Course title: Seminar on Community Service and Volunteerism
Course code: LAST 3006 AFLA
Programs offering course: Liberal Arts, Undergraduate Research—Globalization and Development
Language of instruction: Spanish
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall 2020

Course Description

This course promotes practices that are common in many universities around the world as it offers service-learning combining socially engaged activities at selected community organizations with reflective practice and theoretical reviews within the classroom. The course provides students with a chance to learn about Argentina’s reality while volunteering at local NGOs. While conducting their studies, participants will engage in social activities which, at the same time, will provide them with first-hand knowledge of its national and local problems and needs.

Learning Objectives

By completing this course, students will:

- Analyze academic concepts related with socially engaged practices in Argentina.
- Understand Argentina’s social reality, local organizations committed with social change, and the recipients of the work conducted by these organizations.

Course Prerequisites

None

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%
4. Community Service Activities 20%
5. Participation 20%
TOTAL 100%

Course Requirements

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.

**Community Service Activities**

**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**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, 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 any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. 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.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**
Class: 1.1 Course Introduction
Survey of experiences and expectations of students. What do we understand for solitary service-learning in Latin America. Cultural characteristics and concepts
Class: Open Dialogue. Lecture
Volunteer Works: first contact with community organization liaisons

**Week 2**
Class: 2.1 Service and solidarity
A typology of service-learning (SL) activities. The bond with community organizations; learning and service expectations
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**
Class: 3.1 The relationship between University and community from the perspective of S-L.
Class: Lecture. Presentation of service project: reflection upon the practices.
Volunteer work: Organizational diagnostic.

**Week 4**
Class: 4.1 Service-learning in Latin America and the world
Class: Participation in the “20º SEMINARIO INTERNACIONAL "APRENDIZAJE Y SERVICIO SOLIDARIO". 23/24 AUG

**Week 5**
Class: 5.1 Argentina’s social reality and its historical roots
Class: Lecture. Presentation of service project: reflection upon the practices.
Volunteer work: Portfolio 1: personal learning goals.

**Week 6**
Class: 6.1 The growth of Argentina’s Civic Society Organizations. The 90s and today.
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**
Class: 7.1 A diagnosis of community organizations in Argentina
Class: Class debate. Reflection upon the practices. • Volunteer work: Project activities. Portfolio 2: early reflections and testimonials about the community service (Blog).

**Week 8**
Class: 8.1 Planning a social intervention
Specific issues to be engaged: human rights, childhood and education in poverty contexts
Class: Group work based on reading materials.
Class debate.
Volunteer work: Project activities

**Week 9**

How we understand people's rights in social actions. Citizenship theories, theory and public policies. Different perspectives. First, second and third generation rights.

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 testimonials about community service. (Blog)

**Week 10**
Class: 10.1 Mid-term evaluation of subjects and readings studied in class.

Class: Mid-term evaluation of subjects and readings studies in class.

Volunteer Works: Project activities

**Week 11**
Class: 11.1 How to write a monographic paper.

Class: Individual classwork on monographic papers and bibliography suggestions.

Volunteer work: Recollection of resources and information for later systematization

**Week 12**
Class: 12.1 Building a theoretical approach I. The historical framework.

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**
Class: 13.1 Building a theoretical approach II. Concepts to be applied.

Class: Individual presentation of progress made on monographic papers. Class debate.

Volunteer work: Project activities, collect information and evaluate achievements.

**Week 14**
Class: 14.1 Registry and research at the organization. Clues to systematize the work.

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**
Class: 15.1 Submission of drafts and abstracts

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**
Class: 16.1 Individual final submissions

Comments and class debate. Conceptual course wrap and evaluations by the participants.

Class: Comments and class debate.

Volunteer work: Evaluation with organization liaisons. Farewell and course wrap

Course Materials

Readings

Mandatory Readings

- Castel, Robert (1997) La metamorfosis de la cuestión social, Buenos Aires Paidós,

Complementary Readings

- Gallardo, Helio (2003). "Nuevo Orden Internacional, derechos humanos y Estado de Derecho en América