

**UIW European Study Center**

**Instructor: Mrs. Cynthia Plueger, M.Ed. Adult Edu**

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**Office: Bergstrasse 106, 69121 Heidelberg**

**Office Hours: By Appointment**

**Class Meetings: TBD      Location: TBD**

## **Contemporary Refugee Crisis: Project-Based and Service Learning Spring 2018**

### **Course Description:**

This course examines important contemporary and controversial issues facing the various actors in the European Refugee Crisis, with a focus on searching for outcomes with appropriate resolutions. Various topics are explored both through readings and as part of field experiences. The course uses an interdisciplinary lens to examine the challenges that arise from the large-scale human migration and asylum processes. Students will engage with classic as well as contemporary pieces in various subjects, and reflect on their own past and present experiences in service within individuals, families, neighborhoods, communities, schools, and other systems. Seminar assignments are designed to help students develop a foundation and create a plan for themselves to engage in meaningful and impactful service-learning work throughout their college careers and beyond.

### **Teaching and Learning Format: Project-Based/Service Learning**

A dynamic project based approach to students exploring real-world problems and challenges is used as the primary teaching methodology. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the various subjects they're studying. Project-based service learning emphasizes educational opportunities that are student-centered, collaborative, and integrated with real-world issues and practices. Learning environments which foster academic achievement through hands-on, authentic learning can motivate students by engaging them in their own learning. Students apply and integrate the content of various subject areas at authentic moments in the production process in a service learning setting where they are reinforcing theoretical knowledge and building a practical tool kit. The learning outcomes becomes relevant and useful as students establish connections real world scenarios. Authentic discipline based projects designed by the students will assist in addressing real-world concerns and develop lifetime skills.

### **Course Objectives:**

**After successful completion of this course participants will acquire the following:**

1. The ability to deliver a community service with a focus on the European refugee crisis to increase the awareness of the breadth and depth of this global issue, both internationally and locally.
2. The knowledge and skills used to examine the impact of the refugee crisis on communities across Europe, Africa, Asia (Cambodia and Vietnam), the United States and the Middle East (Syria, Iraq and Afghanistan).
3. Develop a comprehensive understanding of the European Refugee Crisis, Migration and Asylum processes.
4. The experience of a seminar format which takes advantage of a variety of teaching and learning methods to develop content knowledge, builds skills in critical thinking, creativity, writing, and develop independence and confidence.
5. Participants share knowledge of global refugee crisis, issues of marginalization and identity, environment and health, lifelong learning, the market economy and community empowerment.

6. Make both formal multimedia presentations and informal oral presentations.
7. Serve as an active group and class participant.

### **Course Outcomes:**

Motivating student leaders to emerge, engage and embrace the service learning process, allows the students to be thoughtful and intentional in their lesson and activity planning for their service learning immersion. Creating a self-awareness and authorship culture within an environment, where students are setting and achieving their personal goals while fulfilling a deficient fundamental need within the refugee community.

1. Provides a sense of identity, efficacy, moral and spiritual growth for the student's personal development.
2. Fosters interpersonal development of leadership and communication skills with the ability to work with others.
3. Students receive cultural and racial understanding with a sense of civic responsibility and citizenship skills.
4. Students will learn to manage relations between the institution and the local refugee community.
5. Students learn the importance of perseverance to service learning commitments and voluntary activities.
6. Fosters the student's relationship with faculty.
7. Advances the student's academic learning and abilities to apply knowledge to real world complexity of understanding, problem analysis, critical thinking and cognitive development.

### **Student Responsibilities: All course participants will:**

1. Complete volunteer service hours at the Patrick Henry Village, Counseling Center for Refugees. All students will serve weekly at the center as part of the host and care team, as a facilitator, or assistant in sponsored activities such as kids crafts, sports, and language classes.
2. Complete required course readings as assigned by the Instructor.
3. Reflect often by means of journal entries—before, during, and after the project—on what they are learning in terms of content, empathy, respect, service, civic duty, and more.
4. Develop and implement an action plan to engage refugee children during the service learning process.
5. Deliver class presentations. Present project based outcomes at the International Symposium held in Strasbourg France.
6. Attend and participate actively in weekly in-class debriefs and discussions.

### **Instructor Responsibilities:**

1. Create and maintain a learning environment that is conducive for all student's learning.
2. Facilitate class discussions, clarify and enhance student presentations.
3. Keep office hours.
4. Maintain the course web site.
5. Provide student assistance with all course materials.
6. Provide consistent and timely feedback on all assignments.

**Course Assessments and Grading:** The instructor believes Education is crucial to growth and development, which provide the fundamental tools necessary to move forward within society and the career aspect. One purpose of education is to strengthen competencies in critical thinking and in communication skills, written and oral. These skills are vital for professional development. As a result, your grade for this course will be based on your performance in these areas as well as your interaction within the service community.

