International Studies of Human Rights Education: Focus on Argentina
INTE-UE 8013
INTE-GE 2809

Dr. Carol Anne Spreen
Spring 2018 Short-Term Study Abroad Course

http://humanrightsinba.tumblr.com/

INSTRUCTOR

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OVERVIEW

Course Dates
Mondays 4:55-6:35
Friday, March 9 – Sunday, March 18
Travel dates: Friday, March 9 & return Sunday, March 18
(9 instructional days in Argentina)

Course Description
Contemporary struggles for human rights are simultaneously global and highly networked, but must be embedded and enacted in local realities and contexts. Internationally, communities approach the idea of human rights though many histories, traditions, and values. This course studies those differences and returns to the foundational questions of contemporary human rights, asking: First, what are human rights? Can there be such a thing as universal standards, laws, and mandates—are they useful/enforceable? How and where does “the particular” (e.g., culture, politics, and tradition) fit into international human rights law—is it a “western” construct? Do rights play a role in development? How do educators and activists advocate for human rights both locally and globally? Why are “rights” simply not adequate in ensuring justice for all in an unequal world?

Students will engage with these questions as they are introduced to international human rights law, as well as the role of the United Nations, NGOs, civil society, and state governments in facilitating human rights. Students will also engage critically with debates over whether the international human rights system is an appropriate way to achieve justice in diverse contexts. Throughout the course, students will apply theory on human rights and activism to real-life examples in Argentina.

Human Rights, Education, and Activism is a four-credit undergraduate course that will provide students with an international learning experience that will enable them to identify and utilize
different entry points and strategies for talking about and advocating for human rights in distinct parts of the world (but mainly the U.S. and Argentina). Focusing on education as a “multiplier” of other human rights, this course will examine the ways in which education is not only a right in itself, but also empowers people to access other rights. The right to education is guaranteed through numerous international treaties and conventions which promote principles that give credence to rights within education and rights through education.

Interestingly, Argentina is one of few countries in the world with a right to an environmental education written into its constitution, and yet efforts to include an environmental focus in the public school curriculum have been systematically impeded. As advocates across the country have continued to work toward the inclusion of environmental education, and have recently been gaining ground, we will explore this case, as well as other education rights movements, to demonstrate how human rights activists, social movements, and advocacy organizations have influenced policy and practice, particularly around education rights. How do these organizations mobilize to achieve their purpose? We examine the strategies and tactics that successful advocates use to organize constituencies and achieve their purposes.

The course locations—New York and Buenos Aires, Argentina—place students at the heart of two networks for global human rights and education activism. While taking this Spring 2018 semester course, students will spend spring break in Buenos Aires during from March 9 – 18. In Buenos Aires we will be joined by faculty from the National University of San Martin, the University of Buenos Aires, the Inter-American Institute for Human Rights, and University of La Plata. Students will have the opportunity to engage with social justice activists to understand how universal laws and principles are understood and enacted in national and local contexts, how human rights advocates draw attention to their struggles, and the challenges they face in their efforts to secure social justice across the globe.

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 begin an online blog discussion in the fall semester and continue with posts while we travel. In addition, students will write a final paper due at the end of the semester. In order to take full advantage of the place-based learning students 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. They should immerse themselves in books and films on Argentina (especially Buenos Aires) in order to learn as much as possible about the issues confronting Argentina. They will 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. They 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 NYUClasses: (20 points each)**

Required Reading Reflections and Film Viewings: Post double-entry journals in the FORUM folder on NYUClasses using at least 5 of the course readings and a few videos on each of the forum topics below. (See appendix B for guidelines for journals – with thanks to Gary Anderson for providing the template)

- One journal entry should focus on the Human rights, youth movements and Neoliberalism. **Due: March 7.**

- The second journal reflection should be on Argentina’s political and social history and its human rights violations. Then discuss civil society’s recent response to neoliberal reforms and its impact on education, the rise in inequality, agrarian reform, workers rights, womens rights. **Due: May 8.**

