



Syllabus	PEI- L.A.S.O.S
Theme	Internship/Research Practicum Human Rights, Social Justice, and Interculturality Human Rights, Identity, and Memory
Language of Instruction	Spanish
Recommended Credits	4
Number of Hours	90
Term	Spring/Fall 2022
Live Classes	Monday and Thursday, 2 hours each session Time TBA
Meeting Place	Virtual Platform FLACSO Argentina
Professors	Irene Strauss- Andrea Rizzotti - Marité Preti- Favio Rizzotti -Sophia Pekowsky
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BACKGROUND

The internship/research practicum in Human Rights, Social Justice, and Interculturality is an innovative educational opportunity through which international students collaborate with NGOs in Argentina that specialize in educational projects, human rights, and community organizing. One of these NGOs is the Association of the Abuelas de Plaza de Mayo, internationally renowned for their accomplishments in the field of human rights, identity, and memory in Argentina. This internship began in 2015 through a collaboration between the International Education Program of FLACSO-Argentina and the Association of the Abuelas de Plaza de Mayo.

VIRTUAL EDUCATION

Given the context of the COVID-19 pandemic, the program has been offered virtually since Fall 2020 and will continue online in 2021. The meetings, translation projects, interactions in the forum, questions, and the final group project will happen online through the virtual platform of FLACSO-Argentina.

HUMAN RIGHTS IN ARGENTINA

The history of human rights in Argentina has been specifically marked by the most recent military/civic/religious dictatorship that spanned from 1976 to 1983. The military dictatorship in Argentina executed a systematic plan to disappear people considered to be "internal enemies", a term used by the dictatorship to encompass all political, civic, and union dissidents. This aspect of Argentine history is often used as a focus of study and academic analysis. Over time, political activism and the struggle for memory, truth, and justice was carried out by distinct human rights groups who resisted this state terrorism.



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PEDAGOGICAL MODEL

The principal objective of the internship is to provide a learning experience to international students that links theoretical concepts, such as historical and political analyses of human rights in Argentina, to activist work that collaborates with the Abuelas to broaden their search for their appropriated grandchildren.

This program combines traditional learning with community service, through the significant contribution that students will make to the organization and the strengthening of values relating to social justice, solidarity, and activism. Through this process, students will also gain valuable social science research skills by working with case studies and developing future research projects in the field of human rights, memory studies, and identity in specific historical contexts, strengthening pre-professional experience for further use in academia and professional development.

The internship uses pair pedagogy, in which the students work with a Spanish professor and a team of academic and intercultural facilitators who help to maximize the experience. The Spanish professor meets with the students weekly to support linguistic development in relation to their translation work, while the academic-intercultural facilitators meet with the students biweekly and moderate the participation in the online forums in discussions and questions related to human rights and sociocultural questions of Argentina.

LEARNING OBJECTIVES

At the end of the internship, the participants will:

- Gain a deep understanding of the history and current state of human rights and human rights organizations in Argentina.
- Critically analyze the historical, social, and contemporary role of the organization of the Abuelas de Plaza de Mayo
- Contribute ideas and projects to the Abuelas' campaign to spread their message and search for their appropriated grandchildren
- Reinforce and broaden their values in relation to democracy, leadership, global citizenship, and social justice from a decolonial perspective
- Establish comparisons between the human rights and social justice issues in Argentina, the cultures and societies that the students are from, and the global context
- Reinforce Spanish linguistic ability, specializing in language related to human rights
- Incorporate an intercultural perspective in the analysis of human rights, social justice, and in the academic and linguistic formation.
- Develop research projects for future scholarships or academics project and establish a network of local contacts working in the field of interest

REQUIREMENTS

For interns who are not native Spanish speakers, an intermediate Spanish level is required. The internship is open to participants from all fields of study and requires curiosity, capacity for critical thinking, and demonstrated interest in human rights, social justice, and intercultural studies. Interns must be able to participate actively in the debates.



INTERN TASKS

Translation of cases and audiovisual material

Support the search for the disappeared, kidnapped, or appropriated grandchildren during the last military dictatorship by translating summaries of their known information from Spanish to their native languages. These histories will be published on the official web site of the Abuelas and will be used to spread the Abuelas' message, thus spreading the search for grandchildren throughout the world.

