

Il progetto ESAF è coordinato dal Dipartimento di Sociologia e Ricerca Sociale in collaborazione con la Facoltà di Giurisprudenza

JM-ESAF Course

‘Academic Freedom and Human Rights: European and International Perspectives’ Weekly Program and Reading List 2022/2023

Fall Semester: Wednesdays, 13.00-15.00 and Thursdays 17.00 – 19.00 - Room 12, Department of Sociology and Social Research, Via Verdi 26.

This course develops within the Jean Monnet Module ‘European Societies and Academic Freedom: Patterns, Problems, Solutions – ESAF’, funded by the European Commission (2022-2024 - EC-GA 101047448). Information about the **Project** can be found here: <https://cjm.unitn.it/esaf/overview>.

Course Syllabus here: <https://cjm.unitn.it/esaf/university-course>.

Register to the Course Moodle Community here (UniTrento students, including Erasmus): <https://webapps.unitn.it/gestionecorsi/>. After to go to the page, click on ‘Sei uno studente? (are you a student?) in order to see your courses’ list. Then enter your UniTrento username and password and click on ‘Corsi online ai quali sei iscritto’ (Online courses you are enrolled in) and search the course you are interested in. If you do not find that course, click on ‘Corsi online ai quali potresti iscriverti’ (Online courses you can enrol in) and search the course. Once you have found the course, click on it and enter. If you have problems contact: uff.didatticaonline@unitn.it.

Course codes: 135923 Department of Sociology and Social Research (DSRS), Degree in International Studies (L2); 26114 Faculty of Law (IUS - LM5).

Coordinators and Lecturers: Ester Gallo (DSRS), ester.gallo@unitn.it; Gabriele D’Ottavio (DSRS), gabrele.dottavio@unitn.it; Donata Borgonovo Re (Law Faculty), donata.borgonovo@unitn.it; Simone Penasa (Law Faculty), simone.penasa@unitn.it.

Office Hours: by appointments.

Course Assistant: Lisa Pace, International Studies BA Program, DSRS, lisa.pace@studenti.unitn.it.

CFU: 48h with and 8 CFU for DSRS students; 42 hours and 6 CFU for Law students.

Note: The course develops in parallel with a cycle of seminars which are offered to (all) students as ‘Seminari di Credito’, with the title: ‘Histories of Missed Freedom/Storie di libertà mancate’. This seminar series will start at the beginning of October and will include one introductory class by the coordinators, a keynote talk given in English by Peter Burke (University of Cambridge), three seminars in Italian language given by Italian experts, and a concluding class run by the coordinators. Students regularly attending the seminar series will be recognised **2 additional CFU**. For the students enrolled into the ESAF Course, the registration and regular attendance to the seminar series ‘History of Missed Freedom’ is of fundamental importance, not least because the interview to the guests offering the public seminars are part of the main course assessment procedures.

To register for the public talk series (Seminari di credito, Storie di libertà mancate): <https://www.sociologia.unitn.it/100/seminari-di-credito>.



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Unit A Theoretical Unit – Weeks 1-4: 16h

Each unit invites students to engage with some key readings, which are useful to contextualise the debate on academic freedom across disciplinary and context diversity, as well as to gain a background knowledge to subsequently develop advocacy plans and actions. Kindly note that some of the suggested readings already indicated in the Course Syllabus are required readings. Other are additional and have been suggested by the (UniTrento and guest) lecturers to foster students' specific interests and orientations. Students are therefore expected to make their own (voluntary!) selection of the readings, while nonetheless to be prepared to each class and to bring their own perspectives. Wherever possible a PDF copy of the reading will be uploaded in the Course Moodle Community. Unit A aims at providing students with an interdisciplinary background knowledge on academic freedom.

