

EDLED-GE:2205 Advocacy and Education (Buenos Aires)

Program in Educational Leadership

Department of Administration, Leadership, and Technology

The Steinhardt School of Education, New York University

Summer, 2014

Instructor:	Gary L. Anderson	Class Location:	New York/Buenos Aires
Office Location:	Pless Hall 618	Class Time:	Two classes in NYC on May 2 & 16. In Buenos Aires: Aug. 3-16. One class in NYC on September 5. Online discussions in June and July.
Office Hours:	Before and after class or by appointment	Email Addresses:	gary.anderson@nyu.edu

Course Description:

Educational Leaders and advocates work in public school, but also civil society organizations like private schools & universities, community-based non-profits, unions, community organizations, policy organizations, & educational think tanks. Increasingly, educational advocates need to understand how to collaborate with others to achieve their society organizations have influenced policy & practice in educational institutions. How do these organizations mobilize to achieve their purpose? This course examines the strategies & tactics that successful advocates use to organize constituencies & achieve their purposes.

ACADEMIC INTEGRITY

All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at http://steinhardt.nyu.edu/policies/academic_integrity.

STUDENTS WITH DISABILITIES

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 719 Broadway, 2nd Floor, and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Course Requirements:

Students will maintain an online discussion in June and July and write a final paper. In addition, you will be expected to do some preliminary work in anticipation of the visit to Argentina. Students are expected to contribute to the development of a strong, inclusive learning community. You should immerse yourself in books and films on Argentina (especially Buenos Aires) in order to learn as much as you can about the issues confronting Argentina. Try to read a work of fiction or non-fiction by an Argentinean writer (See recommended reading list) and see films about Argentina or by Argentinean directors prior to your trip so you can share what you have learned with others. You are also expected to do all class readings and attend and actively participate in all classes and scheduled trips.

Grading Procedures

40 points: Double Entry Journals and discussion on Blackboard: Online discussion of readings prior to the trip (May 15- August 1).

60 points: Synthesis paper. (See appendix A for a description of this assignment)

Points will be deducted for non-attendance (both in New York and Buenos Aires) at seminars and site visits.

Total: 100 points

The *OVERALL GRADE* of the course is determined as follows:

A	=	94	-	100	points
A-	=	90	-	93	points
B+	=	87	-	89	points
B	=	83	-	86	points
B-	=	80	-	82	points
C+	=	77	-	79	points
C	=	73	-	76	points

Required Texts

Harvey, David (2005). *A brief history of neoliberalism*. London: Oxford University Press (especially chapters 1 and 4).

Klein, Naomi (2007). *The shock doctrine: The rise of disaster capitalism*. New York: Metropolitan Books. (especially Parts 1, 2 and 3—first 8 chapters)

Lavaca Collective (2004). *Sin patron: Stories from Argentina's worker-run factories*. Chicago: Haymarket Books.

Publication Manual of the American Psychological Association (Sixth Edition)
Washington, D.C.: A.P.A. (All of your papers should follow APA. guidelines.)
Or visit: <http://www.apastyle.org/learn/> and take the tutorials.

A travel guide of your choice (recommended: Lonely Planet, Insight Guides, or Time Out). We will not be traveling outside the general Buenos Aires area, so a Buenos Aires guide might make more sense than an Argentina guide, unless you plan to come early or stay over and travel around the country. See also: <http://www.gringoinbuenosaires.com>

Try to read as much as you can about Argentina before you go. The fiction and non-fiction books and films in Appendix C are recommended. Each of you should be prepared to share something you have read or movies you have watched with classmates once we are in Argentina.

