

COURSE SYLLABUS



FORCED MIGRATION, REFUGEES, AND CHANGE

IFSA Rome

US semester credit hours: 3

Contact Hours: 45

Course Code: AN386-02 / PO386-02

Course Length: Semester

Delivery Method: Face to face

Language of Instruction: English

Suggested cross-listings: Anthropology, Political Science

COURSE DESCRIPTION

More than 60 million people are displaced by war, violence, and environmental destruction in the world today. Half of them are children. Refugees, along with other migrants, affect both their home countries as well as the countries that receive them. The large numbers of forced migrants have created crises in the countries of Europe as well as the United States and elsewhere. This course focuses on Europe and the ways that governments, NGOs, citizens, and researchers seek to solve problems associated with forced migration.

This course uses ethnographic approaches to investigate the sociological and political forces behind the current increase of refugees and forced migrants currently impacting Europe. The course goal is to encourage solutions to problems that this migration creates by looking at what has been accomplished and what can be done in the future. This is an experiential learning course that encourages the development of transferable skills that have practical use in solving these and other societal issues in Europe and elsewhere.

COURSE DELIVERY

The course will use discussions, lectures, hands-on projects, and guest speakers to understand the current state of forced migrants and their lives in Europe today. The class will be highly interactive and students will participate in presentations, debates, and project designs to solve the problems of the large number of refugees and forced migrants in Europe today.

This course emphasizes tools that can be used for understanding migrant and migration experiences as well as strategies to solve the disruptions in social and cultural life that sometimes occur with large influxes of migrants to countries in Europe. These solutions will be based on case studies of creative and successful incorporation of forced migrants in Europe.

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic.

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Students are encouraged to bring their prior learning experiences into class discussions and to make cognitive connections between this course and others in the IFSA Rome whenever possible. This is an area of study and action that is not limited to one discipline, and so students will bring perspectives from their other courses to class discussions.

STUDENT LEARNING OBJECTIVES

Students who successfully complete this course will:

- Use methods from sociology and anthropology to understand the history and contemporary migrations to Europe, especially those that are forced because of war, climate change, social upheaval, and violence.
- Cultural Awareness: Students will be able to use concepts and methods of intercultural communication to appreciate cultural differences and to design programs to mitigate cultural conflicts both between individuals, groups, and institutions.
- Make a digital learning portfolio that includes informal thoughts and notes about this course and how it influences your own skills and outlook.
- Design observational and ethnographic studies of migrant communities and migrant/host common activities and interactions in Europe today.
- Become aware of and observe responsible and ethical methods for photography in ethnography.
- Design a proposal to solve problems related to migration in Europe today.
- Become familiar with resources available for further research on migration studies.
- Make cognitive connections between learning in this course and other learning experiences in IFSA Rome.

COURSE OUTLINE

Week and class	Topics	Activities	Readings, viewings
1A	<p>Expectations for the class, including syllabus, grading, etc.</p> <p>Class discussion about migration and recent migration to Europe</p>	<p>Review syllabus, expectations, projects.</p> <p>Migration of individuals, families, communities, minority groups.</p> <p>Voluntary and forced migration.</p> <p>Why is forced migration to Europe so important?</p> <p>Definitions: forced migrants, internally displaced people, refugees, asylum seekers, migrants, stateless people</p>	<p>Video Clip: Key Migrant Flows to Europe. June 20, 2016. https://www.youtube.com/watch?v=h-bfZ-2MbHY</p> <p>Migrant crisis: Migration to Europe explained in seven charts. BBC, 4 March 2016. http://www.bbc.com/news/world-europe-34131911</p> <p>The 1951 U.N. Geneva Convention on Refugees http://www.unhcr.org/pages/49da0e466.html</p> <p>2018 International Organization for Migration Report. http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf</p> <p>Chapter 1: Report overview: Making sense of migration in an increasingly interconnected world</p> <p>Chapter 2: Migration and migrants: A global overview</p>

