Description
This course explores the theory and application of human rights in the Mediterranean region as viewed from the perspective of Rome, with a specific focus on issues of forced migration. This course includes 24 hours of required practical engagement with the local community.

Background
The central theme of the class is to gain a basic level of understanding of the human rights tradition and practice from the perspective of Rome. Forced migration is the integrating concept for exploring human rights in the region. Italy is situated on the external boundaries of the EU and at a geographic and political crossroads, and the Caput Mundi where theory and practice converge from across the Mediterranean, the Middle East, the Balkans and North Africa in response to the refugee reality. Students will explore the unprecedented surge of refugees to Europe in recent years and the response and responsibility of Italy, within the larger context of EU, continent, and global community as it relates to this human rights challenge.

Theoretical and experiential learning is organized to:
1. Understand the basics and history of human rights, including key documents, events, and social issues, with a specific focus on refugees within Rome, Italy.
2. Explore the root causes of human displacement, circumstances and drivers of flight, and realities of arrival, integration and resettlement of refugees in a new country, specifically within the Italian and urban context.
3. Bear witness to and reflect upon: attitudes and behaviors, perceptions, prejudices and stereotypes towards forcibly displaced people; as well as practices and responses that seek to: “welcome, protect, promote and integrate” forced migrants and uphold their basic human rights.
4. Reflect critically and engage learning in the local community aimed at protecting and understanding the rights of people in need of international protection.

Breadth and Depth of Learning
Students should be prepared to be conversant and engage a broad range of contemporary challenges within the learning community, with guest lecturers, through field visits and participation in engaged learning activities. Class activities and discussions, guest lectures, engaged learning and site visits will explore the reception of migrants and refugees in the community, environmental issues and Islam, human rights and migration in Europe, as well as the major themes of Catholic social teachings and tradition and current action and thought on human rights. To fully explore common ground and understand challenges, students in this course should be prepared to dialogue with diverse stakeholders, ranging from refugees and practitioners in the field, to grassroots leaders, government and non-governmental actors, to interfaith leaders.
Engaged learning is a course requirement that complements classroom learning. Successful students must complete the engaged learning requirements (minimum 24 hours) and thus, organize their study abroad experience in Rome accordingly. No exceptions will be made. Additionally, critical reflection upon engaged learning experiences, as part of the course's learning community, and through individual journaling assignments is a course requirement.

Consistent with the mission of the John Felice Rome Center, this course will challenge students through transformative learning to become “global citizens through an expansive curriculum that fully incorporates Rome, Italy, and Europe into the classroom.”

Please review and sign the Engaged Learning Code of Conduct below.

**Proposed Course Schedule: Fall Semester 2018**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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**Class topic**
- Introduction to ROST 382 Learning Community: *Course Description and Expectations*

**Journal topic 1**
- What is your relationship with human Rights? What is your relationship with the refugee reality? How do you expect your current relationship and understanding of human rights and the refugee reality to change over the course of this semester?

**Required reading & Group project assignment for Week 2:**

All students are expected to read all required readings. Each group will:
- focus on the specific readings assigned to their group; and
- prepare a 20-minute presentation for the Week 2 class.

Creativity is encouraged!

**Group 1:**

**Group 2:**

UNHCR, The 1951 Convention in the ‘Human Rights and Refugee Reader’

**Group 3:**
[New York Declaration for Refugees and Migrants](https://www.unhcr.org/49659f4e6.html)


*Please note:* This assignment will account for 5 points of the 20 total points available for Assigned Readings towards your final grade. All members of the group will receive the same number of points.
## Week 2

**Basics & History of Human Rights**

<table>
<thead>
<tr>
<th>Class topic</th>
<th>An Overview of the Human Rights Tradition: <em>Founding documents, including the Universal Declaration of Human Rights and the Refugee Convention</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal topic 2</td>
<td>Reflect on a story of assistance and/or help provided to a person seeking international protection. Did you come to know about the story through your life experience, film or reading? What is significant or strikes you about the story? Why?</td>
</tr>
</tbody>
</table>
| Required reading for next week | [UNHCR Global Trends: Forced Displacement in 2016](https://www.unhcr.org/5d5a2d0f2.html)  
UNHCR, Refugees and the Role of UNHCR  
[Laudato Si: On Care for our Common Home by Pope Francis](https://www.wcc-churchofchrist.org/wp-content/uploads/2015/12/Laudato-Si.pdf) |

