

INTE-GE 2809: International Activism and Human Rights
Prof. Christine Monaghan
Tues./Thurs. 3:30 – 4:45 pm
Course location: 60 5th Ave, Rm C04, Washington Square

Faculty

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Office Hours: Tuesday, 5pm-6pm and by appointment (3rd Floor, Kimball Hall)

Course Description

This course introduces students to the ways in which human rights and social justice curricula are implemented in formal and non-formal education programs and do (or do not) facilitate change on multiple levels (e.g. students' sense of agency, local injustices, national/international rights violations).

Through readings, guest speakers, and workshops students will engage with theoretical and pedagogical models of a range of human rights and social justice education programs, which they will then apply in different educational settings.

Starting the week of September 11, the course will meet **once** weekly, on Tuesdays between 3:30 and 4:45. Our on-campus class sessions will often feature a guest speaker, presentation, or workshop from a human rights or social justice education program intended to introduce students to a range of theoretical and pedagogical approaches. The other class session will be utilized to fulfill the practicum component of the course with Brooklyn826 (and potentially other in other formal/non-formal education settings). *Please note you do not need to fulfill your practicum during the Thursday class session (3:30-4:45).*

*In order to participate in the course, you must complete a background check by **September 18**, required for NYU students working in NYC schools. The cost is **\$60**. As there are no required texts for the course, this is the only associated fee.

**The availability of guest speakers sometimes changes; some topics and assigned readings and websites/materials to review might be reorganized (with advanced notice) to best accommodate a guest speaker's schedule.

Grading/Assignments

In-Class Participation 45%

Practicum: 45%

Reflective Journal 10%

Participation—45%

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(s). Twice during the semester, the week of **October 10** and the week of **November 7**, you will organize a **one-hour** meeting with your mentor group (comprised of one graduate student and three-four undergraduate students) outside of class at a date, time, and location of your choosing (e.g. post-class, lunch, coffee, etc). These meetings are intended to provide opportunities to take a leadership role in facilitating discussions and to allow time outside of class and in small groups to further discuss and reflect upon readings, in-class activities/discussions, and your practicum. *Mentor groups will be formed in late September (I will check with your regarding your general availability and try and match you with undergraduate students who have similar availability).*

Twice during the semester graduate students will also meet as a group with me outside of class (e.g. for dinner) to discuss/reflect upon your experiences at your practicums, facilitating discussion among your mentor groups, and preparing for the December 9 Teacher Workshop (see below). The suggested weeks are the week of **October 16** and the week of **November 13**. *We will discuss as a group and set the day/time/location by late September.*

Attendance is mandatory and participation will be recorded weekly. In the event of emergency or illness, please email to let me know you will be unable to attend.

Practicum—45%

Students will be required to complete approximately 25 practicum hours by the end of the semester. At least 15 of these practicum hours must be with Brooklyn826 (afterschool in Williamsburg; Harlem Writer's Room; Field-Trips). You may choose to spend all of your volunteer hours at 826 or discuss with me in advance different options for the remaining 5 hours that you identify and wish to pursue.

Students will also be required to complete at least 3 practicum hours by the end of September and at least 7 by the end of October and November respectively. This ensures opportunities to reflect throughout the semester upon how concepts discussed in class apply to “real world settings.” *Please note, commuting time to your practicum is not counted toward your required 20 hours.*

5 of the practicum hours will be completed **Saturday, December 9** at a workshop for NYC teachers that you will help to facilitate entitled: Human Rights and Social Justice Education in Context: The Middle East and Latin America. The workshop will be co-sponsored by the Kevoorkian Center and the Center for Latin American and Caribbean Studies. Additional information about the workshop and your role as facilitator will be available by early October.

On the Classes site, please record each week your practicum hours under the assignments tab. Please keep this up-to-date so you do not forget any hours and that I can keep track throughout the semester. Please submit number of hours total for the week, and the date, time, location, organization/site, and hours spent for practicum session.

For example:

Week of September 25: 4 total hours

Monday, September 25. 3-5pm, Brooklyn826 Williamsburg. 2 hours

Wednesday, September 27. 3-5pm. Brooklyn826 Williamsburg. 2 hours

The practicum component is intended to provide students enrolled in the course with real-world, hands-on experience in implementing human rights and social justice education programming. Students will have the opportunity to complete their practicums in a variety of different settings (e.g. afterschool writing program at Brooklyn826; a human rights education workshop for NYC teachers). The practicum component is a critical requirement, central to the pedagogical model of the course, and accounted for in the number of hours we meet on-campus. Additionally, there is limited assigned reading and no formal written assignments or exams. Instead, we will combine critical reflection with experiential education to continually ask and answer if, how, and why particular approaches to education facilitate change.

Reflective Journal—10%

Throughout the semester, you will maintain a reflective journal that will help you make connections between different approaches to human rights/social justice education and analyze how they do or, alternately, do not facilitate activism and action. Your entries should be between **500** and **750** words, one entry per week (though you are of course welcome, albeit not expected to write more!). Please post your weekly entry under the Assignments section on Classes before class meets on Tuesday.

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?

Please be aware that:

- More than one unexcused absence in class or at your practicum (not previously discussed 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 the success of our class discussions and your field-based placements rely on your attendance and participation, it is critical that you plan

your schedule accordingly.

