



SYLLABUS

Spring 2019

SERVICE-LEARNING SEMINAR
Instructor: Eduardo Herrerín Torres
Contact Hours: 20 + Field Experience
Language of Instruction: Spanish

SEGOVIA, SPAIN; FES, MOROCCO

OVERVIEW

This course focuses on learning social and community initiatives related to immigration and refugee populations as they pertain to the work and mission of the Red Cross and Red Crescent. Students will apply the concepts learned in class to collaboratively support projects with these organizations in the form of service-learning.

Service-learning is “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996).

Participation, trust, solidarity and reciprocity are values based on shared understanding and a sense of common duty. These are mutually reinforced, and must occupy a central place in our societies.

COURSE DESCRIPTION

During the Segovia, Spain portion of this course, students will have integration and involvement with the Red Cross in Segovia that is dedicated to helping and integrating those most disadvantaged sectors of the population, and who need assistance in many different ways. The course offers students the opportunity to have a closer understanding of the Red Crescent in Fez - and Morocco in general – providing assistance in many different ways to immigrants and refugees.

This course is composed of:

- **Theory:** Students learn about the principles of service-learning and how to work with and in social service and non-profit organizations as well as other types of organizations in Spain and Morocco, and specifically in Segovia and Fes. Examples will be presented. In addition, students see, study and discuss the concepts of civic responsibility, community service and service-learning and the important roles they play in society. Students visit the Red Cross (Segovia, Spain) and the Red Crescent (Fes, Morocco) to become familiar with them and be able to explain how they work. Students analyze these global organizations where they will do their service-learning work. The students meet with their lecturer once a week in order to discuss world immigration issues and the different sociological, legal, political, and other aspects of the phenomenon of immigration as well as refugee or asylum seeking, in general. While the seminar, which is conducted in Spanish, sets these issues in their wider context, special emphasis is put on their local and regional dimensions in Spain and Morocco.

- ***Social Service-Learning:*** Provides students the opportunity to collaborate, work and assist with the Red Cross and the Red Crescent organizations; organizations whose purpose is to help the most disadvantaged improve their integration and quality of life in Spain and Morocco. Students serve and this experience helps *them* have a broader and different view than most visitors when they come to Spain or Morocco. The students learn how to approach work that focuses on “illegal” immigrants and refugees in Segovia and Fes, and in Spain and Morocco in general. The students will pay regular visits to the Red Cross and Red Crescent to gain an understanding of their work with immigrants and take part in their activities. Students’ service-learning activities may include but are not limited to: teaching language, teaching reading and writing, serving food, finding job opportunities, legal services, and assisting with their studies.
- ***Language and Culture:*** The time students spend in Spain and Morocco provides them an unforgettable experience to live in another country, another city, and another culture. They absorb and learn about the Spanish and Moroccan cultures and customs through lectures and excursions, integrate with the local people, living as they do. This gives the students a broader view of the life and the world. In addition to the cultural immersion experience, students have the opportunity to put into practice lessons learned from their interaction and integration into the local culture.

COURSE OBJECTIVES

Segovia:

- Learn the principles of service-learning
- Be acquainted with the Spain section of the Red Cross structure and activities
- Learn and respect the culture of Spain
- Spread the word about their experience to increase social awareness
- Understand and develop oral and written communications of the scope of the service-learning activities within the organization
- Acquire a level of technical and common, conversational language
- Participate, be curious about the subject and form their own opinions
- Learn how to work in a Spanish organization
- Regularly reflect on their service-learning activities
- Learn to make a presentation in class and in public (in Spanish) about their experience serving in the organization

Fes:

- Be familiar with the Moroccan culture
- Be acquainted with the Moroccan section of the Red Crescent structure and activities
- Develop cross-cultural awareness
- Discuss and reflect on the service-learning placement
- Identify immigration and refugee population needs in Morocco
- Develop a positive attitude toward service-learning activities and assignments
- Reflect on service-learning field experience to increase cross-cultural awareness
- Use oral and written communication skills to discuss service-learning activities

INSTRUCTIONAL METHODOLOGY

- Lectures according to the outlined course content.
- Dedicated classes to the follow-up of the students’ service-learning experience. Weekly, students present their opinions, report on the progress and any difficulties they encounter.
- Personal notes/journals with reflections and observations based on service-learning experience with the Red Cross and Red Crescent to be submitted to the professor about the

progress they are making, the experience they are gaining and other things that they are learning in their service work.

