E65:2205 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: Buenos Aires
Office Location: East Building, #303
Class Time: One class in NYC on May 5. In Buenos Aires: Aug. 4-10; 13-18. One class in NYC on September 8. Online discussions in June and July.
Office Hours: Before and after class or by appointment
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Catalog Description: This course will look at the theoretical foundations and critical issues of advocacy, elements of advocacy planning, and strategies for action. Various types of advocacy will be emphasized in the course, including community organizing, disabilities advocacy, advocacy for children, and civil and human rights advocacy. A primary focus will be on the connection of community organizations and schools

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 blog/discussion and write a final paper that compares the role of civil society in Argentina and the U.S. 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. You also will be required 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:** Blogs and discussion on Blackboard: Ongoing discussion of readings and field visits.

**60 points:** Comparative synthesis papers. (See appendix B 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**


*Publication Manual of the American Psychological Association* (Sixth Edition)
Washington, D.C.: A.P.A. (All of your papers should follow APA. guidelines.)
Or visit: [http://www.apastyle.org/learn/](http://www.apastyle.org/learn/) and take the tutorials.

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 stay over and travel around the country. See also: http://www.gringoinbuenosaires.com

Select one of the following books to read before your trip. Either fiction or non-fiction. Be prepared to share this book with the rest of the group!

**Recommended Fiction:**


**Non-fiction:**


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

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)

From Saturday, August 4 - Friday, August 18 session times in Buenos Aires will generally be as follows:

Mornings: 10:00 a.m. – 1:00 p.m.
Afternoons: 3:00-6:00 or 6:00 – 9:00 (depending on site visits)

Saturday, May 5, 20102: 1:00-5:00: 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: Civil Society


The State:


The Market:


**Week 1 (NYU Center, Buenos Aires)**: Those not coming early will likely take a red-eye flight to Buenos Aires Friday night. Arrive Saturday Morning, Aug. 4.

**Saturday, Aug. 4**: Settle in hotel and rest/read. 5:00-8:00 p.m: Welcome and Orientation

**Sunday, Aug. 5**: visit to Recoleta Cultural Center and ESME (1:00-7:00)

**Monday, Aug. 6**: NYU Center, B.A. 10:00-1:00 and 3:00-6:00 (class) Community Organizing and Social Movements

  Community organizing:


Social Movements:


**Tuesday, Aug. 7:** morning: view Naomi Klein’s documentary, “La tierra.” Guest speaker: Marta Pini, professor, Universidad Tres de Febrero. Graciela Batallan, professor, University of Buenos Aires. Afternoon: Visit to a school in a taken over, worker owned factory.

**Wed. Aug. 8: Philanthropy, Foundations and Non-Profits**


**Thursday, Aug. 9:** Morning: visit to Incluir: Institute for Social Inclusion and Human Development. Host and guest speaker: Ana Inez Heras Monner Sans.

Afternoon: visit to Plaza de Mayo where the mothers and grandmothers of the disappeared have marched every Thursday since the dictatorship. One of the grandmothers will speak with our group.

Other non-profits:

http://www.helpargentina.org/en/responde

http://www.fundses.org.ar/

http://www.incluir.org.ar/wp/
Friday, Aug. 10: School Reform, U.S. and Argentina

Guest Speaker: Monica Pini, Professor, University of San Martin


**Week-end free. A variety of options for Buenos Aires sight-seeing or over-night trips.**

Monday, Aug. 13: Schooling in Argentina


Tuesday, Aug. 14th: Multiculturalism, Race, and Gender

Guest Speaker: Daniel Suarez


Cottrol, R.J. (2007). Beyond invisibility: Afro-Argentinians in their nation’s
culture and memory. *Latin American Research Review*, 42(1), 139.


(Introduction and Chapter 9: The habits of highly effective schools and how to create more of them). (I will hand these chapters out in class)


**Wed. Aug. 15:** Visit to a diverse school in a high poverty area (villa miseria), and another in an affluent neighborhood.

**Thursday, Aug. 16:** visit to a Policy Institute:

Guest speaker: Ingrid Sverdlik, Director of FLAPE (Foro Latinoamericano de Politicas Educativas) and Director of Teacher Education, Universidad Pedagogica Nacional.

**Friday, Aug. 17:** Visit to the headquarters of the Unemployed Workers' Movement of Solano (MTD-Solano)

**Saturday, Aug. 18:** visit to the Peace Park and to ESME, a cultural center in a former torture center.

**Final Meeting on September 8, 1:00 – 5:00 p.m.** Discussion of synthesis papers and debriefing.

**Other Optional Readings:**


Appendix A

Synthesis paper:

**Synthesis Paper: The State, Civil Society, the Market and Advocacy:**

Provide and justify your own definition of “civil society” and where it fits with regard to a public and private social sphere in the U.S. and Argentine context. Compare and contrast civil society and its relationship to the market and State in the two countries based on your readings and your observations in Argentina. How has the relationship among Market, State, and Civil Society shifted since WWII in each country? Within this context, how have Argentina and the U.S. taken different approaches to school reform?

In each country, compare and contrast the roles within civil society of a) community organizing, b) social movements c) non-profits/NGOs d) philanthropy and e) organized labor/unionism. In making your argument, use ideas from the following course readings as well as class lectures and discussions. You can cite other readings as well, but I want to see ALL of these cited 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 an outline and 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 8, 2012.
Your paper should demonstrate a close reading of ALL of the following readings as well as draw on class lectures, discussions, blogs, and observations in Argentina:


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 on line. Simply Google the movie. The ones with asterisks are not to be missed.

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)