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<p>1B</p>		<p>Class Discussion: When did the current “crisis” start? Where are migrants from? How do they get here? Are they temporary or permanent?</p>	<p>Video Clip: Animated Map Shows Immigration Across the World. https://www.youtube.com/watch?v=CJdT6QcSbQ0</p> <p>Jeanne Park. “Europe’s Migration Crisis.” Council on Foreign Relations, September 23, 2015. http://www.cfr.org/refugees-andthe-displaced/europes-migration-crisis/p32874.</p> <p>Zachary Laub. “Authoritarianism in Eritrea and the Migrant Crisis.” Council on Foreign Relations, September 16, 2016. http://www.cfr.org/eritrea/authoritarianism-eritrea-migrantcrisis/p37239.</p> <p>Citizenship, Ethnicity and Identity British Pakistanis after the 2001 ‘Riots’ Yasmin Hussain, Paul Bagguley. Sociology, Volume: 39 issue: 3, page(s): 407-425 Issue published: July 1, 2005 https://doi.org/10.1177/0038038505052493</p>
<p>2A</p>	<p>Some theory: Anthropology Sociology Political Science</p>	<p>Discussion of three social science perspectives on migration in Europe: Anthropology, Sociology, and Political Science.</p> <p>What do they have in common? How are they different?</p> <p>How can you use these perspectives in this class</p>	<p>Anthropology Everywhere: 10 July 2017, The Refugee in Anthropological Perspective http://anthrolens.blogspot.com/2017/07/the-refugee-in-anthropological.html</p> <p>Especially, Refugees and the Crisis of Europe, Cultural Anthropology Hot Spot Shifting the global conversation on refugees, Peeps Forum (2016)</p> <p>Towards a sociology of forced migration and social transformation, S Castles - 2003 . https://www.researchgate.net/profile/Stephen_Castles/publication/248130399_Towards_a_Sociology_of_Forced_Migration_and_Social_Transformation/links/56298a6f08ae518e347cc3d5.pdf</p> <p>Political Science: http://blogs.lse.ac.uk/politicsandpolicy/how-academia-should-respond-to-europes-refugee-crisis/</p>
<p>2B</p>	<p>Social Science Perspectives, continued</p>	<p>Student discussions of disciplinary perspectives on migration in europe</p>	<p>Video clips: Sociology: http://www.compas.ox.ac.uk/people/franck-duvell/</p>

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			<p>Video clips: Anthropology https://www.youtube.com/watch?v=XOUP1E7iOck</p> <p>Video clips: Political Science https://www.youtube.com/watch?v=uO48ieEuw2I</p>
3A	Keeping out of danger: laws and policies regarding refugees and asylum seekers	<p>Discussion of governmental definitions and policies regarding forced migrants in Europe.</p> <p>Discussion of rules and expectations for class debates for next class</p>	<p>Video Clip: a world on the move: IOM 8 minute video on migrants and refugees https://www.youtube.com/watch?v=piEDOJBIKfl</p> <p>https://canvas.harvard.edu/files/3418494/download?download_frd=1&verifier=Nvzz9wpR2lWdhLCSKHosYXR0VqzmN6aaXKFjPW7Z</p> <p>European Consilium: "Timeline - Response to Migratory Pressures." http://www.consilium.europa.eu/en/policies/migratory-pressures/history-migratory-pressures/</p> <p>Understanding Migration and Asylum in the European Union. Open Society, 2016. https://www.opensocietyfoundations.org/explainers/understanding-migration-and-asylum-european-union</p>
3B		<p>Class debate 1: Resolved: "The United Nations Convention on Refugee Affairs of 1951 is not appropriate to today's forced migration crisis"</p> <p>Resolved: "Assimilation is the best way for countries to accommodate refugees and forced migrants"</p> <p>Resolved: Asylum seekers should be limited to the first country of arrival"</p> <p>Resolved: The beneficial effects of refugees and</p>	<p>Resource for debates: Migration Policy Debates and Data Briefs. Organisation for Economic Cooperation and Development. http://www.oecd.org/migration/migration-policy-debates.htm</p> <p>Mary Dejevsky, The Geneva refugee convention can't cope with this crisis. Time for a rethink. The Guardian: January 18, 2016. https://www.theguardian.com/commentisfree/2016/jan/18/geneva-refugee-convention-crisis-demand-eu</p> <p>Natalie Muller, DW. 28.07.2016. The Refugee Convention of 1951 is crucial cornerstone of human rights. http://www.dw.com/en/refugee-convention-of-1951-still-crucial-cornerstone-of-human-rights/a-19429093</p>