## Week 3

**Human Rights & Root Causes of Displacement**

| Class topics | Topic 1. Human Rights and Displacement: *Defining terms and exploring root causes of migration*  
Topic 2. Intro to final research project or presentation and Engaged learning and learning objectives |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Journal topic 3</td>
<td>What does 'home' mean to you?</td>
</tr>
<tr>
<td>Required reading Week 4:</td>
<td><a href="https://www.amazon.com/Optician-Lampedusa-Emma-Kirby/dp/0449018595">The Optician of Lampedusa</a> by Emma Jane-Kirby</td>
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<table>
<thead>
<tr>
<th>Final paper and presentation or project</th>
<th>Engaged Learning Objectives</th>
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<tbody>
<tr>
<td>Please see final assignment description below.</td>
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</table>
**A. Logos:** The Human Rights Journey.  
Individually or in small groups, students will research the:  
1) root causes of migration from a specific refugee sending community/country,  
2) flight to Rome, Italy  
3) realities of seeking asylum and integrating into the host community/country; and  
4) local attitudes and behaviors, perceptions, prejudices and stereotypes towards particular community of forcibly displaced as well as best practices and responses that seek to: “welcome, protect, promote and integrate” forced migrants and uphold their basic human rights. |
| B.  **Eros:** In a small group, plan and implement a local fundraising event to benefit organizations served via engaged learning. |
| C.  **Other:** Propose a separate paper and presentation or project for approval. |

### Week 4, Session I
**Exploring Action for Human Rights & Flight**

| Class topics | Topic I: Action for Human Rights:  
Field visit to Casa Scalabrini 634  
Topic II. Intro to Human Rights and Flight |
<table>
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<tr>
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<th></th>
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<tbody>
<tr>
<td>Journal topic 4</td>
<td>In anticipation of our field visit to Casa Scalabrini, please reflect. What does <em>accompaniment</em> mean to you? What does <em>solidarity</em> mean to you?</td>
</tr>
</tbody>
</table>

### Week 4, Session II
**Required field visit to Casa Scalabrini**

<table>
<thead>
<tr>
<th>Description</th>
<th>Students will attend an open house and orientation at <a href="#">Casa Scalabrini 634</a>. Dinner will be served, students will be orientated to the organization’s work first-hand, have the chance to interact with refugees who live there, and learn more about engaged learning opportunities with Casa Scalabrini 634 for the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other expectations</td>
<td>Kindly review dress code.</td>
</tr>
</tbody>
</table>
| Journal topic 5 | Field visit reflection for Casa Scalabrini:  
  1. Describe  2. Examine, and 3. Articulate learning  
Note: You will be provided with a template for engaged learning and field visit reflections. |
| Required reading for Week 6, 7 & 8: | In a New Country reader |

### Week 5
*Class will not meet this week due to required field visit to Casa Scalabrini. However, please submit your final assignment proposal and engaged learning objectives to: jdrzewiecki@jrs.net.*

### Week 6
**Human Rights in a New Country**

| Class topics | Topic I. action for human rights:  
--Learning community reflection on field visit to Casa Scalabrini |
## Topic II. intro to theme 3:  
*Human Rights in a New Country*

### Journal topic 6

“All of his senses seemed to be overly sharpened these days.”  
- *from The Optician of Lampedusa*

Have you experienced a sharpening of senses in response to issues of human rights? If yes, please describe. If no, please reflect on how you might open yourself up more fully to experiencing ‘human rights: a perspective from Rome?’

### Required reading for Weeks 7 & 8:

*In a New Country* reader

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<table>
<thead>
<tr>
<th><strong>Week 7</strong></th>
<th><strong>Human Rights in a New Country</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class topics</strong></td>
<td>Centro Astalli Field Visit</td>
</tr>
</tbody>
</table>
| **Journal topic 8** | Centro Astalli field visit reflection:  
1. Describe  
2. Examine, and  
3. Articulate learning |
| **Required reading for Week 8:** | *In a New Country* reader |

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<table>
<thead>
<tr>
<th><strong>Week 8</strong></th>
<th><strong>Human Rights in a New Country &amp; on a New Continent</strong></th>
</tr>
</thead>
</table>
| **Class topics** | UNHCR Guest Lecture,  
Roland Schilling, Deputy Regional Representative for Southern Europe |
| **Journal topic 9** | UNHCR guest lecture reflection:  
1. Describe  
2. Examine, and  
3. Articulate learning |
| **Required reading for Week 9:**  
Date/time of panel to be announced | Lenczewksa, Olga. *European Integration Policy: Debating the Religious Freedom of Muslim Minorities.*  
*Additional readings to be assigned.* |

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| **Week 9 – NO CLASS** |  
Class will not meet at the regular date/time this week  
due to your required attendance at the Faith, Human Rights & Migration Panel |

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<table>
<thead>
<tr>
<th><strong>Week 9: evening</strong></th>
<th><strong>Required attendance at Faith, Human Rights and Migration Panel</strong></th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>The Faith, Human Rights and Migration panel will explore the role of Islam in Rome and on the European continent. Daily headlines explore the complexities of the unprecedented refugee reality in Europe and growing tension and anti-Muslim rhetoric. Acts of terrorism and cultural</td>
</tr>
</tbody>
</table>
Differences ranging from diet, to female dress, to language and immigration have challenged the fabric, cohesion and identity of Italy and the continent. At the same time, heart-warming stories of humanitarian assistance have emerged despite differences of faith. Communities and families are welcoming Muslim refugees and offering psychological assistance, food, the safety of a home, and help integrating into the local community. What are the human rights challenges and opportunities? What is needed in terms of mutual understanding amid misunderstanding? From ‘the perspective of Rome,’ what are best practices, insights and recommendations for promoting integration of refugees and religious pluralism. This panel will explore these key human rights questions.