Course topics

The State, Civil Society, and the Market

It is useful to differentiate existing social spaces in terms of a tripartite division of civil, political (State), and market society. Civil society refers to the sphere of voluntary associations around shared interests, purposes and values. Within this realm, value-oriented motivation prevails, and influence is the dominant resource. Its organizational manifestations are differentiated from those of the state (political society), family and market (market society), though in practice, the borders between the state, civil society, family and market are often multifaceted and fluid. Civil society commonly embraces a multiplicity of actors and institutional forms, varying in their degree of formality, informality, and power. Civil societies are often populated by organizations such as registered charities, non-governmental organizations, community groups, women's organizations, faith-based organizations, professional associations, trades unions, self-help groups, social movements, business associations, coalitions and advocacy groups.

Political society refers to the sphere of state-based administration and power. In theory, its organizational forms are distinct from those of the family and market (market society) and civil society, though in practice, the boundaries between civil society, family and market, and political society are multifaceted and fluid. Within this realm, power is the dominant resource. Political society commonly embraces various institutional forms. Organizations such as federal, state, county, and city governments, legislative, executive, and judicial branches, regulatory agencies, political parties, and political advocacy groups often populate political societies.

Lastly, market society refers to voluntary associations centered on shared commercial interests. Within this realm, exchange value prevails, and money is the dominant resource. In theory, its organizational forms are distinct from the state (political society), family and civil society, though in practice, the boundaries between state, civil society, family and market are often multifaceted and fluid. Market societies are typically populated by organizations such as sole proprietorships, partnerships, and

corporations. Market society commonly embraces a range of actors and institutional forms. (Anonymous Blogger, Ludwig von Mises Institute)

Class Schedule:

New York Campus:

Friday, May 2, 2014: 5:30-9:00: First meeting in New York: Orientation to the trip. Central concepts of the course: The Market, The State, and Civil Society; Showing of “Our disappeared/Nuestros Desaparecidos.”

Friday, May 16: 2014: 5:30-900: Second meeting in New York: New Forms of Political Contention within Civil Society; Panel Discussion with Gustavo Fischman and Sandra Sales.

Required Readings and Viewings: Post a 500-word reflection on Friedman, Klein, and Harvey by June 1. Respond to at least 5 of your classmates by June 15th (Reflections and responses should be analytical/critical. Responses should be more than a sentence or two).

The Market and Neoliberalism:

Required readings:

Harvey, D. (2005). *A brief history of neoliberalism*. London: Oxford University Press. (chapters 1 and 4)

Klein, Naomi (2007). *The shock doctrine: The rise of disaster capitalism*. New York: Metropolitan Books. (Especially Parts 1, 2 and 3—first 8 chapters)

Required Videos

Friedman, Milton. (Feb. 19, 1995). Public schools: Make them private The Washington Post.

<http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice/Public-Schools--Make-Them-Private.aspx>

Milton Friedman on higher education:

<http://www.youtube.com/watch?v=WNXclFOROEK>

YouTube video: Naomi Klein

http://www.democracynow.org/2008/10/6/naomi_klein

Wall Street Crisis Should Be for Neoliberalism What Fall of Berlin Wall Was for Communism.

Required Readings: (Read all of the civil society and community organizing readings, but post a double entry journal comparing *Sin Patron* and *Work, Dignity and Social Change* (video) as civil society responses to the economic crisis. by June 30. Respond to the double entry journal of at least 5 of your classmates by July 15th (Responses should be analytical/critical and more than a sentence or two):

Civil Society:

Required readings:

Anderson, G.L. and Herr, K. (Eds.) (2007). *The Encyclopedia of Activism and Social Justice*. Thousand Oakes, CA: Sage Pub. (Scroll down to and read “Civil Society” and “Cooperatives” entries) (on NYU Classes)

Sandlin, J., Schultz, B., and Burdick, J. (2010). Understanding, mapping, and exploring the terrain of public pedagogy. In Sandlin, J., Schultz, B., and Burdick, J. (Eds.) *Handbook of public pedagogy: Education and learning beyond schooling*. New York: Routledge.

Lavaca Collective (2004). *Sin patron: Stories from Argentina’s worker-run factories*. Chicago: Haymarket Books.

All chapters of *Work, Dignity, and Social Change* (video workshop series) on YouTube.

