



CIEE Global Institute Buenos Aires, Argentina

Course name:	Seminar on Community Service and Volunteerism
Course number:	LAST 3006 AFLA
Programs offering course:	Buenos Aires Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	Seminar: 15 hours; field placement: at least 50 hours
Term:	Fall 2019

Course Description

The course offers the chance to learn more about Argentina's reality while volunteering at local NGOs. While conducting their studies, participants can engage in socially engaged activities which will allow them to learn more about societal issues in the City of Buenos Aires, obtaining first-hand knowledge of its problems, main issues and needs. This course promotes practices that are common in many universities around the world, offering a *service-learning* course which combines socially engaged activities at selected community organizations with reflective practice and theoretical activities within the classroom.

Learning Objectives

By completing this course, students will:

- Volunteer at an Argentinian community organization.
- Learn and analyze academic concepts related with socially engaged practices in Argentina.
- Study Argentina's social reality, local organizations committed with social change, and the recipients of the work conducted by these organizations.

Methods of Instruction

The community service provided by students to local organizations will require some basic knowledge and will simultaneously create new questions and promote new learning experiences which will be reflected upon during class hours.

The Seminar is composed mainly of two elements:

1. *A weekly 1,5 hour class module* designed to study in depth theoretical aspects pertaining to community organizations, consolidate academic knowledge learnt on site and reflect upon the practices. Classes will include theoretical lectures, opportunities for dialogue, reflection activities and the participation of special guests. Teaching resources used in class will include power points, audios and videos. Students will have to produce a paper in order to complete the course.
2. *Volunteering activities at community organizations* previously chosen by FLACSO. These activities will take places once a week for 3 hours minimum, depending on the student and the organization's availability. Before the community work begins both will agree to a timetable and the specific tasks to be conducted. Students will develop a project to be evaluated by the organization.

Assessment and Final Grade

1. Mid-Term Evaluation:	25%
2. Final Paper:	25%
3. Portfolio	10%



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| 4. Community Service Activities: | 20% |
| 5. Participation | 20% |

Course Requirement

Mid-term evaluation:

Students are expected to read and understand the readings indicated as compulsory for the course, and the specific readings that will be assigned according to the organization selected by each student for their service work. It is expected of students that they read all bibliographic materials provided and show they have done so by participating in class and through a **written mid-term evaluation**. They are also expected to share their opinions **and questions**.

Final paper:

It will be based on the community service experience and should contain a theoretical reflection upon the organization's field of work. Resources will include reading materials provided in class, "portfolios" of the work carried out for the organization, online articles, and specialized bibliography. The monographs will be shared in an oral presentation for all the class and then be formally presented for evaluation to the teaching staff.

Portfolio

It documents the personal process of Service and Learning developed by the student, including their reflection and personal conclusions about the community service developed. Each student can choose the format that is most appropriate (paper or electronic presentation) for the final presentation. Group reflection activities will be developed throughout the course that will feed the portfolio. Keeping a personal diary about the activities is also recommended to be used as input for the final portfolio.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Each student is expected to actively participate in class, and this is absolutely necessary for the effective functioning of the course as well as for individual progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades.

The course will provide – on a class-to-class basis – short analytical exercises in which the students are expected to produce a grounded, meaningful and theoretically informed analysis of an assigned reading, or a brief situation given by the instructor.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Unexcused absences that constitute more than 10% of the total course will result in a written warning.



Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. To this, up to a maximum of 1-2 out-of-classroom activities will added when needed, in order to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

	Content	Class and Field Activities
Week 1	Course Introduction: Survey of experiences and expectations of students. What do we understand for solidary service-learning in Latin	<ul style="list-style-type: none"> • Class: Open dialogue. Lecture. • Volunteer work: First contact with community organization liaisons.