General propaedeutic readings for Unit A

- Karran, T. 2009. 'Academic Freedom: In Defence of a Universal Ideal' *Studies in Higher Education* 34(2)
- Akerlind, G.S. and C. Kayrooz 2003 "Understanding Academic Freedom: The views of social scientists", Higher Education Research & Development, 22(3): 327–344.
- Moody-Adams, M. 2018. *Is There a Safe Space for Academic Freedom?* In Lackey, J. (ed) *Academic Freedom*. Oxford: Oxford University Press. Chapter 3: 36-59.
- Fish, S. 2014. *Versions of Academic Freedom. From Professionalism to Revolution*. Chicago: Chicago University Press. Chapter 1 (The Five Schools).
- Macfarlane, Bruce. 2017. *Freedom to learn. The threat to student academic freedom and why it needs to be reclaimed*. London: Routledge. Introduction and Chapter 1.
- Adebayo, K.O. 2022. 'The state of academic (un)freedom and scholars rescue program: a contemporary and critical overview' *Third World Quarterly* 43(8): 1817-1836.
- Bar-Tal, Daniel. 2017. 'Self-Censorship as a Socio-Political-Psychological Phenomenon: Conception and Research' *Advances in Political Psychology* 38(1): 37-65.
- Bowen, R. W. (2005). 'Academic freedom undermined: Self-censorship. *Academe*, 91(4), 72.

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Week 1: 21st – 22nd September 2022

Lecture 1a. Wednesday 21st September 13.00 – 15.00

Title: *Introduction: academic freedom and advocacy*

Topic: The first part of the class will introduce students to the course's aims, organisation, contents and assessments, and it will discuss with the students the three components (units). It will also be presented different international/national organisations operating in the field of at-risk scholars and students' protection such as *Scholars at Risk* (International and Italy). The second part of the class will introduce students to the major challenges academic freedom faces in the present, within and beyond the European Union. The third part of the class is dedicated to the presentation and preliminary discussion of the proposed advocacy cases: students will be invited to initiate a reflection on which cases they are most interested in and to start organising working-groups, so to come prepared for the start of the Advocacy Lab Unit.

Lecturer: Ester Gallo, Gabriele D'Ottavio, Simona Penasa, Donata Borgonovo Re.

Lecture 1b. Thursday 22nd September 17.00 – 19.00

Title: *The European Dimension of Freedom of The Arts and Science.*

Topic: Freedom of scientific research and academic freedom are universal freedoms in the EU Area. The lecture will explore the common law tradition of freedoms and fundamental rights against some illiberal states that are rising in the EU contest. This class will have as guest lecture as expert of constitutional law and one of the founding members of Scholars at Risk Italy, in dialogue with two members of the Law Faculty at the University of Trento.

Lecturer: Gianmario Demuro, University of Cagliari.

Discussants: Lucia Busatta and Simone Penasa, University of Trento.

Suggested Readings:

Beiter, K.D. Karran, T. and Appiagyei-Atua, K. 2016. *Academic Freedom and Its Protection in the Law of European States* Koninklijke Brill-Leiden. Available online [here](#).

Karran, T. 2007. 'Academic Freedom in Europe: A Preliminary Comparative Analysis' *Higher Education Policy* Vol. 20, No. 3, p.289– 313. Is available online [here](#).

EU Official Documents:

2018 European Parliament Recommendation on Academic Freedom: https://www.europarl.europa.eu/doceo/document/TA-8-2018-0483_EN.html

2020 Bonn Declaration on Freedom of Scientific Research: [Here](#).

2020 Rome Ministerial Communiqué adopted by the Ministers of the European Higher Education Area (EHEA): http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf

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Week 2: 28th – 29th September 2022

Lecture 2a – Wednesday 28th September 13.00 – 15.00

Title: *The historical development and contemporary interpretations of academic freedom*

Topic: The first part of the class maps the historical development of the principle of academic freedom in Europe and in the US between the end of the XIXth and beginning of the XXth century, discussing also older roots of the concept. It will trace continuities and differences between the two contexts. It will discuss academic freedom as an individual right as well as a principle intimately linked to an idea of a community of inquiry and learners highlighting its relational dimension. This will set the ground for the subsequent analysis of, first, students and academic freedom and, second, the role of universities in protecting at-risk scholars, students and staff. The second part of the class delves into different – and often conflicting – interpretations of academic freedom: it will be stressed how the debate mainly generated and developed in the US, and the margins of applicability in the EU and in other contexts. This will set the ground for subsequent discussion about academic freedom in developing countries and/or post-colonial states.

Lecturer: Ester Gallo

Suggested Readings:

Menand, L. 1996. 'The Limits of Academic Freedom' in *The Future of Academic Freedom* (ed by) L. Menand, 3-20. Chicago: Chicago University Press.

Fish, S. 2014. *Versions of Academic Freedom. From Professionalism to Revolution*. Chicago: Chicago University Press. Chapter 1 (The Five Schools).

