

SYLLABUS

Course information					
Code:	Not applicable	Course:	Introduction to Volunteering, Service Learning and Social Responsibility in Cusco		
Coordinating area / program:	International Programs			Mode:	Classroom teaching
Credits:	3	Contact hours:	48	Autonomous study hours:	32

Contact hours									
Sum:	48	Theory:	46	Practice:	0	Laboratory:	0	Evaluation hours:	2

Course pre-requisites		
Code	Course	Degree
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email	Contact hours	Contact site
Ruelas, Abdí	aruelas@usil.edu.pe	8 a.m. – 6 p.m.	USIL International Programs

Instructors
Alberto Chara

Course overview
In essence, this course is intended to serve as an introduction for those students who come to Cusco for a volunteering or service learning experience. Its content addresses the legal framework for volunteering and service learning in Peru: vulnerable local populations and their needs; best practices for volunteering; governmental, non-governmental and private organizations and their social responsibility initiatives. Students will be able to apply the lessons learned in class to their practical volunteering and service learning projects.

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	N°	Specific learning outcomes
Students will understand and analyze the general context and specific examples of volunteering, service learning and social responsibility in Peru and Cusco, in order to apply the information learned in class to their practical projects.	1	Students will name and explain general concepts of volunteering, service learning and social responsibility.
	2	Students will review and analyze the non-profit sector and civil society and best practices in Peru and Cusco.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
Unit	1:	INTRODUCTION TO VOLUNTEERING: GENERAL CONCEPTS.				
Specific result:	1					
1	1	2	AP	Overview of the course: reading the syllabus. Explanation of the methodology, evaluation system and classroom norms.	The professor will discuss the syllabus with students and explain the content, methodology and evaluation criteria.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	1	1	AA	Article assigned by the professor on philanthropy in Peru.	Students will read and analyze the assignment.	Textbook: Printed and digital.
2	1	2	AP	An overview of the history and context of philanthropy in Peru.	Students will review and describe the phenomenon of philanthropy in Peru.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	1	1	AA	Reading assigned by the professor to accompany class activities.	Students will gain a more comprehensive understanding of the material through further reading, and begin looking ahead to the next section.	Textbook: Printed and digital.

3	2	1	AP	Volunteerism and the non-profit sector.	Students will define volunteerism and evaluate its role in the non-profit sector.	Syllabus, PowerPoint presentation, questions, answers and topics calendar.
	2	1	AA	Reading assigned by the professor and a review of the material covered.	Students will read, analyze and connect the material to the previous class, and begin to think about the content of the following chapter.	Textbook: Printed and digital.
4	2	2	AP	A holistic approach to understanding history as the context for philanthropy in Peru.	Students will trace the development of philanthropy in Peru as part of the historical process.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	2	1	AA	Reading that explain volunteerism in Peru in greater depth.	By reading and analyzing the assignment, students will gain a sense of the changes that have occurred and how they affect volunteerism in Peru.	Textbook: Printed and digital.
5	3	1	AP	Understanding volunteerism.	Students will discuss the problems and challenges of volunteerism in Peru	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	3	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; formulate questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
Basic and supplemental mandatory reading:					[1], [2].	
Unit	2:	NON-PROFIT SECTOR AND CIVIL SOCIETY.				
Specific result:		2				
6	3	2	AP	An introduction to the non-profit sector in Peru and Cusco.	Students will review the structure of the local non-profit sector.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	3	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; formulate questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
7	4	2	AP	Field trip to the Ministry for Social Inclusion.	Students will observe and take note of how the Ministry for Social Inclusion functions, with the aid of the professor.	Field trip.
	4	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; formulate questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
8	4	2	AP	Field trip to the non-profit organization "The Meeting Place".	Students will analyze the content of the reading; formulate questions that remain unanswered, prepare for the next class.	Field trip.
	4	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; formulate questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
9	5	2	AP	Trends and transformations in philanthropy, the non-profit sector and civil society.	Students will analyze and evaluate the influence of different trends and trace changes that have occurred in philanthropy, the non-profit sector and civil society.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	5	1	AA	Read and analyze the assignment on the non-profit sector and its role in civil society.	Students will read and analyze the assigned material for a better understanding of the topic.	Textbook: Printed and digital.
10	5	2	AP	Analysis of the non-profit sector and its role in civil society.	Students will name the advantages and disadvantages of the non-profit sector and its significance in the social context.	Syllabus, PowerPpoint presentation, questions and answers. topics calendar.
	5	1	AA	Reading and other materials for the field trip to the Ministry of Women and Vulnerable Populations.	Students will complete the assigned complementary task for a better comprehension of the topic.	Textbook: Printed and digital.
11	6	2	AP	Field trip to the Ministry of Women and Vulnerable Populations	Students will observe and take note of how the Ministry of Women and Vulnerable Populations functions, with the aid of the	Field trip.