	America. Cultural characteristics and concepts.	
Week 2	Unit I: Service and solidarity: A typology of service-learning (S-L) activities. The bond with community organizations; learning and service expectations.	<ul style="list-style-type: none"> • Class: Lecture and classwork based on reading materials. Introduction of chosen organization and service project. • Volunteer work: Volunteer work at the organization, dialogue with organization members.
Week 3	The relationship between University and community from the perspective of S-L. S-L as a tool to promote rights.	<ul style="list-style-type: none"> • Class: Lecture. Presentation of service project: reflection upon the practices. • Volunteer work: Organizational diagnostic.
Week 4	Service-learning in Latin America and the world	Class: Participation in the “20º SEMINARIO INTERNACIONAL “APRENDIZAJE Y SERVICIO SOLIDARIO”. 23/24 AUG
Week 5	Argentina’s social reality and its historical roots.	<ul style="list-style-type: none"> • Class: Lecture. Presentation of service project: reflection upon the practices. • Volunteer work: Portfolio 1: personal learning goals.
Week 6	The growth of Argentina’s Civic Society Organizations. The 90s and today.	<ul style="list-style-type: none"> • Class: Lecture and class debate based on reading materials. Presentation of the organization’s diagnostic and its social work. • Volunteer work: Dialogue with organization members.
Week 7	A diagnosis of community organizations in Argentina: results, funding, relationship with the State, networks and international articulation. Diagnostic tools in a service-learning project.	<ul style="list-style-type: none"> • Class: Class debate. Reflection upon the practices. • Volunteer work: Project activities. Portfolio 2: early reflections and testimonials about the community service (Blog).
Week 8	Planning a social intervention Specific issues to be engaged: human rights, childhood and education in poverty contexts.	<ul style="list-style-type: none"> • Class: Group work based on reading materials. Class debate. • Volunteer work: Project activities.
Week 9	Why? Ideological frameworks for community engagement. How we understand people’s rights in social actions. Citizenship theories, theory	<ul style="list-style-type: none"> • Class: Analysis of national and international documents. Reflection upon the practices. • Volunteer work: Identify obstacles and achievements. Consider possible adjustments to the project. Portfolio 3: reflections and

	and public policies. Different perspectives. First, second and third generation rights.	testimonials about the community service (Blog).
Week 10	Mid-term evaluation of subjects and readings studied in class.	<ul style="list-style-type: none"> • Class: Mid-term evaluation of subjects and readings studied in class. • Volunteer work: Project activities.
Week 11	How to write a monographic paper.	<ul style="list-style-type: none"> • Class: Individual classwork on monographic papers and bibliography suggestions. • Volunteer work: Recollection of resources and information for later systematization.
Week 12	Building a theoretical approach I. The historical framework.	<ul style="list-style-type: none"> • Class: Group work: the organization's social objectives and its historical context. Oral presentation. • Volunteer work: Project activities. collect information and evaluate achievements.
Week 13	Building a theoretical approach II. Concepts to be applied.	<ul style="list-style-type: none"> • Class: Individual presentation of progress made on monographic papers. Class debate. • Volunteer work: Project activities, collect information and evaluate achievements.
Week 14	Registry and research at the organization. Clues to systematize the work.	<ul style="list-style-type: none"> • Class: Attempt to systematize personal and organizational practices. Class debate on how to write a monographic paper and its conclusions. • Volunteer work: Systematize the project's activities.
Week 15	Submission of drafts and abstracts	<ul style="list-style-type: none"> • Class: Presentation of drafts, achievements and difficulties while writing the monographic paper. Presentation of abstracts for the blog. • Volunteer work: Systematize the project's activities.
Week 16	Individual final submissions. Comments and class debate. Conceptual course wrap and evaluations by the participants.	<ul style="list-style-type: none"> • Class: Comments and class debate. • Volunteer work: Evaluation with organization liaisons. Farewell and course wrap.

Mandatory Readings

- Ministerio de Educación de la Nación: 2014. "Itinerario y herramientas para desarrollar un proyecto de aprendizaje-servicio"
http://www.me.gov.ar/edusol/archivos/2014_itinerario.pdf
- SURIANO, JUAN. *Introducción: Una Argentina diferente*. En "Nueva Historia Argentina. Tomo DICTADURA Y DEMOCRACIA". Buenos Aires 2005. Ed. Sudamericana
- TAPIA, María Nieves. (2010) *La propuesta pedagógica del aprendizaje-servicio: una perspectiva latinoamericana*. En: *TZHOECOEN, N° 5. Número especial dedicado al aprendizaje-servicio. Chiclayo (Perú)*, Universidad Señor de Sipán, Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS), Organización de Estados Iberoamericanos (OEI). Páginas 23 a 43.
- Ochoa, Enrique (2010): "*Aprendizaje-servicio en América Latina: apuntes sobre pasado y presente*" En: *TZHOECOEN, N° 5. Número especial dedicado al aprendizaje-servicio. Chiclayo (Perú)*, Universidad Señor de Sipán, Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS), Organización de Estados Iberoamericanos (OEI). Págs. 108-120
- MCILRATH, Lorraine, LYONS, Ann, and MUNCK, Ronaldo. *Higher Education and Civic Engagement. Comparative Perspectives*. New York, Palgrave MacMillan, 2012. Foreword, páginas XI-XIX; Capítulo 11, María Nieves Tapia: *Academic Excellence and Community Engagement: Reflections on the Latin American Experience*, páginas 187-199
- Castel, Robert (1997) *La metamorfosis de la cuestión social*, Buenos Aires Paidós,
- <https://iuristebi.files.wordpress.com/2011/08/ten-tips-for-a-wise-volunteering-choice.pdf>
- <https://haas.stanford.edu/sites/default/files/whitetouristsburden.pdf>