**Other expectations**
Kindly review dress code.

**Journal topic 10**
*Faith, Human Rights, and Migration* panel reflection:

**Required reading for Week 10:**
*Additional readings to be assigned.*

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**Week 10**

*Required field visit to Great Mosque of Rome*

**Description**
Students will extend their learning from the *Faith Human Rights and Migration* panel beyond the campus and into one of the lesser known cultural sites of the Eternal City. Islamic scholar and cultural advisor at the Tawasul Centre for Dialogue Research, Dr. Abdel Latif Chalikandi will guide the students in their learning at the Great Mosque of Rome.

**Other expectations**
Kindly review dress code.

**Journal topic 11**
Great Mosque of Rome field visit reflection:

**Required reading for Week 11:**
*Readings to be assigned.*

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**Week 11**

*Human Rights, Refugees, & Access to Education*

**Class topics**

<table>
<thead>
<tr>
<th>Topic I. reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>--on panel</td>
</tr>
<tr>
<td>--on Great Mosque of Rome field visit</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic II. preparation for refugees and higher ed dialogue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Human rights and higher education – a conversation with refugees in Dzaleka Camp, Malawi</td>
</tr>
<tr>
<td>--Prepare bios and questions from the North</td>
</tr>
</tbody>
</table>

| Topic III. discussion and preparation: |

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### Final class project or paper and presentation
- Final reflection on engaged learning

### Journal topic 10
From a human rights perspective, what does my access to higher education require of me? What does my learning this semester in this course require of me? What questions are on your heart and mind at this point in the course?

### Required reading for Week 12:
**November 27th, 2017**
Readings to be assigned.

#### Week 12

### Class topic
Dialogue with students of Higher Education in Dzaleka:
- Introductions
- Exchange of questions from the North and South

### Journal topic 11
“They’d been quite open with each other about the effects of the trauma on their mental states….the problem was the grief would not go away.” —from *The Optician of Lampedusa*

### Required reading for week 12:
Readings to be assigned.

#### Week 13

**Action for Human Rights and Self-Care**

### Class topic
Self-care and action for human rights

### Journal topic 12
Holding in mind the University’s mission statement, please compose a written reflection of at least two double-spaced pages that explains:

- How did you connect your in-class and out-of-class Engaged Learning experiences?
- How did your Engaged Learning experience help you connect to the University’s mission?
- How did the Engaged Learning experience in this course affect your personal, intellectual, civic, and/or professional development?

### Required reading for final exam/presentation:
Kindly review all required readings.

#### Week 14

**Final exam and project presentation**
Course Policies

A. Criteria for Grading

- Assigned readings, including initial group presentation (5 points)
  timeliness and thoughtfulness of discussion questions: 20 points available
- Journal reflections, including
  Final engaged learning assessment: 20 points available
- Participation in learning community: 20 points available
- Engaged learning: 20 points available
- Final exam and project (presentation): 20 points available

TOTAL 100 points available

It is possible for a student to earn up to 100 points in this course. Per the grade scale (below), 93 points are required for an A, 83 points for a B, etc. Please note that points are not guaranteed. Criteria for grading will include depth and quality of critical reflection and research, amount of apparent effort, accuracy and completeness in argumentation and conclusions, and clarity of expression. The professor will be available for consultation or feedback (please see office hours) throughout the semester. Feel free to solicit feedback on outlines or drafts of all assignments, to meet with the professor, or to consult other experts.

B. Letter/Numerical Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>59 or lower</td>
</tr>
</tbody>
</table>

C. Attendance, Class Participation, and Laptop Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy:

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets once a week, thus a total of one unexcused absence will be permitted. Unexcused absences beyond these will result in a lowering of your final grade.
Class or ‘learning community’ participation is critical to course learning and a significant component of the final grade for the course. Laptops and cell phones may not be used in the classroom apart from exceptional circumstances.

**D. Academic Honesty**
Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with [Loyola’s standards here](#). You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.

**E. Civility Statement**
A course based on critical reflection and dialogue, particularly a course emphasizing human dignity, can only function within an environment of mutual respect among all members of the class (students and professor alike). Please understand the importance of treating others with respect and courtesy. If a concern arises, it is expected that students and professor approach it in a manner appropriate to such an environment. By so doing, we preserve a sense of community and accept our commitment to the mission and goals of JFRC as outlined in its student and faculty handbooks.

**F. Disability Statement**
For students to develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. Students with documented disabilities who wish to discuss academic accommodations should contact the professor during the first week of class, as well as the Senior Academic Services Advisor.