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

A central question throughout this course has been “How do you make rights a reality?” Given the “jewel box” policies, mandates and declarations of the universal human rights regime, how can rights be realized for the most marginalized, poor or excluded members of a society or community? In Argentina we have learned about many violations and/or major challenges to human rights. Pick one of these issues – the right to education, workers rights, womens rights, rural workers or indigenous rights, political versus social rights, environmental/health rights – and in your paper discuss the legal, political and social implications of this issue. Then consider how you could develop an advocacy strategy that relies on human rights or rights based approaches but extends far beyond legal doctrine. What would it look like? How would you start? Then lastly discuss, what is the role of education in human rights advocacy? **Due: May 8**

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

A travel guide is recommended (e.g: 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. See also: http://www.gringoinbuenosaires.com

Class Schedule:

Class meets Tuesdays 4:55-6:35 for 10 weeks in NYC and 1 full week in Buenos Aires (March 9-18)

All readings will be in the Resources Folder on the course website in NYUClasses.

CLASS 1: January 23
First class: Orientation to the course (Prof Spreen) and overview of trip (Alison Michaud). Introduce TA and Program staff (Anna Hillary)

Get to know each other icebreakers – bingo
Central concepts of the course: Human Rights and Social Justice in the current context: Establishing our understanding of human rights, justice, and the public sphere. Looking at social movements and advocacy as an identity and social/cultural project.

What are human rights and social justice? Why are these concepts important and relevant today? What is the relationship between human rights and education? How does the current state of affairs shape concepts of rights and justice: https://www.youtube.com/watch?v=KW5FRuMkQ6g

Read in Advance:
Donnelly: Chapters 1 & 2

Also: read through the weblinks in the resource folder and become familiar with the language/structure of the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights, Convention of the Rights of the Child, etc. Also see HR Websites document for additional references.

In class: UNDHR trading activity.
CLASS 2: January 30
Poverty, inequality and human rights - why are rights important?
Rights, responsibilities – duty bearers and holders?

Stack: *Theory of Poverty/Poverty of Theory*
MacKinnon; *Crimes of War, Crimes of Peace*
Cornwall et als, *Putting a Rights Based Approach to Development Into Perspective*
Sen, *Capabilities Approach and Human Rights*

In class: poverty quiz, WP article ¼ kids in America in poverty

FILM: "Adolfo Perez Esquivel: RIVERS OF HOPE"

CLASS 3: February 6
*Advocating for Rights through Local Social Movements:*


In class: Watch: Giroux Neoliberalism, Youth and Social Justice
https://www.youtube.com/watch?v=KW5FRuMkQ6g

What is neoliberalism? Youth movements? What are the incentives and costs of global neoliberalism?: https://www.youtube.com/watch?v=sKTmwu3ynOY

CLASS 5: February 13
*Civil Society and the Public Sphere in Argentina:*


Watch ESMA http://www.youtube.com/watch?v=iQVUJs1A3qY
Watch Democracy now video on torture survivor and role of university informants:
https://www.youtube.com/watch?v=rP0rYiCr0bk

Guest Speaker: Daniel Friedrich, Columbia University

**CLASS 6: February 20**

*Politics, Economics and Government*


**FILM:** *Work, Dignity, and Social Change* (video workshop series):
https://www.youtube.com/playlist?list=PL5A997DAD92CDD6B5&feature=plcp

**Recommended**

**FILM:** Documentary Argentina’s Economic Collapse
(Memoria Del Saqueo 2004)
https://www.youtube.com/watch?v=0CzS6eHqtnQ

Pre-departure Local Trip: Saturday March xxx
Class will meet at Irish Hunger Memorial.
On Saturday we will go to the Irish Hunger Memorial. The Irish Hunger Memorial (or Irish Famine Memorial), the creation of artist Brian Tolle, landscape artist Gail Wittwer-Laird, and 1100 Architect, is devoted to raising public awareness of the events that led to the "Great Irish Famine and Migration" of 1845-1852. It serves as a reminder to millions of New Yorkers and Americans who proudly trace their heritage to Ireland, of those who were forced to emigrate during one of the most heartbreaking tragedies in the history of the world. The Great Hunger" began in 1845 when a blight destroyed the Irish potato crop, depriving Ireland of its staple food. By 1847 millions were starving and dying. Between 1847 and 1852 hundreds of thousands of Irish immigrated to New York where they arrived at South Street Seaport and Castle Clinton. Today, almost 800,000 New York City residents trace their ancestry to Ireland.

