**Study Center in Buenos Aires, Argentina**

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<tr>
<th>Course name:</th>
<th>Human Rights and Public Policy in Contemporary Latin America</th>
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<td>Course number:</td>
<td>LAST 3010 AFLA / PLST 3001 AFLA</td>
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<tr>
<td>Programs offering course:</td>
<td>Buenos Aires Language and Culture Short / Buenos Aires Business and Culture Short</td>
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<td>Language of instruction:</td>
<td>English</td>
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<tr>
<td>U.S. Semester Credits:</td>
<td>3</td>
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<tr>
<td>Contact Hours:</td>
<td>45</td>
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<td>Term:</td>
<td>Summer 2018</td>
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<td>Course meeting times:</td>
<td>TBD</td>
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<td>Course meeting place:</td>
<td>FLACSO</td>
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<td>Professor:</td>
<td>Prof. Daniel Giorgetti</td>
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**Course Description**

This course focuses in the analysis of human rights in Latin America in historical and comparative perspective. The course will allow students to understand Latin American conceptions of rights, the role of human rights organizations, and the role of public policies. First, the course will study historical background, international agreements and statements, social rights and the broad concept of citizenship shared by several human rights organizations. Second, we'll consider the birth of human rights organizations in Argentina, in particular the case of the “Mothers of Plaza de Mayo” and a comparison with cases of Chile, Uruguay and Brazil. Next, the course will study the role of the state, in particular its passing silence and impunity laws in the 1980s and 1990s, building public policy in relation to advocacy, communication, and education, and holding trials for civilian and economic corporations. The course includes the visit to the “Space of Memory and Human Rights” and an interview with a member of Mothers of Plaza de Mayo.

**Learning Objectives**

By the end of the course, students will be able to:

- Understand and discuss human rights and public policy in Argentina, in the context of the Latin American region
- Analyze the role of Universal Declaration of Human Rights and International Covenants and identify its influence in contemporary Latin America
- Compare and analyze the promotion of human rights through the local experience of Argentina and other Latin American countries, with attention to role of social movements and public policies
- Discuss the role of the human rights movement in Argentina, particularly the major organizations and public policies at work during recent decades
- Identify rights-related challenges regarding work, citizenship, gender, sexuality and the quality of life
- Compare perspectives on human rights in Argentina / Latin America and in the U.S.

**Course Prerequisites**

None
Methods of Instruction
Classes will have a time for presentation and exposition as well as individual work and exchange among students. Concepts will be developed through video projection, power point presentation, documents in paper and audio. Popular songs and newspapers will be used.
Individual work will include research, analysis, and presentation of selected subjects in front of the class. Groups of discussion will rely on texts, both academic literature and media, leading professor’s instructions. Class dialogue will follow projections and individual work.
Individual academic paper will be the result of the analysis of a course topic chosen by each student, prepared at home and presented to the class (a paper copy will be held to the instructor). Each class will be closed by the query to students about questions and suggestions and a 5 minutes exposition from the instructor.

Assessment and Final Grade
Attendance and Class Participation: 25%
Research: 25%
Written Test: 25%
Final Paper: 25%

Course Requirements

Attendance and Class Participation
Class participation through group discussion, debate and individual presentations: Graded according to percentage of interventions to total opportunities offered and fulfilling assignments (valued as yes / no, right / wrong).
Students must complete, at least:
- One participation per week providing his/her opinion on debated issue. Valued as yes/no. 20%
- One participation per week providing an opinion about bibliography presented by other students. Valued as relevant or not in relation to the readings. 30%.
- One presentation developing main features of an academic reading (selected readings are distributed in class 1). 50%

Research
Individual research and analysis of cases. Graded according to quality of sources and quality of analysis.

Written Test
Written test to record acquired knowledge and understanding. Graded according to right answer of 5 questions (2 points each question).

Final Paper
Paper will be on a subject selected by each student. Graded according to: good analysis of the subject, bibliography sources, correction in formal aspects and proper conclusions.