Lecture 2b – Thursday 29th September 17.00 – 19.00

Title: *Academic freedom, freedom of expressions and human rights*

Topic: This class discusses the relation between academic freedom, freedom of expression and human rights, by drawing from Human Rights Declaration, the European Convention on Human Rights (1950), the European Charter on Fundamental Rights (2000) and the Italian Constitution. The analysis will focus specifically on the 1997 UNESCO Recommendation, which represents a ground for the codification of academic freedom and the related principle of institutional autonomy.

Lecturer: Donata Borgonovo Re

Suggested readings:

Vrieling, J.- Lemmens, P.- Parmentier, S. and the LERU working group on Human Rights (2011), *Academic Freedom as a Fundamental Right* in *Procedia-Social and Behavioral Sciences*, 13, 117- 141 (open access);

Hofmeister, H. (2022), *The protection of Scientific Freedom under the European Charter of Fundamental Rights: a critical analysis* in De Gennaro, I.- Hofmeister, H.- Lufter, R. (ed by), *Academic Freedom in the European Context*, 289-322 (open access);

Rossi, E.- Addis, P.-Biondi Dal Monte, F. (2016), *La libertà di insegnamento e il diritto all'istruzione nella Costituzione italiana* in *Rivista AIC- Associazione italiana costituzionalisti, Osservatorio costituzionale*, 1-17.

Quinn, Robert. and Levine, Jesse. 2014. 'Intellectual-HRDs and claims for academic freedom under human rights law' *The International Journal of Human Rights* 18(7-8): 898-920.

International Documents:

Recommendation concerning the Status of Higher-education Teaching personnel (1997), UNESCO General Conference, Paris 21 October- 12 November: [Here](#).

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Week 3: 5th- 6th October 2022

Lecture 3a – Wednesday 5th October 13.00 – 15.00

Title: *The violations of academic freedom in the age of tyrannies.*

Topic: This class will provide students with a background knowledge on the relationship between universities and dictatorial regimes throughout the XXth century. The discussion will delve into the major legislative measures that have marked the history of violation of academic freedom XXth century Europe. The lecturer will discuss specific case studies, with the aim to identify the role of universities and of academic communities in differently complying or opposing Nazi-Fascist and Communist regimes. The class will finally discuss different forms of exile or forced migration involving university communities due to political and/or racial reasons. This lecture will set the ground for a comparative analysis of present forms of violations of academic freedom in dictatorial or authoritarian regimes, and it is in dialogue with the cycle of public seminars 'Histories of Missed Freedom'.

Lecturer: Gabriele D'Ottavio

Suggested Reading:

Connelly, J. and Grüttner, M. (eds), *Universities under Dictatorship*, State College, Pennsylvania State University Press, 2005

Lecture 3b – Thursday 6th October 17.00 – 19.00

Title: *Higher Education and academic freedom in EU partner countries, developing and postcolonial states*

Topic: This class will bring the debate on academic freedom in contexts different from the ones where the concept originally developed, that is Europe and the US, with the aim at looking at continuities and differences between different geopolitical areas. The first part of the class will explore if, how and the extent to which academic freedom - in its different dimensions – find place in the development of postcolonial states and nation-building processes, and what colonial legacies might permeate in the present. In the second part of the class, we will discuss the different ways in which conflicts and political violence impact on higher education communities and leads to different typologies of violations. Finally, we will critically debate the role of European and US programs in defending academic freedom, their positive impacts but also their limits. This class will contribute to set the ground for the subsequent advocacy unit.

Lecturer: Ester Gallo

Suggested Readings:

Said, E. 1996. 'Identity, Authority and Freedom: The Potentate and the Traveler', in *The Future of Academic Freedom* (ed by) L.Menand, 214-228. Chicago: Chicago University Press.

Higgins, J. 2013. *Academic Freedom in a Democratic South Africa*. Wits University Press. Chapter 1 and Chapter 4.

Akker, J. 2006. 'Academic Freedom in the Middle East, Africa, Asia: Looking Toward the NEAR Future', in Gerstmann, E. and Streb, M. (eds). *Academic Freedom at the Dawn of the Century. How Terrorism, Governments, and Culture Wars Impact Free Speech*, pp. 99-114. Stanford: Stanford University Press.

