



CB 395 COMMUNITY-BASED LEARNING

IES Abroad Milan

DESCRIPTION:

Community-based learning combines community engagement with academic instruction, focusing on critical, reflective thinking and personal and civic responsibilities. Reflective, thoughtful community-based involvement at an international level can be a vehicle for in-depth understanding of the social issues facing the host country that surpasses education confined to the classroom. It also fosters students' own personal growth by deepening cultural responsiveness, enhancing cross-cultural navigation skills, and strengthening their ability to be adaptable, all of which are valuable life skills and highly marketable to future employers and graduate schools. The topics featured in the seminar are intended to give students a greater perspective through which to view their engagement experience. The assignments are designed to help students articulate their own personal growth throughout the program, understand their role as a member of a community (both locally and globally), and inspire them to engage in intercultural dialog throughout their lives.

The interdisciplinary seminar will support student placements by providing context to deepen their understanding of current social justice issues. Particular focus will be given to the impact of immigration on the fabric of Italian society. It will cover the historical events that led to the protection of human rights and the right to seek asylum, the subsequent legal framework that developed and how it impacts the migrants arriving in Italy today. It will give students a historical perspective on Italian contemporary society and look at concepts such as collective identity, place identity, regionalism, multiculturalism and integration. We will look at case studies of contemporary activists who fight for social justice and explore different approaches to civic engagement. We will work on intercultural communication and active listening skills to make interactions with the host culture more effective. We will reflect not only on what it means to serve, but also what it means to lead, and explore the often perplexing human experience of giving and receiving. The personal growth that results from the community-based learning process will inspire students to think deeply and reflect on social issues throughout their lives, and encourage them to be advocates for intercultural dialogue on campus, in their home communities, and in their future workplaces or businesses.

CREDITS: 3 credits

CONTACT HOURS: 22 hours of seminar + 60 hour of engagement practicum with community partners

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Class discussions, student presentations, and guest lectures.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Weekly reading quizzes - 10%
- Active class engagement - 10%
- Weekly Moodle journal responses - 15%
- Midterm research project and presentation - 20%
- Final paper - 25%
- Assessment from placement supervisor - 20%

Weekly reading quizzes

Students are expected to come to class prepared, having read the assigned readings. To help keep students accountable for this work and to assess their comprehension of the issues discussed, there will be short quizzes at the beginning of each class.

Active class participation

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The seminar is a learning ecology, and as such, it is expected that learner-driven personalization of the material will lead to active student participation. Student contributions should incorporate familiarity with the assigned material as well as their own reflections, insights, and experiences. As this is an interdisciplinary seminar, it is especially valuable when students bring perspectives from their major and minor fields of study to broaden our scope. Participation will be evaluated in terms of the student's ability to synthesize the main ideas of the readings and connect those themes to their experience in the field and in class. Students will be expected to demonstrate, through questions and comments, that they have been capable of relating the main ideas in the readings to the other information discussed in the course and their own life experience.

Weekly Moodle journal entries

Students will write a weekly journal entry of 300 words reflecting on the assigned reading for that week and how it relates to their service learning experience. Journal entries must be uploaded on Moodle the day before our seminar meets. Late entries will be penalized. Guidance will be given regarding appropriate tone and level of formality. Learning to write articulate, well-structured reflections is an important outcome of this seminar. As revision is an important part of the writing process, students are welcome to submit their entries to the instructor for feedback at least two days before our seminar meets.

Midterm research project and presentation

Students will research a contemporary figure (to be approved by the instructor) involved in the fight for social justice. Students will be asked to frame their findings within the context of our seminar, their own service learning experience, and the dynamics between their chosen figure and those who benefit from his/her efforts. Students will present their research to the class in the form of a concise, effective 10-minute presentation and will submit a 3-page write-up to the instructor.

Final paper

Students will write a paper of 10-12 pages that analyzes a current issue in the US or anywhere in the world that has a social justice angle. Students will either, 1) advocate their position on a two-sided issue, or 2) describe possible courses of action for a situation that has no clear-cut solution and make recommendations. Paper topics must be submitted for approval by the instructor immediately after the midterm period. The final paper is a take-home assignment that will require students to revise and refine their focus as their research and writing progress. A brief outline of the paper will be due shortly after the topic has been submitted and students are highly encouraged to submit a rough draft to the instructor for feedback at least one week before the due date.

