



CB 395 COMMUNITY-BASED LEARNING IN BUENOS AIRES

IES Abroad Buenos Aires

DESCRIPTION:

This seminar is designed as an academic and experiential course that combines placements at non-profit organizations, where students work on the ground with community-based projects in Buenos Aires, along with discussion-oriented seminars that are led by the course instructor on a biweekly basis. In this course, we will explore the structure and cultural principles of community-based organizations/non-profit organizations in Buenos Aires. Students will use their community-based learning experience as a platform for understanding these civil society organizations in Argentina and how they work with respect to social, political, and economic issues. The seminar requires that students take an active role in their learning through such tasks and assignments as investigating: the principles of volunteering, civil society and the third sector in Argentina; the issues their organization works with; communication and social media in non-profits; and corporate social responsibility and fundraising in Argentine non-profit organizations.

CREDITS: 3 credits

CONTACT HOURS: 20 hours; 90-110 placement hours

LANGUAGE OF INSTRUCTION: English

REREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Students are placed as volunteers at Argentine non-profit, community-based organizations for a minimum of 8 hours a week and between 90 and 110 total hours during the semester. In addition, the seminar will meet for 2 contact hours for each of the seven course sessions as well as include one additional field visit. The students will conduct a community-based learning project during their placement.
- The course dynamic includes instructor lectures as well as significant student involvement. In advance of each class session, students must prepare pertinent reading and discussion questions. At each course meeting, two to three students will be asked to provide a brief 5-minute presentation about their organization. Specific instructions about these assignments will be discussed and handed out in order to guide students' preparation. Also, for each session, 2-4 students will prepare a 5-10-minute in-depth presentation about that week's readings where they'll be required to bring discussion questions to class in order to facilitate a group conversation. Students will also bring Field Journal entries, designed to reflect on their experience each time the course meets and present them in class or virtually via the system. All of these presentations are designed to generate class discussions.
- During the semester the students will develop a community-based learning project to be carried out during their placements. The instructor will guide students on how to plan, conduct and evaluate their project that will be presented at end of the course.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- In-class Presentations/Leading Discussions - 20%
- Community-based Learning Supervisor's Evaluation - 30%
- Community-based Learning Portfolio - 40%

Course Participation

Includes how students contribute to the class discussions, their preparation for the classes.

In-class Presentations/Leading Discussions



Students will be tasked with such assignments as delivering oral presentations, leading course discussions, and leading critical reading discussions.

Community-based Learning Supervisor's Evaluation

The supervisor's evaluation of student performance at the placement site is an important aspect of the course grade. Factored into the evaluation are weekly attendance reports and a biweekly and/or monthly checklist of placement attendance and tasks performed.

Community-based Learning Portfolio

Includes:

- Field Journal (10%)
- Final paper on community-based learning project (20%)
- Final Oral Presentation (10%)

The final paper (minimum 15 pages) and the final oral presentation (maximum 10 minutes) will be on the student's community-based learning in Buenos Aires. It should include academic references and detailed observations (ethnographic field work) from their placement.

STUDENT RESPONSIBILITIES:

Students are required to participate in all seminar class sessions. Students should inform instructors in advance for any excused absences and receive instructor's prior permission for any excused absence, when possible. The attendance policy is strict, and more than one absence will negatively affect your grade, regardless of the reason for the absence. All in class and out of class assignments must be completed as scheduled or grades will be significantly reduced. This is especially important given the seminar-based format of the course as well as the limited number of class sessions.

Students must take their placement seriously and treat this as regular employment. It is imperative that they not miss their scheduled workdays. Students must inform the instructor and IES community-based learning coordinator as well as their organization supervisor in the event that illness keeps them from attending on certain days. Keep in mind that it is mandatory for students to volunteer a minimum of 90 hours over the course of the semester.

Grading Scale

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Below 60%

LEARNING OUTCOMES:

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

- Demonstrate cultural sensitivity and exhibit self-confidence to work/communicate in multicultural environments and enhance knowledge of self through an ongoing process of self-reflection.
- Recognize and describe how their professional competences have improved during the placement.



- Compare and contrast pressing concerns about community-based and non-profit organizations in Argentina and the United States.
- Incorporate students' direct contact with people and places in Buenos Aires who play an important role in the contemporary development of social services in Latin America into their intercultural competence skills.
- Develop, conduct, and evaluate a community-based learning project.

