DOANE UNIVERSITY

SYLLABUS

Course Title	Impact Seminar
Course Number	LAR 303
Number of Credits	3 semester credits
Course Dates	5/20/19 - 7/20/19
Instructor	Alanna Hoffman
Email Address	alanna.hoffman@doane.edu
Office Hours/Availability	Sunday 7pm-10pm. Available throughout week via email (alanna.hoffman@doane.edu), will respond within 24 hours of an email.
Phone Number	4028402801. Please only send text in emergency.
Textbook Information: (e.g. title, edition, publisher, ISBN)	The New Odyssey By Patrick Kingsley ISBN: 1631492551 ISBN 13: 978-1631492556 Copyright 2017, Publisher: Liveright
Additional Course Materials	I will provide articles to students for any in class for reading that we have in addition to the text.

Course Description	This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose possible solutions. Students will be engaged through experiential pedagogies selected as appropriate by the LAR 303 instructors. Students will publicly present work.
Liberal Arts Studies	The Liberal Arts Seminars progressively address the essential learning outcomes. In addition to addressing the appropriate essential learning outcomes and the habits of an intellectual life, each Liberal Arts Seminar will have learning outcomes unique to the course section.
Course Learning Outcomes/Objectives	○ construct a reasoned understanding of a problem with evidence of relevant contextual factors, including ethical, logical, and cultural dimensions of the problem. ○ articulate multiple approaches for solving the problem and propose one or more solutions/hypotheses that indicate a deep comprehension of the problem. ○ engage all participants to foster a constructive team climate. ○ reflect on their progress on the essential learning outcomes, drawing on their specialized studies (majors/minors), foundational areas of knowledge, liberal arts seminars, and experiential activities in order to express their distinctive voices, define their own ethical values, and understand and prepare for their multiple roles in a just society.
Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Course Objectives Aligned Weekly Objectives: I have built our course objectives into multiple week's discussions and activities. See below for further explanation.

1.) Distinguish the socio-historical contexts surrounding the rise of modern refugees and issues related to forced migration.

- Week 1: Identify and discuss historical and political contexts that precipitated the Syrian refugee crisis in the Middle East.
- Week 2: Describe the flight of refugees from Syria to the European Union and discuss the impact of this forced migration on the political and cultural landscape in Europe.
- Week 3: Discuss the refugee crises surrounding WWII and explore how this gave rise to modern definitions and protections for refugees. ○ Week 4: Compare the causes of the refugee crisis in Rwanda with contemporary refugee crises such as Syria.
- Week 5: Discuss and identify international themes such as the norm of 'Responsibility to Protect' and how it developed following the genocide in Yugoslavia and Rwanda.

2.) Evaluate the role of States and Non-State Actors, Non-Governmental Organizations as well as National Human Rights Institutions and their response to mitigate refugee crises and issues of forced migration.

- Week 1: Differentiate between State and Non-State Actors and the differing roles they play in the Syrian refugee crisis.
- Week 2: Identify and compare European Union policies with how European Union actors and NGOs are responding to the Syrian refugee crisis.
- Week 3: Evaluate the role NGOs and human rights organizations served in assisting refugees in their inception following WWII and how they have evolved to assist refugees today.
- Week 4: Discuss the consequences of UN Peacekeeping force in Rwanda amidst ethnic cleansing.

3.) Synthesize the direct stories and lived experiences of refugees and their journey fleeing violence and persecution.

- Week 1: Identify the main character in City of Thorns and discuss how the conflict in Somalia drove him to flee.
- Week 2: Compare the descriptions of the Somalian refugee camps in City of Thorns to the videos of Syrian refugee camps presented in the media. ○
- Week 3: Discuss the experiences refugees face while attempting to prove their stories of persecution to U.S. Immigration officials in the documentary 'Well-Founded Fear.'
- Week 4: Discuss the rise of informal 'barter' economies in refugee camps in City of Thorns as a means of survival. ○ Week 5: Describe the perception of the refugees in the camps in City of

Thorns from the Kenyan, Al-Shabab and international peacekeeping organizations. ○ Week 6: Compare the hope many refugees have to be resettled in developed nations with the hopelessness many express while living in the refugee camps for extended periods of time.

4.) Analyze a current or past refugee crisis in collaboration with a team in order to and propose a solution with a demonstrated understanding of the situation from the perspective of the multiple actors involved.

- Week 7: Collect and synthesize information surrounding a past or current refugee crisis to share with class during final presentations.
- Week 8: Present a group paper and powerpoint to discuss a current or past refugee crisis and analyze this situation from a historical, economical, humanitarian and legal perspective. Undergraduate Core Learning Outcome

Weekly Schedule

Week or Module	**Topic**
Week 1	Self Introduction & review of syllabus and course expectations Book Reading In class articles and group discussions Short Video
Week 2	Review Book Readings in groups Article Discussion in groups Short Video
Week 3	Review Book Readings in groups Article Discussion in groups Short Video
Week 4	Review Book Readings in groups

	Class Discussion / Debate around the arguments for and against accepting refugees
Week 5	Review Book Readings in groups Article Discussion in groups Short Video
Week 6	Module 6 Book Reflection Discussion Final Project Refugee Crisis submission Module 6 Documentary & Paper
Week 7	Final Project Paper
Week 8	Final Project Presentation and Peer Evaluation

Grading Assessments

Type of Assessment	**Points**	**Total possible points**
Book Reading - this includes submitting a written summary each week and discussing this summary with your group at the beginning of class each week	20	120
Article readings and reflections - this includes submitting a written summary each week and discussing this summary with your group each week.	30	150
Documentary and paper - this will be over a film that discusses the process of seeking asylum in the U.S.	100	100

Final Group Paper - for the final project the group will present on a present or past refugee crisis.	100	100
Final Group Presentation - the group will summarize their paper into a presentation format at 'teach' the class key facts about the refugee crisis they studied	50	50
Final Group Presentation Peer Evaluation - other groups will evaluate their peers' presentation on clear communication, depth of information, covering all sections and learning new information.	30	30
Final Points		550

Grade Scale

A+ = 97-100% A = 94-96% 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 = 64-66% D- = 60-63%
F= 59% or below

Participation Policy	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses. Participation in class discussions is an integral part of your grade.
Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.

Late Work	I judge this on a case by case basis and primarily ask that students let me know in advance what is going on / what prevented them from submitting the assignments on time.
Submitting Assignments	Articles readings will happen in class unless otherwise notes. You will be working on your final paper outside of class as well as the text readings.
Communication Policy including Assignment Feedback	I will provide in class feedback to students as well as written feedback on your assignments.
Academic Integrity Policy	Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories: 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." 3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same. 4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects. 5. Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators For more information on the sanctions for academic dishonesty, please visit the website: https://catalog.doane.edu/content.php?catoid=16&navoid=1333
Academic Support	Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support

Disability Services	https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.