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		other forced migrants outweighs the negative effects in receiving countries”	Finding solutions to migratory pressures: http://www.consilium.europa.eu/en/policies/migratory-pressures/
4A			
4B	Proximal and deep causes of forced migration: Climate change War Economic collapse Interpersonal violence, including domestic and intimate partner violence	Documentary on Kanopy, “Climate Refugees.” https://www.kanopy.com/product/climate-refugees-global-human-impact-clima	-*John Wendle, “ The Ominous Story of Syria’s Climate Refugees ” -*Collin Kelley, “ Climate Change in the Fertile Crescent and Implications of the Recent Syrian Drought ”
	Refugee camps	Refugee camps: temporary and permanent. Why do people live in unofficial camps such as Calais? Refugee camps as total institutions.	
5A	Here and there: transnational communities		IOM 2018 Report http://publications.int/system/files/pdf/wmr_2018_en.pdf Chapter 6: Mobility, migration and transnational connectivity
5B	Sport and culture	Functions of sport in society: fans, collective experiences, values, and community. Ethnic group sports and games. Defining diaspora communities, learning to adapt to a new environment, leadership and community organization.	Sport, immigration and multiculturalism: a conceptual analysis Chris Kennett Universitat Autònoma de Barcelona (UAB), 2005 https://ddd.uab.cat/pub/worpaper/2005/hdl_2072_5015/WP103_eng.pdf Opening doors: promoting social inclusion through increased sports opportunities Amanda Waring & Carolynne Mason Sport in Society Vol. 13 , Iss. 3,2010. http://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F17430431003588192 ‘If I Ever Play Football, Dad, Can I Play for England or India?’ British Asians, Sport and Diasporic National Identities

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			<p>Daniel Burdsey, <i>Sociology</i> Volume: 40 issue: 1, page(s): 11-28, 2006. http://journals.sagepub.com/doi/abs/10.1177/0038038506058435</p>
6A	<p>Mainstream sport and smaller scale ethnic sport activities in</p>	<p>Class lecture and discussion: Immigrant sports clubs as spaces of acculturation, identity reproduction, and change.</p>	<p>‘The Sunshine of Manly Sports and Pastimes’: Sport and the Integration of Jewish Refugees in Britain, 1895–1914 David Dee <i>Immigrants & Minorities</i> Vol. 30 , Iss. 2-3,2012. http://www.tandfonline.com/doi/abs/10.1080/02619288.2010.502722</p> <p>Christian Dustmann, Nikolaos Theodoropoulos; Ethnic minority immigrants and their children in Britain, <i>Oxford Economic Papers</i>, Volume 62, Issue 2, 1 April 2010, Pages 209–233, https://doi.org/10.1093/oenp/gpq004</p>
6B	<p>Adapting to a new life:</p> <p>children and forced migration: Education, Economy, and Environment</p>	<p>Lecture and Class discussion:</p> <p>Acculturation, Assimilation, Enclave communities, Creole or hybrid cultural expressions</p> <p>Should education solve the problem?</p>	<p>Children's labour in ethnic family businesses: The case of Chinese take-away businesses in Britain Miri Song <i>Ethnic and Racial Studies</i> Vol. 20 , Iss. 4,1997 http://www.tandfonline.com/doi/abs/10.1080/01419870.1997.9993985</p> <p>‘They have lost their identity but not gained a British one’: non-traditional multilingual students in higher education in the United Kingdom Peter Martin <i>Language and Education</i> Vol. 24 , Iss. 1,2009. http://www.tandfonline.com/doi/abs/10.1080/09500780903194028</p>
7A	Midterm Exam		
7B	<p>Gender and forced migration</p>	<p>Lecture and discussion of how gender affects migration and adaptation to a new community.</p> <p>LGBTQ identity and migration</p>	<p>Gender matters: Ethnographers bring gender from the periphery toward the core of migration studies SJ Mahler, PR Pessar - <i>International migration review</i>, 2006. http://onlinelibrary.wiley.com/doi/10.1111/j.1747-7379.2006.00002.x/full</p> <p>Veiled Interventions in Pure Space Honour, Shame and Embodied Struggles among Muslims in Britain and France Pnina Werbner <i>Theory, Culture, and Society</i> Volume: 24 issue: 2, page(s): 161-186</p>