ATTENDANCE POLICY:

Attendance and punctuality are mandatory. Each instructor will record each student's attendance through Moodle. Any legitimate reason for not attending class or a field work activity (medical emergency, etc.) must be referred directly to the Academic office (not to the instructor) with proper documentation. Students who miss class due to medical reasons need to receive a certified doctor's note from a medical professional and turn this into the Academic Affairs office. Without that note, the absence cannot be excused.

Instructors have authority to mark students as absent if they arrive 15 minutes or more after the course starting time.

- Courses taught one day per week allow a maximum of 1 absence.
- Courses taught two days per week allow a maximum of 2 absences.
- Courses taught three and four days per week allow a maximum of 3 absences.

Every unexcused absence after the maximum allowance will lower half a point of the student's final grade (for instance, from "A" to "A-", from "A-" to "B+" and so on). It is the students' responsibility to keep up to date on their absence total.

CONTENT:

Session	Content	Assignments
Session 1	Overview of Course and Introduction to Argentina – What is community-based learning about? - Students will be introduced to the course goals and design, as well as the elements of which the course is composed (i.e. Journal, Field Placement Synthesis Presentation and Final Paper). The first session includes an introduction to Argentina and Buenos Aires’ social and demographic context. Students will be introduced to ethnographic research methods and observation as a means of cultural learning in the community-based learning organizations. We will discuss what community-based learning means in Argentina. Students will be able to share any previous work, internship or volunteer experiences. Developing critical reflection - Why Reflect? We do not learn from doing, we learn from thinking about what we do. Research shows that reflection has some positive impact on the attitudes of the volunteers. - Reflection is a crucial part of community-based learning, which allows volunteers to look back on, think critically about, and learn from their experience. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity. Reflection can happen through writing, speaking, listening, reading, drawing, acting, and any other way you can imagine.	- Rock, David, 2002, Racking Argentina, in New Left Review Vol 17, Sept./Oct 2002., pp. 54-86 (33 pages) - Community-based Reflection Toolkit

Session	Content	Assignments
Session 2	What does it mean to be a community-based volunteer? How can I understand my role as a volunteer in Argentina? What does it mean to volunteer in a different culture? - During this session we will reflect on what it means to volunteer with a community-based organization in Argentina. We will talk about the differences in working in a North American workplace as compared to an equivalent working environment in Argentina. We will also discuss the concept of social capital understood as social networks, norms and trust that allow citizens to act together more successfully to reach shared goals. What role has participation in civil society in Argentina meant in times of social, political, and economic crisis? - Planning a community-based learning project	- Latin America: Elements that Enhanced Long-Term Volunteer Retention, Center for Social Development Research Report, No. 08-01, Washington University in St. Louis, pp.1-25 www.eyv2011.eu/resourceslibrary/item/download/58 (25 pages) - UN Volunteering, 2011, Chapter 1, Volunteerism is Universal (pp. 2-12) and Chapter 3, Volunteerism in the 21st Century (pp.26-37) State of the World's Volunteerism Report 2011 – Universal Values for Global Well-being, http://www.unv.org/en/swvr2011.html (22 pages) - Students prepare in advance for the class: - All students read the texts and prepare discussion questions for the session. - All students bring their first Field Journal Entry. 2-3 students prepare presentations of their first meetings with their organizations (specific instructions will be handed out by the instructor). 1-2 students prepare a 5-10-minute oral presentation of Terrence Jantzi's text, including class discussion questions. 1-2 students prepare a 5-10-minute oral presentation of the 2011 UN Volunteering report, including class discussion questions
Session 3	Defining Civil Society and the Third Sector in Argentina How is civil society defined in Argentina? We will compare European, North American, and Latin American perspectives and definitions. Students will reflect on their organizations' goals, missions and objectives while considering these comparative contexts.	- Campatella, Andrea, González Bombal, Inés and Roitter, Mario, 1998, Defining the Non-profit Sector: Argentina, in Working Papers of the John Hopkins Comparative Nonprofit Sector Project, no. 33, The John Hopkins Institute for Policy Studies, pp. 4-33 (30 pages) - CIVICUS, 2011, Chapter 2: Civil Society in Argentina, in: Civil Society in Argentina at the Bicentennial, CIVICUS Civil society index for Argentina 2008- 2011, pp.19-33 (14 pages) http://www.civicus.org/images/stories/csi/csi_phase2/argentina%20acr.pdf - CIVICUS, State of Civil Society 2011, Chapter on Argentina, pp. 167-170 (4 pages) http://socs.civicus.org/2011/wpcontent/uploads/2012/04/State-of-Civil-Society-2011.pdf