The translations may be of two kinds:

- 1- Short texts that summarize the known information and family background of the disappeared grandchildren and their parents
- 2- Audio-visual material related to the history of the disappeared grandchildren/ promotional material required for the Abuelas' communication campaigns

Every student will be assigned short histories or audiovisual material. These tasks can be completed individually or in a group if the specific case is especially complicated or long. Over the course of eight weeks, two texts will be assigned per week, culminating in 16 cases in total.

Elaboration of the Bilingual Glossary

The interns will contribute to a bilingual glossary of terms used specifically in the translations that they are working on. These words, relating to human rights and identity, can serve as a reference for future interns and in the work for the Abuelas in the use of specific terms in languages other than Spanish.

Final Presentation

The interns will create a presentation, community action, or group activity that must:

- Share personal and collective reflections about their learning over the course of the internship
- Create a concrete activity to help the spread of the Abuelas work and that of the internship in their local community. This can be done through local campaigns on social media, formal presentations in their universities, collective creative projects, publications of articles, etc. This project is designed and planned during the internship and facilitated by the Spanish professors and academic coordination.
- The creative projects will be shared online through the FLACSO and Abuelas' official networks.

Live Meetings

The live meetings will happen in the following schedule

Spanish: one time per week

Human Rights and Abuelas: Biweekly

Human Rights and Interculturality: Biweekly

The themes of each weekly meeting are elaborated on in the weekly schedule. The meetings will be recorded in case the interns cannot attend a specific session, but participation is required except in the case of emergency or nonflexible commitments. Participants are expected to inform the academic coordination if they anticipate not being able to attend a



live meeting.

Online Forum

Virtual forums occur in relation to the biweekly themes. These forums are used to create a space for exchange, reflection, and learning. The themes presented will relate to human rights and Argentine history and culture, always with an intercultural perspective. The students will receive a schedule of activities and topics to discuss in the forum.

CERTIFICATIONS AND CREDITS

Credits and Hours:

- 90 total hours
- 4 recommended credits (Each university can transfer credits according to their requirements)

Hourly commitment:

On average, the students must work approximately nine hours per week, divided in the following way: two hours in the weekly Spanish meeting, two hours in the Human Rights/Intercultural meeting, 5 hours combined in the online forums, online/multimedia readings, questions and exchange in relation to the translations, and production of material and completion of activities.

Weekly Time Schedule Distribution

	Spanish	Human Rights/ Intercultural learning	Forum Participation	Completion of activities	Translation Work
Weekly Hours	2hs	2hs	5 hs		
Description	Live Meetings Set schedule. The meetings are recorded in case the students cannot participate in the timing available. They can watch the recordings according to their personal schedule.		Forums and Activities Completed on the students own time in accordance to the weekly deadlines and schedules		

Evaluation

Participation in Online Forums	20 %
Participation in Live Spanish/Human Rights/Intercultural Meetings	20 %
Completion of Translations	30%
Completion of Activities and Final Projects	30 %
TOTAL	100%



Participation in online forums and activities:

Every student must participate

- In the introductory forum (1 time)
- In the biweekly discussion forums (3 times)
- In the forum "Yo Pregunto" (2 times)

The posts must respond to the prompt and reference the material of each module. In addition to a reflection, the students are expected to interact with a reflection of another participant. Through this process, students can establish a dialogue. At the end of each module, there will be a synthesis completed by the academic coordination summarizing student reflections and dialogue.

Certification and Grades:

Upon completion of this internship, the participants will receive a certificate stamped and signed by the Association of the Abuelas de Plaza de Mayo and FLACSO-Argentina stating the total hours, work completed, and Human Rights and Social Justice Accreditation. They will also receive a final grade according to the Argentine system which can be converted to the educational system of origin, if required by their university.

Bibliography

For this program, students will be required to read short texts and watch/listen to different multimedia sources in preparation for the weekly meetings and online forums/activities. These resources are available on the virtual campus.

WEEKLY AGENDA –SUMMARY-

Note: The full version of the weekly schedule is provided in an independent document.

WEEK 1- INTRODUCTION

THEMES: Introduction to the internship and its organization and methodology. Introduction to the Spanish of the Rio de la Plata region. Introduction to the history and struggle of the Abuelas de Plaza de Mayo and the movement of Human Rights in Argentina.

WEEK II: CITIES, CULTURE, AND POLITICAL PARTICIPATION I

THEME: Historical questions of political participation, human rights movement, and youth political participation in Argentina. Use of public space, artistic and cultural expressions in political participation in Argentina and Buenos Aires. Political representation and the construction of citizenship and human rights and urban spaces. Spanish and Art: Political and artistic language of the Spanish of Rio de la Plata. Analysis of works of art in relation to language and human rights.

