

SL 395 SERVICE LEARNING SEMINAR

IES Abroad Milan

DESCRIPTION:

Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Reflective, community-based service learning 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 intercultural competence, 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. In this seminar, we will address topics intended to give students a greater perspective through which to view their volunteer 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 be champions of social responsibility.

This interdisciplinary seminar will support student placements in the Immigration Service of the Comune di Milano by giving them the background knowledge necessary to understand why the refugee crisis is occurring and how the City of Milan is handling it, from both an administrative and human perspective. The seminar will begin with an explanation of the historical events that led to the development of the protection of refugees and human rights, and continue with an overview of the migration routes of the migrants/asylum-seekers arriving in Italy today. It will give students familiarity with Italian contemporary society, focusing primarily on the concepts of multiculturalism and integration, and then compare the Italian experience with other European countries.

We will look at case studies of activists in the 20th century who fought for social causes and explore different approaches to civic engagement. Students will analyze their own styles of negotiation and learn how to become more balanced and effective negotiators, which will help them navigate their weekly interactions with both Immigration Services staff and migrants, and also serve them in the future if they become inclined to advocate for social issues in their own communities.

CREDITS: 3

CONTACT HOURS: 24 hours of internship seminar + 60 hours of practicum at Immigration Service of the Comune di Milano

LANGUAGE OF PRESENTATION: English

PREREQUISITES: None. Italian language background is useful but not required.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Class discussions, student presentations, and guest lectures

REQUIRED WORK AND FORM OF ASSESSMENT:

- Weekly reading quizzes - 5%
- Class participation - 10%
- Weekly Moodle journal responses - 15%
- Research Project - 20%
- Final paper - 25%
- Assessment from placement supervisor - 25%

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.

Class Participation

This is a seminar class, so active student participation is expected. The student's contributions should reflect an active reading of the assigned material. Participation will be evaluated in terms of the student's ability to skillfully synthesize the main ideas of the readings and connect those themes to their experience in the field. Students will be expected to demonstrate, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience.

Weekly Journal Entry

Students will write a weekly journal entry of 300 words reflecting on and analyzing their experience in the field. The instructor will assign a specific theme for each weekly entry to guide the students' thinking.

Research Project

Students will choose a research topic (to be approved by the instructor) that requires them to investigate the methods and outcomes of a figure or organization involved in the fight for social justice or to conduct a field interview with a staff member of a local humanitarian nonprofit organization. Students will be asked to analyze their findings and situate them in relation to the theoretical frameworks of the class, their own service learning experience, and the needs of their home communities. Students will present their research and its implications to the class in the form of a 10 minute presentation (and will submit a 3 page write-up of their analysis to the instructor).

Final Paper

Students will write a final analytical paper of 10-12 pages that answers a prompt provided by the instructor.

LEARNING OUTCOMES:

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

- Understand Europe's current refugee crisis in the context of the major refugee crises of the 20th century and explain how human rights and the right to seek asylum came to be protected.
- Identify the main challenges in Italian contemporary society regarding the integration of migrants as compared to other European countries.
- Understand what compels people to act in humanitarian situations (case studies from the 20th century, i.e. the Holocaust, civil rights movement).
- Be familiar with the history of volunteerism in the US and Italy.
- Articulate what civic engagement, social responsibility and social action mean with the context of a democracy.
- Become familiar with the different styles of conflict management and identify their own conflict management style, developing strategies for making them more effective negotiators.
- Hone their critical thinking skills to reflect "whole brain" thinking that will allow them to identify problems their home communities and propose solutions.

ATTENDANCE POLICY:

Regular class attendance is mandatory. Students are expected to attend classes each day. IES Abroad Milano allows a maximum of ONE excused absence per course to be used for emergencies related to health, family, religion. Each further absence will automatically result in a penalty of 2 point off (2/100) on the final grade. Please note that this rule does not apply to exams: failure to attend your midterm and/or final exam will automatically result in an F grade on that paper/exam. FOUR absences in the seminar will result in a failing grade (2 excused absences included). Furthermore, absence on the date of scheduled tests, presentations or quizzes does not entitle to recover/reschedule such tests. If using absences for travel, students must be aware that they may remain with no excusable absence in case of illness.

CONTENT:

Session	Theme	Required Readings
1	Case studies of mass migration in 20th century Europe as a result of ethnic, religious and political	<ul style="list-style-type: none"> • The Oxford Handbook of Refugee and Forced Migration Studies