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, Sept. 5: Course Overview and Introduction to Experiential Education, Critical Pedagogy

Thursday, Sept. 7: Introduction to Human Rights and Social Justice Education

Reading

Bajaj, M. (2017). *Human Rights Education: Theory, Research, Praxis*. University of Pennsylvania Press (Chapter 13 by Spreen and Monaghan)

Flowers, N. (2015). The global movement for human rights education. *Radical Teacher*, (103), 5.

Breunig, M. (2005). Turning experiential education and critical pedagogy theory into praxis. *Journal of experiential education*, 28(2), 106-122 (pp. 11-16)

Websites/Materials to Review

<https://www.amnesty.org/en/human-rights-education/>

<http://www.hrea.org/>

Tuesday, Sept. 12: The Power of the Story. Oral History and Narrative in Education for Human Rights and Social Justice

Reading

Excerpts from the *Power of the Story* and *VoW Books*

Websites/Materials to Review

<http://voiceofwitness.org/education/>

*Watch the 2-minute video on the home page (and look through the rest of the site, particularly resources for educators)

Also watch

<http://voiceofwitness.org/webinar-developing-student-skills-in-oral-history/>
(34 minutes)

Monday, Sept. 18: Deadline for completing your background check

Tuesday, September 19: Orientation. Brooklyn826

Reading

TBD

Websites/Materials to Review

<https://826nyc.org/>
*Explore links

Watch

https://www.ted.com/talks/dave_eggers_makes_his_ted_prize_wish_once_upon_a_school
(23 minutes)

Tuesday, Sept. 26: Non-formal Education and Social Justice
Education/Activism

Guest Speaker: Prof. Salim Valley, Center for Education Rights and Transformation,
University of Johannesburg

Reading

Excerpts from Neville Alexander

Websites/Materials to Review

<https://www.uj.ac.za/faculties/facultyofeducation/cert>
*Explore links

Tuesday, Oct. 3: Engaging Students with the Past, Present, and Future

Workshop: Facing History and Ourselves

Reading

Barr, D. J. (2005). Early adolescents' reflections on social justice: Facing History and Ourselves in practice and assessment. *Intercultural Education*, 16(2), 145-160.

Websites/Materials to Review

<https://www.facinghistory.org/>

Tuesday, October 10: Human Rights and Social Justice Education for Community Dialogue

Guest Speaker: Prof. Rachel Wahl, Social Foundations of Education, University of Virginia

Reading

Wahl, R. (2013). Policing, values, and violence: Human rights education with law enforcers in India. *Journal of human rights practice*, 5(2), 220-242.

**Meet this week in your mentor group

Tuesday, October 17: Critical Human Rights and Social Justice Education Abroad

Guest Speaker: Gabriela Stablein, Rustic Pathways

Websites/Materials to Review

<https://rusticpathways.com/>

<https://www.wheretherebedragons.com/>

<https://www.omprakash.org/>

<http://www.travelingschool.com/>

**Meet this week with graduate students/CM

Tuesday, October 24: Youth Education for Activism and Advocacy in Argentina

Guest Speaker: Anna Hillary, NYU, Community Education Coordinator/Activist

Reading

TBD

Websites/Materials to Review

TBD

Tuesday, October 31: Human Rights Violations and Human Rights Education in/about the Middle East

Guest Speaker: Greta Scharnweber, Associate Director, Kevorkian Center, NYU

Reading

TBD

Websites/Materials to Review

TBD

Tuesday, November 7: Atrocity Prevention Education

Guest Speaker: Deena Hurwitz, Director, Atrocity Prevention Education Project, Cardozo Law Institute in Holocaust and Human Rights

Reading

TBD

Websites/Materials to Review

TBD

**Meet this week in your mentor group

Tuesday, November 14: Education for Local/National/Global Justice

Guest Speaker: Heather Foran, Co-Founder, Field Academy

Reading

TBD

Websites/Materials to Review

TBD

**Meet this week with graduate students/CM

Tuesday, November 21: Peace/War Education

Reading

Davies, L. (2005). Schools and war: Urgent agendas for comparative and international education. *Compare: A Journal of Comparative and International Education*, 35(4), 357-371.

McEvoy-Levy, S. (2017). The Hunger Games: Theorizing opportunities for peace education. *Peace and Conflict: Journal of Peace Psychology*, 23(1), 23.

Websites/Materials to Review

https://learning.blogs.nytimes.com/2012/03/15/the-odds-ever-in-your-favor-ideas-and-resources-for-teaching-the-hunger-games/?_r=0

<http://www.redcross.org.uk/Tags/-Conflict----?cts=teachingresources>

Tuesday, November 28: Student Choice

Reading

TBD

Websites/Materials to Review

TBD

Tuesday, December 5: Final Class: Looking Within and Across Models of Education for Change

Saturday, September 9: Teacher Workshop: *Human Rights and Social Justice Education in Context: The Middle East and Latin America*, The Kevorkian Center and the Center for Latin American and Caribbean Studies

*Please hold 9-4, though the workshop will be 3-4 hours (tbd)

**For graduate students, though undergraduate students are welcome to attend

Friday, January 12, 2018: Teacher Forum: *Facing History in A Turbulent Present*, Facing History and Ourselves, NYU, and Hunter College

*This is not mandatory or part of your grade
**All are welcome to attend