- Weekly, students reflect, analyze and discuss their experiences of their service-learning work.
- Relevant current news and issues will be discussed as they arise from within the organizations and students' activities dedicated to service-learning, cooperation and community service.
- Students must submit at the end of the course a written paper (minimum 5 pages) regarding their full service-learning experience.
- Class presentations summarizing the service-learning experience
- Service learning experience at the Red Cross in Segovia, Spain and the Red Crescent in Fes, Morocco.

METHOD OF EVALUATION (GRADING)

The final grade will be based on:

- Periodic reports on activities in community service. (25%)
- Class participation and discussion. (25%)
- Written paper (minimum 5 pages) summarizing full service-learning experience (50%)

Spanish grammar is always evaluated in its oral and written form as part of the final grade. Language and content are part of the assessment.

More than three (3) unexcused absences will reduce the final grade.

COURSE OUTLINE

Segovia:

TOPIC 1: THE PRINCIPLES OF SERVICE-LEARNING,

- 1.1- What is service-learning?
- 1.2- What are the foundations of service-learning?
- 1.3- What are the benefits of service-learning?
- 1.4- Misperceptions about service-learning.
- 1.5- Service-learning engagement behavior: ethics, confidentiality, supervision, when a problem arises
- 1.6- Critical reflection and forms of reflection on service work, and their importance in a service-learning experience

TOPIC 2: THE NONPROFIT ORGANIZATIONS

- 3.1- World social and demographic situation
- 3.2- Demographics of Spain
- 3.3- What nonprofit organizations are; Differences between a for-profit company and a nonprofit organization
- 3.4- The NGOs (non-governmental organizations)

TOPIC 3: RED CROSS

- 4.1- History and evolution of the Red Cross. (Presented by a Red Cross representative.)
- 4.2- Structure of the international movement. (Presented by a Red Cross representative.)
- 4.3- National Societies.
- 4.4- Spanish cultural values
- 4.5- Red Cross data, including current goals, projects/programs currently underway, and how students'

role in service-learning serves these goals and projects/programs. (Presented by a Red Cross representative.
4.6- Challenges.

TOPIC 4: THE SERVICE-LEARNING EXPERIENCE

- 2.1- Service-Learning participant, his/her responsibilities and expectations.
- 2.2- Establishing objectives for the service-learning experience by the participant.
- 2.3- Participation in the organized activities that meets identified community needs.
- 2.4- Journaling the service-learning experience.

TOPIC 5: SUMMARY AND REFLECTIONS

- 5.1- Observations and analysis.
- 5.2- Lessons learned.
- 5.3- New skills.
- 5.4- Utilizing skills for the future.
- 5.5- How students' work in the Red Cross and Red Crescent will be carried on, and ideas for future engagement and collaboration with these organizations.

Fez, Morocco

Topic 1: Globalization and migration poles

- 1.1 - Inter-American Pole
- 1.2 - Afro-European Pole
- 1.3 - Arabian-Asian Pole
- 1.4 - Asian-Oceanic Pole

Topic 2: International migration and development:

- 2.1 - Poverty vs emigration
- 2.2 - Migration and restructuring of the labor market
- 2.3 - Emigration vs development
- 2.4 - Development vs. Cooperation

Topic 3: International migration and gender

- 3.1 - Feminization of migration
- 3.2 - Migrant women and sexual exploitation
- 3.3 - Women's networks and emigrant feminism

Topic 4: International migration and human rights

- 4.1 - Migration policies and migration restrictions
- 4.2 - Political Asylum, Human Rights and Migration

COURSE READINGS / TEXTS

Segovia:

Material prepared by Professor Martin, E. (2015). *Student Handbook*, based on:

- www.cruzroja.es
- www.ifrc.org
- selected newspapers, magazine articles and websites
- <http://es.slideshare.net>

Abbott, Annie R. 2010. *Comunidades: Más allá del aula. (Communities: Beyond the Classroom)* New Jersey: Prentice Hall.

