INTE-UE 1010: International Activism and Human Rights
Dr. Chrissie Monaghan and Anna Hillary
Tues./Thurs. 3:30 – 4:45 pm
Course location: NYU’s Global Center, Room 279 (238 Thompson St.)

Instructors
Chrissie Monaghan, PhD, Lecturer,
International Ed, HMSS
Email: cem643@nyu.edu
Office Hours: By Appointment

Anna Hillary, Doctoral Student,
International Ed, HMSS
Email: ah1588@nyu.edu
Office hours: TBD

Teaching Assistants
Jimena Cosso, International Ed, HMSS
Email: jimenasosso@nyu.edu

Gabriela Stablein, International Ed, HMSS
Email: gcs267@nyu.edu

Course Description
This course introduces students to the ways in which human rights, social justice, and global citizenship have been theorized and problematized in the education literature. Through a variety of articles, book chapters, case studies, film and other media, students will explore topical themes related to teaching and learning human rights, social justice, and global citizenship, and will be exposed to alternative educational approaches.

Students will participate in workshops and receive training in the theoretical and pedagogical models of different human rights education programs (e.g., Brooklyn826, Friends Seminary Human Rights Education course, Facing History and Ourselves), which they will then apply in an educational setting by serving as student-mentors for elementary, middle, and/or high school students throughout the semester. Students will have the opportunity to choose an organization or school from those listed above, where they will volunteer once a week as a mentor, in order to gain practical experience in a particular theoretical/pedagogical approach. The once-weekly mentorship will take the place of our Thursday class.

We will meet on-campus once a week (every Tuesday) to engage in active discussions of the readings and their application to students’ mentoring experiences. As mentioned above, the other course period will be utilized for workshops/trainings and students’ mentorship placements. Please note that the student-mentoring placements do not necessarily have to be scheduled during the Thursday class time; the placements, along with the workshops/trainings, will be arranged according to the needs and availability of the different programs/schools where students will mentor, and students’ own availability. This will involve a good amount of planning, coordination, and flexibility throughout the course, particularly in the first couple of class sessions.
**Grading/Assignments**

**Participation** 40%

**Reflective Journals** 10%

**Humans of NY presentation** 5%

**Group Project** 15%

**Paper:** 30%
- 1st version of paper is worth 10%
- 2nd version of paper is worth 20%

**Participation—40%**
Please note: Participation is the most significant part of your grade. This course is seminar style, discussion-based, and field-based. Successful class participation requires close reading of the articles and book chapters assigned for the class session as well as regular attendance and a willingness to question, share perspectives, actively listen to classmates, and participate at the field site. Attendance is mandatory and participation will be recorded weekly. In the event of emergency or illness, please email Chrissie or Anna to let us know you will be unable to attend. Participation also requires that you attend office hours (or meet at another mutually convenient time) at least once with either Chrissie or Anna during the semester to discuss your progress in the course.

**Reflective Journal—10%**
Throughout the semester, you will maintain a reflective journal that will help you make connections between the different dimensions of human rights, social justice, and global citizenship education and analyze how they do or, alternately, do not facilitate activism and action. Your journal entries are not meant to be “formal” pieces of polished writing, but rather more stream-of-conscious reactions and responses to different quotes, passages, and ideas from readings, comments made in class, things you observe in other classes, etc. You can and should write about what you find striking, what challenges you, and what resonates. For example, What angers or upsets you? What excites or intrigues you? What is confusing? And most importantly, why? Additional guidelines will be provided and regular feedback on your journal will be given during the first several weeks in the course.

**Humans of New York Presentation—5%**
Create a brief, informal presentation about an experience from your placement in the style of Humans of New York. Review the Humans of New York website (http://www.humansofnewyork.com/) and Facebook page (https://www.facebook.com/humansofnewyork/) to get ideas for the format of your presentation. The idea is for you to give the class an idea of an experience at your placement that is reflective and thoughtful in nature. You do not need to hand anything in for this assignment, and you can make it as creative as you would like (e.g., a poem, a quote, a story, a photo, an artifact, etc.).