WEEK III: CITY, CULTURE, AND POLITICAL PARTICIPATION II

Theme: Political maternities, feminisms and sexual dissidents in political participation, human rights and feminism. New social movements and human rights. Ecofeminisms-environmental movements and human rights. Indigenous movements and human rights-land, identity, and political participation.



WEEK V: IDENTITY, CUSTOMS, AND GASTRONOMY

THEMES: Customs, identity, gastronomy. Cultural construction, collective identity in relation to history, heritage, and culture. Food sovereignty as human rights.

WEEK VI: IDENTITY AND HUMAN RIGHTS I

THEMES: This week focuses on identity as a human right. The right of identity, and the question of the restitution of the grandchildren. The work of the Abuelas in the reconstruction of the identity of the grandchildren.

WEEK VII- IDENTITY AND HUMAN RIGHTS II

Themes: Human rights, identity, and children II. The issues of children, migration, and reflection of identity. Feminist movements and sexual diversity in relation to identity. Globalization, social justice, an identity.

WEEK VIII- HUMAN RIGHTS AND JUSTICE

Themes: Human rights, social justice, and equity in relation to justice. The new issues of human rights in relation to justice. New social movements.

WEEK IX: YO PREGUNTO II

This week is dedicated to exchange in the forum to ask and answer questions in relation to the themes and material discussed in previous weeks and working on the final project.

WEEK X- CONCLUSIONS AND CLOSING

This week students will be working on the final project and its implementation. Participate in the forum of the final copies of the translations and tasks assigned. Revise bibliography.

INSTITUTIONAL REFERENCES:

[Las Abuelas de Plaza de Mayo](#)

The *Asociación de Abuelas de Plaza de Mayo* is a non-governmental Argentine human rights organization, formed in 1977 by a coalition of women looking for their over 400 disappeared grandchildren, kidnapped and illegally appropriated during the most recent military dictatorship in Argentina. The Abuelas began their search more than 40 years ago, actively searching in orphanages, courts, and daycare centers. In 1997, the Abuelas shifted their methods to attract the grandchildren to the association. They publicized the cause and encouraged anyone in Argentina with doubts about their identity to come forward and speak with the Abuelas. The Abuelas believe that everyone has the right to know their identity, and have fought to include this right in the Argentine Constitution, and in the United Nations International Convention on the Rights of the Child. To help with the search for identity in Argentina, the Abuelas successfully advocated for a National Bank of Genetic Data, which has the power to perform genetic analysis without legal intervention. Thus, anyone who questions their identity can find their genetic information through



free blood tests. This contributed to the advancement of science in the fields of genetics, hematology, and morphology when they requested help from the American Association for the Advancement of Science in creating procedures to identify their grandchildren. Complex and advanced procedures were necessary to guarantee positive identification when parental DNA was not available. They demand justice for what happened in Argentina in court as well as through helping to reconstruct a historical truth and memory for Argentina.

Latin American School of Social Sciences: [FACULTAD LATINOAMERICANA DE CIENCIAS SOCIALES - FLACSO- Argentina](#)

Founded as a UNESCO initiative, FLACSO Argentina was created to train experts in various fields of the social sciences to research issues that arose from the recovery of democracy in Latin America and contribute to the implementation of policies and programs that would create a more equitable society.

International Education Program: [Programa de Educación Internacional \(PEI\)-](#)

With more than 25 years of experience in the development and management of international education, the Program of International Education combines onsite and online programs. The curricular and co-curricular content are developed with an intercultural, interdisciplinary, and comparative perspective, created for international students, teachers, and researchers interested in Argentina and Latin America.

Faculties Bios:

Andrea Rizzotti is currently the Director of International Educational Program (PEI) of the Latin American Studies Department (ADELA) at FLACSO- Argentina and the developer of the International Students Integral Housing System (SIAEI) at the Public University of Buenos Aires (UBA). She has an extensive background in managing and developing international educational and cross-cultural curricula. She worked with CIEE-USA from 1994 to 2018 and supervised the administrative and academic aspects of the Study Center in Buenos Aires. She graduated *summa cum laude* with a Bachelor's degree in Sociology from the Public University of Buenos Aires (UBA) and earned a Master's degree from FLACSO in Social Sciences and Public Health. Her Ph.D. research focuses on international education and the intersectionalities of intercultural awareness and program development. Andrea's academic interests include International Education, Public Health, Gender, Diversity, and Women Studies. She has published the book *Teaching and learning in intercultural contexts (Enseñar y aprender en contexto de interculturalidad* Felitti- Rizzotti 2018) and multiple articles on international education such as *"El machismo latinoamericano y sus derivas en la Educación Internacional"* (Felitti- Rizzotti- 2016). She received the "Intercultural Achievement Recognition Award" (2020) granted by the Austrian Embassy in conjunction with the Human Rights and Social Justice Internship at FLACSO-Argentina in 2017 and 2018.