Weekly Schedule

Week 1
• **Class 1** – The class begins with a Course presentation, including goals, activities and evaluation. It continues with a class conversation about expectations and personal involvement in the subject of the course, completed by individual filling of a written form to collect personal impressions.

  Introduction to Human Rights in Latin America. Short oral presentation, followed by Video projection: “The History of Human Rights” (from Youth For Human Rights Internacionial) and “Economic, social and cultural rights for all. Latin American human rights leaders discuss regional situation (From Press TV).

  Students will discuss in small groups following questiones by the Professor and then shared they conclusions in class dialogue

  Finally, the closure will be lead by the professor.


  The class will begin with a Microsoft Powerpoint presentation, followed by questions and opinions from the students.

  Then, they will analyze selected cases of violation of human rights in recent history of Latin America and share their conclusions with the rest of the group.

  The professor will close the class highlighting main aspects.


  o Reading: ECLAC - UN (2007); De Souza Santos (1999)

  The Class will begin with an introduction to the subject through a Microsoft Powerpoint presentation.

  Students (previously selected) will explain the main features of both academic readings.

  Then, by following the questions pointed out by the Professor, they will debate in small groups and share their conclusiones in a class debate.

  The professor will close the class highlighting main aspects and introducing the features for making the Final Paper.


  o Reading: Bethell (1984); Galeano (1997)

  The class will begin with selected popular songs that make reference to Latin American history and the place of “the others”, including musical genres such as tango, folk and rock.

  Two students will make commentaries on the academic readings proposed.

  After a short dialogue, students will be challenged to relate topics that had appeared in popular music with the academic readings.

  Finally, the professor will close with a Microsoft Powerpoint presentation.

**Week 2**


  o Reading: Tapia Valdes (1980, translated into English)
The class will open with a presentation on main features of Latin American History, with the objective of and starting a dialogue on the selected reading. Then, there will be a video projection of “Cold War Documentary. Part 18/24 - Backyard - 1954 – 1990” (CNN – Turner Original Productions 1998). Students will be invited to relate the academic reading with the film projection. The professor will close the subject pointing main aspects and providing examples. Finally, the students will submit their titles for the Final Paper, and the professor will make individual comments to them.

  - Reading: Sader (2002); Nault & England (2011)
    The class will begin with a presentation of academic readings, made by students previously selected. Students will be invited to work in small groups on newspaper articles from local media (selected from current publications) and discuss the application of concepts presented before. The professor will close the class highlighting main aspects after a group dialogue.

- **Class 7** - Defense of human rights in the 1980s. Historical context, from Latin America to Argentina. Emergence and consolidation of movements and civil society organizations (NGOs). New forms of citizenship. Argentina: resistance to the dictatorship and the birth of human rights organizations. The “Madres de Plaza de Mayo.”
  - Reading: Koepsel, R. (2011)
    The class will begin with a Microsoft Powerpoint presentation, showing some results of previous students working with Madres de Plaza de Mayo. A short class dialogue will allow them to identify some important questions to make on this issue. Later, the class will receive a member of Madres de Plaza de Mayo. We will listen her personal story (along with her testimonies about the organization) and make the questions previously accorded. This interview will be an introduction to the visit planned for class 10.

- **Class 8** - Written Test
  Students will answer a 4 questions written test, designed to show their ability for understanding the main topics developed during the course, along with establishing appropriate relations between them. Each student will be able to count with all the material he/she could need for consulting, so the focus will not be on memorizing the facts but on thinking and making relations.

**Week 3**

• **Class 10** - Visit to the “Place of Memory” placed in the former Army School with a member of Mothers of Plaza de Mayo.

This visit will be prepared during the discussions of previous classes, and students will be required to meet at the Place of Memory itself. During the site visit (developed by local guides experts on the issue) they’ll have the opportunity of going deeper in the comprehension of violations of human rights during the last military dictatorship in Argentina. The site visit will finish with a dialogue with the representative of Mothers of Plaza de Mayo. The impressions of the students will be shared in the following class, but initially they will be asked to reflect them on paper.

