education for change and...

social transformation, and its principles include the dignity of the human person and equality of rights.

the recognition and appreciation of differences and diversity, democracy in education, and

Transversality, experience, and globality. The objectives of Human Development Education are education for life and coexistence, in the daily exercise of human rights as a way of life and social organization,

political, economic and cultural factors, resulting in the planning and development of Human Rights Education actions. adapting to the characteristics and needs of the subjects in which they are implemented (MEC, 2012).

In 2010, the 2nd World Programme for Human Rights Education (WPHRE) emerged, which

It deals with the implementation of Human Development Education (HDE) in higher education, highlighting the responsibility of institutions to Higher Education (HEI), with the training of ethical citizens committed to building peace,

defending human rights and democratic values, as well as the responsibility to generate

global knowledge, aiming to address current human rights challenges, such as eradication

poverty, prejudice and discrimination. The role of higher education institutions in human rights education is linked to the processes building a more just society, based on respect for and promotion of Human Rights,

contributing to values that aim to transform society, transcending time and space.

higher education, bearing in mind that human rights must be incorporated into cultures and management.

organizational, in conflict mediation, in addition to dealing with and repairing violation processes (MEC, 2012).

Higher education institutions are not exempt from human rights violations, as many of them reproduce them.

the privileges of certain classes, allowing for ethnic, racial, and orientation discrimination.

sexual and socioeconomic. Even with the guarantees achieved in the legal and political system,

The lack of equal opportunities for access to and retention in education still persists.

Superior, being necessary, is the implementation of fairer public policies that reverse these

situations of exclusion to which many Brazilian individuals and students are subjected. It is expected that

Higher education institutions should consider Human Rights as guiding principles, and Human Rights Education should be part of... educational process (MEC, 2012).

3. Methodological Procedures

This article was developed in October 2025, and the research was of a [specific] nature.

qualitative, and documentary in purpose; however, the data collection method is bibliographic and

documentary, since in addition to articles, laws, and documents of an international nature, there were

After analyzing the data documented in the curriculum matrices and Course Pedagogical Project (PPC),

of the undergraduate programs offered by IES Unioeste, Marechal Cândido Rondon campus.

4. Results and Discussion

The State University of Western Paraná (UNIOESTE) is a public higher education institution, maintained by Government of the State of Paraná, having recognized it as a University through the Ordinance Ministerial Decree No. 1784-A of 1994, and opinion of the State Board of Education No. 137/1994, its The statute was approved through State Decree 1378 of 1999, being recognized as a A regional multi-campus university, as it has campuses in the municipalities of Cascavel, Foz do Iguaçu, Francisco Beltrão, Marechal Cândido Rondon, and Toledo, in addition to housing the headquarters of the Rectorate and the University Hospital also located in the municipality of Cascavel (Unioeste, 2025).

The campus, located in the municipality of Marechal Cândido Rondon, offers 10 courses. undergraduate programs include Administration, Agronomy, Accounting Sciences, Law, and Education. Physics, History, Letters – Portuguese Language and its Literatures and Spanish Language, Letters – Language Portuguese Language and Literature and English Language, Higher Education in Educational Technologies with Emphasis on Humanities and Animal Science (Unioeste, 2025).

Documentary analysis of the curricular syllabi of undergraduate courses offered by the IES. Unioeste, at the Marechal Cândido Rondon campus, aimed to identify which courses meet the needs of Resolution No. 1/2012 (CNE/MEC), including Human Rights Education in the curriculum, or that is working on A discipline that forms a cross-disciplinary or multidisciplinary approach.

In summary, we can identify that of the 10 undergraduate courses offered, only 6 They demonstrate that they work on the theme of Human Rights, whether through the inclusion of the Human Rights Education context in Let's look at the subjects of Sociology or Humanities:

Undergraduate Courses at Unioeste Campus Marechal Cândido Rondon

Course	EDH	Discipline
Administration	YES	<i>Humanities</i>
Agronomy	YES	Rural Sociology and Environmental
C. Accounting	NO	It does not have
Right	YES	General Sociology and Legal
Physical education	NO	It does not have
History	NO	It does not have
Letters Por/Esp	YES	12 Human Development Education subjects
Portuguese (Brazil): Letters Por/Eng	YES	10 Human Development Education subjects

Animal Science	YES	Sociology and Development Sustainable Rural Area
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Source: Table prepared by the authors, 2025.

In a detailed analysis, only the courses in Administration, Agronomy, Law, Literature, and Animal Science, both address the themes of human rights, while the Administration course has the discipline of "Humanities" that deals specifically with the relationships between individuals, Society and the State, addressing ethnic-racial issues and Human Rights.

The Agronomy, Law, and Animal Science courses addressed the themes of Human Rights. and ethnic-racial diversities, respectively in the disciplines of Rural Environmental Sociology, General and Legal Sociology, and Sociology and Sustainable Rural Development.

The highlight is the subject of Portuguese Language and Literature and Spanish Language, which addresses Human Rights Education, and the themes of Ethnic-Racial Diversity and Gender. Sexuality and Religion, in 12 subjects, including the subjects of Spanish Language 1, Argumentation and Rhetoric, Sociolinguistic Studies, Discourse Genres, Spanish Language 3, Teaching Practice in Portuguese Language 1 and 2, Linguistic Theories, Discourse Analysis, Philosophy of Language, Libras (Brazilian Sign Language). Portuguese and Afro-Portuguese Literatures.

The second discipline that most deals with Human Rights Education is the discipline of Portuguese Language and Literature and its... Literature and English Language, which addresses the theme of human rights in 10 subjects, being the subjects of Practice in Portuguese Language I and II, Argumentation and Rhetoric, Studies Sociolinguistics, Discourse Genres, Linguistic Theories, Discourse Analysis, Philosophy of Language, Libras (Brazilian Sign Language), Portuguese and Afro-Portuguese Literature.

It should be noted that the law course at the Marechal Cândido Rondon campus does not offer... a specific discipline in human rights, which demonstrates a step backward, since the The theme of human rights education is necessary for understanding other branches of law, such as law. Constitutional law, consumer rights, and the rights of vulnerable people.

Final Considerations

We can conclude that Human Rights Education is fundamental to the students' education, contributing to... social change and transformation, as it upholds the dignity of the human person and equality. of rights, the recognition and appreciation of differences and diversity, democracy in Education, transversality, experience, and globality. In this sense, the fundamental role of education is emphasized. which higher education institutions possess, in building a more just society, based on respect and promotion.

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of human rights, in addition to the responsibility of generating global knowledge, aiming to overcome the
Current challenges facing humanity, such as eradicating poverty, prejudice, and discrimination.

Human Development Education (HDE) is based on the Universal Declaration of Human Rights (UDHR) and reinforced by the Sustainable Development Goals.

Sustainable, since the 4th SDG promotes inclusive, equitable and quality education.

promoting lifelong learning opportunities for all, it also establishes that the

Countries should adopt measures to promote education for global citizenship, for the

sustainable development, including gender equality and human rights, being

incorporated into all levels of national education policy, school curricula, training

of the teachers, and evaluation of the students.

Regarding the undergraduate courses offered by UNIOESTE at the Marechal Cândido campus

Rondon suggests that the PPCs (Pedagogical Project of the Course) and curricular outlines be readjusted and updated so that...

adapt and introduce national public policies and guidelines for special education, and should

It also includes provisions for cross-cutting approaches to the content required by national guidelines.

specific policies, such as environmental education policies, human rights education policies,

education for the elderly, education in gender policies, education in ethnic relations-

racial issues and Afro-Brazilian, African, and Indigenous histories and cultures, among others.

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