Argentina's Economic Collapse (Memoria Del Saqueo 2004) Youtube

Civil society coalition wins new broadcast law.

<http://www.communitymedia.org.za/alt-media-resources/99-argentina-civil-society-coalition-wins-new-broadcast-law->

<http://www.youtube.com/playlist?list=PL5A997DAD92CDD6B5>

Required Readings: (Read both articles and post a double entry journal on one of the following articles by August 3.

Social Movements:

Villalon, R. (2007). Neoliberalism, Corruption, and Legacies of Contention: Argentina's Social Movements, 1993-2006, *Latin American Perspectives*, 34(2), 139-156.

Public Education in Argentina:

Gorostiaga, J. y Ferreira, A. (2012). Discourses and policies on educational quality in Argentina, 1990-2010. *Research in Comparative and International Education*, 7(3), 364-375.

Civil Society: Public Pedagogies:

Friedrich, D. (2011). The memoryscape in Buenos Aires: Representation, memory, and pedagogy. *Journal of Curriculum Theorizing*, 27(3), 171-188.

The State:

Grugel, J. and Riggirozzi, M.P. (2007). The return of the state in Argentina. *International Affairs*, 83(1), 87-101.

NYU Center, Buenos Aires

For those not coming early, you may want to take the evening red eye flight (direct) out of Newark (United) or JFK (American) on the evening of Friday, Aug. 1, arriving the morning of Aug. 2. Aug. 2 is not an official class day, so you can arrive anytime that day or evening. However, Aug. 3 is an official class day.

Saturday, Aug. 2: Settle in hotel (Concord Callao) and rest/read. Early afternoon: Optional visit to Recoleta cemetery/cultural center (Walk).

Sunday, Aug. 3: Visit to San Telmo (Subway or bus to San Telmo) and el Museo Bicentenario (Meet at Plaza de Mayo at 3:00, museum is open till 6:00) (walk). Dinner at Primofila in Recoleta (Walk). (Restaurants in San Telmo: El Desnivel (Defensa street)) and La Brigada (Estados Unidos street. Cheap food in the indoor market)

Monday, Aug. 4: 10:00-1:00, Orientation at NYU Center. **Class: 4:00- 7:00** (topics: Debrief on summer readings and Argentina's Educational System)

Tuesday, Aug. 5: Visit La Juanita cooperative community

Minivan pick up at Hotel Concord Callao at 10:00 (Be in the lobby BEFORE 10:00. We leave at 10:00)

Drop off at Cooperativa La Juanita, Juan b. Justo 4650, entre Davincci y Del tejlar. Localidad de Gregorio de Laferrere.

Pick up at Cooperativa La Juanita at 15:00

Drop off at Hotel Concord Callao

Wednesday, Aug. 6: Visit to the University of Buenos Aires. Department of Education

Pick up at Hotel Concord Callao at 9:30 (Be in the lobby BEFORE 9:30. We leave at 9:30)

Drop off at The University of Buenos Aires, Filosofía y Letras (Puan 480) at 10:00 pm

Pick up at Club Portugues (Pedro Goyena, Av. 1468, Caballito, cerca de Filosofía y Letras, UBA) at 14:00

Drop off at the NYU Center (Anchorena y Charcas)

10:00 – 12:30: Tour of the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Puán 480): Aula 8 (Names of disappeared students). Visit the Department of Education Sciences. Discussion of public universities in Argentina.

12:30-2:00: Lunch at Club Portugués

3:00-6:00: NYU Center: Discussion with teachers and administrators using narrative and action research as a form of professional development.

Thursday, Aug. 7: Visit to Colegio Sarmiento, Libertad 1257 (between Juncal and Arenales) (walking distance)

Friday, Aug. 8: Parque de la Memoria. Class at NYU Center from 4-7.