• **Class 11** - Towards a human rights agenda for Latin America. Subjects and situations. Land and labor in Latin America. Unions and social organizations The role of the state.


  The class will begin exchanging impressions on the previous visit to the Place of Memory, to close the experience in a positive way and analyzing the commitment of youth with memory and history.

  Later, a Microsoft Powerpoint presentation will show the current scene of human rights oriented to issues as land and labor. Students will make comments on academic readings, regarding the subject of the class with a following dialogue. At the end of the class, students will submit to the Instructor a work in progress of their Final Papers.

• **Class 12** - Right to good living. Discrimination, interculturality and integration. Tradition of ethnic groups in Latin America, indigenous movement and actual discussion on integration in the diversity. The place of afroamericans and the mixture of cultures. A map for the “patria grande”.


  The Professor will make a presentation showing different Latin American ethnic groups and their roots, along with an overview of their problems and ways of organization.

  A selected student will develop the main topics of the academic reading. This will be followed by Two short video projections of “Buen vivir - the concept of good living in a Bolivian context” (by ACT Alliance) and “Good Living in the indigenous worldview” (By Telesur English)

  Finally, the class will discuss some aspects of the subject lead by the Professor.
• **Class 13** - Rights related to gender, body and sexuality. Developments since the 1960s: organizations and movements in Latin America. Situation in Argentina: laws on gender, equality marriage and rights.

The class will begin with several video projections on women, gender and gay rights. Three of them are informative documentary films: The Journey of Women’s Rights: 1911-2015 (from United Nations); “On Her Shoulders - International Women's Day Documentary” (from the Australian National Committee for UN Women”, “Salida de emergencia” (Argentine film on same sex marriage, with English subtitles). The remaining two are news recorded from TV: “Argentina’s Transexuals: Unique ID Document” (by IBTimes UK) and “Argentina OKs Gay Marriage in Historic Vote” (By Associated Press).

This projections will allow a work in small groups, also supported with latest news on this topics selected by the Instructor. Finally, the class will participate in a dialogue and it will end with the final words of the Professor.

• **Class 14** – Workshop on draft of presentations

The class will be oriented exclusively to work on the individual presentations. The students will bring the academic resources on the outline that has been checked by the Instructor in the previous weeks. Each student will explain the main features of their paper, and the other students will provide their opinion and make suggestions in order to assist their companions. This will be guided and closed by the Professor.

• **Class 15** - Individual paper presentations.

Each student will present the result of his/her final paper (with the assistance of the chosen media support or audiovisual resources) likewise if they were attending a congress and speaking in a symposium. They will receive feedback from students and instructor.

• **Class 16** - Conclusions. Course evaluation.

The final class will be divided in two parts: during the first one, the students will work on a “Students view” for Human Rights and Public Policies in Latin America, through group dynamic, and with a final document resuming their opinion. On the second part of the class, they will share their personal evaluation on the course.
Course Materials

Readings


Acosta A and Martínez E (eds), (2009) El Buen Vivir. Una vía para el desarrollo, Quito: Abya Yala,


Bousquet, J P. (1983) Las locas de la Plaza de Mayo. Buenos Aires, El Cid,


Cepal (1997) La igualdad de los modernos: reflexiones acerca de la realización de los derechos económicos, sociales y culturales en América Latina San José, C.R., Instituto Interamericano de Derechos Humanos


Eclac - UN, (2007) Social cohesion: inclusion and a sense of belonging in Latin America and the Caribbean. Santiago de Chile, UN.


Rapoport, Mario (2010), “The development of the Historiography of International Relations in Argentina, from the eighties to the present. Controversies over foreign policy, economic development, global changes and historical perspective” in What’s New in the History (and Theory of International Relations after 1989), Alfredo Canavero (org) with Claudio Spiguel. Rome, Scriptoweb


Tapia Valdés, J. Jorge Tapia Valdés - El terrorismo de Estado. La doctrina de la seguridad nacional en el Cono Sur, 1980


UN-Habitat 2010 Urban Indigenous Peoples and Migration; A Review of Policies, Programmes and Practices


