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Course Description:

Currently over 10 million refugees have fled from their home countries. The UN Refugee Agency lists over 35 million people in the category “population of concern.” In this course we will read the personal stories of some individual refugees – their experiences fleeing from turmoil, death and war, as well as their experiences and adjustments in coming to the United States. We will look at the culture of both refugees and Americans and how assimilation does or does not take place.

The primary goal of FYS classes is to help integrate students into academic culture; sharpen students’ writing, critical thinking, verbal communication and information literacy skills; encourage active participation by students in class; invite connections among several areas of study or disciplines; and aim to establish a sense of community among members. Discussion of readings and assignments each class period are meant to stimulate your thought processes and see multiple viewpoints.

Writing

Writing assignments will be given at least once a week. Most assignments will be short, but expect several longer essays and a research paper. This class is participating in a Writing Workshop pilot project. One requirement will be to attend at least two Writing Workshop appointments (most likely one toward the beginning of the semester and one toward the end).

Participation and Attendance

Participation is an integral part of this class and attendance is required. Roll will be taken each class period. If you will not be in class, please notify me by phone or email ahead of time. Two unexcused absences will be allowed before there is a reduction in your grade. Arriving late is disruptive and disrespectful to other members of the class. Please be on time.

You are responsible for your learning and progress in the course. This also means being an active participant in the class having read/done assignments ahead of time and being well versed in the discussion topic of the day. Written assignments will be handed in at the beginning of class. If you have questions about an assignment or any of the material, please ask ahead of time. You can reach me by phone, email or in person primarily during the day. I may have meetings or other responsibilities at the time and may not reply immediately.

Phones need to be turned off during class. Laptops and tablets may occasionally be used in class if their use is part of the class assignment. Paper and pen should be brought to class each time. Studies have shown that students remember content better while taking notes long hand instead of typing on a computer. I expect you to take notes in class.

One on one appointments

I will make it a requirement for each of you to see me individually at least twice during the semester. This does not have to be during my posted office hours, but can be by special appointment. It is important to discuss writing and other work on a personal basis, and this can’t be done in class. Talking individually with your professors is good practice. In a university, the dynamics of the class are a generally a collaborative responsibility of both the students and the professor. Students should not depend on the professor to initiate interaction but initiate it themselves.

Grading
I will not grade all assignments, but there will be enough graded assignments to let you know how you stand. Midterm grades will be posted. My general scheme for the final grade will be:

- Class participation: 10 per cent
- Quizzes, short daily assignments: 15 per cent
- General essays: 25 per cent
- Research paper: 30 per cent
- Final essay: 20 per cent

**Scholastic Dishonesty**

A student who submits as his or her own work a thesis, draft, completed essay, examination, quiz, or any other written work which is taken in whole or in part from another person’s writing without proper acknowledgement (that is, the use of quotation marks and documentation for directly quoted material or some sort of specific citation for paraphrased material) is guilty of plagiarism. A student who submits a plagiarized paper or allows another person to copy his or her work is subject to any one or all of the following actions:

- receiving a 0 grade for the paper;
- receiving an F grade for the course;
- being reported to the university for possible disciplinary action.

University policy for academic integrity can be found at: http://www.drake.edu/dos/handbook/academic/#dishonesty.

**Special Accommodations**

It is the policy at Drake University to accommodate students with disabilities, pursuant to federal law and state law. Any student with a documented disability who needs accommodation, for example in arrangements for seating, examinations, or note-taking, should contact Student Disability Services at 515-271-1835. Once the appropriate documentation is received from the Student Disability Services Office, please provide it to the instructor within the first week of class or within a week of diagnosis.

**Course Overview – Themes and Texts**

**General Schedule**

**Part I**

Refugee experiences

Week 1:

Tues, Aug. 26 - Introduction (library visit if time)
Read: CountryWatch (Database) Sudan and Southern Sudan – History, Political Conditions, Economic Conditions, People

Thurs, Aug. 28
Watch for Tues.: Quinn, Christopher, et al. *God Grew Tired of Us [Videorecording]*. Culver City, Calif.: Sony Pictures Home Entertainment, 2007. on reserve
Brief writing assignment.

Week 2:

Tues, Sept 2
Read: Cambodia section in CountryWatch – History, Polical Conditions and People.

Thurs, Sept. 4
Guest speakers. – Meet in Cowles Library Room 45
Brief writing assignment for Tues.

Week 3
Tues., Sept 9
Read for Thurs.: Cambodia sections: History, Political Conditions, Economic Conditions, People in CountryWatch.
Longer writing assignment for Thurs., Sept. 18 – visit Writing Workshop.

Part II
Coming to the U.S.

Thurs, Sept 11
Hand in (electronically) revised writing assignments one and two.

Week 4:
Tues, Sept 16
Make appointments with writing workshop early enough
Read for Thurs:

Thurs, Sept 18
Hand in rough draft of writing assignment 3 – visit writing workshop
Read for Tues: CountryWatch – Section on Nigeria

Week 5:
Tues, Sept 23
Short writing assignment due Sept. 30.

Thurs, Sept 25
Discussion of New Americans: Nigerian Family
Hand in final writing assignment 3.

Writing assignment for Thurs., Oct. 9

Part III – Adaptation/Assimilation/Conflict

Week 6:
Tues Sept 30
Hand in paper on Nigerians
Writing assignment for Thurs., Oct. 9

Thurs, Oct 2

Research paper

Week 7:
Tues, Oct 7
Think about what you want to write about in your research paper

Thurs Oct 9
Meet in Cowles Library 45
Hand in writing assignment comparing refugee services from Ellis Island to today.
Look at databases, use RefWorks, take class time to do research.
Write a paragraph about what you want to research and why - by Thurs. Oct. 16
Make appointments with me to discuss refugee services paper just handed in and your research topic

Week 8:
Thurs, Oct 16
Meet in Cowles Library 45
Set the appointments to discuss the refugee services paper handed in on Oct. 9 and your research topic.

Week 8.5:
Tues, Oct 21

Thurs, Oct 23
Turn in annotated bibliography for research paper.
McKenzie Leier, a senior Drake student will talk about the Working Group for the Infusion of Global and Multicultural Understanding (WGIGMU).
Start making appointments with the Writing Workshop to discuss research papers.

Week 9.5:
Tues, Oct 28
Emily Johnson will speak about Study Abroad and McKenzie Leier, a senior Drake student will talk about the Working Group for the Infusion of Global and Multicultural Understanding (WGIGMU).

Thurs, Oct. 30

Week 10.5
Tues, Nov 4
Turn in rough draft.
Bruce Gilbert will talk about his January term class
Make sure appointments with the Writing Workshop have been made.

Thurs, Nov 6
Writing assignment for Thurs., Nov. 13

Week 11.5:
Tues, Nov. 11
Writing assignment for peer review.

Part IV - Politics

Thurs., Nov 13 meet in Cowles Library room 45
Jill Anderson of Catholic Charities will talk.
Peer review papers on community relations.

Week 12.5
Tues. Nov. 18
Turn in revised peer reviewed papers.

Thurs., Nov. 20
Turn in research paper
Writing assignment for those not able to make it to class on Nov. 25. Directions for final essay.

Week 13.5:
Tues., Nov. 25

(14) Tues., Dec. 2
No reading assignment for Dec. 4. Final essay will be due Dec. 4.

Thurs, Dec. 4 – meet in Cowles Library 45
Turn in final essay.
Review of class.

FINALS – There will not be a final exam. The final essay will be in its place.