

Every Campus A Refuge: A PPSE (Principled Problem Solving Experience) Minor

Program Director: Dr. Diya Abdo

Description:

[Every Campus A Refuge](#) (ECAR) is an initiative that mobilizes college and university campus resources (within and without the institution's physical borders) to provide needed housing and other forms of assistance to refugees seeking resettlement in the institution's local area. In partnership with local resettlement agencies, universities and colleges can make a big difference in refugee resettlement in terms of numbers of refugees resettled, quality of resettlement and the shaping of public discourse around refugees and immigrants. The ECAR PPSE minor formalizes the educational components of the initiative and engages students in disciplinary, interdisciplinary and place-based experiences that facilitate:

- 1) Learning about forced displacement and (im)migration.
- 2) Centralizing the voices, agency and perspectives of (im)migrants and forcibly displaced individuals.
- 3) Emphasis on the nature and significance of organizing and advocacy.
- 4) Participation in the place-based educational processes of resettlement and community building

In short, the ECAR PPSE minor will engage the students in learning about the issues of forced displacement, the individuals who experience it, and the methods by which some of its various problems can be addressed.

Courses:

The minor requires a minimum of 16 credit hours:

- I. Required:** PPS 150: Every Campus A Refuge Theory and Praxis I (2 credits). Offered in Fall '17 and '18.
- II. Required:** PPS 250: Every Campus A Refuge Theory and Praxis II (2 credits). Offered in Spring '18 and '19. Prerequisite for this course is PPS 150: Every Campus A Refuge Theory and Praxis I.
- III. Choose ONE** of the following courses focused on understanding the **causes for forced displacement and (im)migration:**
 1. PPS 250: Genocide (4 credits). Offered in Spring '18.
 2. JPS: Understanding Oppressive Systems (4 credits). Offered in Spring '18.

IV. Choose ONE of the following courses focused on the **voice, agency and perspectives of (im)migrants and displaced individuals:**

1. ENGL 350: Immigrant and Refugee Literature (4 credits). Offered in Fall '17.
2. IDS 421: Border Crossings (4 credits). Offered in Spring '19.

V. Choose ONE of the following courses focused on **building community, advocacy, organizing:**

1. PPS 110: Intro to Civic Engagement (4 credits). Offered in Fall '17 and '18.
2. JPS 103: Community Problem Solving (4 credits). Offered in Fall '17.
3. JPS 220: Community Building Fundamentals (4 credits). Offered in Spring '18.

General overview for PPS 150: Every Campus A Refuge I and PPS 250: Every Campus A Refuge II:

In PPS 150: Every Campus A Refuge I students will:

- a) Learn about various topics related to refugeeism, forced displacement, im(migration), and resettlement through guest lectures, readings, as well as weekly discussion meetings and written reflections.
- b) Engage in 15 hours of conversational interactions with Syrian refugees through [NaTakallam](#), a non-profit that employs displaced Syrians by connecting them with students for language practice and conversations over Skype. This component centralizes refugee voices and experiences without exploiting the particular refugees we host on our campus or mining them as resources for our students' benefit, and with whom "educational conversations" are not expected nor enforced. If these conversations do happen, they should be initiated by the hosted guest; utmost privacy and confidentiality regarding such conversations should be upheld by the volunteer.

In PPS 250: Every Campus A Refuge II students will:

- a) Learn about various topics related to refugeeism, forced displacement, im(migration), and resettlement through readings, weekly discussion meetings, and written reflections.
- b) Receive training from our partnering resettlement agencies: [CWS Greensboro](#) and [New Arrivals Institute](#). This includes being vetted/background checked by CWS and signing confidentiality agreements regarding interactions with their clients.
- c) Volunteer for 40 hours over the course of the semester with the ECAR families or other CWS clients. This includes, but is not exclusive to, participation in the various aspects of hosting the family, ESL instruction, and implementation of resettlement tasks.
- d) Select and generate an inter/disciplinary advocacy, problem-solving or other type of ECAR engagement project derived from their learning experiences in the program and on

which future student can build: creating public narratives; building on/refining best practices; generating social media; participating in research and impact studies; outreach about ECAR/public policy issues; advocating for refugee and immigrant rights; fundraising; building/organizing community partnerships; organizing and holding educational events etc. Students must complete their project by the end of the semester and present on it at the Guilford Undergraduate Symposium and elsewhere.

These various elements of the minor are designed to educate the students on:

- 1) **What** forced displacement is and **why** it happens as learned through the courses they take, the material they read, and the guest lectures they attend.
- 2) **Who** are the individuals who experience it and what is their perspective as learned through the courses focused on primary narratives, the NaTakallam conversation partners, and (under certain conditions) the refugees with which they volunteer.
- 3) **How we** can collectively address the problems of forced displacement and resettlement as learned through the courses on organizing, civic engagement and community building as well as training provided by community partner organizations.
- 4) **Doing** the work of principled problem-solving by hosting refugees, assisting them in resettlement, advocacy work and the programmatic ECAR projects.

The ECAR PPSE minor team-members are the instructors teaching the various courses; each instructor will require an assignment (to be designed by them and in discussion with the team) that engages students in connecting what they learn in the course with their work in hosting/resettling ECAR hosted refugees and in reflecting on those connections.

Note: In the following syllabi, and for the sake of brevity without affecting content, I have removed the elements required of all Guilford syllabi (and are not specific to this course) such as office hours, material on credit hour calculations, accommodations for students with learning and/or physical differences, honor code, resources, and my policy on technology use in the classroom.

PPS 150: Every Campus A Refuge Theory and Praxis I (2 credits)

Fall 2017

Instructor: Dr. Diya Abdo

Course Description:

Every Campus A Refuge (ECAR) is an initiative that mobilizes college and university campus resources (within and without the institution's physical borders) to provide needed housing and other forms of assistance to refugees seeking resettlement in the institution's local area. In partnership with local resettlement agencies, universities and colleges can make a big difference in refugee resettlement in terms of numbers of refugees resettled, quality of resettlement and the

shaping of public discourse around refugees and immigrants. In this 2 credit course, you will learn about the refugee crisis, forced displacement and (im)migration; centralize the voices, agency and perspectives of refugees, (im)migrants and forcibly displaced individuals; and learn about the process of resettlement and community building with an emphasis on civic engagement, community organizing and advocacy.

Required Texts:

- 1) *The Making of the Modern Refugee*, Peter Gatrell, Oxford University Press, 2015.
- 2) *Strangers at Our Door*, Zygmunt Bauman, Polity, 2016.
- 3) *Sanctuary and Asylum: A Social and Political History*, Linda Rabben, Washington Press, 2016.
- 4) Readings on Canvas assigned by our weekly guest lecturer.

Course Outcomes (specific to this topic and general to the PPSE minor)

Upon successful completion of the course, students should:

- Identify and describe key components of the current refugee crisis – its causes, contexts, complexities and consequences. This is facilitated by the readings, guest lectures, and interaction with NaTakallam conversation partners and assessed in discussion, journals and final paper.
- Identify and describe key components of refugee resettlement – its joys, challenges, complexities and problems. This is facilitated by the readings, guest lectures, and interaction with NaTakallam conversation partners and assessed in discussion, journals and final paper.
- Have made substantial contributions to weekly group discussions and meetings, facilitated the contributions of group members, fostered a constructive group climate, and constructively responded to conflict among group members in an interdisciplinary problem solving setting. This is assessed in group discussions and participation.
- Demonstrate a sophisticated understanding of the relationship between one or more of Guilford College's core values and the refugee crisis and resettlement. This is assessed in student participation in discussions, journal entries and the final paper where students will explore the connections between mobilizing campus and community human and material resources to host refugees on our campus and assist them in resettlement and the College's core values of **community, diversity, justice, stewardship and integrity**.
- Demonstrate a developing sense of self as an interdisciplinary and values-aware learner through meaningful self-assessment of their integration of knowledge. Students will write

weekly journal reflections that focus on the content they are learning and explore the ways it builds towards the creation of an ECAR community.

Requirements:

Attendance and Discussion/Class participation:

Without question, attendance and discussion are what will make this class work. Your physical and mental presence in class as well as consistent, thoughtful and joyful participation in class discussions and workshops are of the utmost importance. Please make sure that you do the reading each and every time and that you come to class ready to express yourself and discuss the readings. Bring with you a hard copy of the required readings along with your notes, comments, and questions. Absence and lack of participation will severely affect your grade. As this class meets once a week, you are allowed ONE absence after which your participation grade drops depending on the number of absences. Two tardies (or leaving class early) equal an absence. If you miss 3 classes you will receive an F for participation. If you miss more than 3 classes, you will be administratively withdrawn from the course.

In cases of extraordinary illness or other complications, I reserve the right to adjust the above policy.

Journals:

Every Thursday (exclusive of fall break, the first week of class and the week of Thanksgiving) you will submit a 750-word journal entry on Canvas. I have not included reminders of due dates on the calendar, as it is a standing assignment for every Thursday.

In these journal entries you are to analyze and examine the most salient aspects of what you have learned **that week** (from the readings, guest lecture and Skype conversations) about refugeeism and resettlement and explore the ways in which this information can be used towards building an ECAR community. Although these are journal entries and thus will be somewhat informal, they must be **well written with no structural, grammatical, spelling or mechanical errors.**

Final Paper:

In this 10 page paper, you are to identify and describe one aspect of refugee advocacy or resettlement practices that needs improvement and design a project that improves that aspect. This project should build on your disciplinary skills and contribute to the building of an ECAR community as it connects to the College's core values. More instructions to come.

NaTakallam:

NaTakallam ("we speak" in Arabic) connects students with displaced Syrians for language practice and conversations over Skype. As NaTakallam conversation partners, displaced individuals gain access to an income, staff training and marketable skills. The platform offers Arabic language instruction and both students and their conversation partners engage in a powerful intercultural exchange, frequently developing friendships between worlds often polarized in the media and political spheres. Each hour costs \$15 and \$10 of those go to the

displaced individual/refugee. This fee will be paid by ECAR and CPPS. You will be required to engage in 15 conversational hours, ideally one hour a week. NaTakallam will provide us with sign-up forms specific to our class. Once signed up, you are matched according to your interest and the focus of the course with a conversation partner. You will receive a welcome email and guidelines to get underway.

Grade Distribution Summary:

- 1) Reading, preparation for class, participation and attendance: 40% (40 hours)
- 2) Weekly journals: 20% (20 hours)
- 3) Final paper: 20% (20 hours)
- 4) Completion of 15 hours of Skype conversation through NaTakallam: 20% (15 hours)

Course Schedule

The calendar is tentative. Every week there will be **additional assigned readings** connected to the topic of the guest lecture posted **on Canvas**.

You will be **required to attend the college wide lecture by Linda Rabben** author of *Give Refuge to the Stranger: The Past, Present, and Future of Sanctuary*, Routledge, 2011 and *Sanctuary and Asylum: A Social and Political History*, Washington Press, 2016. Date and place TBA.

Week 1: Introductions and course overview.

Week 2: Read Introduction and Part I in *The Making of the Modern Refugee* by Peter Gatrell. **Guest lecture** by Dr. John Cox, UNC Charlotte professor of Political Science and author of *To Kill A People*.

Week 3: Continue reading Introduction and Part I in *The Making of the Modern Refugee* by Peter Gatrell. **Guest lecture** by Krista Clark, instructor at Guilford College –historical background and economic dimensions of refugee crisis.

Week 4: Read Part II in *The Making of the Modern Refugee* by Peter Gatrell. **Guest lecture** by Dr. Krista Craven, Assistant Professor of JPS – what is refugeeism, immigration and forced displacement.

Week 5: Continue reading Part II in *The Making of the Modern Refugee* by Peter Gatrell. **Guest lecture** by Dr. Hayya Al-Ajjan, Elon University – the Syrian refugee crisis.

Week 6: Read Part III in *The Making of the Modern Refugee* by Peter Gatrell. **Guest lecture** by CWS representative – resettlement matters.

Fall break – no classes.

Week 7: Continue reading Part III in *The Making of the Modern Refugee* by Peter Gatrell. **Guest lecture** by Heather Scavone, assistant professor of law and director of the Humanitarian Immigration Law Clinic, Elon University– immigration and the law.

Week 8: Read to page 68 in *Strangers at Our Door* by Zygmunt Bauman. **Guest lecture by** Max Carter, Quaker Minister, at the site of Guilford’s Underground Railroad Tree – Quaker testimonies and Guilford’s history.

Week 9: Finish reading *Strangers at Our Door* by Zygmunt Bauman. **Guest lecture by** Lori Khamala, Director of the North Carolina Immigrant Rights Program for the American Friends Service Committee in Greensboro – Social advocacy and activism.

Week 10: Read Introduction and chapters 1-3 in *Sanctuary and Asylum: A Social and Political History* by Linda Rabben. **Guest lecture by** Wasif Qureshi, Imam, Islamic Center of Greensboro – Muslims in the Triad.

Week 11: Read chapters 4-6 in *Sanctuary and Asylum: A Social and Political History* by Linda Rabben. **Guest lecture by** Dr. Mylene Dressler, Associate Professor of English and Creative Writing, award winning novelist and non-fiction writer – creativity, public narratives, resistance and advocacy.

Week 12: Read chapters 7-9 in *Sanctuary and Asylum: A Social and Political History* by Linda Rabben. **Guest lecture by** Jonathan Maj, Deep Roots Marker Board Member – creating community partnerships.

Week 13: Read chapters 10-12 and Afterword in *Sanctuary and Asylum: A Social and Political History* by Linda Rabben. **Guest lecture by** Dr. Jill Peterfeso, Assistant Professor of Religious Studies, Guilford College – “Radical Hospitality.”

Week 14: In class workshopping on final paper. **Guest lecture by** Alan Mueller, Director of Career Services at Guilford College – engagement beyond *ECAR* at Guilford.

Week 15: In class workshopping on final paper. **Guest lecture by** Cheptoek Joram, *ECAR*’s first hosted guest and CWS client – an *ECAR* story.

Week 16: Revision and discussion – final paper.

PPS 250: Every Campus A Refuge Seminar: Theory and Praxis II (2 credits)

Spring 2018

Instructor: Dr. Diya Abdo

Course Description:

Every Campus A Refuge (*ECAR*) is an initiative that mobilizes college and university campus resources (within and without the institution’s physical borders) to provide needed housing and other forms of assistance to refugees seeking resettlement in the institution’s local area. In

partnership with local resettlement agencies, universities and colleges can make a big difference in refugee resettlement in terms of numbers of refugees resettled, quality of resettlement and the shaping of public discourse around refugees and immigrants. In this 2 credit course, you will learn about forced displacement and (im)migration; centralize the voices, agency and perspectives of (im)migrants and forcibly displaced individuals; participate in the place-based educational processes of resettlement and community building; implement a discipline-driven project that addresses a refugee advocacy or resettlement gap. PPS 150: Every Campus A Refuge Seminar: Theory and Praxis I is a prerequisite for this course.

Required Texts:

- 1) *On the Margins of the World: The Refugee Experience Today*, Michel Agier, Polity, 2008.
- 2) *The Oxford Handbook of Refugee and Forced Migrations Studies*, eds. Elena Fiddian-Qasmiyeh et al. Oxford University Press, 2016.
- 3) *The Middle of Everywhere: Helping Refugees Enter the American Community*, Mary Pipher, Mariner, 2003.

Course Outcomes (specific to this topic and general to the PPSE minor)

Upon successful completion of the course, students should:

- Identify and describe key components of the current refugee crisis – its causes, contexts, complexities and consequences. This is facilitated by the readings and (under certain conditions) interaction with ECAR hosted refugees and assessed in discussion, journals and final project.
- Identify and describe key components of refugee resettlement – its joys, challenges, complexities and problems. This is facilitated by the readings and interaction with ECAR hosted refugees and assessed in discussion, journals and final project.
- Have made substantial contributions to weekly group discussions and meetings, facilitated the contributions of group members, fostered a constructive group climate, and constructively responded to conflict among group members in an interdisciplinary problem solving setting. This is assessed in group discussions and participation.
- Demonstrate a sophisticated understanding of the relationship between one or more of Guilford College's core values and the refugee crisis and resettlement. This is assessed in student participation in discussions, the journals, and the final project where students will implement a solution to a refugee advocacy or resettlement problem in a way that connects to one of the College's core values of **community, diversity, justice, stewardship** and **integrity**.

- Demonstrate a developing sense of self as an interdisciplinary and values-aware learner through meaningful self-assessment of their integration of knowledge. Students will write weekly journal reflections that focus on the content they are learning and explore the ways in which it builds towards the creation of an ECAR community.
- Articulate a developing and substantial connection between their principled problem-solving experiences and their long-term vocational, educational, and personal goals by selecting a project which attempts to solve or address a challenge/gap/problem in refugee discourse, hosting or resettlement. This project should align with the student's inter/disciplinary training, their skills and passions, and their vocational and personal goals. Students will present their project and its results at GUS.

Requirements:

Attendance and Discussion/Class participation:

Without question, attendance and discussion are what will make this class work. Your physical and mental presence in class as well as consistent, thoughtful and joyful participation in class discussions and workshops are of the utmost importance. Please make sure that you do the reading each and every time and that you come to class ready to express yourself and discuss the readings. Bring with you a hard copy of the required readings along with your notes, comments, and questions. Absence and lack of participation will severely affect your grade. As this class meets once a week, you are allowed ONE absence after which your participation grade drops depending on the number of absences. Two tardies (or leaving class early) equal an absence. If you miss 3 classes you will receive an F for participation. If you miss more than 3 classes, you will be administratively withdrawn from the course.

In cases of extraordinary illness or other complications, I reserve the right to adjust the above policy.

Journals:

Every Thursday (exclusive of spring break and the first week of class) you will submit a 750-word journal entry on Canvas. I have not included reminders of due dates on the calendar, as it is a standing assignment for every Thursday.

In these journal entries you are to analyze and examine the most salient aspects of what you have learned **that week** (from the readings, discussions, and volunteering with ECAR refugees) about refugeeism and resettlement and explore the ways this information assists you in the project you are designing this semester to address a refugee advocacy or resettlement problem.

Although these are journal entries and thus will be somewhat informal, they must be **well written with no structural, grammatical, spelling or mechanical errors.**

Final Project:

Based on your final paper from last semester, you will now generate and create the project you identified as a solution to a refugee advocacy or resettlement problem. This can involve creating public narratives, building on best practices, generating social media, participating in research

and impact studies, outreach about ECAR/public policy issues, advocating for refugee and immigrant rights, fundraising, building/organizing community partnerships, organizing and holding educational events etc. The problem-solving project you design and implement must be one on which future students can build and which connects to one of the College's core values of **community, diversity, justice, stewardship and integrity**. You will present on your topic at GUS.

Volunteering:

You will be required to volunteer for 40 hours for the semester with the ECAR families or other CWS or NAI clients.

At the beginning of this semester, you will receive training by these agencies that will inform and govern your interaction with their clients. You will also be vetted/background checked by them and sign confidentiality agreements regarding upholding privacy in interacting with their clients. Your volunteer work will include, but is not exclusive to, participation in the various aspects of hosting the family, ESL instruction and implementation of resettlement tasks. The ECAR program coordinator will record your volunteering hours as well as provide feedback on your performance, including your abiding by CWS and NAI guidelines and recording of case notes. These, and the completion of those hours, will determine your grade for this portion of the course.

Grade Distribution Summary:

Reading, preparation for class, participation and attendance: 30% (30 hours)

Weekly journal on readings, discussions and volunteering: 20% (20 hours)

Final project: 25% (30 hours)

Volunteering: 25% (40 hours)

Pass/fail work (attendance and completion required):

- 1) Training session by CWS (3 hours)
- 2) ESL Training session by NAI (4 hours)

Course Schedule

The calendar is subject to revision.

Week 1: Introductions and course overview. Volunteer training by CWS and NAI. These will be arranged for outside of class time, either on campus or at CWS and NAI offices.

Week 2: CWS and NAI representatives. Volunteering guidelines and best practices. Discussion.

Week 3: ECAR program coordinator. Volunteering guidelines and best practices. Discussion.

Week 4: Read pages 1-38 from *On the Margins of the World: The Refugee Experience Today* by Michel Agier. Discuss readings and volunteering work.

Week 5: Read pages 39-105 from *On the Margins of the World: The Refugee Experience Today* by Michel Agier. Discuss readings and volunteering work.

Week 6: Discuss selected course project. Workshop in small groups.

Over the next weeks, you will be meeting with me one-on-one to discuss your project.

Week 7: Read introduction and Part I in *The Oxford Handbook of Refugee and Forced Migrations Studies*. Discuss readings, project and volunteering work.

Spring break – no classes.

Week 8: Read Parts II and III in *The Oxford Handbook of Refugee and Forced Migrations Studies*. Discuss readings, project and volunteering work.

Week 9: Read Parts IV and V in *The Oxford Handbook of Refugee and Forced Migrations Studies*. Discuss readings, project and volunteering work.

Week 10: Read Part VI in *The Oxford Handbook of Refugee and Forced Migrations Studies*. Discuss readings, project and volunteering work.

Week 11: Read Part VII in *The Oxford Handbook of Refugee and Forced Migrations Studies*. Discuss readings, project and volunteering work.

Week 12: Read Prelude and Part I in *The Middle of Everywhere: Helping Refugees Enter the American Community* by Mary Pipher. Discuss readings, project and volunteering work.

Week 13: Read Part II in *The Middle of Everywhere: Helping Refugees Enter the American Community* by Mary Pipher. Discuss readings, project and volunteering work.

Week 14: Read Part III, coda and appendices in *The Middle of Everywhere: Helping Refugees Enter the American Community* by Mary Pipher. Discuss readings, project and volunteering work.

Week 15: Workshopping projects and presenting at GUS.

Week 16: Revising projects and final group discussions on projects and volunteering.