COURSE SYLLABUS

HUMAN RIGHTS IN ARGENTINA
 Argentine Universities Program, Buenos Aires

US semester credit hours: 3
Contact Hours: 45
Course Code: SO301-09
Course Length: Semester
Delivery Method: Face to face
Language of Instruction: Spanish

COURSE DESCRIPTION

The course is divided into three units and comprises theoretical contents of genocide studies. The first unit covers racist thought and its modern articulation, historization of genocidal social practices, analysis of juridical and sociological human rights and genocide definitions. The second unit is focused on the historical experience of Argentina and the genealogy of the Argentine genocide experience, the 1976 military coup, the transition to democracy, the military junta trials, impunity laws, amnesty and the fight against impunity. Finally, the current human rights situation in Argentina is analyzed in the last unit by looking at the heritage of the fight against impunity, economic and social rights, police violence, the situation in prisons and the anti-discriminatory fight.

During the extension of the course students use different materials to reach the whole comprehensive topics such as the analysis of bibliography, the view of films, reading newspapers or magazines, analyzing advertising and others. We also visit with the students in one of Argentina’s concentration camps during the last dictatorship, EX ESMA: http://www.espaciomemoria.ar/

STUDENT LEARNING OBJECTIVES

- Build a conceptual framework to analyze genocide social practices as a specific way of configuring social relations;
- Problematize alterity construction modern forms, as social control, negativization, and symbolical and material elimination of the other’s figure
- Attempt a critical revision on the 20th century genocide experiences, with particular focus on Latin American experiences and the Argentine case, the repressive process during the 70’s and its genocide effects
- Understand and critically analyze the “symbolic performance” ways of genocide social practices, as a way of perceiving memory as a social construction and a space for confrontation, with both material and symbolic effects, in the constitution of collective identities
- Analyze the current situation as regards Human Rights in Argentina
- Become familiar with resources available for further research on human rights in Argentina.
• Make cognitive connections between learning in this course and other learning experiences in the IFSA Argentine Universities Program.

COURSE OUTLINE

Classes 1 through 5: Unit 1: “Genocide as a social practice: Towards a sociological analysis of human rights violations.”
• The contractualist thought and its crisis. Modern racism as a possibility to resolve the contractualism crisis. The racist thought and its modern articulation: bio-political solution and technology of power. Towards the historicization of genocide social practices. Towards an analysis of juridical and sociological definitions of human rights and genocide.
Class 1: Introduction to the Seminar and brief exercise: What is genocide?

Class 2: Defining genocide, theoretical class. In class exercise and definitions.
Mandatory bibliography:
Eric Markusen; “What is the genocide? Looking for a common framework for legal and sociological definitions” (“¿Qué es el genocidio? Hacia una búsqueda de un terreno común para las definiciones legales y sociológicas”), in Daniel Feierstein (editor); Genocide, Death Administration in Modern Times (Genocidio, la administración de la muerte en la modernidad), EDUNTREF, Buenos Aires, 2005.


Class 3: Theoretical and practice class: contradictions of modernity.
Mandatory bibliography:
Daniel Feierstein: “Modernity contradictions and their resolution: equality, sovereignty, autonomy and genocide social practices” (“Las contradicciones de la modernidad y su resolución: igualdad, soberanía, autonomía y prácticas sociales genocidas”), in Daniel Feierstein (editor); “Genocide, death administration in Modern Times” (“Genocidio, la administración de la muerte en la modernidad”), EDUNTREF, Buenos Aires, 2005.

Daniel Feierstein; “Towards a typology of genocide social practices” (“Hacia una tipología de las prácticas sociales genocidas”), in Daniel Feierstein; “Genocide as a social practice (between Nazism and the Argentine genocide)” (“Genocidio como práctica social (entre el nazismo y el genocidio argentino”)”, provisional title, FCE, Buenos Aires, in the press.

