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

Instructor: Gary L. Anderson
Class Location: New York/Buenos Aires
Office Location: Pless Hall 626
Class Time: Two classes in NYC on May 10 & 17. In Buenos Aires: Aug. 3-17. One class in NYC on September 7. Online discussions in June and July.
Office Hours: Before and after class or by appointment
Email Addresses: gary.anderson@nyu.edu

Catalog Description:
Educational Leaders work in public & private schools & universities, as well as in social agencies, unions, community organizations, policy organizations, & educational think tanks. Increasingly, educational advocates need to understand how to collaborate with others to achieve their goals through collective &/or community action. In this course, we examine how social movements & advocacy 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 papers. (See appendix A for descriptions of these assignments)

Points will be deducted for non-attendance 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 (20005). A brief history of neoliberalism. London: Oxford University Press (especially chapters 1,2, and 3).


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 10, 2013: 5:00-9:00:** 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 17: 2013: 5:00-9:00:** Second meeting in New York: New Forms of Political Contention within Civil Society; Showing of “La Toma” or “Work, Dignity, and Social Change.”

**Required Readings and Viewings:** (Post a double entry journal on either the Harvey chapter or the Klein chapters by May 30. Respond to at least 5 of your classmates by June 15th (Responses should be analytical/critical and more than a sentence or two):

The Market and Neoliberalism:

[http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice/Public-Schools--Make-Them-Private.aspx](http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice/Public-Schools--Make-Them-Private.aspx)

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

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

Wolff New School video: [http://www.youtube.com/watch?v=n30zO0ABFqc](http://www.youtube.com/watch?v=n30zO0ABFqc)

Harvey, D. (20005). *A brief history of neoliberalism.* London: Oxford University Press. (chapters 1, 2, 3)


Not required:


**Required Readings:** (Read all of the civil society and community organizing readings, but post a double entry journal on *Sin Patron* 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:


Civil society coalition wins new broadcast law.

Community organizing:


**Required Readings:** (Read both articles and post a double entry journal on either the Villalon or Grugel and Riggirozzi article by August 3.)

Social Movements:


The State:


**Week 1 (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. 2, arriving the morning of Aug. 3. Aug. 3 is not an official class day, so you can arrive anytime that day or evening. However, Aug. 4 is an official class day.

**Saturday, Aug. 3:** Settle in hotel (Concord Callao) and rest/read. Early afternoon: Optional visit to Recoleta cemetery/cultural center (Walk)
**Sunday, Aug. 4:** Visit to San Telmo (Subway or bus to San Telmo) and el Museo bicentenario (walk). Dinner at Primofila in Recoleta (Walk).

**Monday, Aug. 5:** NYU Center: 10:00-1:00 (Civil Society) and 5:00-8:00 (Argentina’s Educational System) (guest speakers Sergio Saldivia and Jorge Gorostiaga)


**Tuesday, Aug. 6:** NYU Center class: 9:30-11:30 Visit to a bachillerato popular in a taken over, worker owned factory (IMPA) in the Almagro Neighborhood of Buenos Aires. 1:30 – 4:30 visit factory and school.


**Wed. Aug. 7:** School Visits: Ana Inez Heras


http://www.ningunpibenaceparachorro.lavaca.org/escuela-de-gestion-social-creciendo-juntos-pedagogia-del-entusiasmo/


**Thursday, Aug. 8:** ESMA (morning). NYU Center: 5:00-8:00.

Account of an ESMA visit:

Guest Speaker, Ana Inez Heras 5:00-8:00.