Session	Content	Assignments
Session 4	Social Inequality and Poverty in Argentina Seen through the Lenses of Non-profit Organizations Latin America is one of the world's most unequal regions in terms of income and social inequalities, including for indicators such as health, education, and environment as well as access to human, social and political rights. This session looks at how social inequality and poverty is dealt with by civil society. We will focus on issues related to income inequality, gender inequalities and indigenous populations. Discussion questions: How is social inequality in Argentina perceived by your organization? What are the strategies they have developed to fight poverty and other pressing social and economic issues?	http://www.bloomberg.com/news/articles/2015-11-04/here-s-the-real-legacy-of-the-kirchners-inargentina - Bertelsmann Stiftung, BTI 2016 Argentina Country Report. Gütersloh: Bertelsmann Stiftung, 2016. - Human Rights Watch Argentina January 2017 - Life under BA City freeway offers a glimpse of painful urban inequality. Buenos Aires Herald, March 6, 2017 - TAXES, EXPENDITURES, POVERTY AND INCOME DISTRIBUTION IN ARGENTINA Darío Rossignolo. CEQ Working Paper No. 45 MAY 2016 - Aguirre, Patricia, 2008, Social Assistance as Seen by Buenos Aires Poor and New Poor During Convertibility, Anthropology of Food, 54, May, 2008, pp. 1-14, http://aof.revues.org/2832 (14 pages) - Saifullina, Aigul, 2013, Our Rights are not negotiable – An Interview with Félix Díaz, article in Argentina Independent: http://www.argentinaindependent.com/socialissues/humanrights/our-rights-are-not-negotiable-aninterview-with-felix-diaz/ (1 page) - Students prepare in advance for the class: - All students read the texts and prepare discussion questions for the session. - All students bring their second Field Journal Entry. 2-3 students prepare presentations of their organization. 1-2 students prepare a 5-10-minute oral presentation of Patricia Aguirre's text, including class discussion questions. 1-2 students prepare a 5-10-minute oral presentation of Gvirtz, Beech and Orías text, including class discussion questions.

Session	Content	Assignments
Session 5	Interaction, Communication and Decision-making in Non-Profit Organizations • Special Session: Course-related trip to Change.org. This session includes a visit to one of Argentine most innovative organization on social change. • In recent years, the use of social media among non-profit organizations in Argentina has virtually exploded. Do traditional media still have a role to fill in this new media context? How do non-profit organizations in Buenos Aires communicate their goals, missions, and activities, both inside and outside of the organization? How are members and beneficiaries involved in this communication? How can we define their communication strategies with media, government, private actors, and other stakeholders? How is social media used by these organizations and what strategies can improve small grass-roots organizations in their quest for influence on the issues they work with? Is the use of social media different in Argentina as compared to the United States? Students will analyze their organizations' communication profiles. • Guest Speakers: WINGU Argentina, communication technology for non-profit organizations	• https://www.change.org/ • Kanter, Beth and Fine, Allison, 2010, Chapter 3: Understanding Social Networks, pp. 25-39, The Networked Nonprofit – Connecting with Social Media to Drive Changes, Jossey-Bass, San Francisco. (15 pages) • Milan, Stefanía, 2011, Four Steps to Community Media as a Development Tool, in: Development in Practice, Volume 19, Numbers 4-5, June 2009, pp.598-609, (12 pages) • La Nación, article: El desafío de poner la Web al servicio de las causas sociales, 6 of January 2014, http://www.lanacion.com.ar/1653267-eldesafio.-de-poner-la-web-al-servicio-de-lascausas-sociales (1 page) • Students prepare in advance for the class: • All students read the texts and prepare discussion questions for the session. • 2-3 students prepare presentations of their organization. • 1-2 students prepare a 5-10-minute oral presentation of Kanter and Allison's text, including class discussion questions. • All students bring information on their organization's communication strategy and social media presence (specific instructions will be handed out during Session 4)