Pick up at Hotel Concord Callao at 10:00 (Be in the hotel BEFORE 10:00. We leave at 10:00)

Drop off at Parque de la Memoria (North Costanera Avenue)

Pick up at Parque de la Memoria at 13:30

Drop off at Hotel Concord Callao

Class at NYU Center from 4-7.

Saturday, Aug. 9: Within Buenos Aires options: Soccer game, Tango lesson, Puerto Madero, La Florida, El Abasto, Tigre (Tren de la Costa), La Boca, Centro Cultural de Recoleta, Teatro Colon tour, Palermo Viejo, etc. Might depend on weather.

Sunday, Aug. 10: Evening: Tango Show at Café de Los Angelitos. Address: 2100 Rivadavia Ave. (corner of Rincón)

Monday, Aug. 11: Morning free. Afternoon: Visit to UNESCO's International Institute for Educational Planning (IIEP). Meet in the hotel lobby at 2:00. Meeting is from 2:30-5:00. We will walk to IIEP.

Tuesday, Aug. 12: Visit to a bachillerato popular in a taken over, worker owned factory (IMPA) in the Almagro Neighborhood of Buenos Aires.

Pick up at Hotel Concord Callao at 13:00 (Be in the lobby BEFORE 13:00 (1:00 pm). We leave at 1:00pm)

Drop off at IMPA factory (Querandies 4290) at 13:30 pm.

Pick up at IMPA factory at 16:30

Drop off at Hotel Concord Callao

We will mainly visit the bachillerato, observe classes and talk with students, If there is time, we will also tour cultural area and museum of the working class. Website for IMPA: <http://www.impalafabrica.org.ar>

The institutional crisis suffered by Argentina in the early 21st century provoked innumerable social, political, and economic consequences. With the weakening of the state's role in all spheres, the population created new experiences in the search for new spaces that the state left vacant. This visit addresses the case of the Popular High Schools, which is one of those experiences. In these schools, the most vulnerable sectors of civil society, along with educators, militants, and social organizations are developing a new form of struggle based on a conception of education in terms of praxis—understood as the key for attaining individual emancipation. In the development of such practices, civil society is proposing several possible articulations with the state, redefining in a permanent manner the concept of “public”.

Required Reading:

Lavaca Collective (2004). *Sin patron: Stories from Argentina's worker-run factories*. Chicago: Haymarket Books.

Wednesday Aug. 13:

Thursday, Aug. 14: class 10:00 – 12:00 NYU Center. Afternoon: visit to Plaza de Mayo where the mothers and grandmothers of the disappeared have marched every Thursday since the dictatorship. Visit to the Universidad Popular de Las Madres de La Plaza de Mayo.

Friday, Aug. 15: NYU Center: 10:00-13:00. Group lunch at? (walking distance)

Saturday, Aug.16: Check out of hotel.

Final Meeting on September 5 , 5:30-8:00 p.m.: Discussion of synthesis papers and debriefing.

Other Optional Readings (Most of the articles are available online in the NYU library):

Astiz, F. (2006). School Autonomy in the Province of Buenos Aires, Argentina: Evidence from Two School Districts. *Comparative Education*, 42(2), 203-223.

Astiz, F. and Mendez, G. (2006). Education for citizenship: The Argentina case in comparison. *Education, Citizenship, and Social Justice*, 1(2), 175-200.

Avritzer, L. (2002). *Democracy and the public space in Latin America*. Princeton: Princeton University Press.