Fes:

Rafael Bustos, Olivia Orozco y Lothar Witte (coords.) 2011. *El Magreb y las migraciones subsaharianas: el papel de asociaciones y sindicatos.* Casa Árabe-IEAM c/ Alcalá, 62. 28009 Madrid (España).

Stephen Castles, xxxx. *Globalización y migración: algunas contradicciones urgentes.* Ms. Institute for Social Change and Critical Inquiry de la University of Wollongong, NSW 2522, Australia.

Organización Internacional para las Migraciones (OIM) 2008. *La migración irregular del África Occidental hacia el Magreb y la Unión Europea: Panorama general de las tendencias recientes* N° 32.

Stephen Castles 2003. *LA POLÍTICA INTERNACIONAL DE LA MIGRACIÓN FORZADA.* Migración y Desarrollo N° 1, 2003.

Antoine Pécoud y Paul de Guchteneire, 2008. *Migración sin fronteras : Ensayos sobre la libre circulación de las personas.* La Organización de las Naciones Unidas para la Educación,

BIBLIOGRAPHY

Segovia:

Clemente, JC. 1998. *Time humanity: Health work of the Spanish Red Cross.* Editorial: Fundamentals.

Revilla Blanco, M. (2002). *NGOs and politics.* Editorial: Istmo.

Jacoby, Barbara. 2015. *Service-learning Essentials: Questions, Answers and Lessons Learned.* San Francisco: Jossey-Bass Inc.

Kaye, Cathryn Berger, M.A. 2010. *The Complete Guide to Service-Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social Action,* 2nd edition. Minneapolis: Free Spirit Publishing Inc.

Berman, Sally. 2006. *Service-Learning: A Guide to Planning, Implementing and Assessing Student Projects,* 2nd edition. New York: Skyhouse Publishing.

Kaplan, B. & Gamboa, T.P. 2004. *Más allá del salón de clases: una experiencia de integración de aprendizaje de español y servicio comunitario en UGA.* Hispania 87. (*Beyond the classroom: an experience of integration of learning Spanish and community service at UGA - University of Georgia.*)

Jacoby, Barbara and Associates. 1996. *Service-Learning in Higher Education: Concepts and Practices.* San Francisco: Jossey-Bass Inc.

Colby, Anne. 2003. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility.* San Francisco: Jossey-Bass Inc.

Renes, V; Alfaro, E; Ricciardelli, O. (2006). *Social volunteering.* Publisher: CCS

Various web sites:

www.cruzroja.es

www.ifrc.org

<https://www.monografias.com/trabajos62/ley-servicio-comunitario-educacion-superior/ley-servicio-comunitario-educacion-superior.shtml>

<http://es.slideshare.net>

Fes:

- Abderrahime Lamchichi (1999). “L’immigration marocaine en France : changements et ruptures », *Confluences Méditerranéennes* 31 (pp.147-168).
- AFD (2004). IMES : Rapport sur la migration illégale (23 juin 2004)
- Ali Bensaad et al. (2009). Le Maghreb à l’épreuve des migrations subsahariennes. Karthala (p.360).
- Antoine Pécoud et al. (2008). Migración sin fronteras. UNESCO, Paris (p. 369).
- Ayse Ceyhan (2001). « Terrorisme, immigration et patriotisme », *Culture & Conflicts* 44 (pp. 1-13).
- Banco Mundial (2011). Datos sobre migración y remesas 2011, 2ª edición, Banco Mundial, 2011, (p.275).
- Catherine Borrel et al. (1999). Immigration, emploi et chômage. *Les dossier de CERC-Association*, n° 3, 1999 (p.123).
- Christine Catarino (2005) « Femmes, genre, migration et mobilités », *Revue Européenne des Migrations Internationales*, vol. 21, n° 1, 2005 (pp. 1-20).
- Christine Ostermann(2011). Germany-Morocco : An Ethnographie about Migration, Network and Experienced Discrimination. Ph.D. Dissertation, Bielfeld University.
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- Faouzi Mourji et al. (2016). Les migrations subsahariennes au Maroc. Fondation Konrad Adenauer, Rabat (p.182).
- Fatima Ait Ben Lmadani : « Femmes et émigration marocaine », in *Hommes et Migration*, n° 1300, pp. 96-103.
- Fernando Gil (2011). « Flujos migratorios en el Mediterráneo Occidental », *Cuadernos Geográficos* 48 2011-1 (pp. 47-77).
- François Rigaux : Immigration et droits fondamentaux.
- Frontex (2016). Frontex : Risk Analysis for 2016 (p.76).
- Gloria-Inés Ospina (2015).« La inmigración des el Magreb », *Revista UNISCI*, n° 39 (pp. 151-174).
- Hein De Haas (2006). “Sistemas migratorios en el Norte de Africa”, In *Migración y Desarrollo*, 2º semestre 2006 (pp. 63-92).
- IOE : Crisis e inmigración marroquí en España 2007.2011. IOE, Madrid, 2012, 28p.
- IOM (2004). IOM : Arab Migration in Globalized World (p. 25).
- Melissa Cuzzo (2015). La migration vers l’Europe : un enjeu sécuritaire. Global Studies Institute, Genève (p.90).
- Mohamed Khachani : Maroc: Migration, marché de travail et développement. Université Mohamed V, Rabat, 68p.
- OCDE (1999). Tendances des migrations internationales. Rapport OCDE, 1999 (p.34).
- OCDE (2015). « Is Migration Really Increasing ? » *Policy Debates*, May 2015, OCDE, (p.4).

- OIM (2008). “La inmigración irregular del Africa Occidental hacia el Magreb y la Unión Europea.” *Serie Estudios OIM*, n° 32 (p. 72).
- OIT (2010). Faire des migrants un facteur de développement. OIT, 2010 (p. 196).
- Parlement Européen (2015). Les migrations en Méditerranée : La protection des droits de l’homme. Parlement Européen, 2015, (p.70).
- Pauline Carnet (2011.) *Passer et quitter la frontière : Les migrants africains clandestins à la frontière sud de l’Espagne*. Thèse de doctorat, Université Toulouse le Mirail (p.690p).
- Philip Martin (2013). « The global Challenge of Managing Migration », *Population Bulletin*, vol 68, n° 2, 2013 (p. 20).
- Rafael Bustos et al.(2011). *El Magreb y las migraciones subsaharianas*. Casa Arabe, Madrid, 2011, (p.230).
- Riszard Cholewinski (2005). Etude des obstacles à l’accès effectif des migrants irréguliers aux droits sociaux. Conseil de l’Europe, 2005 (p. 92).
- Salaheddine Rezouni (2010). Illegal Immigration: Causes, Consequences and National Security Implications, USAWC (p. 38).
- XXX : “L’immigration illégale en Europe : le cas de l’Espagne », *Questions d’Europe*, n° 36, 2006.
- XXX : L’immigration marocaine à Bruxelles, Les Cahiers du Fil Rouge, n° 20, 92p.
- XXX : Marché de travail et genre dans les pays du Maghreb. Actes du Colloque CNRS-CERED, Rabat, 2006, 481p.
- XXX: Genre, migration et développement en Afrique. Symposium sur le genre, Le Caire, 2010 (p. 20).
- Zoubir Chatou (1998). “La inmigración magrebí en Francia y el problema de la ciudadanía”, *Revista RIFP* 11 (pp.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported

harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Students with Disabilities

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.