Irene Strauss works in communication and management of educational projects linked to the promotion of human rights. In the Association of the Abuelas de Plaza de Mayo, she is part of the publicity branch and since 2003 has coordinated the educational programs for the Abuelas. She is the representative of the Abuelas in the Human Rights and Social Justice Internship in collaboration with the International Education Program of FLACSO-Argentina. She has extended experience in the development of educational publications and programs relating to human rights, identity, and memory. She is the co-author of educational and promotional materials developed for



the Argentine Ministry of Education, including "Puerto de Partida" (2004) "Derecho a la Identidad" (2005) "Las Abuelas nos Cuentan" (2006-2013) "Quién soy yo?" (2010) and "10 postcards for the identity", among others. She is also the coauthor of materials developed for the television channel Encuentro- "Acá estamos" (2013) and for the television channel Pakapaka "Asi soy yo" (2015-2016) in collaboration with the Argentine Ministry of Education. She has authored the training modules on Human Rights and Right to Identity (2008) for the Argentine Ministry of Social Development and the exhibit and installations "Las Abuelas y la Genética" (2012-14) for the Argentine Ministry of Science and Technology in the exhibition at Technopolis. She has written the virtual course "Abuelas y el Derecho a la Identidad" for virtual platforms and has co-authored virtual training modules for primary school (2015-2017-2020) and high school teachers. Since 2020, Irene has coordinated various training initiatives for teachers and the public relating to Grandmothers and the Right of Identity developed for the Argentine Ministry of Human Rights. Since 2004, she has taught professional development classes for teachers on the same subject throughout the country. She received the "Intercultural Achievement Recognition Award" (2020) granted by the Austrian Embassy in conjunction with the Human Rights and Social Justice Internship at FLACSO-Argentina in 2017 and 2018.

Marité Preti has a degree in Sociology from the University of Buenos Aires and a Master's in Hispanic Studies from Rice Universities. She is a professor of Spanish and Latin-American Literature at CIEE (Council on International Education Exchange). She also works at the UBA Siele (International service of evaluation of Spanish language) as an associate and as a professor at the Rapanti Institute. She has worked in InFod (Ministry of Education) in the national program of teacher training, and in the INAP (National Institute of Public Administration) as a facilitator and as a researcher and professor at FLACSO. Currently she is pursuing a Professorship in Visual Arts at the Manuel Belgrano School.

Favio Rizzotti: is the intercultural learning coordinator at L.A.S.O.S-PEI FLACSO Argentina, He has worked with CIEE since 2002-2018 at FLACSO-Argentina. He is an accomplished actor, as well as theater and staging director, and has a postgraduate degree from the Metropolitan School of Dramatic Art of Buenos Aires. Favio has had extensive experience in the arts field not only as an actor but also in directing different plays and as a performing arts professor. He has experience in the coordination of different workshops and courses related to dramatic arts. Currently he is in charge of developing and running intercultural on-line activities for international students at the L.A.S.O.S Program.

Sophia Pekowsky is originally from Brookline, Massachusetts and is currently working remotely as the Research and Program Assistant while completing her Master's in Gender and Women's Studies at Utrecht University in The Netherlands. As the Research and Program Assistant, Sophia is helping to coordinate an upcoming book discussing decolonial theory in study abroad. She is co-writing a chapter on protest as decolonial pedagogy in the field. She received a degree in Gender Studies from Oberlin College in 2018, and her interest in international education began during her undergraduate career when she spent a semester abroad in Buenos Aires, Argentina through the FLACSO program. Her experience learning about Argentine feminist movements led her to a Fulbright research grant investigating humanized birth and abortion access in Buenos Aires, Argentina in 2019. Sophia is passionate about international education and exchange that builds transnational solidarity and connection while thinking critically about global power dynamics and inequities. She is also a doula, a freelance writer, and illustrator and loves integrating art and creativity into everything she does.