- Cottrol, R.J. (2007). Beyond invisibility: Afro-Argentines in their nation's culture and memory. *Latin American Research Review*, 42(1), 139.
- Fischman, Gustavo (2007). Persistence and ruptures: The feminization of teaching and teacher education in Argentina. *Gender and Education*, 19(3), 353-368.
- Flores-Kastanis, E., Montoya-Vargas, J. and Suarez, D. (2009). Participatory Action Research in Latin American Education: A road map to a different part of the world. In S. Noffke and B. Somekh (Eds.) *The Sage Handbook of Educational Action Research*. Thousand Oaks, CA: Sage.**
- Guano, Emanuela (2002). Spectacles of Modernity: Transnational Imagination and Local Hegemonies in Neoliberal Buenos Aires. *Cultural Anthropology*, 17(2), 181-209.
- Meo, A. I. (2011). "Zafar," So good: Middle-class students, school habitus and secondary schooling in the city of Buenos Aires. *British Journal of Sociology of Education*, 32(3), 349-
- Meo, A.I. (2011). The moral dimension of class and gender identity making: poverty and aggression in a secondary school in the city of Buenos Aires, *British Journal of Sociology of Education*, 32(6), 843-860.
- Rambla, X. and Veger, A. (2009). Pedagogising poverty alleviation: a discourse analysis of educational and social policies in Argentina and Chile. *British Journal of Sociology of Education* 30(4), 463-477.
- Ranis, P. (2010). Argentine worker cooperatives in civil society: A challenge to capital-labor relations. *Working USA: The Journal of Labor and Society*, 13, 77-105.
- Schaumberg, H. (2008). In search of alternatives: The making of grassroots politics and power in Argentina. *Bulletin of Latin American Research*, 27(3), 368-387.
- Slocum, J. & Rhoads, R. (2009). Faculty and student engagement in the Argentine grassroots rebellion: Toward a democratic and emancipatory vision of the university. *Higher Education*, 57, 85-105.
- Suárez, D. (2008). Rewriting citizenship? Civic education in Costa Rica and Argentina, *Comparative Education*, 44(4), 485-503.
- Wylde, C. (2011). State, society and markets in Argentina: The political economy of Neodesarrollismo under Néstor Kirchner, 2003-2007. *Bulletin of Latin American Research*, 30(4), 436-452.

Appendix A

Synthesis Paper: The State, Civil Society, the Market and Advocacy:

1) Discuss the relationship among the market (private sector), the State (Government/Public Sector), and civil society (“the third sector”), in Argentina based on your readings and your experiences in Buenos Aires. How has this relationship shifted over time? 2) While not part of our readings, feel free to make some observations about how differences in the relationship among these three sectors led to Argentina and the U.S. taking different approaches to Educational/school/university/societal reform? You can include Chile in this as well. However, this is not a comparative paper and you will only be graded on your use of the course material and experiences in Buenos Aires. 3) Compare and contrast the roles within civil society in Argentina of a) community organizing (comunidades de base) b) social movements c) non-profits/NGOs d) cooperatives e) In making your argument, use ideas from course readings as well as class and guest lectures, videos, site visits, and discussions. You must cite at least 10 of the required readings or videos in your paper. Use correct APA style. Papers should be 12-15 double-spaced pages in length (no less than 12 and no more than 15). This does not include references. You should leave Argentina with at least a rough draft of your paper. Get as much of it done here while the readings, discussions, and observations are fresh, and so it doesn't overlap with the beginning of your fall courses. Don't “wing it.” I'll be looking for evidence of an in depth understanding of the readings. Quotes from readings in your paper will help in this regard. The paper is due on our last course meeting, which will be at NYU (New York) on Friday, September 5, 2014 from 5:30-8:00.

Appendix B:

Suggested format for the Double Entry Journal

1. Author(s), year of publication, title of chapter or article and title of book or journal it came from, and the location and name of the publisher.

Left-hand side- Objective Summary & Highpoints

Right-hand side- Subjective Reflections

2. Full summary of reading (5 or 6 sentences someone who hadn't read the reading could understand)

1. Three or four paragraphs on your thoughts on the overall content of the reading.

3. List 3-5 thought provoking points or quotes from the reading

These are just prompts for reflection – you needn't answer each one.

1. Do you agree or disagree with each point?
2. Is there anything more you would like to know about the topic?
3. Are you aware of any literature or research that conflicts with the author's position?
4. How did this change your understanding of this topic?

4. One question you have.

1. Why is this question important to you?
2. What are the implications of the question?

Appendix C: Recommended Argentinian Fiction, Non-fiction and Films.