**Themes to think of today:** hunger, famine, migration, social movements and networks (and in light of Pope Francis visit and speech to Congress today – he raises issues of rights, obligations and responsibilities, calls for fraternity and solidarity, support of immigrant rights, “renewal of tradition of cooperation and pooling of resources and talents to support one another” “building and strengthening society”)


CLASS 7: February 27

Workers Rights


*Recommended:*


**FILM:** The Take (La Toma) by Avi Lewis and Naomi Klein - YouTube [https://www.youtube.com/playlist?list=PL569FF750F7971766](https://www.youtube.com/playlist?list=PL569FF750F7971766)

CLASS 8: March 6 ASSIGNMENT 1 DUE TODAY

*What is global citizenship education? What is social justice? How do you teach it? Human Rights Activism class to present on their work.*

Osler and Starkey, Teachers and Human Rights Education. Chapter 1

North, Teaching for Social Justice, Introduction


Spreen & Monaghan: *Leveraging Diversity to teach Human Rights*

**FILM:** La Historia Official

CLASS 9-12: SPRING BREAK WEEK IN ARGENTINA (SEE BUENOS AIRES ITINERARY ATTACHED) MARCH 9-18

READ IN ADVANCE AND WE WILL DISCUSS ON OUR SITE VISITS

*Education Policy, Inequality and Rights in Argentina*


**Citizenship and HR Education in Argentina**


**CLASS 13: APRIL 3**

Revisiting Argentina – politics, economics, culture and history

What did you learn? What questions do you still have?

**CLASS 14: APRIL 17**

Education Activism and Social Movements in Argentina and Chile

Guest speaker: Gary Anderson


**FINAL CLASS: 8 WRAP UP AND REPORT SHARING**

**ADDITIONAL PRE-DEPARTURE ACTIVITIES: DATES TBD**

**Optional Tango night:**

**Tango (we'd thought we'd include a few options):**

Just lessons and then open for dancing (not necessarily tango shows):

1. Sunday nights at ZINC BAR [http://www.zincbar.com/calendar/2015-10-25](http://www.zincbar.com/calendar/2015-10-25) (W. 3rd St and Bleecker): 8:00 pm beginner tango class, 9:00 pm jazz sets ($15)

2. Thursday nights at LA NACIONAL (14th Street btw 7th and 8th Aves): 7:00 – 8:00 pm beginner tango class, 9:30 open dance the rest of the night ($15)

**Or just live tango music:**

3. Thursday nights at PANE E VINO in Brooklyn (Smith St in Cobble Hill): Live tango music 8:30 – 11:00 pm (free)
TENTATIVE TRAVEL ITINERARY

**Dazzler Hotel Recoleta**
Av. Gral. Las Heras 2163,
Buenos Aires C1127AAP
54-11 2058-5556

**NYU Buenos Aires**
Anchorena 1314
Buenos Aires C1425ELF
Tel: 54-11-4829-5200
Contact: Ángeles Sarquis
Tel. 54-11-4828-5202
Cel. 54-911-3180-8295

Day 1, Friday, March 9
- 7:00pm: Meet at JFK
- 10:05pm: Depart JFK, AA 953

Day 2, Saturday, March 10
- AA 953 10:45am: Arrive Buenos Aires EZE; Bus from airport to Dazzler Recoleta
- Settle in hotel and rest/read.
- 1:00 pm: Meet in hotel lobby. Reception with light snacks (empanadas, etc.)
- 2:00 – 4:30 pm: Guided neighborhood walks around Recoleta, hotel, and NYU site. Point out banks (e.g., ATMs and casas de cambio), food (e.g., lunch and dinner restaurants, empanadas, pizza, etc.), hospital and miscellaneous (e.g., drug store, converters, kioskos for water and snacks)
- 5:00 pm: Orientation at NYU Center. (Logistics, safety, and security – NYU/BA staff)
- 8:30 pm: Welcome dinner with NYU-BA staff (Primafilia in Recoleta, Av. Pueyrredón 2501… could we potentially change Primafilia for Las Cholas or another suggested restaurant?)