Class 4: Introducing Foucault and “Anatomopolítica/Biopolítica”.
Mandatory bibliography:
Michel Foucault: “From the power of sovereignty to the power over life” (“Del poder de soberanía al poder sobre la vida”), in Racism Genealogy (“Genealogía del racismo”), Altamira Editors, Buenos Aires-Montevideo, 1983.
Class 5: Theoretical class: Latin America and Argentina in terms of genocide.
Mandatory bibliography:
Daniel Feierstein; “Genocide and reformulation of social relations” (“Genocidio y reformulación de relaciones sociales”), in Daniel Feierstein; “Genocide as a social practice (between nazism and the Argentine genocide)” (“Genocidio como práctica social (entre el nazismo y genocidio argentino)”), provisional title, FCE, Buenos Aires, in the press


Class 6: Theoretical class: Genealogy of the Argentine genocide and topics for submitting MID TERM PAPER.
Mandatory bibliography:


Class 7: Film “Escuadrones de la Muerte” and discussion on topics covered in the movie.
Mandatory bibliography:

Class 8: Theoretical class: Concentration camps, it logic, similar experiences around the globe, Nazism.
Mandatory bibliography:

Class 9: VISIT to OLIMPO (Concentration camp).

Mandatory bibliography:
Daniel Feierstein; “The causality issue in the explanation of the genocide developed in Argentina”: (“La cuestión de la causalidad en la explicación del genocidio desarrollado en la Argentina”, in Daniel Feierstein; Genocide as a social practice (between Nazism and the Argentine genocide)
Class 11: The fight against impunity with an exercise in class. We analyze topics for the FINAL PAPER.

Mandatory bibliography:

Classes 12 through 14: Unit 3: “Main human rights problems in contemporary Argentina”
• The inheritance of the fight against impunity. Economic and Social Rights. Police violence and situation in prisons. The anti-discrimination struggle.

Class 12: Theoretical class: symbolic manifestation. Also we answer questions on the final paper.
Mandatory bibliography:
Annual Human Rights Reports in Argentina, by the Legal and Social Studies Center (CELS - Centro de Estudios Legales y Sociales), year 2002 to date.


Class 13: Theoretical class on the juridical aspects and foundations during a dictatorship and the violation of human rights.
Mandatory bibliography:
Baltasar Garzón; “Juridical Foundations” (“Fundamentos Jurídicos”), of the “Resolution on the Trial of Argentine Military Men accused of genocide and terrorism” (Resolución sobre el Juicio a los militares argentinos por genocidio y terrorismo), Hearing at Room V, Madrid, November, 1999.

Class 14: Submission of final paper. Brief presentation of the paper by each student, closing speech by the professors.

RESOURCES

Unit 1: “Genocide as a social practice: Towards a sociological analysis of human rights violations.”

Eric Markusen; “What is the genocide? Looking for a common framework for legal and sociological definitions” (“¿Qué es el genocidio? Hacia una búsqueda de un terreno común para las definiciones legales y sociológicas”), in Daniel Feierstein (editor); Genocide, Death Administration in Modern Times (Genocidio, la administración de la muerte en la modernidad), EDUNTREF, Buenos Aires, 2005.


Michel Foucault: “From the power of sovereignty to the power over life” (“Del poder de soberanía al poder sobre la vida”), in Racism Genealogy (“Genealogía del racismo”), Altamira Editors, Buenos Aires-Montevideo, 1983.

Daniel Feierstein: “Modernity contradictions and their resolution: equality, sovereignty, autonomy and genocide social practices” (“Las contradicciones de la modernidad y su resolución: igualdad, soberanía, autonomía y prácticas sociales genocidas”), in Daniel Feierstein (editor); “Genocide, death administration in Modern Times” (“Genocidio, la administración de la muerte en la modernidad”), EDUNTREF, Buenos Aires, 2005.

Daniel Feierstein; “Towards a typology of genocide social practices” (“Hacia una tipología de las prácticas sociales genocidas”), in Daniel Feierstein; “Genocide as a social practice (between Nazism and the Argentine genocide)” (“Genocidio como práctica social (entre el nazismo y el genocidio argentino)”), provisional title, FCE, Buenos Aires, in the press.