Assessment from placement supervisor

The relationship formed over the course of the semester between the student and the community partner will be evaluated. Students will demonstrate their commitment to the partner organization by respecting their scheduled hours, communicating directly with the partner regarding changes or absences, and taking the initiative to deepen the relationship with stakeholders whenever possible.

LEARNING OUTCOMES:

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

- Understand Italy's current migration crisis in the context of the major refugee crises of the 20th century and the role human trafficking plays.
- Explain how human rights and the right to seek asylum came to be protected and the legal frameworks that have been created.
- Recognize how regionalism and collective identity have shaped Italian contemporary society.
- Identify the main challenges Italy faces regarding the integration of migrants.
- Write articulate, concise, well-structured reflections and understand the role active reflection plays in the community-based learning experience.
- Articulate the different approaches to philanthropy and social action in the US and Italy.
- Hone their understanding of serving, giving, receiving, and leading.
- Understand the importance and complexity of community partnerships/relationships.
- Listen to community partners and create a space for intercultural dialogue.
- Cultivate self-directed learning and experiences.

ATTENDANCE POLICY:



As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, the IES Abroad Milan attendance policy allows for the following number of absences, which are intended to be used for physical and mental health reasons:

- THREE (3) absences in each Italian language course,
- TWO (2) absences in each Area studies course,
- ONE (1) absence in each seminar course meeting 1 day a week,
- ZERO (0) absences in each course of individual music instruction.

Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in a seminar or 1-day-a-week courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

NO PHONE/NO COMPUTER POLICY:

This seminar is a time to discuss class topics, reflect on service, and learn together. Students must “be present” during our time together. As such, there is no academic need for laptop or phone use. If you have urgent business to attend to during class hours, please take care of it outside of the classroom. During your service hours you also need to “be present”. As such, using your phone for non-urgent matters during service is not appropriate and will result in the loss of participation points.

Students are expected to abide by the IES Abroad Code of Academic Integrity. All work submitted by a student for academic credit should constitute the student’s own original work. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

CONTENT:

Session	Content	Assignments
Session 1	How is service learning different from other service learning experiences? • Learning to serve: exploring the complex relationship with community partners and our own relationship with service. • Why do we serve? How can learn to cultivate intercultural dialogue? Intercultural competence vs. cultural responsiveness? Equality?	• <u>Learning Through Service</u>, pp. 1-16 • <u>The Civically Engaged Reader</u>, pp.148-154 • <u>Human Rights</u>, 1-26.
Session 2	Laws that protect human rights and political asylum • Mass migration in 20th century Europe as a result of ethnic, religious, and political persecution • Do human rights mean the same thing for everyone? • International Red Cross, Geneva Conventions, UN 1951 Convention • Research topic due today	• Clapham, Andrew. <u>Human Rights</u>, pp. 27-62. • Oxford Handbook, pp. 35-57

Session	Content	Assignments
Session 3	Guest speaker Cristina Bettini, Comune di Milano Immigration Department - Refugee resettlement process in Italy, from arrival to asylum - Migration routes into Italy - Who is coming and why? - Human trafficking and organized crime - Student presentations begin next week!	- UNHCR, Desperate Journeys: January 2017-March 2018, pp. 1-19. - Taub, Ben. "The Desperate Journey of a Trafficked Girl." <i>The New Yorker</i>. April 10, 2017, pp. 1-23. - Murray, Douglas. The Strange Death of Europe, pp. 62-75.
Session 4	Collective identity in the host community - History provides individuals and communities with a sense of identity through their understanding of a shared past. In this way, history shapes how people identify and interact with one another. What does it mean to be Italian? - Brief history of modern Italy, Italian national identity, role of stereotypes, and the citizens law <i>Jus Sanguinis</i> - Presentations start today	- Gilmour, David. <i>The Pursuit of Italy: A History of a Land, Its Regions, and Their Peoples</i>. pp. 7-38 - What does it mean to be a 'New Italian'? The question facing a divided Italy. <i>thelocal.it</i>. July 21, 2017. pp. 1-10.
Session 5	Course-related trip to Food Bank Meet at Stazion	- Food Bank video - Food Bank presentation
Session 6	Student research presentations continue - Service learning means that we are co-learners, co-educators, and co-generators of knowledge. Today students take the lead and share their research on a social activist that inspires them. - Midterm Quiz - Midterm feedback request	Background reading/videos on each students' research topic (posted on Moodle)
Session 7	Italian Society: from Emigration to Immigration - Continue presentations (depending on class size) - Midterm service hours log due today (should have completed minimum 30 hours so far)	- The Immigrant Threat: pp.1-24, 74-99. <u>The Civically Engaged Reader</u>. pp. 46-53 - Max, D.T. "<i>The Chinese Workers Who Assemble Designer Bags in Tuscany</i>." <i>The New Yorker</i>. April 16, 2018.