Session	Content	Assignments
Session 6	The role of Corporate Social Responsibility and Fundraising in Argentine Non-Profit Organizations - What are the recent developments and challenges for CSR in Argentina? What are the international and national regulatory measures and control mechanisms for CSR? What role do private companies play in funding activities for non-profit organizations in Argentina? Analyzing students' organizations at the macro level, do they finance their activities with fundraising from private companies and/or via private companies' CSR-activities? Students will discuss how private companies play or could play a valuable role for their organizations and will develop a short fundraising plan for a specific project at their organization. - Guest speaker: from a company working with CSR, such as Fundación Telefónica or Fundación Arcor (tbc)	- United Nations Global Impact: http://www.unglobalcompact.org/ - CEADS Consejo Empresario Argentino para el Desarrollo Sustentable: http://www.ceads.org.ar/home.htm - Haslam, Paul Alexander, 2004. 'The Corporate Social Responsibility System in Latin America and the Caribbean', FOCAL Policy Papers; FPP-04-1. March. Pp.1- 16 http://www.focal.ca/pdf/csr_04.pdf (16 pages) - Newell, Peter and Muro, Ana, 2006, Corporate Social and Environmental Responsibility in Argentina: The Evolution of an Agenda, in Journal of Corporate Citizenship, Winter 2006, December 1, 2006, p. 49-68. (19 pages) - Peinado-Vara, Estrella, 2006. Corporate Social Responsibility in Latin America, Greenleaf Publishing, pp. 1-9, http://www.greenleafpublishing.com/content/pdfs/jcc21pein.pdf (9 pages) - Torres-Baumgartner, Gladys, & Veysel Yucetepe, 2009. Multinational Firms' Leadership Role in Corporate Social Responsibility in Latin American, Journal of Business Ethics (2009), 85:217-224 (8 pages) - Students prepare in advance for the class: - All students read the texts and prepare discussion questions for the session. - All students bring their third Field Journal Entry 2-3 students prepare presentations of their organization. 1-2 students prepare a 5-10-minute oral presentation of Newell and Munro's text, including class discussion question.
Session 7	Final Course Evaluation - All students will give individual or group presentations as well as hand in the final seminar paper during this last session of the course. - Students hand in all their Field Journal Entries.	

REQUIRED READINGS:

- Aguirre, Patricia, 2008, Social Assistance as Seen by Buenos Aires Poor and New Poor During Convertibility, Anthropology of Food, S4, May, 2008, pp. 1-14, <http://aof.revues.org/2832>

- Campatella, Andrea, González Bombal, Inés and Rotter, Mario, 1998, Defining the Non-profit Sector: Argentina, in Working Papers of the John Hopkins Comparative Nonprofit Sector Project, no. 33, The John Hopkins Institute for Policy Studies, pp. 4-33.
- CEPAL, 2013, Social Panorama of Latin America
<http://www.cepal.org/publicaciones/xml/8/51768/SocialPanorama2013briefing.pdf> (44 pages)
- CIVICUS, 2011, Chapter 2: Civil Society in Argentina, in: Civil Society in Argentina at the Bicentennial, CIVICUS Civil society index for Argentina 2008- 2011, pp.19-33 (14 pages)
http://www.civicus.org/images/stories/csi/csi_phase2/argentina%20acr.pdf
- CIVICUS, State of Civil Society 2011, Chapter on Argentina, pp. 167-170 (4 pages)
- Coraggio, José Luis and Arroyo, María Sol, 2009, A Path to the Social Economy in Argentina: Worker Takeovers of Bankrupt Companies, in The Social Economy – International Perspectives on Economic Solidarity, Ed. Amin, Ash, Zed Books, London and New York, pp. 139-155
- Dinerstein, Ana Cecilia, 2007, Workers' factory takeovers and new state policies in Argentina: towards an 'institutionalisation' of non-governmental public action?, in: The Policy Press
- Fife, Wayne, 2005, Chapter 5 Participant Observation as a Research Method, in: Doing Fieldwork – Ethnographic Methods for Research in Developing Countries and Beyond, Palgrave Macmillan, pp. 71-92.
- Foster, Brandon, 2013, Mujeres 2000 – Supporting female micro-entrepreneurs, in Argentina Independent. Available at: <http://www.argentinaindependent.com/socialissues/development/mujeres-2000- supporting-female-micro-entrepreneurs/>
- Haslam, Paul Alexander, 2004. 'The Corporate Social Responsibility System in Latin America and the Caribbean', FOCAL Policy Papers; FPP-04-1. March. Pp.1- 16 http://www.focal.ca/pdf/csr_04.pdf
- Jantzi, Terrence (2008) Volunteerism and NGOs in Latin America: Elements that Enhanced Long-Term Volunteer Retention, Center for Social Development Research Report, No. 08-01, Washington University in St. Louis, pp.1-25
www.eyv2011.eu/resources-library/item/download/58
- Kanter, Beth and Fine, Allison, 2010, Chapter 3: Understanding Social Networks, pp. 25-39, The Networked Nonprofit – Connecting with Social Media to Drive Changes, Jossey-Bass, San Francisco.
- La Nación, El desafío de poner la Web al servicio de las causas sociales, 6 of January 2014,
<http://www.lanacion.com.ar/1653267-el-desafio-de-poner-la-web- al-servicio-de-las-causas-sociales>
- Milan, Stefanía, 2011, Four Steps to Community Media as a Development Tool, in: Development in Practice, Volume 19, Numbers 4-5, June 2009, pp.598-609.
- Newell, Peter and Muro, Ana, 2006, Corporate Social and Environmental Responsibility in Argentina: The Evolution of an Agenda, in Journal of Corporate Citizenship, Winter 2006, December 1, 2006, p. 49-68.
- Peinado-Vara, Estrella, 2006. Corporate Social Responsibility in Latin America, Greenleaf Publishing, pp. 1-9,
<http://www.greenleaf- publishing.com/content/pdfs/jcc21pein.pdf>
- Ranis, Peter, 2006, Factories without Bosses: Argentina's Experience with Worker-Run Enterprises, Labor: Studies in Working-Class History of the Americas, Volume 3, Issue 1 <http://pranis.ws.gc.cuny.edu/files/2012/08/factories.pdf>
- Rochester, Colin Paine, Ellis, Angela, and Howlett, Steven,. 2009, Chapter 2: Making Sense of Volunteering: Perspectives, principles and definitions, in: Volunteering and Society in the 21st Century, Palgrave Macmillan, Hampshire, UK. pp.9-23, (14 pages)
- Rock, David, 2002, Racking Argentina, in New Left Review Vol 17, Sept / Oct 2002., pp. 54-86
- Saifuillina, Aigul, 2013, Our Rights are not negotiable – An Interview with Félix Díaz, article in Argentina Independent: <http://www.argentinaindependent.com/socialissues/humanrights/our-rights-are- not-negotiable-an-interview-with-felixdiaz/>
- Torres-Baumgartner, Gladys, & Veyssel Yucetepe, 2009. Multinational Firms' Leadership Role in Corporate Social Responsibility in Latin American, Journal of Business Ethics (2009), 85:217-224
- Vieta, Marcelo and Ruggieri, Andrés, 2007, Worker-Recovered Enterprises and Worker's Co-operatives: The Conjunctures, Challenges and Innovations of Self- Management in Argentina and Latin America. pp.295-321
 - o UN Volunteering, 2011, Chapter 1, Volunteerism is Universal (pp. 2-12) and Chapter 3, Volunteerism in the 21st Century (pp.26-37) State of the World's Volunteerism Report 2011 – Universal Values for Global Well-being.
<http://www.unv.org/en/swvr2011.html>
 - o Bertelsmann Stiftung, BTI 2016 — Argentina Country Report. Gütersloh: Bertelsmann Stiftung, 2016.



