



JOHN FELICE
**ROME
CENTER**

ROST 382: Spring Semester 2019

Human Rights: View from Rome

John Felice Rome Center
Loyola University Chicago

Course Description

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

Instructor:	Jill Drzewiecki
Class schedule:	Mondays, 18:30 to 21:00, and/or as indicated
Classroom:	Sala 2, or onsite as indicated
Office hours:	Mondays, from 16:00 to 18:30 or by appointment
Contact details:	jdrzewiecki@luc.edu +39 349 141 7601

Background

The central theme of the class is to gain a basic 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. The Eternal City is a geographic, political, and religious crossroads—the *Caput Mundi* where theory and practice converge from across the Mediterranean, the Middle East, the Balkans and North Africa and beyond—in response to the so-called European refugee crisis. Students will explore the interdependent and unprecedented trends of global displacement and associated human rights challenges and responses from the unique ‘view from Rome.’

Theoretical and experiential learning is organized to:

1. Understand the basics and history of human rights, including key documents and legal instrument, events, and social issues, with a specific focus on refugees in Rome, Italy.
2. Explore the root causes of human displacement, circumstances of flight, and realities of arrival, and integration 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 best practices and responses that seek to: “[welcome, protect, promote and integrate](#)” forced migrants and uphold their basic human rights and dignity.
4. Reflect critically and engage learning in the local community aimed at protecting and understanding the rights of forcibly displaced people in need of international protection.

Learning Objectives for Course

Students should be prepared to **be conversant and engage** a broad range of contemporary human rights challenges associated with forced migration in, 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 classroom, experiential and transformative learning** to become "global citizens through a demanding and expansive curriculum that fully incorporates Rome, Italy, and Europe into the classroom."

I. PROPOSED COURSE SCHEDULE: FALL SEMESTER 2019

Subject to Change

Dates	Class topics
 Week 1:	<ul style="list-style-type: none">• Introduction and Course Overview• Engaged Learning: Sites, Objectives, Log
 Week 2:	<ul style="list-style-type: none">• Group Discussion: Y/our relationship with human rights and the refugee reality• Engaged Learning <i>continued</i> and Learning Objectives <i>intro</i>• Human Rights, Global Trends, and Key Terms in Forced Migration
 Week 3:	<ul style="list-style-type: none">• Group presentations• Introduction: Role of UNHCR and Legal Instruments for Refugee Protection, including the 1951 Convention and its 1967 Protocol• Intro to final paper or project and presentations

🌀 Week 4:	<ul style="list-style-type: none"> • Class discussion: What does “home” mean to you? • Group activity
🌀 Week 5:	<ul style="list-style-type: none"> • Current Events in Human Rights and Forced Migration • Asylum Procedures in Italy – Guest Speaker Chiara Peri from Centro Astalii • Simulation: Refugee Status Determination (RSD)
🌀 Week 6:	<ul style="list-style-type: none"> • Field visit to community mosque: Human Rights, Islam, and local integration
🌀 Week 7: <i>March 4, 2019</i>	<ul style="list-style-type: none"> • Class reflection on visits to mosques • Conversations: Human rights, immigration, and Islam & identity
🌀 Week 8:	<ul style="list-style-type: none"> • Human Rights on Land and at Sea in/on the Mediterranean: Search and Rescue Operations Debate Preparation Search and Rescue Operations
🌀 Week 9:	<ul style="list-style-type: none"> • Class discussion: required reading • Current Events in Human Rights and Forced Migration • Human Rights on Land and at Sea in/on the Mediterranean: A Class Debate: Search and Rescue Operations
🌀 Friday Class	<ul style="list-style-type: none"> • Human Rights, Forced Migration & Durable Solutions I: Local integration – Field visit to Casa Scalabrini
🌀 Week 11: <i>April 1, 2019</i>	<ul style="list-style-type: none"> • Class reflection on visit to Casa Scalabrini • Current Events in Human Rights and Forced Migration • Human rights and education in situations of forced displacement
🌀 Week 12:	<ul style="list-style-type: none"> • Human Rights, Forced Migration & Durable Solutions II: Resettlement – Film
🌀 Week 13:	<ul style="list-style-type: none"> • Course Wrap-Up
🌀 Final Exam: <i>April 29, 2019</i>	Final Presentations

🌀 II. REQUIRED READING 🌀

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In addition to articles, book excerpts and reports, etc. listed below, according to the course calendar, there are two required books for this course:

Kingsley, Patrick. *The New Odyssey: the story of the twenty-first century refugee crisis*. Liveright Publishing Corporation: New York, 2017.