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			<p>Issue published: March 1, 2007. http://journals.sagepub.com/doi/abs/10.1177/0263276407075004</p> <p>March, 2017, European Union Agency for Fundamental Rights. Current migration situation in the EU: Lesbian, gay, bisexual, transgender and intersex asylum seekers. http://fra.europa.eu/en/publication/2017/march-monthly-migration-focus-lgbti</p> <p>World Economic Forum, January, 2018. Forgotten twice: LGBT refugees. https://www.weforum.org/agenda/2018/01/forgotten-twice-lgbt-refugees/</p> <p>Video Clip: First modest fashion show in London. (youtube, 2:21) https://www.youtube.com/watch?v=Xw0Ds_OW4YE</p>
8A	Debate Now!: classroom debates with 15 minutes of preparation.	Class Debate II Topics to be revealed during class.	<p>Examples of student debates at Oxford University: https://www.youtube.com/watch?v=G8rprHmFXoQ https://www.youtube.com/watch?v=9TaReFVlxZc</p> <p>And a high-energy response to a debate on Islam, also at Oxford University: https://www.youtube.com/watch?v=d2DZ8bbxd8U</p>
8B	Through the eyes of a 17 year old young man: the film "Welcome."	Video: Welcome (2009) available on Kanopy 105 minutes. French with English subtitles.	https://www.kanopy.com/product/welcome
9A	Discussion of film	Class discussion of film. Topics to be discussed: Forced and voluntary migration Friendship Citizen aid for refugees Calais refugee camp in France Love and emotion	<p>Reviews of "Welcome": http://www.filmsdefrance.com/review/welcome-2009.html</p> <p>https://www.nytimes.com/2010/05/07/movies/07welcome.html</p> <p>https://www.theguardian.com/world/2009/mar/08/france-welcome-film-immigration</p> <p>The Calais refugee camp:</p>

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			<p>BBC report, February 2018, https://www.youtube.com/watch?v=dTxTDEnhhpQ CNN report on violence in the camp, 2018, https://www.cnn.com/2018/02/03/europe/calais-security-violence-intl/index.html</p>
9B	Migrant Voices: what do migrants say about their experiences?		<p>IOM 2018 Report, http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf Chapter 8: Media reporting of migrants and migration</p> <p>UNHCR Innovations: Refugees are not the crisis. It's the narratives we tell about them. http://www.unhcr.org/innovation/refugees-are-not-the-crisis-its-the-narratives-we-tell-about-them/</p> <p>Migration Matters: http://migrationmatters.me/episode/personal-stories-migrants-view/</p> <p>https://www.youtube.com/watch?v=V-KV4bpdnfY</p> <p>https://www.mercycorps.org/photoessays/jordan-syria/inside-azraq-jordans-newest-refugee-camp</p>
10A	Migrant routes, migrant journeys, and migrant strategies	Lecture and discussion of history, routes, and the role of human trafficking	<p>IOM 2018 Report http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf Chapter 7: Understanding migration journeys from migrants' perspectives</p> <p>Migrant Flows. http://migration.iom.int/europe/ (charts and maps showing migration, relocation, and other trends)</p> <p>Migration Policy Institute, February, MAY 2015 Before the Boat: Understanding the Migrant Journey By Jacob Townsend and Christel Oomen. https://www.migrationpolicy.org/research/boat-understanding-migrant-journey</p>

