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
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Class Location: New York/Buenos Aires

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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


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.”


Required Readings and Viewings: Post a 500-word reflection on Freidman, 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:


Required Videos


Milton Freidman on higher education: http://www.youtube.com/watch?v=WNXclFOROEk

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:**


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

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

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:


Public Education in Argentina:

Civil Society: Public Pedagogies:


The State:


**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 tejar. 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 Portugués (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:


**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):**


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.


Non-fiction:


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


**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 online. Simply Google the movie. The ones with asterisks are not to be missed.

White Elephant (2012)

Carancho (2010)

The Man Next Door (2010)


The Headless Woman (2009)

Tetro (2009)
Lion’s Den (2009)
The Window (2008)
La Antena (2007)
XXY (2007)
El Aura (2005)
The Method (2005)
Los Muertos (2004)
Kamchatka (2002)
Intimate Stories (2002)
*Son of the Bride (2001) Nominated for Best Foreign Film
La cienaga (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 Zanjon: 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)