Nauffal, D. and Nader, J. 2021. 'Organizational cultures of higher education institutions operating amid turbulence and an unstable environment: the Lebanese case'. *Higher Education*. Online First at: <https://link.springer.com/article/10.1007/s10734-021-00771-y>.

Murove, M. 2018. 'Academic Freedom and the Problems of Patriotism and Social Responsibility in Post-colonial Africa' *Alternation Special Edition* 23 (2018) 326 – 345: [here](#).

Oleksiyenko, A.V. 2020. 'Is academic freedom feasible in the post-Soviet space of higher education?' *Education Philosophy and Theory* 53(11): 1116-1126. [See the full Special Issue for other themes and geopolitical contexts in the same journal here: <https://www.tandfonline.com/toc/rept20/53/11>].

Nets-Zehngut, R. and Fuxman, S. 2017. 'Self-Censorship of Narratives of Political Violence in Academia' in D. Bar-Tal, R. Nets-Zehngut and K. Sharvit. (eds). *Self-Censorship in Context of Conflict. Theory and Research*, 175-205. Cham: Springer.

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Week 4: 12th – 13th October 2022

Lecture 4a – Wednesday 12th October 13.00 – 15.00

Title: *Students Academic Freedom: A Critical Re-appraisal*

Topic: Students' freedom to study and to express their opinion within and beyond university spaces is a key component of the broader principle of academic freedom. Both the dimension of liberty – *freedom from* discrimination or marginalisation and *freedom to* pursue educational aims – reveal to be important and yet under studied. There is indeed very limited knowledge about the way in which students conceptualise, experience and engage with the principle of academic freedom within specific contexts and across them. IN this lecture we will explore questions such as: what rights do

student have? Are they free to choose their subject or to study in their own language? How can student better enhance and defend academic freedom in contemporary higher education system? In this lecture we will have as guest one of the leading expert of academic freedom at international level, in dialogue with a doctoral student who has recently completed her Master Thesis research on the diaspora of Belarus students.

Guest Lecturer: Terence Karran, University of Lincoln.

Discussant: Cristina Mazzero, University of Trento.

Suggested Readings

Bowden, R.G., (2010). Students' Rights: A conceptual framework for postsecondary student academic freedom. *Academy of Educational Leadership Journal*, 14(1), 27-36.

Dirk Moses, A. (1991) "Academic freedom today: a student's perspective" *Bulletin of the Australian Society of Legal Philosophy*, 16, 71-90.

Goldman, Alvin L., (1966) "The University and the Liberty of its Students - A Fiduciary Theory", *Kentucky Law Journal*, 54(4):643-682.

Macfarlane, B., (2011). Re-framing students' academic freedom: a capability perspective. *Higher Education*, 63, 719-732.

Macfarlane, B., (2017) *Freedom to Learn: The Threat to Student Academic Freedom and Why it needs to be Reclaimed*, Abingdon: Routledge/SRHE

Magsino, R. F. (1978) "Students' academic freedom and the changing student/university relationship" In K. A. Strike, K. Egan (Ed.), *Ethics and Education* (pp. 36-57). London: Routledge and Kegan Paul.

Monypenny, P., (1963) "Towards a standard for students' academic freedom," *Law and Contemporary Problems*, 28(3): 625-635.

Nordal, E., (2016) *Students' academic freedom in Europe: A means to an end or an end in itself?* Master of Philosophy Thesis in Higher Education University Of Oslo

Williamson, E., (1964) "Do students have academic freedom?" *College and University*, 3: 466-487.

Lecture 4b - Thursday 13th October 17.00 – 19.00

Title: *Gender Studies and Women in Academia: Between Internal Marginalization and External Backlashes.*

Topic: The seminar deals with the freedom - and its boundaries - of gender studies and women in academia adopting a national and international perspective. In particular, the speech will illustrate, on one side, the still present marginalization of women and gender studies in (Italian) academia. On the other, it will show the backlashes that gender studies and sexual minorities are facing in this particular moment in the national and international context, connected to other serious attacks against feminism and women's rights.

Guest Lecturer: Maddalena Cannito, University of Turin

Suggeste Readings:

Norris, P. (2021). Cancel Culture: Myth or Reality? *Political Studies*;

Donà A. (2020). Who is afraid of 'Gender'? Gender and Politics Research between Institutionalization and Contestation in Italy. *Italian Political Science*, 14(3), pp. 206-216.