1. Written work will be evaluated by content, ideas, conceptualization, synthesis and connection to course readings and subject matters. Methods, grammar, clarity, content and conciseness will be considered during the grading process.
2. Weekly journal entries will Integrate the service experience and classroom discussions through reflective thinking.
3. Participants will engage in dialogue about the issues that affect the people we serve and respect the perspective of other classmates during face to face interaction.
4. In addition to instructor guidance on projects/presentations, participants will utilize and receive peer evaluations by established rubrics.
5. Lack of attendance or class participation will negatively impact the student's grade.

### **Assessment Criteria:**

#### **Digital Journal Entries/Reflections            20%**

You will be required to submit 500-700 words journal entries and reflections on posted guided discussion questions. Reflections are to be completed individually and submitted on or prior to the due date. The reflection will provide a starting point for debrief discussions.

#### **Project/Presentations/Symposium            20%**

You will prepare presentations in small groups and present a compressed version Guidelines and specifics will be reviewed in class.

#### **Reading Preparation/Written Assignments/Short Essays    15%**

You will be marked for each of your participation. Quality of participation and level of preparation will be judged each class meeting. Short essays or written participation assignments will be completed during class time and turned in at the end of class.

#### **Direct Service Learning Participation        25%**

You will be required to attend your scheduled day and time at the service community. All students are responsible for finding a student replacement on days you are unable to attend. The instructor will be notified immediately by email of any exchanges.

#### **Class Attendance/Discussion/Cultural Immersion            20%**

You will be marked for each class attendance. Lack of attendance or class participation will negatively impact your grade.

### **Guided Reflection Questions Example**

1. What were your initial expectations? Have these expectations changed? How? Why?
2. What about your community involvement has been an eye-opening experience?
3. How do you motivate yourself to go to PHV site when you don't feel like it?
4. What are the most difficult or satisfying parts of your work? Why?
5. What did you learn from your work in this course?
6. Complete this sentence: Because of my service-learning experience, I am....

**Extra Credit, Make-up, and Special Assistance**

Generally, there are NO opportunities for extra credit or missed work – there are plenty of opportunities to manage your grade during the semester. If you require special assistance, it is your responsibility to see me so that the appropriate resources can be devoted to helping you be successful in this course.

**Cheating/Plagiarism**

Cheating and plagiarism will not be tolerated and will result in the grade of “F” for the course. The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to, cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, or collusion.

**Code of Conduct**

Each student will receive, read and adhere to the course written code of conduct policies.

**Course Format/Structure**

***In preparation of course, participants must obtain an individual background check from their local police station prior to leaving the United States.***

This course will have several components: readings, direct service, reflection, and cultural immersion experiences.

***Readings.*** To begin to understand this complex area in terms of the refugee crisis, asylum processes, cultural orientation, and key policy issues, all students will have a collective reading list. This list will provide both a historical perspective as well contemporary explication of the issues facing the Refugee Crisis in Europe. Some of this reading will be completed prior to arrival in Europe, while other articles will be more relevant once students are assigned to specific service groups.

***Direct Service Learning.*** Each student will engage in 36 – 40 hours of direct service with an organization addressing one specific issue.

***Reflection.*** In the evenings, we will have guest lectures, large group discussions and presentations allowing all students to have opportunities to reflect on the various challenges of the crisis, while having a deep experience in one area related to their chosen major. All students will also have at least 3 reflective writings: one prior to arrival based on the readings, expectations, and goals; one after the first week; and the last one prior to the end of the course.

***Cultural Immersion.*** Students will have an orientation upon arrival where they will learn some basic cultural information and a tour of the Patrick Henry Village Refugee Camp. Students will incorporate a series of cultural excursions and tours to further their knowledge about the region and refugee challenges. Students will learn about religion, food, language, and other key cultural markers as they engage in their service encounters and individual excursions.

## Course Required Readings

### **The Making of the Modern Refugee – Introduction –Google Books**

[https://books.google.com/books/about/The\\_Making\\_of\\_the\\_Modern\\_Refugee.html?id=UAkarK3gLDgC&printsec=frontcover&source=kp\\_read\\_button#v=onepage&q&f=false](https://books.google.com/books/about/The_Making_of_the_Modern_Refugee.html?id=UAkarK3gLDgC&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false)

### **75 Years of Major Refugee Crises Around the World**

<https://www.washingtonpost.com/graphics/world/historical-migrant-crisis/>

**Why Fiction Can Help Us...** <https://www.theguardian.com/childrens-books-site/2015/sep/08/fiction-refugee-crisis-gillian-cross>

