

<b>Course Title:</b>	<i>Imagining the Movement: The Amplification of Human Rights Education and Public Policy through the Lens of Art-Based Practices</i>
<b>Instructor:</b>	Marissa Gutierrez-Vicario
<b>ECTS:</b>	TBD
<b>Term:</b>	Spring 2020
<b>Module:</b>	Mandatory, Elective, other
<b>Relation to other courses:</b>	N/A

**Background and Overall Aim of the Course:**

This course will explore how the practice of public visual arts-making and critical reflection has both strengthened and mirrored the development of human rights movements and public policy organizing efforts across the globe.

Several major critical questions that will be examined throughout the course are the following: *How have the visual arts been used in human rights movements across time? How do the visual arts and cultural organizing strengthen and empower movements for public policy change? What parallels does the process of art-making have in comparison to the forms that human rights movements have manifested in the past? How has art been used to more critically examine and influence public policy?*

Suggested class case studies will come from four core areas:

- *Commemoration and Memorialization:* How human rights atrocities (and the ending of atrocities) are memorialized / commemorated through the visual arts, in efforts to heal and provide closure to the trauma from the past.
- *Self-Expression and Self-Reflection:* How the visual arts can be used as a form of expression and to better internalize one’s own human rights and shape public policy.
- *Advocacy and Activation:* How the visual arts can be used to convey a message and/or activate communities for policy change.
- *Human Rights Iconography and Imagery:* How certain human rights and/or human rights have been popularized by iconic public art works.

**Learning Outcomes:**

After the successful completion of the course, the students shall be able to:

- **Understand and identify** the cultural, political, and social context/purposes of the visual arts at the intersection of public policy, as it relates to human rights education and practices.

- **Analyze** the effects of cultural organizing and the visual arts on public policy as they relate to theory and practice.
- **Dissect** the connections between human rights education, social movements, and visual arts practices, as a way to more critically examine and influence public policy.
- **Familiarize** themselves with artists, movements and/or institutions through the engagement with and research of selected practitioners and organizations.
- **Understand** the use of the visual arts, as a tool for understanding how societies' process and critically reflect upon human rights issues directly impacting them.

**Assessment:**

Students will be assessed according to the combination of the following criteria:

Participation: 20%

*Students will be expected to fulfil pre-session assignments as listed in the course schedule. The pre-session assignments can include the requirement to read the mandatory readings and be ready to discuss them during the sessions (graduate seminar style), fully engage in all interactive activities throughout the course (including individual, small, and large group work), and also potentially participate in the creation of a collaborative class blog.*

Presentation: 20%

*Students will work either individually or in pairs to present on a an individual, organization, or movement at the intersection of public policy, human rights, and the visual arts. After the first course's presentation, modeled by the instructor, students will sign-up to present. Presentations will be assigned based on one of the four core areas.*

Impact Assignment: 20%

*Students will write an analysis paper (between 1500-2000 words) based on one of the four core areas. The paper will be addressed to a specific institution, presenting a convincing argument as to why human rights education and public policy is amplified through arts-based practices.*

Final Project: 40%

*Throughout the course, students will have understood the use of the visual arts in order to promote a deeper level of understanding of human rights and public policy issues. For the final class project, students will work in teams to explore a "community art intervention." This project will build off of several previous in-class activities and assignments to create a more in-depth analysis of the subject matter.*