- o Human Rights Watch Argentina January 2017
- o Life under BA City freeway offers a glimpse of painful urban inequality. Buenos Aires Herald, March 6, 2017
- TAXES, EXPENDITURES, POVERTY AND INCOME DISTRIBUTION IN ARGENTINA Darío Rossignolo. CEQ Working Paper No. 45

WEBPAGES:

- CEADS Consejo Empresario Argentino para el Desarrollo Sustentable: <http://ceads.org.ar/>
- Change.org
- United Nations Global Impact: <http://www.unglobalcompact.org/>
- Wingu: <http://www.winguweb.org/en>
- Other online resources will be provided by the instructor during the semester

FILMS

- Documentary TBD

RECOMMENDED READINGS:

- CIVICUS, 2013, State of Civil Society 2013 – Creating an enabling environment, CIVICUS World Alliance for Citizen Participation, available at: http://socs.civicus.org/wpcontent/uploads/2013/04/2013StateofCivilSocietyReport_full.pdf
- Di Stefano, Roberto, Sabato, Hilda, Romero, Luis Alberto, y Moreno, José Luis, 2002, De las Cofradías a las organizaciones de la sociedad civil – Historia de la iniciativa asociativa en Argentina 1776-1990.
- GADIS, 2004, Índice de Desarrollo – Sociedad Civil de Argentina, Total País, <http://www.gadis.org.ar/documentos/IDSC%20de%20Arg.pdf>
- Guevara, José, “Poverty and the Right to Development. An International Human Rights Approach”. Paper delivered at SELA Conference, Yale Law School, 2005 (mimeo)
- Grimson, A and Kessler, G, 2005, Chapter 3 The Impact of Reforms on Society, in On Argentina and the Southern Cone: Neoliberalism and National Imaginations, pp. 81-115
- Schwartzman, Helen B, 1993, Ethnography in Organizations, A Sage University Paper