### **The Lightless Sky (chapters 1 – 8)**

## Required Video Viewings

### **TED Talks**

[https://www.ted.com/playlists/294/refugees\\_welcome](https://www.ted.com/playlists/294/refugees_welcome)

<http://www.unhcr.org/innovation/15-ted-talks-on-refugee-resilience/>

### **Melissa Fleming “Let’s help refugees thrive, not just survive”**

[https://www.ted.com/talks/melissa\\_fleming\\_let\\_s\\_help\\_refugees\\_thrive\\_not\\_just\\_survive](https://www.ted.com/talks/melissa_fleming_let_s_help_refugees_thrive_not_just_survive)

### **Will Gourley: Understanding the Refugee Crisis in Europe, Syria, and around the World.**

<https://ed.ted.com/on/T6wlfz17#watch>

### **Alexander Betts: Our Refugee system is failing. Here’s how we can fix it**

[https://www.ted.com/talks/alexander\\_betts\\_our\\_refugee\\_system\\_is\\_failing\\_here\\_s\\_how\\_we\\_can\\_fix\\_it?referr=playlist-294](https://www.ted.com/talks/alexander_betts_our_refugee_system_is_failing_here_s_how_we_can_fix_it?referr=playlist-294)

## Course Resources

### **Federal Office for Migration and Refugees**

<http://www.bamf.de/EN/Fluechtlingsschutz/fluechtlingsschutz-node.html>

### **Asylum and refugee protection**

<http://www.bamf.de/EN/Fluechtlingsschutz/AblaufAsylv/ablauf-des-asylverfahrens-node.html>

### **Personal asylum applications**

<http://www.bamf.de/EN/Fluechtlingsschutz/AblaufAsylv/PersoenlicheAntragstellung/persoenliche-antragstellung-node.html>

### **The personal interview**

<http://www.bamf.de/EN/Fluechtlingsschutz/AblaufAsylv/PersoenlicheAnhoerung/persoenliche-anhoerung-node.html>

### **Forms of protection**

<http://www.bamf.de/EN/Fluechtlingsschutz/AblaufAsylv/Schutzformen/schutzformen-node.html>

### **Appeals against the decision**

<http://www.bamf.de/EN/Fluechtlingsschutz/AblaufAsylv/Rechtsmittel/rechtsmittel-node.html>

### **Qualification structure, labour market participation and future orientations**

[https://www.bamf.de/SharedDocs/Anlagen/EN/Publikationen/Kurzanalysen/kurzanalyse1\\_qualifikationsstruktur\\_asylberechtigte.pdf?\\_\\_blob=publicationFile](https://www.bamf.de/SharedDocs/Anlagen/EN/Publikationen/Kurzanalysen/kurzanalyse1_qualifikationsstruktur_asylberechtigte.pdf?__blob=publicationFile)

### **The Expert Council of German Foundations**

<https://www.svr-migration.de/en/>

### **Opportunities in Crisis: The Future of Refugee Policy in Germany and Europe**

[https://www.svr-migration.de/wp-content/uploads/2017/04/SVR\\_Annual\\_Report\\_2017\\_Nine\\_Core\\_Messages.pdf](https://www.svr-migration.de/wp-content/uploads/2017/04/SVR_Annual_Report_2017_Nine_Core_Messages.pdf)

### **How might integration succeed? Asylum seekers about their life situations and participation perspectives in Germany**

[https://www.svr-migration.de/wp-content/uploads/2017/11/SVR-FB\\_How\\_might\\_integration\\_succeed.pdf](https://www.svr-migration.de/wp-content/uploads/2017/11/SVR-FB_How_might_integration_succeed.pdf)

### **Return Policy in Germany. Ways to Strengthen Financed Voluntary Departure**

[https://www.svr-migration.de/wp-content/uploads/2017/03/SVR\\_FB\\_Summary\\_Return\\_Policy.pdf](https://www.svr-migration.de/wp-content/uploads/2017/03/SVR_FB_Summary_Return_Policy.pdf)

### **Arriving and Staying in Germany: Facilitating Integration by Assigning Place of Residence?**

[https://www.svr-migration.de/wp-content/uploads/2016/11/Assigning\\_Place\\_of\\_Residence\\_SVR\\_FB.pdf](https://www.svr-migration.de/wp-content/uploads/2016/11/Assigning_Place_of_Residence_SVR_FB.pdf)

### **Discrimination on the Training Market - Extent, Causes and Recommended Actions**

[https://www.svr-migration.de/wp-content/uploads/2014/11/Summary\\_Discrimination-on-the-training-market.pdf](https://www.svr-migration.de/wp-content/uploads/2014/11/Summary_Discrimination-on-the-training-market.pdf)

## **Course Content**

### **Section I: What is a Refugee – Historical Foundations and Contemporary Perspectives**

*According to the UNHRC, by the end of 2014, it was estimated that there were more than 50 million refugees, displaced people and asylum-seekers around the world.*

In the opening of the course we will set a context for our work and ensure we have a common understanding of social, political, cultural, economic, and religious factors contribute to the displacement of individuals, groups and communities.