Verloo M. e Paternotte D. (2018). Editorial. The Feminist Project Under Threat in Europe. *Politics and Governance*. 6(3), pp. 1-5.

Blell, M., Liu, S.J.S and Verma, A. 2022. 'A one-sided view of the world': women of colour at the intersections of academic freedom' *The International Journal of Human Rights* DOI: 10.1080/13642987.2022.2041601

Giorgi, A., Eslen-Ziya, H. and Peto, A. 2022. 'Academic Freedom, Science and Roght-Wing Politics: An Interview with Andrea Peto', in *Populism and Science in Europe* (eds by) H.Eslen-Ziya and A.Giorgi, 285-294. London: Palgrave MacMillan.

Pearce, R. 202. 'Academid Freedom and the Paradox of Tolerance' *Nature Human Behaviour*. <https://www.nature.com/articles/s41562-021-01214-5>

Suissa, J. and Sullivan, A. 2021. 'The Gender Wards, Academic Freedom and Education' *Journal of Philosophy of Education* 55(1): 55-82.

Unit B Thematic Modules – Weeks 5-6: 8 hours

Unit B aims at deepening students' awareness of specific debates related to academic freedom. This year we will explore with international experts two topics: *first (MB1)* the relation between academic freedom, scientific research and biolaw, with Iñigo de Miguel Beriain and Simone Pesana; *second (MB2)* the relation between academic freedom, and labour precarity and socio-geographical mobilities in Europe, in dialogue with Asli Vatansever, Donata Borgonovo Re and Ester Gallo.

MB1 - Week 5: 19th – 20th October 2022

Lecture 5a – Wednesday 19th October 13.00 – 15.00

Title: *Academic freedom and scientific research: The European and comparative framework*

Lecturer: Simone Penasa

Topic: The seminar provides students with knowledge about national and supranational frameworks that guarantees freedom of scientific research in the specific context of biomedical research. Students will engage with the discussion of concrete cases with the aim of understanding through which juridical means freedom of scientific research might come to be fostered or limited to protect other constitutional rights.

Suggested readings:

Tomasi, Marta; Penasa, Simone; Cozzi, Alessia-Ottavia; Mascalzoni, Deborah, "Law, Genetics and Genomics: An Unfolding Relationship" in *BIOLAW JOURNAL*, v. 2021, n. S1 (2021), p. 1-5

Penasa, Simone; Busatta, Lucia, "Biotechnologies, Birth and the Right to Know One's Genetic Origins" in *BIOLAW JOURNAL*, v. 2021, n. 1 (2021), p. 187-208. - URL: <https://www.biodiritto.org/>

Lecture 5b – Thursday 20th October 17.00 – 19.00

Title: *Freedom of research, genome editing and embryonic stem cells*

Guest Lecturer: Iñigo de Miguel Beriain, Universidad del Pais Vasco

Topic: Freedom of research can be compromised in contexts where the subject of research raises social and political controversies. Telling examples are researches on embryonic stem cells as well as on human genome editing. This guest lecture will delve into problems related to academic freedom in the above mentioned contexts, outlining crucial nodes and possible ways ahead to address and solve emerging challenges.

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MB2 - Week 6: 26th – 27th October

Lecture 6a – Wednesday 26th October 13.00 – 15.00

Title: *Academic freedom and labour precarity in Europe*.

Topic: While academic freedom has been a top agenda point for the global scientific community in recent years, the public and academic discourse has often been marked by a negative interpretation of the term understood merely as exemption from state intervention and censorship. This class highlights that this is not where the story ends: the ability to exercise academic freedom not only involves the freedom of expression in its abstract sense but should involve the capability to determine research agendas and curricula independently from market pressures or threats of career sabotage.

Guest Lecturer: Asli Vatansever, Bard College Berlin.

Discussant: Donata Borgonovo Re.

Suggested readings:

Vatansever, A. 2022. 'The Making of the Academic Precariat' *Work Employment and Society* Online first at:

<https://journals.sagepub.com/doi/abs/10.1177/09500170211069830>.

Vatansever, A. and Kölemen, A. (2022 forthcoming, some extracts will be provided) *Academic Freedom and Precarity in the Global North. Free as a Bird*. London: Routledge.