Daniel Feierstein; “Genocide and reformulation of social relations” (“Genocidio y reformulación de relaciones sociales”), in Daniel Feierstein; “Genocide as a social practice (between nazism and the Argentine genocide)” (“Genocidio como práctica social (entre el nazismo y genocidio argentino”)”, provisional title, FCE, Buenos Aires, in the press.

**Unit 2: “Human rights violations experience in Argentina, 1974-1983, and its categorization forms.”**


Baltasar Garzón; “Juridical Foundations” (“Fundamentos Jurídicos”), of the “Resolution on the Trial of Argentine Military Men accused of genocide and terrorism” (Resolución sobre el Juicio a los militares argentinos por genocidio y terrorismo), Hearing at Room V, Madrid, November, 1999.


Daniel Feierstein; “The causality issue in the explanation of the genocide developed in Argentina”: (“La cuestión de la causalidad en la explicación del genocidio desarrollado en la Argentina”, in Daniel Feierstein; Genocide as a social practice (between Nazism and the Argentine genocide) (“Genocidio como práctica social (entre el nazismo y genocidio argentino”)”, provisional title, FCE, Buenos Aires, in the press.
Unit 3: “Main human rights problems in contemporary Argentina”

Annual Human Rights Reports in Argentina, by the Legal and Social Studies Center (CELS - Centro de Estudios Legales y Sociales), year 2002 to date.


Insert weekly outline of course units, topics, activities

Unit 1: Optional Bibliography:


Leo Kuper; Genocide. Its political use in the Twentieth Century, Yale University Press, USA, 1982, Chapters 2 and 3.


Tzvetan Todorov; “We and the others” (“Nosotros y los otros”), Siglo XXI, México, 1991.


Unit 2: Optional Bibliography:

Héctor Germán Oesterheld; “The Eternaut” (“El Eternauta”), I and II.


EVALUATION METHODS

Class evaluation will be made as follows: Mid-term practical paper 25%
Lecture in Spanish Presentation 25%
Final paper 50%

The course instructor will determine specific assignments (including paper topics), projects, and exams for the course. Your work on individual assignments and projects will be guided by grading rubrics provided by the course instructor. Your final grade in the course will be arrived at through assessment methods determined by the course instructor and according to the percentages attached to each assignment and exam by the course instructor. Participation will constitute a determined percentage of your grade. Participation includes attendance, preparation, engagement in discussion, civility, and respect.

Grading Scale: Argentine/ U.S.

95%-100% = 10
94% - 85%= 9
84%-75%= 8
74%-65%= 7
65%-55%= 6
55%-45%= 5
45%-35%= 4
35%-25%= 3
25%-15%= 2
15%= 1
64%-55%= 6
54%-45%= 5
44%-35%= 4
34%-25%= 3
24%-15%= 2
14%-0%= 1

*Note: Grades that end in .5 or higher will be rounded up. Grades that are .49 and lower are rounded down.

Attendance: Student’s minimum attendance required is 75%.

Grading rubrics:
A: It needs to manage correctly all the concepts developed during the seminar and their correct application to analyze a historical situation chosen by the student in the mid-term and final paper. It includes also a correct presentation of the lecture in Spanish.

B: It needs to manage correctly all the concepts developed during the seminar. The application to analyze a historical situation chosen by the student in the mid-term and final paper should at least shows a good knowledge of the case. It includes also an acceptable presentation of the lecture in Spanish.

C: It needs to manage at least half of the concepts developed during the seminar and the possibility to apply a couple of them to analyze a historical situation chosen by the student in the mid-term and final paper. The lecture in Spanish should at least demonstrate the text was read.

D: It needs to demonstrate the bibliography was read, even if the concepts are not clear neither the possibility to apply them to the analysis of the historical situation chosen by the student. The lecture in Spanish was not satisfactory.

F: The bibliography was not read. The concepts were not incorporated and the analysis of the historical situation is incorrect or it was not done. The lecture in Spanish was not done.
Timely Submissions

Timely Submissions: Papers or assignments delivered after the deadline will only be accepted in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Academic Integrity: Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student’s original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.