**Discussion:** What is the distinction between a migrant and a refugee?

**Guest Lecturer:** Professor Dr. phil. Havva Engin, MA Pädagogische Hochschule Heidelberg / University of Education Heidelberg  
<http://www.havvaengin.de/2017/>

### **Section II: Refugees in Modern Times:**

*The Pew Foundation estimates 12.5 million Syrians have been displaced from their homes in the last five years. Dadaab is the largest refugee camp; serving as a home to over 300,000.*

Through this exploration we will research the social, economic, cultural and political impacts that forced millions to leave their homes as well as the long-term implications of these movements on various global and regional policies as well as the health and well-being of those displaced from their homes.

**Discussion:** Non-Governmental Organizations (NGO's)/Caritas/Diakonisches.

We will examine four regions. You will be assigned to one of the four groups to explore the region and the refugee crisis in greater depth. Teams will present about their region taking the perspective of the local actors.

- Africa: Nigeria, Eritrea, and South Sudan
- Eastern Europe: Yugoslavian War and Aftermath
- Asia: Cambodia and Myanmar
- Middle East: Syria and Iraq

### **Section III: Construction of Identity: Creating Narratives of Who We Are**

*"We know what we are, but not what we may be."* William Shakespeare

In this phase of the course we will examine how identity is constructed and what it means to identify with a specific group. We will explore the impact of place, possession, and ideology on one's own identity and further examine what happens when our identity is challenged or the physical components cease to exist. We will examine the Asylum and the transformation process of migrating to reestablishing a new home in a different country.

### **Section IV: Facilitating Social Action and Developing Sustainable Solutions**

In this section of the course you will use what you have learned to move beyond basic descriptive understanding the problems and issues facing displaced people, to examining solutions and the various challenges those solutions pose. To this end you are to prepare a final project related to your major field of study and your personal interests.

**Project:** You will prepare a project which will have a paper and/or multimedia presentation. The guidelines will be jointly developed with the professor.

# CONTEMPORARY REFUGEE CRISIS COURSE

## CODE OF CONDUCT

Students enrolled in service learning courses are provided with the opportunity to work in various capacities within communities outside of the campus. Along with these opportunities comes the serious responsibilities for each student to adhere as compliance to the community partners and the European Study Center's policies and procedures. Each student must to comply with the following expectations:

1. Adhering to the Service Learning Codes of Professional, and Ethical Behavior adopted by the European Study Center and endorsed by the faculty, staff and stakeholders.
2. Maintaining regular attendance, being punctual and when engaged in service work, staying for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Students are expected to notify the community partner, faculty and the Service Learning liaison immediately, if the schedule cannot be met.
3. Never engaging in any inappropriate social interaction (including, but not limited to, profane or lewd remarks, dating, etc.) with members of the community partner organization or in association with the service learning project.
4. Never misrepresenting one's professional qualifications.
5. Conforming to the community partner's policies regarding standards of behavior.
6. Safeguarding all personal and confidential information concerning community partners and the European Study Center. *This includes refraining from texting and discussions on social networking websites and e-mails.* Sharing inappropriate information can do much damage to the community partner.
7. Acknowledging the diverse views of community partners and residents associated with the service learning project. Students should be open to being challenged to look at all perspectives of controversial issues and refrain from simply exerting their own personal beliefs on others.
8. Following the rules of basic courtesy toward members of the service learning community. It is especially important to refrain from making unfavorable remarks about community members.
9. Dressing appropriately. Personal hygiene and grooming should be of the highest order. Provocative or untidy dress is always unacceptable.
10. Maintaining good professional relationships. Always deal with community partner personnel in an open, honest, and fair manner.
11. Refraining from using personal cellphones, computers and other personal devices in the community partner setting unless approved by the site supervisor.
12. Refraining from using social networking sites, such as Facebook and Twitter, in the community partner setting other than for instructional purposes. **Texting and friending members of the refugee community or community staff partners are prohibited.**
13. Protecting the community partner's assets and ensuring their efficient use.
14. Placing the community partner's duties and responsibilities as a priority and willingly accepting all reasonable duties assigned.
15. Reporting immediately to your professor any criminal prosecutions or pending criminal charges you have at the beginning of the course and any that you incur during the semester in which you are enrolled.
16. Adhering to any additional instructions assigned by your instructor.