**Group Project—15%**
*Details forthcoming*
**Final Paper—30%**

In your final paper (12-15 pp), you will be asked to explore, based upon our readings and discussions throughout the course, the theoretical and practical differences between human rights, social justice, and global citizenship education and how they individually and collectively do (or alternately do not) facilitate activism and action. The reflective journal is intended to help prepare you to synthesize your thoughts into a formal exposition on this question. In order to facilitate the development of your formal writing skills and your analytical abilities, you will be required to hand in two versions of this paper. The first version will be due on Tuesday, November 15. The instructors will provide you with detailed feedback aimed at advancing your writing, as well as the content of the paper and the strength your argument. The second version will be due on Tuesday, December 13 and will be graded based on how thoroughly you incorporated the instructors’ feedback.

**Please be aware that:**

- More than one unexcused absence (not previously discussed with the instructors and with an alternative assignment agreed upon and submitted) will result in a deduction of one-half letter grade. Additional half-letter grades will be deducted per absence. As we only meet once a week on campus, and your field-based placements rely on your attendance and participation, it is critical that you plan your schedule accordingly.
- Plagiarism of any kind is unacceptable, and students are expected to adhere to the NYU Steinhardt Statement on Academic Integrity. Any instance of plagiarism—large or small—will result in a failing grade for the course. You must properly cite all sources using the APA, MLA, or Chicago Style reference system. When in doubt, please reach out to one of the instructors or TAs.
- For additional assistance with papers or writing, please utilize the services of the Writing Center: writingcenter@nyu.edu

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

**Course Outline**

All of the course readings for the semester will be available on NYU Classes in the “Resources” folder.

**Tuesday, September 6: What is education?**

- Review syllabus
- Team-building activity

**Thursday, Sept. 8: Who am I? What is my place in the world?**

- 826NYC Orientation
• Read
  o Voice of Witness: Transformation through the Stories of Others
  o Look through the 826NYC website: https://826nyc.org/. Familiarize yourselves with their programs, mission, and history.

Tuesday, Sept. 13: What is global citizenship? What is social justice? What are human rights?
• Read
  o Osler and Starkey, Teachers and Human Rights Education, Chapter 2
  o North, Teaching for Social Justice, Introduction

Thursday, Sept. 15: Facing History and Ourselves
• Daniel Braunfeld, Program Associate for Special Projects, Facing History and Ourselves
• Read
  o TBD

Tuesday, Sept. 20: How do you teach for global citizenship, human rights, and social justice?
• Read
  o North, Teaching for Social Justice, Chapters 1 and 2

Thurs., Sept. 22: Everyone should be set with their placements

Tues., Sept. 27: Global Issues: Peace and Conflict
• Read
Tues., Oct. 4: Humans of New York presentations from your placements
  • Read
    o TBD

Tues., Oct. 11: Critiques of Human Rights and Global Citizenship Education
  • Read

Tues., Oct. 18: Alternative Models of “Education”?
  • Read
    o TBD

Tues., Oct. 25: Posited alternatives to the dominant forms of traditional schooling
  • Read
    o Ivan Illich, *Deschooling Society*: Introduction, pp. 1-23

Tues., Nov. 1: Global Action: Participatory Research and Policymaking
  • Read

Tues., Nov. 8: Global Action: Case Study, Human Rights Activism in Argentina
  • 1st draft of paper due at the start of class.
Tues., Nov. 15: Teaching Conflict and Peace Revisited—Colombia

Tues., Nov. 22: No class- Happy Thanksgiving!

Tues., Nov. 29: Group presentations

Tues., Dec. 6: Group presentations and LAST CLASS

Tues., Dec. 13: No class. (Classes meet according to a Monday schedule.)
  • 2nd draft of paper due by midnight