Recommended Fiction:

Anything by Jorge Luis Borges, Julio Cortazar, Rodolfo Walsh, Luisa Valenzuela, Manuel Puig.

Lise, Gloria (2009) *Departing at dawn: a novel of Argentina's dirty war*. The Feminist Press at CUNY.

Martinez, Tomas Eloy (1997). *Santa Evita*. Vintage.

Partnoy, Alicia (1998). *The little school: Tales of disappearance and survival*. Cleis Press.

Piglia, Ricardo (1994). *Artificial respiration*. Duke University Press.

Saer, Juan Jose (1980). *Nobody, nothing, never*. Serpent's Tale.

Thornton, Lawrence (1991). *Imagining Argentina* New York: Bantam.

Non-fiction:

Arditi, Rita (1999). *Searching for life: The grandmothers of the Plaza de Mayo and the disappeared children of Argentina*. The University of California Press.

Feitlowitz, Marguerite (1999). *A lexicon of terror: Argentina and the legacies of torture*. Oxford University Press.

Fischer, Jo (1999). *Mothers of the Disappeared*. South End Press.

Mellibovsky, Matilde (1996). *Circle of love over death: The story of the mothers of the Plaza de Mayo*. Curbstone Books.

Nouzeilles, Gabriela and Montaldo, Graciela (2002). *The Argentina reader: History, culture, politics*. Duke University Press.

Nunca mas, Never Again, (1986). *A report of the Argentina Commission on Disappeared Persons*. Faber & Faber.

Plotkin, Mariano (2003). *Manana es San Peron: A cultural history of Peron's Argentina*. Scholarly Resources Inc.

Sitrin, Marina (2012). *Everyday revolutions: Horizontalism and autonomy in Argentina*. New York: Zed Books.

Sitrin, Marina (2006). *Horizontalism: Voices of popular power in Argentina*. Oakland: AK Press.

Timerman, Jacobo (2002). *Prisoner without a name; Cell without a number*. Madison: The University of Wisconsin Press.

Wilson, Jason (2007). *Buenos Aires: A cultural History*. Interlink Books.

Argentine films:

Get together in New York and watch a few of these films prior to leaving for Argentina. Descriptions of these films are available on line. Simply Google the movie. The ones with asterisks are not to be missed.

White Elephant (2012)

Carancho (2010)

The Man Next Door (2010)

*The Secret in Their Eyes (2009) Won Academy award for best foreign film.

The Headless Woman (2009)

Tetro (2009)

Lion's Den (2009)

The Window (2008)

La Antena (2007)

XXY (2007)

El Aura (2005)

The Method (2005)

*The Motorcycle Diaries (2004)

Los Muertos (2004)

The Holy Girl (2004)

Live-in Maid (2004)

Bonbon: El Perro (2004)

Kamchatka (2002)

Intimate Stories (2002)

*Son of the Bride (2001) Nominated for Best Foreign Film

La Cienega (2001)

*Nine Queens (2000)

Burnt Money (2000)

Tango (1998)

The Tango Lesson (1997)

Man Facing Southeast (1986)

*The Official Story (1985) Won Academy Award for Best Foreign Film

Camila (1984)

The Truce (1974)

Rebellion in Patagonia (1974)

Hour of the Furnaces (1968)

End of Innocence (1957)

Street art:

<http://buenosairesstreetart.com/>

<http://www.youtube.com/watch?v=38P6U8D9SAk>

ESMA

<http://www.youtube.com/watch?v=iQVUJs1A3qY>

To San Telmo Take 59 bus at Montevideo and Arenal to Estados Unidos (After Independencia).

El Zanjón: Defensa 755 (Independencia) 1-6 75 pesos 30 minute tour in English (every 20 minutes)

Defensa 535: Movimiento Afro-Cultural

Espacio Cultural Julian Centeya. San Juan 3255, Boedo (Tangodromo)