Day 3, Sunday, March 11
- **10:30 am – 12:00 pm** Guided tour of El Zanjón in San Telmo (Defensa 755). Request Gabriela, English-speaking guide.
- **12:00 pm** Walking tour of San Telmo. (Point out MACBA, square where the first settlement was, and lunch restaurants for students to eat.)
- **1:00 pm** Lunch on their own and time at the San Telmo market.
- **3:00 pm** Meet at vans. Get dropped off at Boca Juniors stadium, walk through La Boca together.
- **3:30 – 4:30 pm** Students explore La Boca
- **4:30 pm** Bus back to hotel
- **5:30pm:** Meet in lobby
- Visit Local Schools/ IMPA
Day 4, Monday, March 12
• TBD – AM Visit to IMPA/Local Schools
• TBD – PM 2:30 pm Van pickup to recovered factory, MacBody.
• 3:00-5:00 pm Visit with MacBody (Ramon and Gaston)

Day 5, Tuesday, March 13
• 9:30am – 2:00 pm Van to Olimpo, the former clandestine detention center, where artists have painted murals about human rights to meet with the mural artists. (Professors Juan Jorge Michel Fariña and Esteban Costa, with artists/filmmakers Iair and Emilse if possible + other artists/activists?). Session on memory, public space, and murals.
• LA BASE
• 3:00 – 5:30 pm Talk with Maria Eva Raffoul and Julian Massaldi from La Base. (http://labase.org/, NGO that gives loans to cooperatives.)
• 5:30 pm bus back to hotel.
• 8:45 pm Meet in hotel lobby. Walk to 9:00 pm pizza dinner at El Cuartito (famous Argentine pizzeria, Talcahuano 937). Make reservation in advance.

Day 6, Wednesday, March 14
9:00 am Meet in hotel lobby. Van to La Juanita Cooperative (1 hour away--Juan B. Justo 4650, between Davinci y Del tejlar. Localidad de Gregorio de Laferreere.) Ask Maria Eva Raffoul from La Base to come with us for the whole day.
10:00 am – 12:00 pm La Juanita. Activity with students, staff, community members.
12:00 – 1:00 pm Lunch. (Bring boxed lunch NYU BA or possible asado with Pupore???)
1:00 pm – 3:00 pm Pupore. Factory visit with Rey.
3:00 pm Van pickup to Bauen Hotel.
• 4-5:30 pm Federico Tonarelli from Bauen Hotel (Av. Callao 360. +54 11 4373-9009)
• Dinner on your own in area followed by optional Tango in the area.
• (Time and optional/required TBD. Tango Show at Café de Los Angelitos. Address: 2100 Rivadavia Ave., corner of Rincón)

Day 7, Thursday, March 15
• 9:00 – 11:00 am Visit to Gian Paulo’s art hangar in Villa Lugano with Florencia Malbran from NYU BA. Activity on arts, activism, human rights.
• 12:00 pm Van pickup, drive to Universidad Popular de Las Madres de La Plaza de Mayo/Librería de Las Madres (revolution bookstore/museum) (Hipolito Yrigoyen 1584).
• 12:30 – 1:30 pm Lunch on own in revolution bookstore.
• 1:30 pm – 3:00 pm Lecture on the madres and their universidad. Check with universidad and NYU about potential speakers.
• 3:00 pm Walk to Plaza de Mayo (where the mothers and grandmothers of the disappeared have marched every Thursday since the dictatorship) with a guide
• 3:30 – 4:00 pm March with the Madres and Abuelas through the Plaza de Mayo.
• 4:30 pm Guided Visit to Casa Rosada and Museo del Bicentenario. All visitors must present their passport.
Day 8, Friday, March 16
- **9:15 am** Meet in hotel lobby. Van to Ex ESMA (Av. del Libertador 8151)
- **10:00 am – 1:00 pm** Guided tour in English of outside and inside.
- **1:00 – 2:30 pm** Visit other museums in the complex and/or lunch at café inside
- Visit to ESMA, [http://www.youtube.com/watch?v=iQVUJs1A3qY](http://www.youtube.com/watch?v=iQVUJs1A3qY)
- Museo de Malvinas, Centro cultural de la Memoria “Haroldo Conti”, Museo de la Memoria, Espacio cultural “nuestros hijos de las madres de Plaza de Mayo
- **2:45 pm** Van pickup.
- **3:30 – 5:30 pm** Time in ecological park (Costanera Sur, along the river) and Parque de la Memoria
- **6:00 pm** Van pickup, drive back to hotel.
- **8:30 pm** Meet in hotel lobby. Van to dinner at Desnivel in San Telmo (Defensa 855).
- Shared cabs back to hotel after dinner.

