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| Instructor: Dr. Jaclyn M. Johnson |
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| Office: 460 B Crounse |
| Office Hours: Before and after class, or by appointment. Students are welcome to drop in if my office door is open. |

**Outflows: Understanding the Refugee Crisis**

**FYS 130**

**Course Motivation:**

According to the UN Refugee Agency (UNHCR), “nearly 1 person is forcibly displaced every two seconds as a result of conflict or persecution” globally. Given this startling fact, it is imperative for global citizens to understand the root causes and effects of refugee outflows. This course will explore why refugees leave their home countries in the first place, the process of resettlement, and the ongoing difficulties of assimilation.

Beyond the intellectual exercise of understanding the refugee crisis, this course seeks to highlight the human element of this systemic issue. In order to accomplish this goal, students will help teach citizenship classes at Kentucky Refugee Ministries. This experience will allow students to interact with political refugees and hear more about their stories. Students will also read two novels that seek to tell the human story of the refugee crisis.

**Course** **Goals**:

* + - Awareness of social context –
      * Through the examination of push and pull factors that drive migration.
      * Through interacting with clients at KRM.
    - Written Communication –
      * Through reading reflections.
    - Oral communication –
      * Through final presentations.
      * Through interacting with clients of KRM and teaching citizenship class.
      * Through discussions with peers.
    - Critical Inquiry –
      * Through final presentations.
      * Through discussions in class.
    - Creative exploration -
      * Through final presentations.
      * Through various in class activities.

**Expectations and Grades:**

Students are expected to be energized about the topic of this course, given that they were able to select from a list of topical courses. As such, students should come to class every day well rested, prepared, and ready to engage with the material. If there is something preventing a student from doing this, they are to let me know as soon as possible. Students are expected to read all assigned material. I reserve the right to end a class period at any time if it is clear that students have not prepared adequately. This is awkward for everyone. Please prepare for class.

Student grades will be earned by:

Reading reflections (2) – each worth 50 points

Participation and Discussion – 100 points

KRM sessions – 200 points total

Quizzes – 100 points total

Preflection, midsession reflection and final reflection – 100 points each

Final projects – 200 points

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| 1000-930 | A |
| 929-925 | A- |
| 925-920 | B+ |
| 919-850 | B |
| 849-845 | B- |
| 844-840 | C+ |
| 839-770 | C |
| 769-765 | C- |
| 764-685 | D |
| 685-below | U |

**Final Grade Policies**: Students that are within 5 points of the next higher letter grade at the end of the semester are invited to submit a formal letter to the instructor arguing why the student feels they deserve the higher grade. These letters should point to specific, observable moments of learning, engagement, and participation. This letter will be carefully reviewed by the instructor. The instructor reserves the right to keep the student at the lower letter grade or to bump them to the next higher grade if sufficient evidence is presented. Students outside of this 5 point threshold will not be considered for a grade increase.

**Late Work:** Each student gets one 24-hour grace period that they may use in the semester. Once you use it, you lose it. It may not be used for the final project. Each day it is late, the assignment will be penalized 50%.

**Missed Class:** Students are expected and required to attend class. Students will only be allowed to make up missed work if they have a university approved excuse. Otherwise, the students will miss out on content (most importantly) and points that were given that day. Quizzes cannot be made up unless the students provides a university approved excuse. Each day of Centre Term a student misses without an appropriate excuse will deduct 10 points off their final grade.

**Other Policies**

**Academic Integrity**: TL;DR Do not plagiarize or cheat!

A high standard of academic honesty is expected of students in all phases of academic work and College life. Academic dishonesty in any form is a fundamental offense against the integrity of the entire academic community and is always a threat to the standards of the College and to the standing of every student. In taking tests and examinations, doing homework and laboratory work, and writing papers, students are expected to perform with honor. In any written exercise for College courses, students will be held responsible for knowing the difference between proper and improper use of source materials. The improper use of source materials is plagiarism, and, along with other breaches of academic integrity, is subject to disciplinary action. If the instructor has a concern about a student’s academic honesty, the Associate Dean must be notified. Students should consult the Student Handbook for a full description of breaches of academic integrity subject to disciplinary action. -Centre College Student Handbook

**Classroom Civility**:

We will create a supportive environment in our classroom this semester. We should all be allowed to try and fail, speak and question, engage and participate without a climate of hostility or judgement.

Statement #1 - We pledge continuing efforts to build and strengthen a community enriched by our differences and founded upon our common humanity. Centre respects the right of all members of the community to express their individuality in a manner that is consistent with the dignity and welfare of others. Centre strives to create an environment where differences are celebrated rather than discouraged, where individuals have the opportunity to exchange ideas and share in the richness of mutual experience. By valuing the individual’s total character over any single characteristic, Centre will maintain its unique community. -Centre College Statement of Community

Statement #2 - The class environment is a space where we are constantly asked to listen to others and to share our ideas – actions that are a reflection of who we are. Skillful communication and attentive listening can create a space that fosters intimacy, vulnerability, and risk-taking. As a result, the first and most fundamental principle for participating in this class is RESPECT. Inevitably, the course content, materials, and perspectives we engage may seem controversial or become potentially uncomfortable because we intentionally analyze “sensitive” issues regarding race, class, gender, religion and/or sexuality. These matters therefore require a concerted effort from participants to maintain a sense of maturity and integrity, but also respect for all others at all times. I promise to do my best to model constructive communication and active listening, and to treat everyone in the class with respect. I expect that everyone in class will make their best effort to do the same. Remember, giving someone the benefit of the doubt is as much an act of grace as it is a sign of maturity. -Williams College, Rhon Manigault-Bryant

**Diversity Statement:** Everyone, absolutely everyone, is welcome in my classroom. I expect for all students to make a concerted effort at inclusivity, kindness, and equality. If anyone is made to feel marginalized, and I am aware of it, I will handle this issue promptly and directly. If anyone is made to feel marginalized, and I am unaware of it, I welcome students to my office to talk about these experiences so that we may address them together.

**Academic Accommodations**: I will vow to do my best to accommodate any student with physical or learning disabilities. Students with physical impairments and learning disabilities will sometimes need accommodations to help them have an equal opportunity to learn. These can include seating location preferences, permission to tape lectures, and extra time on tests and other assignments [at Centre, time-and-a-half is the norm]. Whatever accommodations are provided, if any, should be the result of a discussion between the student and the College’s coordinator for disabilities, Mary Gulley (x5223), who will then prepare a signed Accommodation Notice (a laminated sheet) for the student to show professors when an accommodation is necessary. In any course, the instructor must sign the back of the Accommodation Notice before any accommodation can take effect. It is the student’s responsibility to discuss any necessary accommodations with Dr. Gulley and to process completely the Accommodation Notice through her office as directed.

\*\* I reserve the right to alter the syllabus. This could mean fewer readings, more readings (I will try not to), or shuffling dates. Pacing can be hard to determine from the outset of the semester. I will try my best to adhere to what is presented here, but be ready to go with the flow. All changes will be communicated via Moodle.