	persecution (World War II, Balkans conflict of the 1990's)	<ul style="list-style-type: none"> • Edited by Elena Fiddian-Qasmiyeh, University of Oxford ,Gil Loescher, University of Oxford, Katy Long, University of Edinburgh, and Nando Sigona, University of Birmingham • p. 2-35.
2	Brief history of humanitarian aid, human rights and political asylum (International Red Cross, Geneva Conventions, Universal Declaration of Human Rights, 1951 Convention Relating to the Status of Refugees)	<ul style="list-style-type: none"> • Clapham, Andrew. Human Rights: A Very Short Introduction. Oxford University Press. pp. 1-62. • American Red Cross. Summary of the Geneva Conventions of 1949 and Their Additional Protocols. https://www.redcross.org/images/MEDIA_CustomProductCatalog/m3640104_IL-HL_SummaryGenevaConv.pdf • United Nations High Commissioner for Refugees. The 1951 Convention Relating to the Status of Refugees: http://www.unhcr.org/4ec262df9.pdf
3	Refugee Crisis Today (why are they coming, economic migrants versus asylum-seekers)	<ul style="list-style-type: none"> • Oxford Handbook of Refugee and Forced Migration Studies, Part VII (Regional Studies: Current Realities and Future Challenges), Chapters 42-45, 53 • OECD Migration Policy Debates: Is this humanitarian migration crisis different? p.1-15 • https://www.oecd.org/migration/Is-this-refugee-crisis-different.pdf
4	Integration and multiculturalism in Italy: what does it mean to be Italian? (brief history of modern Italian statehood, Italian national identity, social inequality, aging population, low birth rate, high unemployment)	<ul style="list-style-type: none"> • Gilmour, David. The Pursuit of Italy: A History of a Land, Its Regions, and Their Peoples. pp. 7-48.
5	Integration and multiculturalism in Italy: media portrayals of immigrants, hybrid identities	<ul style="list-style-type: none"> • Hanretty C. And Hermanin C., "Nominalisation and Racialisation in the Italian Press" 2(2) Bulletin of Italian Politics 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) Bulletin of Italian Politics 2010 p. 21 – 44.
6	Integration in other European countries: France, Germany, UK	<ul style="list-style-type: none"> • Lucassen, Leo. The Immigrant Threat: The Integration of Old and New Migrants in Europe. University of Illinois Press. p. 113-196
7	What compels people to act and different types of action (acts of heroism, education/awareness, fundraising/financing causes, social advocacy) Student research presentations	<ul style="list-style-type: none"> • Living the Legacy Essays: Civil rights and civil disobedience https://jwa.org/teach/livingthelegacy/introductory-essays • McAdam, Doug. Freedom Summer. Oxford University Press, 1988. pp. 3-65
8	History of charity and philanthropy in the US and Italy	<ul style="list-style-type: none"> • Raverty, Aaron. Hospitality in the Benedictine Monastic Tradition. http://digitalcommons.csbsju.edu/cgi/view-content.cgi?article=1003&context=saint_john-s_abbey_pubs

		<ul style="list-style-type: none"> • Bremmer, Robert. Giving: Charity and Philanthropy in History. Transaction Publishers, 2000. (Chapter 3: Begging, Fundraising and Charity). • Gross, Robert A. "Giving in America: From Charity to Philanthropy." Cambridge University Press, 2003. • Terpesta, Nicolas. Confraternities and Public Charity: Modes of Civic Welfare in Early Modern Italy. Thomas Jefferson University Press, 1999. p. 97-120.
9	Volunteerism/service learning and national policy (US: Civilian Conservation Corps 1933, Peace Corps Act 1961, National Community Service Act of 1990, government subsidies for volunteers in Denmark)	<ul style="list-style-type: none"> • European Union National Report: Denmark http://ec.europa.eu/citizenship/pdf/national_report_dk_en.pdf • Los Angeles County Office of Education, "The History of Service Learning." http://www.lacoe.edu/portals/0/curriculum-instruction/slhistory_doc.pdf • A Brief History of Service Learning: http://www.socialchange101.org/history-of-service-learning/ • Flecky, Kathleen. Foundations of Service Learning http://samples.jbpub.com/9780763759582/59582_CH01_FINAL.pdf • Billig, Shelley H. Ph.D. (2010) "Why Service Learning is Such a Good Idea," Colleagues: Vol. 5: Iss. 1, Article 6. http://scholarworks.gvsu.edu/colleagues/vol5/iss1/6 • TedxTalks, Jim Kielsmeier. https://www.youtube.com/watch?v=M7A-kyEuS6QU
10	Civic engagement and social responsibility in a democracy (how do you make a change in your community once you identify something that's wrong?)	<ul style="list-style-type: none"> • Gladwell, Malcolm. Tipping Point: How Little Things Can Make a Big Difference. Little Brown, 2000. p. 2-51
11	The power of effective language in negotiating for change: looking oneself in the mirror as a step towards maximizing skill-sets Exercise: What's Your Conflict Management Style?	<ul style="list-style-type: none"> • Fisher, Roger and Ury, William. Getting to Yes: Negotiating an Agreement Without Giving In. pp. 147 -190
12	Critical thinking about the problems of today, whole brain thinking	<ul style="list-style-type: none"> • Gelb, Michael. Think Like DaVinci. Harper Element, 1998. p. 1-45.

REQUIRED READINGS:

- The Oxford Handbook of Refugee and Forced Migration Studies, Edited by Elena Fiddian-Qasmieh et al, University of Oxford, 2014.
- Gladwell, Malcolm. Tipping Point: How Little Things Can Make a Big Difference. Little Brown, 2000.
- Fisher, Roger and Ury, William. Getting to Yes: Negotiating an Agreement Without Giving In.
- Gelb, Michael. Think Like DaVinci. Harper Element, 1998.
- 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.

RECOMMENDED READINGS:

- Walston J., "Appendix: Immigration Statistics" 2(1) Bulletin of Italian Politics 2010 p. 115 – 120. King, Russell. The Mediterranean Passage: Migration and New Cultural Encounters in Southern Europe, Liverpool University Press, 2001.
- Long, Katy. "When refugees stopped being migrants: Movement, labour and humanitarian protection." MIGRATION STUDIES VOLUME 1 NUMBER 1 2013 p. 4–26
- Lester M.Salamon, S.Wojciech Sokolowski, and Associates, Global Civil Society (2004). Volume 2, Chapter 14: "Italy."