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			<p>Migration Policy Institute, February, 2014 Human Smuggling and Trafficking into Europe: A Comparative Perspective By Louise Shelley. https://www.migrationpolicy.org/research/human-smuggling-and-trafficking-europe-comparative-perspective</p>
10B	How to do digital story telling	Students work in class on digital stories.	<p>Ed Tech Teacher: 8 Steps to Great Digital Storytelling. http://edtechteacher.org/8-steps-to-great-digital-storytelling-from-samantha-on-edudemic/</p>
11A	Migrant journeys	Digital story presentations	
11B	Migrant journeys	Digital story presentations, continued	
12A	Creating new communities: adapting to a new life	<p>Opportunities, obstacles, and experiences</p> <p>Best practices: What works? What doesn't work?</p>	<p>Cities of Migration: Good Ideas in Migration. http://citiesofmigration.ca/good-ideas-in-integration/</p> <p>IOM 2018 Report, http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf Chapter 9: Migration, violent extremism and social exclusion</p>
12B	Creating new communities: adapting to a new life		<p>Brookings Institute, September 18, 2016. Cities and Refugees: The German Experience. https://www.brookings.edu/research/cities-and-refugees-the-german-experience/</p> <p>National Geographic. October, 2016. The New Europeans: Voices from a Changing Continent. https://www.nationalgeographic.com/magazine/2016/10/europe-immigration-muslim-refugees-portraits/</p>
13A	Agency and art: forced migrants and music	<p>music: refugees for refugees: mix https://www.youtube.com/watch?v=faxan8xu_SY&index=2&list=RDDrSxShVRydU</p>	<p>art and culture projects involving refugees in Europe http://ecflabs.org/lab/borders/ways-art-and-culture-relates-refugee-crisis</p> <p>Syrian artist in Belgium paints world leaders as refugees cnn</p>

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		https://www.youtube.com/watch?v=DrSxShVRydU	https://www.cnn.com/videos/world/2018/04/02/syrian-artist-abdalla-al-omari-refugee-art-gorani-pkg.cnn
13B	Hybrid Cultures and their discontents	<p>Class discussion: what is cultural hybridity? Is it the same as acculturation or assimilation?</p> <p>Are new identities a threat to migrant communities? To families?</p> <p>What are examples of “hybrid cultures” or “hybrid subcultures” that you have seen or heard about in Europe?</p>	<p>Rethinking diversity: Hybridity and hybrid language practices in the third space. Kris D. Gutiérrez, Patricia Baquedano-López & Carlos Tejeda Mind, Culture, and Activity Vol. 6 , Iss. 4,1999 http://www.tandfonline.com/doi/abs/10.1080/10749039909524733</p> <p>Precarious Creativity: Youth In A Post-Industrial Culture Néstor García Canclini Journal of Latin American Cultural Studies Vol. 22 , Iss. 4,2013 http://www.tandfonline.com/doi/abs/10.1080/13569325.2013.847566</p> <p>Published book chapter: Hesmondhalgh, DJ and Melville, C (2002) Urban Breakbeat Culture - Repercussions of Hip-Hop in the United Kingdom. In: Global Noise: Rap and Hip Hop Outside the USA. Wesleyan University Press. http://eprints.whiterose.ac.uk/42760/6/hesmondhalghdj6.pdf</p>
14A	Portfolio presentations (15 minutes each)		
14B	Portfolio presentations (15 minutes each)		
15A	Final Exam	Covers material since the midterm	
15B			

EVALUATION METHODS: PROJECTS, PRESENTATIONS, AND EXAMS

This course is evaluated through projects, presentations, and exams. The course instructor will provide specific requirements and grading rubrics for individual assignments for the course. Your final grade in the course will be comprised of the following course requirements:

Week 2B (5 points) Class Debate 1.

Weeks 3-11 (5 points each week, total of 25 points). Bi-Weekly Review of Course Project Portfolio (5 points). Review dates, due each Saturday midnight of the following weeks:

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Week:	Focus of review:
3	Topic of project only, no web site
5	initial web design, personal reflection blog, and tabs with some content
7	personal reflection blog on skills, how project is evolving, news and other web sources
9	solving a migration problem project described, examples of best practices
11	cleaned up and edited portfolios

There will not be a review of portfolios during week 13. The portfolios will be presented during weeks 14 and 15.

Portfolio discussion:

Each student will create a “portfolio” about a topic in this class that is of great interest to them. The portfolio will be a web site created that explores the topic during the 14 weeks of the class. The portfolio is not a final paper, but rather a web site that shows how you think and reflect on the topic, what research materials you find to understand it, music, art, and news reports that give the topic life, skills you either have or need to learn to learn more about it, and finally, how you could use your project to solve problems of migration in Europe today. Here is a site that provides help with how to construct an electronic portfolio: It is a blog for a particular web site, so at the end it advertises its own product, Flipsnack. Many students use the site wix.com, but you are free to choose your own way to make a portfolio. <https://blog.flipsnack.com/digital-portfolio-students/>

Your portfolio should be creative and show the process of learning about a topic and then translating this knowledge into a proposal to solve a problem involving forced migration. At a minimum, the portfolio should have the following tabs:

- The importance of the topic
- My own life and how it relates to this topic
- Weekly reflections written by you on the progress of your thinking and understanding of the topic
- A section on research skills that you either already have or would like to learn for the project
- Photographs from news and other sites (be sure to include information on the source of each)
- Examples of art (music, literature, etc.) related to the topic
- News and other media reports on the topic over the last two years
- Sites of NGO’s working on this or closely related topics
- A four-page proposal for solving a problem related to this topic

The instructor will review the construction of this portfolio every two weeks during the term. Remember, the portfolio is a “work in progress,” so do not worry if you have not filled in all of the sections or if it is not in perfect form. A portfolio shows how you are learning, not what you have already learned.

During the last week of class, the portfolios will be made available for others in the class. You will present the topic and your proposal in class. If you make a PowerPoint for the presentation, you can add this to your portfolio as well.

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Examples of topics relating to forced migration and refugees for the portfolio. These are only suggestions; you can choose a different topic after first discussing it with your instructor:

Children migrants
Education
Migrant integration into communities
Migration and health
Asylum law and asylum cases in Europe
Migrant music, including "hybrid" music in Europe today
Sports and migration
Literature (fiction, poetry, etc.) and current migration crises
Migrant clubs and associations
Women and girl migrants
Media portrayals of migrants (choose a particular national group, not all migrants)
Migration and universities (programs, degrees, experiences)
Migration routes and migrant journeys
Non-Government Organizations and migration (choose one in particular)
Migration and crime
Young people and new identities in the context of migration
LGBTQ people and migration
Funding to solve the refugee crisis

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Week 7B (15 points) Midterm Exam. A mix of multiple choice and essay questions covering the first half of the course. Exam questions will be taken from readings, class discussions, and will test your analytic abilities to understand the topics of forced migration and refugees in Europe.

Week 8B (5 points) Class debate 2: DEBATE NOW! This debate will be conducted with only 15 minutes of preparation. Topics will be given out during class. Teams will have 15 minutes to prepare and then the debate will take place. The class has advanced enough so that you should not have the need to consult sources. Rather the 15 minutes should be spent designing a strategy for winning the debate.

Week 11A and B (10 points) Student Group Project: Digital Story of the journey of a forced migrant.

This project will be completed in teams of 3 students each.

This is a digital story about the journey of a forced migrant. The story should be no longer than 4-5 minutes.

Create a fictional character based on your investigation of migrants from a particular country and reports of their migration routes to Europe as well as their receiving countries. The digital story should have a beginning, middle, and end. The digital story should focus on:

1. Multiple reasons leading to a forced departure of the character and her/his family.
2. Dangers of the journey
3. Legal entry into a different country, either as a refugee, an asylum seeker, or as a holder of a work visa.
4. Successes and failures in the new home.

You can use pictures you find on the web with proper citation. You can also use hand-drawn or cartoon generated. The project can be presented with PowerPoint or as a video. Remember to be creative, use drama, humor, suspense to make your digital story engaging. Here is a site that has several excellent digital stories to inspire you:

<http://mashable.com/2012/01/31/digital-storytelling/#bMDbkiqO8SqW>

Week 14-15A (15 points) Final portfolio presentations. The portfolio presentations are a 15-minute presentation on your class project. After discussing how your own thinking has evolved and changed during the class, the presentations should stress the proposal for solving a problem involving the topic you selected.

Week 15B (15 points) Final Exam. Material on this exam will be from the mid-term exam until the end of the course. The format will be the same as the midterm exam.

Entire course: (10 points) Class participation and attendance.

Total Points Possible: 100

Timely Submissions

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Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

RESOURCES

International Organization for Migration (IOM) **World Migration Report 2018**. Download PDF:

http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf

All other readings are given in the syllabus and our downloadable from the web.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA resident director as well as your home institution.

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