Kirby, Emma-Jane. *The Optician of Lampedusa: a novella based on a true story*. Penguin Books: London, 2017.

To be completed by	Required reading
🌀 Week 1:	No required reading.
🌀 Week 2:	Please begin readings due for Week 3
🌀 Week 3:	<ul style="list-style-type: none"> • The Universal Declaration of Human Rights • Online document/PDF - UNHCR Global Trends: Forced Displacement in 2017 <p><i>Additional Reading:</i></p> <ul style="list-style-type: none"> • Online document/PDF - The European Convention on Human Rights
🌀 Week 4:	<ul style="list-style-type: none"> • Required text - please begin reading <i>The Optician of Lampedusa</i> – Chapters 1 to 7 • Online document/PDF - The 1951 Convention Relating to the Status of Refugees and its 1967 Protocol
🌀 Week 5: <i>February 18, 2019</i>	<ul style="list-style-type: none"> • Required text - please continue and finish reading <i>The Optician of Lampedusa</i> – Chapters 7 to end
🌀 Week 6: <i>February 25, 2019</i>	<ul style="list-style-type: none"> • Chapter in book - ‘Terrorism, Immigrants, ISIS, and Islamophobia: A Perfect Storm in Europe’ by Ahmed, Akbar in <i>Journey into Europe: islam, immigration, and identity</i>. Brookings Institution Press: Washington, D.C., 2018.
🌀 Week 7: <i>March 4, 2019</i>	<ul style="list-style-type: none"> • Required text – start to Chapter 4 of <i>The New Odyssey</i>
🌀 Week 8: <i>March 18, 2019</i>	<ul style="list-style-type: none"> • Required text - please continue reading <i>The New Odyssey</i> – Chapters 4, 6, and 6
🌀 Friday Class:	<ul style="list-style-type: none"> • Additional readings TBD

March 22, 2019	
🌀 Week 10: March 25, 2019	<ul style="list-style-type: none"> Required text – please continue reading <i>The New Odyssey</i> – Chapters 8, 9, and 10 (we are skipping chapter 7)
🌀 Week 11: April 1, 2019	<ul style="list-style-type: none"> Online document/PDF: UNHCR Turn the Tide: Refugee Education in Crisis report
🌀 Week 12: April 8, 2019	—NO CLASS—
🌀 Week 13: April 15, 2019	<ul style="list-style-type: none"> Additional readings TBD
🌀 Final Exam: April 29, 2019	<ul style="list-style-type: none"> No required readings

🌀III. JOURNAL REFLECTIONS🌀

To be submitted on Mondays by 15:00	Journal Topic
🌀 Week 1:	No required journal entry.
🌀 Week 2:	<p>What is your relationship with human rights? What is your relationship with the refugee reality? Is there a particular event or story that nurtured or piqued your interest in human rights? Did you come to know about the story through your life experience, film or reading? What is significant about this event or story for you? Finally, how do you expect your current relationship and understanding of human rights and the refugee reality to change over the course of this semester?</p> <p style="text-align: right;">1000 words</p>
🌀 Week 3:	No required journal entry.
🌀 Week 4:	<p>What does ‘home’ mean to you?</p> <p style="text-align: right;">500 words</p>
🌀 Week 5:	No required journal entry.
🌀 Week 6:	<p>As you begin to settle into your new home, Rome and your Engaged Learning, please reflect on this quote from the <i>Optician of Lampedusa</i>: “All of his senses seemed to be overly sharpened these days.” Have you experienced a sharpening of your senses in response to issues of human rights and forced migration? If yes, please describe. If no, please reflect on how you might open yourself</p>

	up more fully to experiencing ‘Human Rights - View from Rome’ in the weeks to come. 500 words
 Week 7:	Reflection on field visit to mosque. 1000 words
 Week 8:	No required journal entry
 Week 10:	Reflection on field visit to Casa Scalabrini 1000 words
 Week 11:	No required journal entry.
 Week 12:	No required journal entry
 Week 13: April 15, 2019	Holding in mind the University’s mission statement, please compose a written reflection of at least two double-spaced pages that explains: <ul style="list-style-type: none"> • 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? 1000 words
 Final Exam: April 29, 2019	No required journal entry.