					professor.	
	6	1	AA	Reading and other materials for the field trip to the fire station.	Students will complete individual study of the assigned materials and reading.	Textbook: Printed and digital.
12	6	2	AP	Field trip to the fire station.	Students will observe and take note of the situation of the firefighters in Cusco and how this institution functions, with the aid of the professor.	Field trip.
	6	1	AA	Reading assigned by the professor and a review the material covered.	Students will read, analyze, and connect the assigned material to the previous class.	Textbook: Printed and digital.
13	7	2	AP	MID TERM REVIEW.	Students will review and summarize the information covered during the first half of the term.	Printed and digital text.
	7	1	AA	Students will review the units covered in class for the exam.	Students will revise class notes and other materials.	Students' notes and course materials.
14	7	1	AP	MID TERM EXAM.	Students will take a one hour exam individually to demonstrate the knowledge gained during the first half of the course.	Evaluation.
	7	1	AA	Reading and other materials about the current status of Peru's non-profit sector.	Students will read the assignment in order to better understand the topic and review the material from the rest of the week, tying it all together.	Textbook: Printed and digital.
15	8	2	AP	The current status and situation of Peru's non-profit sector.	Students will analyze and evaluate the main characteristics and conditions of Peru's non-profit sector today.	Syllabus, PowerPpoint presentation, questions and answers, and topics calendar.
	8	1	AA	Reading and assignment to supplement the professor's lecture.	Students will read the assignment for a better understanding of the topic and review the material from the rest of the week in order to tie it all together.	Textbook: Printed and digital.
16	8	2	AP	Debate about the non-profit sector and best practices.	Students will discuss in class the best practices of Peruvian non-profit organizations.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	8	1	AA	Read and complete the assignment to supplement the professor's lecture.	Students will read the assignment and review the material from the rest of the week in order to tie it all together.	Textbook: Printed and digital.
17	9	3	AP	Field trip to the Plan International NGO.	Students will observe and take note of how the NGO functions, with the aid of the professor.	Field trip.
	9	2	AA	Reading and other materials related to the field trip to the Plan International NGO.	Students will read the assignment and review the material from the rest of the week in order to tie it all together.	Textbook: Printed and digital.
18	10	5	AP	Field trip to the Globalteer NGO.	Students will observe and take note of how the Globalteer NGO functions, with the aid of the professor.	Field trip.
	10	2	AA	Reading and other materials related to current politics and governance in Peru.	Students will read the assigned materials in order to better understand better the content of the following chapter.	Textbook: Printed and digital.
19	11	2	AP	Field trip to the World Vision NGO.	Students will observe and take note of how the World Vision NGO functions, with the aid of the professor.	Field trip.
	11	2	AA	Reading and assignment to supplement the professor's lecture.	Students will read the assignment to understand the topic and review the material from the rest of the week in order to tie it all together.	Textbook: Printed and digital.
20	12	2	AP	Field trip to the Guaman Poma de Ayala NGO.	Students will observe and take note of how the Guaman Poma de Ayala NGO functions, with the aid	Field trip.

					of the professor.	
	12	2	AA	Reading and assignment to supplement the professor's lecture.	Students will read the assignment to understand the topic and review the material from the rest of the week in order to tie it all together.	Textbook: Printed and digital.
21	13	2	AP	Field trip to the Marcavalle Juvenile Reformatory Institution.	Students will observe and take note of how the Reformatory Institution functions, with the aid of the professor.	Syllabus, PowerPoint presentation, questions and answers, and topics calendar.
	13	2	AA	Work on the final paper and presentation.	Students will write their papers and prepare presentations.	Textbook: Printed and digital, other bibliographic resources.
22	14	2	AP	Field trip to the Mantay NGO.	Students will observe the activity of the Mantay NGO and connect it with the previous chapter.	Field trip: interview with the Mantay NGO staff.
	14	2	AA	Work on the final paper and presentation.	Students will write their papers and prepare presentations.	Textbook: Printed and digital, other bibliographic resources.
23	15	2	AP	Presentation of the final papers.	Students will give presentations on their final papers.	Students' PowerPoint presentations, questions and answers.
	15	2	AA	FINAL REVIEW.	Students will review the contents of the course in preparation for the exam.	Digital text, class notes and bibliography.
	16	2	AA	FINAL REVIEW.	Students will review the content of the course in preparation for the exam.	Digital text, class notes and bibliography.
24	16	1	AP	FINAL EXAM.	Students will take a one hour exam individually.	Evaluation.
Basic and supplemental mandatory reading:					[3], [4], [5].	