Session	Content	Assignments
Session 8	Integration and multiculturalism in Italy - Media portrayals of immigrants and hybrid identities - Final paper topic due	- Hanretty C. And Hermanin C., “Nominalisation and Racialisation in the Italian Press” 2(2) <i>Bulletin of Italian Politics</i> 2010 p. 75 – 94. - Thomassen B., “‘Second Generation Immigrants’ or ‘Italians with Immigrant Parents’? Italian and European Perspectives on Immigrants and their Children” 2(1) <i>Bulletin of Italian Politics</i> 2010 p. 21 – 44.
Session 9	Integration gone wrong? - Case studies in the UK and Europe - Final paper abstract due	Murray, Douglas. <u>The Strange Death of Europe</u>. pp.1-9, 23-61, 134-149, 157-177.
Session 10	Exploring the different traditions of charity and philanthropy in the US and Italy - American traditions of relief, improvement and social reform - Italian traditions of monastic charity and confraternities - Charity vs. solidarity? - Final paper outline and references due	- The Civically Engaged Reader, pp. 210-219 Peter Dobkin Hall, A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000, pp.32-58 - Freedman, Josh. “Are Universities Charities?” Forbes. December 10, 2013. pp. 1-12
Session 11	The importance of intercultural dialogue - Giving: exploration of the often perplexing human experience of giving and receiving - Educational poverty	- The Civically Engaged Reader. pp. 110-119, pp. 157-207 - Eddo-Lodge, Reni. <u>Why I’m No Longer Talking to White People About Race</u>. pp. 62-84, 204-238.
Session 12	Knowledge share - What did you do your final paper on? - Fill our course evaluation in class - Recommended date for final paper and final service log submission	Background reading/videos on each students’ research topic (posted on Moodle)
Session 13	No class (or possible make-up day in case of instructor illness during semester) Deadline to submit final paper and service logs	

COURSE-RELATED TRIPS:

- Food Bank

REQUIRED READINGS (SELECTIONS FROM):

- Davis, Adam and Lynn, Elizabeth. The Civically Engaged Reader: A Diverse Collection of Short Proactive Readings on Civic Activity. The Great Books Foundation, 2006.
- The Oxford Handbook of Refugee and Forced Migration Studies, Edited by Elena Fiddian-Qasmiyeh et al, University of Oxford, 2014.
- Clapham, Andrew. Human Rights: A Very Short Introduction. Oxford University Press.
- Gilmour, David. The Pursuit of Italy: A History of a Land, Its Regions, and Their Peoples. Penguin Books, 2011.
- Lucassen, Leo. The Immigrant Threat: The Integration of Old and New Migrants in Western Europe since 1850. University of Illinois Press, 2005.
- Cress, Christine; Collier, Peter John Collier and Reitenauer, Vicki Lynn. Learning Through Service: A Student Guidebook for Service Learning Across the Disciplines. Stylus Publishing, 2005.
- Eddo-Lodge, Reni. Why I'm No Longer Talking to White People About Race. Bloomsbury Circus, 2017.
- Murray, Douglas. The Strange Death of Europe: Immigration, Identity, Islam. Bloomsbury Continuum, 2017.
- Powell, Walter W. and Steinberg, Richard, editors. The Nonprofit Sector: A Research Handbook, Second Edition. Yale University Press, 2006