Complementary Readings

- Abuelas de Plaza de Mayo. (1999) *Niños desaparecidos/jóvenes localizados en la Argentina desde 1976 a 1999*. Buenos Aires, Temas Grupo Editorial.
- Adamovsky, Ezequiel (2012). *Historia de las clases populares en la Argentina. Desde 1880 hasta 2003*, Buenos Aires, Sudamericana.
- Amnistía Internacional. "*La Jurisdicción Universal: Catorce Principios Fundamentales sobre el Ejercicio Eficaz de la Jurisdicción Universal*", Mayo de 1999.
- Ander-Egg, Ezequiel (1995) *Diagnóstico social. Conceptos y metodología*. Buenos Aires: Lumen.
- Arceo, N., Monsalvo, A. P., Schorr, M. y Wainer, A. (2008). *Empleo y salarios en Argentina. Una visión de largo plazo*. Buenos Aires: Capital Intelectual, Colección Claves para Todos.
- Basualdo, E. M. (2008). *La distribución del ingreso y sus condicionantes estructurales*. En Centro de Estudios Legales y Sociales (CELS), *Derechos humanos en Argentina. Informe 2008*. Buenos Aires: Siglo XXI Editores Argentina.
- Bráncoli, J. y Vallone, M; directores. (2010). *Donde hay una necesidad, nace una organización*. Buenos Aires, 1989.
- CLAYSS (2014). *Universidades solidarias. Programa de apoyo y fortalecimiento de proyectos de aprendizaje-servicio solidario para universidades de América Latina*.
http://www.clayss.org/04_publicaciones/UniversidadesSolidarias.pdf
- CLAYSS-Natura. Creer para Ver (2012). *Siete experiencias inspiradoras en educación*. Buenos Aires.
http://www.clayss.org.ar/natura/siete_historias_inspiradoras_en_la_educacion/docs/siete_historias_inspiradoras_en_educacion.pdf
- CONADEP - Comisión Nacional sobre la desaparición de personas. (1984) *Nunca Más*. Buenos Aires.
- Crenzel, Emilio. *El emblema del Nunca Más*. En *Historia política del Nunca Más*. Siglo XXI, Buenos Aires, 2007.

- Duschatzky Silvia, Corea Cristina. (2002). *Chicos en banda*. Buenos Aires, Paidós
- Duschatzky, Silvia Farrán Gabriela y Aguirre Elina. (2010) *Escuelas en escena. Una experiencia de pensamiento colectivo*. Buenos Aires, Paidós.
- Tiramonti Guillermina y Montes Nancy (comps.). (2009) *La escuela media en debate*: Buenos Aires, Manantial / FLACSO.
- Funes, Patricia, “*Nunca Más. Memorias de las dictaduras en América latina*”, en Bruno Groppo y Patricia Flier (comps.). *La imposibilidad del olvido. Recorridos de la memoria en Argentina, Chile y Uruguay*, La Plata, Al Margen. 2001.
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- Garay, C. Y González B., I. *Las organizaciones de Promoción y Defensa de Derechos*. Buenos Aires, Nuevos Documentos CEDES, 2000/8.
- GENTILI, Pablo. *Pedagogía de la igualdad: ensayos contra la educación excluyente*. [en línea]. Buenos Aires: CLACSO, Siglo XXI, 2011
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- Rapoport, Mario. (2011) *Las políticas económicas de la Argentina. Una breve historia*. Buenos Aires, Booklet.
- Rock, David. *Argentina 1516-1983. Desde la colonización española hasta Raúl Alfonsín*. Buenos Aires, Alianza.
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