Busso, S. and Riveti, P. 2014. 'What's Love Got to Do with it? Precarious Academic Labour Forces and the Role of Passion in Italian Universities'. *Recherches Sociologiques et Anthropologiques* 45(2), here : <https://journals.openedition.org/rsa/1243>

Gallas, A. 2018. 'Precarious academic labour in Germany' *Global Labour Journal* 9(1), downloadable from ResearchGate.

Strasser, S. and Loher, D. 2019. 'Politics of precarity: Neoliberal academia under austerity measures and authoritarian threat' *Social Anthropology* 27(2) : 5-14 (Introduction to the Special Issue, you can consult the full special issue open access here :

<https://onlinelibrary.wiley.com/toc/14698676/2019/27/S2>

Lecture 6b – Thursday 27th October 17.00 – 19.00

Titolo: *Political violence and academic displacement. Problematising the category of 'refugee' scholars and students*.

Lecturers: Asli Vatansever, Bard College Berlin; Cristina Mazzero and Ester Gallo, University of Trento.

Discussant: Donata Borgonovo Re, University of Trento.

Topic: This class sets a dialogue between three researchers who have recently conducted fieldwork in different European locations on displaced scholars (Vatansever and Gallo) and students (Mazzero). Each lecturer will present her research for about 15', highlighting the meanings, experiences and consequences of 'displacement' in higher education, as well as what the concepts of 'exile', 'displacement', 'forced migration' and 'refugees' reveal/hinder in terms of the social understanding of the process. Case studies from Turkey, Belarus, West Africa and South Asia will be presented and debated.

Suggested Readings:

Vatansever, A. 2020. *At the Margins of Academia. Exile, Precariousness and Subjectivity*. Leiden: Brill.

Kmak, M. and Björklund, H. 2022 (eds) *Refugees and Knowledge Production. Europe's Past and Present*. London: Routledge. Open access here: <https://www.routledge.com/Refugees-and-Knowledge-Production-Europes-Past-and-Present/Kmak-Bjorklund/p/book/9780367552060>.

Cantat, C. Cook, I.A., Kumar Rajaram P. (eds). 2022. *Teaching and Learning with Refugees*.

Opening Up the University, New York-Oxford, Berghahn. Open access here: <https://www.berghahnbooks.com/title/CantatOpening>.

Unit C Advocacy Lab – Weeks 7-12: 24 hours

This unit aims at familiarising students with the meanings, ethics, values, strategies and limits of advocacy, with the strategies that can be adopted to plan and communicate an advocacy campaign and, with the drafting of an advocacy report which has both scientific and policy purposes. Students will draw from the background knowledge and inputs gained during Units A and B to choose the case of violation of academic freedom they wish to work on and will work in small groups of 6-8 students to conduct research on the case, design which advocacy actions they want to undertake and organise the drafting of the final report (in English and Italian). In this Unit, students will be the main actors and organizers and lecturers will mainly act as facilitator in supporting their initiative. The proposed country-focus this academic year will be:

- Afghanistan
- Post-Soviet States
- Iran
- Europe

Students will **narrow down their focus by selecting cases** of violations that might involve single or groups of scholars, students, administrative staff or academic institutions. Some suggestions of specific cases will be shared in a separate advocacy document. Where possible, advocacy will be carried out in collaboration with Scholars at Risk International and in dialogue with other advocacy classes in Europe and the US.

This part will **develop in dialogue with at-risk scholars from Afghanistan, Iran, Russia and Ukraine**. Some of them currently working in Trento, others will visit us or connect from remote. Their names will be shared in the course, for safety reasons. They will take active parts to our classes and discussion and will share with students their ideas and suggestions on advocacy.

Advocacy actions can involve: writing petition letters to national-supra national institutions, initiating a media campaign, organising a student awareness party in the campus, drafting manifesto in defence of the scholar/student, writing a news for the web or a review, setting a video message. Examples of advocacy campaign and reports will be uploaded in Moodle and discussed in class.

A **general key reading** to support the activities in Unit C is:

Hofer, R. 2019. *Advocacy Practice for Social Justice*. Oxford: Oxford University Press.

Week 7: 2nd – 3rd November

Lecture 7a – Wednesday 2nd November 13.00 – 15.00

Title: *Students and advocacy: concepts, methods and related risks*.