Day 9, Saturday, March 17
- **9:00 am** Meet in hotel lobby. Walk to Cementerio de Recoleta, where Evita Peron is buried (Junin 1760)
- **9:00 am – 12:00 pm** Cementerio, [Centro Cultural de Recoleta](http://www.centroculturalde recoleta.com) (art and community space, right next to the cementerio), and Palais de Glace.
- **12:00 – 3:00 pm** Lunch on your own and Feria de Recoleta.
- **3:00 pm** Meet in front of Cementerio. Walk to MALBA.
- **3:30 – 4:30 pm**: Guided tour in English of [MALBA](http://www.malba.org) (Latin American art museum) (Av. Pres. Figueroa Alcorta 3415)
- **4:30 – 6:00 pm** or anytime... free to walk back to hotel anytime.
- OPTIONAL (on your walk back to hotel): [Museo Nacional de Bellas Artes](http://www.museounacional.gov.ar) (National Museum of Fine Arts) (Av. Del Libertador 1473, open until 8:30pm)
- Saturday Evening: Farewell Dinner

Day 10, Sunday, March 18
- **10:00 am** van pickup
- 6pm: Bus transport to airport
- **9:30pm**: Flight AA 954: Depart Buenos Aires (EZE)
- **6:22am**: Arrive New York (JFK) on Sunday, Sept. 3
Extra agenda and logistics notes

- Would we still want to do the visit to La Juanita? Since it’s a drive, we might not want to after going to Quinta Esencia. If we visit IMPA and the other cooperatives in the schedule above, then we might want to skip La Juanita. The following is how it appeared in our previous agenda:

  - Add in early in the agenda: Ask Santiago O’Donnell (Prof from NYU BA and expert on intl human rights and rights in Argentina) to speak about HR in Argentina
  - We must ask official permission from the city government to enter the schools. Even if they reject the proposal, some schools have the ability to grant permission (but generally no audio, video, or photos are allowed). Be sure to explain very clearly why you want to go into the schools.
  - We would not like to go to La Viruta again.
  - It would be great to have space in the hotel or at NYU to lounge and regroup.
  - A map of the city and food near the hotel and NYU center would be helpful when we arrive.
  - The green card should have the hotel information on it and could generally be revised.
  - One van would be ideal to optimize instructional time.
  - Cell phones for all coordinators.
  - We needed all the staff we had (1:4 ratio); it is necessary to have Spanish-speaking staff.
  - Optional: Centro Cultural Kirchner (Kirchner Performing Arts Center, open until 8:00 pm) http://www.npr.org/2015/10/03/442664722/in-argentina-where-culture-is-a-right-a-free-new-arts-center-opens

Extra content notes/options

- Connect with undergraduates studying HR at la UBA (Prof. Juan Jorge Michel Farina) and La Plata (Prof. Ana Maria Rodino).
- Connect students to work on a community project/activity (e.g., spoken word, painting something in a neighborhood)
- Schools (e.g., Paz schools or day with UBA or La Plata HR undergrads doing an activity in schools)
- Van to Palermo Viejo. Walking tour then dinner on your own. Cabs back to hotel at end of night on your own.
- Working with marginalized communities that take on popular education (e.g., Paz schools)
- Connecting with local NGOs, activists, and artists.
- Maria Eva Raffoul from La Base can potentially help us facilitate an activity with Villa 31.
- Doncel NGO work with youth
  - Mariana Incarnato
- Cooperativa Desde el Pie, Huemul Lmo 5203, Gregorio De Laferrere (1757), IMPA
- Restaurantes cooperativos
  - La Casona Cooperativa
  - http://www.cnct.org.ar/otro-restaurante-recuperado-por-sus-trabajadores-
que-se-conforma-en-cooperativa
  - Address: Av. Corrientes 690, C1043AAT CABA, 4325-0602
  - Alé Alé Cooperativa
    - José Antonio Cabrera 4270, Palermo > Sur JB Justo, C.A.B.A., 2072-4647
  - Los chanchitos
    - https://es-la.facebook.com/LosChanchitosCooperativaLimitada
    - Av Angel Gallardo 601, 011 4856-6535