**Friday, Aug. 9:** NYU Center: 10:00-1:00. Parque de la Memoria.

**Saturday, Aug. 10:** Visit to ESMA (former torture center; now a cultural center).

**Sunday, Aug. 11:** Within Buenos Aires options: 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.

**Monday, Aug. 12: 10:00-1:00:** Visit to a low-income middle school (School #2 in District 20 named Juan Ramon Jimenez) in La Ciudad Oculta (the Hidden City) which is a villa miserio (shantytown) where the movie Elefante Blanco (White Elephant) was filmed recently. Local community organizers convinced politicians that they needed a middle school in the neighborhood. It opened in 2002. Like many schools in Argentina there is a morning and afternoon “turno” (session), so some students come in the morning and others attend in the afternoon. The director and teachers will discuss with us how they work to retain students through middle school. Some researchers from the Buenos Aires Department of Education will also be there to talk about research they are doing at the school. They are studying four schools in extreme poverty to study how the schools are keeping kids in school. We will then tour the school and end with a debriefing.

Meet back at the NYU Center: 5:00 - 8:00.

**Tuesday, August 13: 9:00 – 1:00:** University of Buenos Aires, School of Education. Our host is Daniel Suarez who is the director (Dean) of the school of Education. /

**Wed. Aug. 14:** Morning: Visit to UNESCO’s International Institute for Educational Planning (IIIEP). NYU Center 5:00 – 8:00 (guest speaker, Graciela DiMarco).

Readings:


**Thursday, Aug. 15:** 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. 16:** NYU Center: 10:00-12:30. Group lunch at Miridian 58.
Sunday, Aug. 17: Moving out day

**Final Meeting on September 7, 1:00-5:00 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 (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) Based on class discussions, limited readings on the U.S. and your own observations, how have differences in the relationship among these three sectors led to Argentina and the U.S. taking different approaches to school/university reform? You can include Chile in this as well. 3) How does each of these sectors conceive of “participation” in Argentina. (You can also discuss the U.S. here)

4) With a greater emphasis on Argentina, compare and contrast the roles within civil society in each country (U.S. and Argentina) of a) community organizing, b) social movements c) non-profits/NGOs d) organized labor/unionism. 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 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. The paper is due on our last course meeting, which will be at NYU (New York) on Saturday, September 7, 2012. No extensions.

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

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

Right-hand side- Subjective Reflections

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

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

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*. Madison: 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)

When entering Argentine territory, the nationals of the following countries must pay a "reciprocity fee". This payment is not a Visa since Argentina does not require Visa to nationals of the mentioned countries when traveling for tourism or business purposes. The Argentine Government set this entry fee on equal amounts to those Argentine citizens must pay when requesting a Visa to travel to those countries.

- Australia: USD 100
- Canada: USD 70
- United States: USD 140

Rates are subject to modification based on reciprocity. The payment can be done in Argentine Pesos, United States Dollars, Credit card, or traveler's checks.

For American nationals, the payment will be valid for multiple entries for ten years. For Canadians and Australians it will be valid for only one entry.

Information for outings:

In August Buenos Aires goes Tango and offers its activities all around the city.

Traditional, elegant Harrods in 877 Florida Street becomes the main venue of the 10th Tango Festival and the 6th Tango Dance Festival. Between 12 and 9pm, visitors will relish concerts, shows, milongas, discographic releases and premieres, dance lessons and seminars, movies, interviews with the biggest names in tango, gatherings of collectors and a great thematic products fair, among other activities. For other venues, go to: http://www.festivaldetango.gov.ar/sedes.php
Restaurante “Siga la Vaca,” Alicia Moreau de Justo 1714, Puerto Madero (Tenedor libre- Buffet)  Best meat buffet in Buenos Aires.

Aug. 10: Luna Park:La Vela Puerco.

Local Folk Music: La Pena del Colorado (Inexpensive)

Best Tango Show: El Café de los Angelitos: show $90 (with dinner $130)

Best Authentic Tango (Like the Blue Note for jazz): Torquatto Tasso

Hop on, hop off tour bus of Buenos Aires:  www.buenosairesbus.com
48-hour ticket is around $90 pesos. Good for the week-end of Aug. 11-12 for those who stay in Buenos Aires.

Ballet at Teatro Colon:

CAFF: Club Atletico Fernando Fierro