Facilitator: Ester Gallo, at-risk scholars.

Topic: By this date students have already decided on which cases they want to work on and the groups they have formed. In the first part of this class the lecturer will briefly outline the ethics, values and planning of advocacy and discussed with students a grid of questions/activities they are invited to use and shape according to their orientations. IN the second part of the class students will work in group.

IMPORTANT: PLEASE NOTE THAT ON THURSDAY THE 3RD NOVEMBER THERE IS NO CLASS BECAUSE WE HAVE THE ESAF PUBLIC TALK (17.00 – 19.00) IN KESSLER ROOM. WE WILL RE-SCHEDULE THE CLASS, MOST PROBABLY ON MONDAY 14TH NOVEMBER 17-19 IN ROOM 20 (TBC)

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Week 8: 9th – 10th November

Lecture 8a – Wednesday 9th November 13.00 – 15.00

Titolo: *Students and advocacy: concepts, methods and related risks*.

Facilitators: Adam Braver, Roger William University and Scholars at Risk Advocacy Coordinator; Claire Robinson, SAR Advocacy Director; Francesca Helm, University of Padova and Federica Tagliavini, University of Trento.

Topic: Scholars, policy advisors and students who are active in developing advocacy courses in their home institutions and SAR will share their experience and suggestions, and will support students in developing their ideas and plans.

Lecture 8b – Thursday 10th November 17.00 – 19.00

Title: *Implementing and discussing the advocacy research*

Facilitators: Adam Braver, Roger William University and Scholars at Risk Advocacy Coordinator; Francesca Helm, University of Padova; at risk scholars.

Topic: Students discuss their ideas for the advocacy, divide the work and tasks within each group and set the timeline.

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Weeks 9-11: 16th – 17th and 23rd-24th November

Monday 14th November, 17.00 – 19.00 Room 20 (catch up class)

Wednesday 16th November, 13.00 – 15.00

Dott. Arseniy Petrov, University of Trento on Academic Freedom in Russia

Thursday 17th November, 17.00 – 19.00

Wednesday 23rd November 13.00 – 15.00

Thursday 24th November, 17.00 – 19.00

Dott.ssa Halyna Dovhan, University of Trento on Academic Freedom in Ukraine

Tuesday 29th November, 17.00 – 19.00 Room 16 (catch up class)

Dott.ssa Raha Sabet Sarvestany, Turku University on Academic Freedom in Iran

Wednesday 30th November, 13.00 – 17.00

Thursday 1st December, 17.00 – 19.00

Wednesday 7th December, 13.00 – 15.00

Dott. Homayoon Ganji, University of Pisa and Dott.ssa Nahideh Faiaz, Scuola Sant'Anna, on Academic Freedom in Afghanistan

Students work in class (as well as outside the class!) with three main aims, and in dialogue with at-risk scholars and students in UniTrento:

- Conduct research on the threatened individual, group or institutions;
- Conduct research on the IR standing of selected countries/ International actions taken by EU bodies and other global actors.
- Identify and implement advocacy actions (events, petition letters, video, graphic/design, other).
- Start drafting the Final Report structure.

Each group work presents the work done and discuss with the class the key points of the researched case, the advocacy actions taken so far and planned, the challenges and accomplishments up to this point. SAR Advocacy referents Adam Braver and Clare Robinson, at-risk scholars will participate or connect from remote to give feedback and engage with students' questions.

IMPORTANT: During these weeks we will have to schedule 2 extra classes to catch up with classes we miss due to national holidays or to other overlapping seminars.

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Week 12: Wednesday 7th December [Thursday the 8th is national holiday]

On Wednesday the 7th 13.00 – 15.00 we will have our last class. We will discuss the work done for Task 1 (Interview) and Task 2 (Final Advocacy Report), learned lessons, challenges and potential future interests in relation to advocacy – and discuss the next steps towards the conclusions of the activities. The coordinators of the course would aim that the advocacy groups will continue to keep in touch between themselves and with us, to update about advocacy activities.

If useful, the **course coordinators will be available in the following week (13) informally and on a voluntary basis** (Wednesday 14th 13.00 – 15.00 and Thursday the 15th 17.00 – 19.00, Room 12) **to catch up with students, support their work, answer to questions and comment on Task 1+ 2 drafts before the Christmas Break.**