IV. ASSIGNMENTS DUE

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Dates	What is Due?
 Week 1:	None
 Week 2:	1. Required reading – please see Table II 2. Journal entry due by 15:00 - please see Table III
 Week 3:	1. Required reading – please see Table II 2. Group Presentations based on Global Trends: Forced Migration in 2017 (20 minutes/group as assigned)
 Week 4:	1. Required reading – please see Table II 2. Journal entry (due by 15:00) – please see Table III 3. Engaged Learning Objectives (due by 15:00)

🕌 Week 5:	<ol style="list-style-type: none"> 1. Required reading – please see Table II 2. Current Events in Human Rights and Forced Migration – Group #1 Presentation (20 minutes)
🕌 Week 6:	<ol style="list-style-type: none"> 1. Required reading – please see Table II 2. Journal entry (due by 15:00) – please see Table III
🕌 Week 7:	<ol style="list-style-type: none"> 1. Required reading – please see Table II 2. Journal entry (due by 15:00) – Mosque Visit Reflection 3. Engaged Learning Log Due 4. Final Paper/Presentation Proposal (due by 15:00)
🕌 Week 8:	<ol style="list-style-type: none"> 1. Required reading – please see Table II 2. Journal entry (due by 15:00) – Mosque Visit Reflection 3. Current Events in Human Rights and Forced Migration – Group #2 Presentation (20 minutes)
🕌 Week 10:	<ol style="list-style-type: none"> 1. Required Reading – please see Table II 2. Journal entry (due by 15:00) – Occupied Housing Reflection
🕌 Week 11: April 1, 2019	<ol style="list-style-type: none"> 1. Final paper <i>draft</i> or project <i>update</i> (due by 15:00) 2. Current Events in Human Rights and Forced Migration – Group #3 Presentation (20 minutes)
🕌 Week 12:	No assignments due. Please work on your final journal reflection, final papers/projects and presentations.
🕌 Week 13:	1. Submit final Engaged Learning Log
🕌Easter Break🕌 <i>April 19 to 22, 2019</i>	
Friday X, 2019	Final Paper due or Project completed by midnight <i>Please note that the paper or project will be subject to a deduction in a full letter grade for each day that it is late. No exceptions will be made.</i>
🕌 Final Exam:	Final Presentations at 15:00 to 17:00, Sala 2

☞ V. Course Policies ☞

A. Criteria for Grading

Category	Points available
Class Assignments and Participation <i>including</i> Group assignments, debates and presentations, and required readings:	20 points available
Journal Reflections	20 points available
Field Visits and Guest Speakers <i>including</i> Engagement, leadership and participation:	10 points available
Engaged Learning	30 points available
Final Paper or Project (10 points) and Presentation (10 points)	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. In addition to in-class requirements, students are required to participate in field visits, attend guest lectures and complete a minimum of 24 hours of engaged learning in the community. Failure to meet these course requirements could result in a failing grade in ROST 382: Human Rights - View from Rome.

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. Grading Scale

Letter Grade	Numerical Grade
A	94-100
A –	90-93
B+	87-89
B	84-86
B –	80-83
C+	77-79
C	74-76
C –	70-73
D+	67-69
D	60-66
F	59 or lower

C. Attendance and Class Participation

Please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions. In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- 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 ***1 unexcused absence*** will be permitted. Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”.

Class or ‘learning community’ participation—including your presence and engagement of field visits and speakers—is critical to course learning and a significant component of the final grade for the course.

D. Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

E. Laptop, Tablet and Phone Policy

Laptops, tablets, and phones may not be used in the classroom apart from exceptional circumstances. Exceptional circumstances may include some class activities.

E. 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: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

F. 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.

G. Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Course policies continued on next page.



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ROST 382: Fall Semester 2018
John Felice Rome Center
Loyola University Chicago

V. Course Policy Continued

H. Code of Conduct

As a student enrolled in ROST 382, Human Rights - View from Rome, I fully understand and agree to the following Code of Conduct:

INITIAL

- () In addition to in-class requirements, student are required to participate in a minimum of 24 hours of engaged learning in the community. Failure to meet this course requirement could result in a failing grade in ROST 382: Human Rights--View from Rome.
- () Engaged learning or field visits do not include travel to and from service sites for fields visits
- () The nature of the service requirement demands high levels of maturity and consistency from JFRC students
- () Sexual relationships between JFRC students and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine the credibility and integrity of the JFRC and are strongly discouraged
- () Where a JFRC student develops concerns or suspicions regarding sexual exploitation or sexual abuse of a beneficiary, by a fellow student, s/he must report such concerns via established reporting mechanisms
- () All Loyola undergraduate students enrolled in an engaged learning course are required to enter their engaged learning information and learning objectives in LOCUS to substantiate the experience. This information is used for institutional research, documentation, and risk management purposes. If you need assistance completing this entry, [please follow the tutorial](#).
- () Other:

I (student) _____ have discussed, fully understand, and agree to the Code of Conduct for ROST 382: Human Rights—View from Rome.

_____, 2019
Signature of professor, date

_____, 2019
Signature of student, date