AA: autonomous learning

AP: contact learning

Methodology

In the first session, the instructor will give a general presentation of the course, syllabus, evaluation criteria, content, activities and learning resources, as well as bibliographical references. An active methodology will be used through cooperation between the students and the instructor, in which students participate and are responsible for their learning through spaces of reflection, opinion and debate. The instructor will provide relevant concepts, examples, cases and pertinent information on course materials, activities, schedules and assignment guidelines to the students. Students will receive the lecture file before class to enable them to explore it ahead of time and in each session we will share our thoughts through debates focused upon the topics being covered. We encourage students to participate actively in debates in class. Further learning is prompted by field trips. These trips will allow students to explore Peruvian society and culture, firsthand and in-depth; after trips students will be required to write a report and summary expressing their personal experience. Students must submit assignments in strict accordance with the course schedule.

Evaluation system

Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.

Nº	Type of evaluation	Weight
1	Continuous assessment	60%
2	Mid-term exam	20%
3	Final exam	20%

Continuous assessment (*)

Type of evaluation	Percentages	Description of disaggregated components of the evaluation			Week	Make-up evaluation	
		Nº	Description	%			
Type 1: Homework.	90%	1	Homework 1	20%			
		2	Homework 2	20%			
		3	Homework 3	20%			
		4	Homework 4	20%			
		5	Homework 5	20%			
		TOTAL			100%		
		Comments:					
Type 3: Participation in class discussions.	10%	1	Participation	100%			
		TOTAL			100%		
		Comments:					

(*) Continuous assessment includes independent study activities.

General guidelines	
<ul style="list-style-type: none">Students who arrive more than 10 minutes late will be counted as absent.No food is allowed in class.	

Course specific rules	
<ol style="list-style-type: none">The professor will check attendance every hour of class, during the first 5 minutes. Students are responsible for controlling their own absences. There is no option to register lateness; if a student is not present when the professor registers attendance, he or she will be considered as absent.Whenever students take an evaluation (for example exams), they will not be allowed to enter the classroom after the professor has distributed the exam. Plagiarism is an unquestionable violation of academic integrity.Students must participate in field trips wearing their USIL jackets and write an analytical report to be submitted 24 hours after the activity.If a student does not respect the disciplinary norms set by the professor, he/she may be asked to leave the classroom.	

Attendance policy	
Total percentage of permitted absences in language courses:	20%
Total percentage of permitted absences in other courses:	30%

Basic and supplemental mandatory reading	
<p>Basic and Supplemental Required Reading is a resource for consultation of the methodology and learning strategy within and beyond the classroom. The USIL library promotes the use of library materials and/or mail and conducts outreach and guidance for their use at the beginning of each academic period.</p> <p>Basic mandatory reading:</p> <ol style="list-style-type: none">BILLIG, Shelley and FURCO, Andrew. (2002) <i>Service-learning Through a Multidisciplinary Lens</i>. IAP.STRAIT Jean R.; NORDYKE Katherine and FURCO, Andrew, ed. (2015) <i>eService-Learning: Creating Experiential Learning and Civic Engagement Through Online and Hybrid Courses</i>. Stylus Publishing.BERGER KAYE, Cathryn. (2004) <i>The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action</i>. Free Spirit Publishing.GELMON, Sherril B. and BILLIG, Shelley H. (2014) <i>From Passion to Objectivity, International and Cross-Disciplinary Perspectives on Service-Learning Research</i>. IAP.CRESS, Christine M.; COLLIER Peter J. and REITENAUER, Vicki L. (2013) <i>Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines</i>. Stylus Publishing. <p>Supplemental mandatory reading:</p> <ol style="list-style-type: none">GARD Nancy & MCGEHEE, Carla. (2005) Social change, discourse and volunteer tourism. <i>Annals of Tourism Research</i> 32(3):760-779. July 2005.CONRAN, Mary. (2011) They really love me! Intimacy in volunteer tourism. <i>Annals of Tourism Research</i> 38(4):1454–1473. October 2011.LUH SIN, Harnng. (2009) Volunteer tourism: "Involve me and I will learn"? <i>Annals of Tourism Research</i> 36(3):480–501.	

Supplemental optional reading	

Approved by:	Validated by:
	Office of Curriculum Development
Date:	Date: