

CLCS 253T, On Refugees and Forced Migration in Europe: Greece
Department of Languages, Literature, and Cultures, Fall 2018



Discarded life vests above Mithymna, Greece, 2017; photo Alexander Koerner

COURSE DESCRIPTION

This travel course will focus on forced migration and asylum regimes in Europe, with a travel component that takes the class to Greece, one of the major European nodes of the current refugees crisis. The course offers an interdisciplinary approach to the political, social and cultural contexts of forced migration and is coupled with the study of a number of imaginative responses that help to shape attitudes and positions towards refugees. Throughout this course, students will study ideas of human rights as they relate to refugees, political and theoretical concepts that help to think through notions of belonging, sovereignty, welcome, and a range of cultural narratives, including films and videos, and public art that bring their own critical interventions to bear on the emergent discourses surrounding refugees. Our time in Greece will be spent speaking to actors involved with refugees in different ways, and working with NGOs and organisations that offer support and shelter to refugees.

COURSE INFORMATION

Department
Professor
Office

Comparative Literary and Cultural Studies
Caroline Wiedmer
North Campus 6

Office Hours

T: 12:00-14:00, and by apt on Wednesdays

E-mail

cwiedmer@fus.edu

Office Telephone

091/ 986 36 53, extension 653

Mobile during travel

++41 78 811 6561

Meeting time and place

Wednesday, 13:00 to 15:45, LAC 7

TEXTS AND MATERIALS

- Alexander Betts and Paul Collier, *Refuge: Rethinking Refugee Policy in a Changing World*, 2017 (available at the Franklin Bookstore)
- Articles from The Oxford Handbook of Refugee and Forced Migration Studies, edited by Elena Fiddian-Qasmiyeh et al., 2014 (Moodle)
- A variety of texts from media, literature and scholarship made available on Moodle (key: greece)

REQUIREMENTS

1. Workshops (20%)
2. Attendance and participation (20%)
3. Trip journal of at least 20 handwritten, or typed pages (20%)
4. Co-Facilitation of Class Discussion (20%)
5. Mid-term exam (20%)

LEARNING OUTCOMES

Students who successfully complete the course with a C or better should

- ☐ Have acquired an overview of key issues in forced migration and refugee studies
- ☐ Be versed in contemporary popular discourses surrounding notions of migration, citizenship and welcome and be able to apply these notions to discrete case studies
- ☐ Should have gained an appreciation of what it means to work in refugee centres, and the difficulties such centres face, through their hands-on work in Athens
- ☐ Have learned how to create and deliver workshops that both draw from their talents and benefit others
- ☐ Be aware of what it means to work with refugees in different age groups and different contexts
- ☐ Have become aware of the drafting, revising and peer editing aspects of writing, delivering and submitting a conference paper as part of a panel.
- ☐ Have gained ease in working as a member of a team, both practically in the workshops teams and academically as a member of the conference panel
- ☐ Developed an awareness of their own roles as thinkers, writers and actors in a world in which social justice and human rights are continuously put to the test.

Co-Facilitation of Class Discussion

Each reading will be introduced by two students who will 1) re-iterate its main points, 2) offer an interpretation of those points, 3) draw a link to an article in the news media that relates to the reading, and 4) lead of class-room discussion with three questions. The news article should be no older than 6 months, and the facilitation non longer than 20 minutes. In order to facilitate class-room discussion, each group of facilitators will upload the article and a short summary of the points they want to discuss onto Moodle on the Monday preceding "their" class-room discussion.

HOW TO DO WELL IN THIS COURSE

1. Think with the texts you read; use the thoughts they help you formulate to make differentiated and intelligent contributions to class discussions. Hint: this means the more you read and the more you speak up the better you do.
2. Make friends with people in class early on and peer review with them.
3. Come to class regularly and on time. This is the easiest way to make points with me. Not doing this is the easiest way to lose points.
4. Turn assignments in on time; follow the assignments prompts at the end of this syllabus closely; don't write me emails before you have read them.
5. Take your role as someone who can help refugees seriously: what do you have that might benefit people in their situation?
6. Be a mensch in class and on travel. You know what I mean, and if you do not, see more about dos and don'ts in the travel section of this syllabus.
7. Don't casually check your e-mails or browse the internet or answer message during class or on travel. It is always noticeable, and there is nothing as irritating as having to police adults on this count.
8. If anything is unclear here, come and see me.
9. Likewise, if you are about to screw up, come and talk to me instead. We can usually find a solution so the screw-up becomes an act of mastery.

VISAS, STUDENT IDS AND INSURANCE CARDS

1. Make sure you understand the visa requirements for Greece that pertain to you, and begin getting a visa NOW if you need one. I will help you in whatever way I can, but the ultimate responsibility for making sure you have your papers in order and if necessary for securing your visa lies with you.
2. Check your passport: is it still valid?

3. If you are under 18, or over 25, please come and see me for insurance purposes.
4. Be sure to bring your insurance card.
5. Be sure to bring your student ID. This is important because often tickets for student are free or discounted. You pay the difference if you forget your card.
6. If you have a medical condition, allergies, phobias, or anything I need to know about to make the trip safe and comfortable for you, come and speak to me.

ATTENDANCE, PARTICIPATION, DEADLINES

This is a class that lives from avid participation, compassionate and reliable work, stringent thinking, regular scholarly risk-taking, and ongoing, open-minded conversation. I expect you to come to class regularly, keep up to date with the materials, and be ready to participate actively in discussion and in our work in Athens. That said, I recognize that there are times, such as your best friend's wedding or your parents' visit, when you might want to miss class. You therefore have one freebie, i.e. one double class during our on-campus classes, no questions asked. During travel, you may only miss work if none is relying on you to show up. After that I will deduct 10 points from your final grade (i.e. three misses will take your grade down by 20%). If you miss more than three times, i.e. 6 regular classes, before travel, you will be dropped from the class, and cannot come along to Greece.

I also expect you to meet deadlines for handing in your work. For each day you hand your work in late I will deduct 3 points from your final grade. After ten days I will give you an F without prior warning. Please hand in everything on Moodle—that way we both can track your work. If there is a compelling reason you cannot hand in your work, come and speak to me. Please be aware, that I will not come and find you.

CARDINAL RULES

While in Greece, please follow these cardinal rules:

The Buddy System

Always go out at least in pairs, and act according to the buddy system, i.e. always make sure you know where your friend is, call me for help if there is trouble, and go home together.

And related to that, the Praggie System

On each of the days we are actively pursuing our topic I will recruit two or three assistants, called praggies, to help with the more pragmatic aspect of the travel. These might include

- a) counting everybody to make sure no one stays behind
- b) buying or picking up tickets for public transport, museums, concerts, etc.
- c) researching and making reservations in restaurants
- d) helping me keep up with all members of the group
- e) jumping in should there be an emergency of any sort

- f) taking partial responsibility for the smooth and successful running of each day.
- g) counting everybody. Or did I mention that already?

Being on Time

We usually start at between 8:00 and 10:00 o'clock—that should allow you to have both a good time and be punctual and reasonably rested. I would like the group to assemble 10 minutes before the stated departure time so that we can begin seminar or leave with the bus punctually.

Common Meals

I am a firm believer that not only love, but also knowledge and learning go through the stomach. For that reason I have planned, and will pay for, at least one common meal each day (in addition to breakfast which is included), so we have a time and place for informal discussion and reflection. This also means that I expect everyone to take part in them. Some of the work we will be doing in Greece is cooking for different groups of refugees; these count as common meals.

Mobile phones, ipods, ipads and sundry electronics

Don't use them while we are in class or on a tour.

Safety

If your behaviour endangers yourself, another a member of the class, or the smooth workings of the travel as a whole, I will put you on a flight *for Lugano which you will have to pay for*.

If you find yourself in trouble, or even just think you might be in trouble, call me, no matter what time it is. My mobile phone number is: ++41 (0) 78 811 6561.

ACADEMIC INTEGRITY

Academic integrity is an important aspect of both learning and in some way, of social justice. Cheating on an exam, fabricating evidence and plagiarism, including self-plagiarism, go against the ethics of good academic behavior (see Academic Dishonesty, Catalogue, p. 42 at http://www.fus.edu/images/pdf/Catalog_2014-2016.pdf).

All violations of academic integrity will result in an F for the assignment. The student may also fail the course entirely and may be subject to further disciplinary action by the Dean of Academic Affairs. Infractions from any course will go into your academic file. A second infraction from any course can result in expulsion from the university. If you have questions about academic integrity that you are unsure about, see me.

On the bright side, remember: when I see your reference I don't think "I wish that student had had that great idea herself." I think „What a smart student for reading and recognizing and using such a productive idea to bolster his or her argument and

to enter a scholarly dialogue.“ A well-chosen reference, in other words, turns out to be a gold star.

CALENDAR BEFORE ACADEMIC TRAVEL

due dates/administrative tasks

Part I: Approaches to Forced Migration and Key Issues in Refugee Studies

August 29 Introduction to the class, discussion of trip
Discussion of workshops and preliminary discussions of possible offerings; discussion of conference

September 5 Readings:
Alexander Betts, "International Relations and Forced Migration"
Dawn Chatty, "Anthropology and Forced Migration"

Co-facilitators:

Co-facilitators:

September 12 Readings:
Jane McAdam, "Human Rights and Forces Migration"
Michael Collyer, "Geographies of Forced Migration"

Due-sign-up for workshops; draft description of workshop

Co-facilitators:

Co-facilitators:

Part II: Where we are, where we have been and where we might go

September 19 *Refuge*, Introduction, Global Disorder and Time-Warp, 1-61

Co-facilitators:

Co-facilitators:

September 26 *Refuge*, The Panic, Rethinking Ethics, 62-126

Co-facilitators:

Co-facilitators:

October 3 *Refuge*, Rethinking Havens, 127-155

Co-facilitators:

Co-facilitators:

Discussion- workshop preparation and food

Part III Working with Refugees

October 10 **Due-** workshop descriptions with list of what we need to purchase or procure; description of possible meals to cook with lists for things we need to bring from Switzerland.

Shopping trip; my office becomes a storage space.

October 17 Mid-term exam

CALENDAR FOR TRAVEL PORTION

due dates/communal meals (paid for by program)

Contact number for Professor Wiedmer during travel: ++41(0) 78 811 6561

TUES October 23 Heading Out

Depart Lugano: 8:00 at
Depart Milan Tamoil 11:00
Malpensa: Arrive 14:30
Athens:
Transfer to Hotel:
City Circus Athens
<https://citycircus.gr>
16 Sarri str. Athens 105 53,
Greece +30 2130 23 7244

19:00 Welcome dinner

Praggies:

Camilla Borghi (+41 79 858 4971) Charles

Whittaker Curry (+41 79 129 9322)

WED October 24 Melissa & City Plaza & exhibit by artist Anna Lascari

11:00 Melissa (Group A, 10-12 people)
<https://de-de.facebook.com/Melissanetworkgreece33/>

11:00 City Plaza (Group B, 10-12 people)
<https://best-hotel-in-europe.eu>

Afternoon	Workshop for Group A at Melissa
	Group B off until the evening
19:00	Opening of artist Anna Lascari's <i>Extreme Singularities</i> at a.antanopoulou.art
	Praggies: Nitish Sudhir Soundalgekar (+41 77 474 9146) Ryan Hailey (+1 (303) 704-9739)
TH October 25	Stavros Niarchos Foundation & American College
9:30-11:00	Conversations with Myrto Xanthopoulou Stavros Niarchos Foundation 86A Vasilissis Sofias Avenue www.snf.org
12:00	Communal lunch at American College
13:30-15:00	Meeting with director and students of refugee program of the American College of Greece
15:00-16:30	Seminar
	Praggies: Tony Ziadah (+41 76 328 9403) Noor Rajab (+1 (281) 935-1853)
FR October 26	METAdrasi: Action for Migration and Development & Melissa, City Plaza http://metadrasi.org/en/metadrasi/
11:00	Group B at City Plaza
12:00-14:00	Volunteer work in groups of 5 in two different shelters of Melissa either with unaccompanied children of both sexes (Little Puget Shelter), or unaccompanied teenage girls (Pugat Shelter).
15:00-16:30	Lecture and discussion with METAdrasi
	Praggies: Naomi Lear (+1 (218) 390-1160) Rylee Manning (+1 (404) 993-8547)
SAT October 27	Leoš Janáček, Jenůfa, Greek National Opera at the Stavros Niarchos Cultural Center http://www.nationalopera.gr/en/event/genoufa-2018/

12:00-14:00	Volunteer work in groups of 5 in two different shelters of Melissa either with unaccompanied children of both sexes (Little Puget Shelter), or unaccompanied teenage girls (Pugat Shelter).
16:00	Leave for the Stavros Niarchos Center
17:00	Introduction to ge by Professor Rafael Newman (with apero)
18:00	Communal dinner
20:00	Curtain call
	Praggies: Natalie Purswell (+41 76 309 6303) KJ Hogan (+1 (412) 512-3741)
SUN October 28	All-day cruise to the Islands of Aegina, Poros and Hydra https://citycircus.gr/1-day-cruise-islands-argo-saronic-gulf
Morning	Communal Breakfast on Ship
Noonish	Communal lunch
	Praggies: Olivia Stickley (+41 76 282 7137) Alex Phillips (+1 (804) 517-7775)
MON October 29	Praksis Athens https://www.praksis.gr/en/
10:00-11:00	Discussion with Yannis Souliotis of Praksis
11:00-14:00	Volunteer work sorting used clothing and handing it out to beneficiaries https://www.praksis.gr/en/ (group of 10-12 volunteers; rest of the group splits up goes to Melissa or City Plaza)
14:30:00	Communal lunch
15:00	Meeting with Anna Lascari Introduction to Community Centre and to Athensreport.org Screening video of athensreport.
	Praggies: Thomas Liess (+41 79 576 6266) Maddie McWilliams (+41 79 891 9065)
TUES October 30	Dirty Girls, Seminar & Melissa & City Plaza

10:00	Discussion with Alison Terry-Evans, founder of Dirty Girls of Lesbos https://dirtygirlsoflesvos.com/upcycle
12:00-14:00	Communal lunch (optional) with Alison Terry-Evans
12:00-14:00	Volunteer work (optional) at Melissa (group of 4)
14:00-16:00	Seminar on terrace
Evening	Volunteer work in City Plaza (group of 4)
	Praggies: James Macrokanis (+1 (617) 785-1160) Ava Selvig (+1 (541) 450-2465) Demetria Wren (+ 1 (512) 947-6640)
WED October 31	All-day trip to Epidaurus, Nafplion & Mycene https://citycircus.gr/1-day-tour-mycenae-epidaurus-nafplio
20:00	Farewell Dinner
	Praggies: Justis Kinney (+1 (805) 501-0048) Chancity Edwards (+1 (470) 728-2628)

THURS November 1 Heading Home

Depart Athens:	14.45
Arrive Milan, Malpensa:	16:20
Bus to Lugano, arrival time approximately	18:30

Praggies:
Nikki LeDoux (+41 76 389 6504)
Mary Newton (+41 79 316 3215)

Schedule After Travel

Part V:	Creative Responses to Forced Migration
November 14	Workshop Due- Travel Journal
November 28	Workshop
December 5	Workshop
Final's Period	Presentations of your creative responses Due- Creative Response with reflection paper



Creative Responses to Forced Migration

CLCS 235T

On Refugees and Forced Migration in Europe

Professor Caroline Wiedmer

Assignment

We have read a number of texts, heard from a foundation, from NGOs, organisations, and individuals how they have responded to what is often referred to as the refugee crisis in Greece, and we have seen that information about the forced migration does not only come in the form of numbers and policies, but also in the form of hard work, imaginative responses, and stories.

The last assignment is a creative response to all that you have learned, seen and experienced. It is consistent with the aim to encourage and support creative thinking as one way of capturing and processing complex knowledge, and of finding creative solutions to problems that span disciplinary fields. In the words of an expert group of the American Association of American Colleges Universities creative thinking "is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking (see https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

In the context of our travel to Greece, this can take many forms: some have, for instance, spoken about making a video of one or several aspects of the city and the refugee crisis, others about writing a short piece of fiction and others again about

creating a series of photographs or a set of drawings. Or you might chose an entirely different path such as writing a fictional letter to a government head in which out a policy for a new refugee policy, or inventing an NGO like Metatrasi or Praksis to respond to specific needs of refugees, or an organisation like Dirty Girls that also tackle the environmental aspect of forced migration. Or, like the student at the American College in Greece, you might try your hand at drawing a children's book to explain to a young child what forced migration is. There are really no limits to your creativity as long as you keep in mind the rubrics below.

As a reflection on your creative response, I expect a **two-page paper** (times roman 12 point), which is part of the rubrics below and carries 20% of the grade of this assignment. Please use it to discuss the form you gave your response, its purpose, the process of creation and the critical/intellectual/affective points you are making with it. Think of it as four paragraphs in which you address these points in turn.

Due date for creative response: final's session

Creative Response Grading Rubrics

Innovative Thinking and Originality (20%)

An original, novel piece expressing student vision/understanding/aim.

A: Offers a vision of the refugee crisis and what you have learned expressed in a completely original way. Demonstrates critical thinking that challenges values and offers a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries and offers a completely new way of understanding/seeing/viewing the issues of forced migration.

B: Creates a novel or unique idea, question, format, or product. Demonstrates critical thinking.

C: Experiments with creating a novel or unique idea, question, format, or product. Expresses a clear perspective, but fails to offer any new ideas.

D: Expresses an unclear perspective. Reformulates a collection of available ideas, rather than creates new ideas.

Connecting, synthesising and transforming knowledge (20%)

Creative piece reveals student understanding of concept(s), organisation(s) and event(s) or situation(s) presented as they related to refugees or forced migration.

A: Reveals knowledge that is correct and consistent with purpose of project. Transforms ideas or solutions into entirely new forms.

B: Reveals knowledge that is mostly correct and consistent with purpose of project. Synthesizes ideas or solutions into a coherent whole.

C: Attempts to reveal knowledge or provides partially correct knowledge that reflects purpose of project. Connects ideas or solutions in novel ways.

D: Reflects a lack of deeper knowledge consistent with purpose of project.
Recognizes existing connections among ideas or solutions.

Tools/Techniques (20%)

Demonstrates awareness of and ability to use the tools and techniques chosen for completion of creative piece.

A: Demonstrates masterful and/or inventive use of tools / techniques that meet purpose of creative piece.

B: Demonstrates skilful use of tools / techniques that meet purpose of creative piece.

C: Demonstrates appropriate choice and use of tools / techniques that meet purpose of creative piece.

D: Demonstrates inappropriate choice or use of tools / techniques that do not meet purpose of creative piece.

Embracing contradictions (20%)

The topic of forced migration is full of tensions, contradictory opinions and debatable solutions. For this reason I am including this rubric here.

A: Integrates alternate, divergent, or contradictory perspectives or ideas fully.

B: Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.

C: Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.

D: Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.

2-page reflection explains purpose of creative piece, the process, and results (20%)

Clearly and completely explains the purpose of the creative piece and the process for completion in writing.

A: Provides insight about questions considered for completion of piece and analyzes effectiveness of choices made.

B: Clearly explains the purpose of the creative piece and the process for completion in writing.

C: Provides insight about questions considered for completion of piece or analyzes effectiveness of choices made. Explains purpose of the creative piece and the process for completion in writing.

D: Attempts to provide insight about questions considered for completion of piece or analyzes effectiveness of choices made. Attempts to explain purpose of creative piece and its process in writing but is unclear and/or incomplete.

Rubrics adapted partially from the syllabus for my Berlin Travel, and from the creative thinking value rubric by the Association of American Colleges and Universities.

Final Note

The rest of our class time is devoted to this creative response and we will have three three-hour workshops to it. We will work in groups and individually, and we will have plenty of time to discuss these rubrics and how best to fulfil the assignment. As always, please write to me or come to my office with any questions you might have at any point of the process: cwiedmer@fus.edu.