HONR 292C-Knowing across Cultures: Refugees in a Global Era

Instructor: María del Carmen López Ramírez
Office: Clark A77
Office Hours: Tuesdays and Thursdays, 12.30pm-1.30pm, and by appointment
Email: mclopez@colostate.edu

COURSE DESCRIPTION

There are around 60 million people in the world who have been displaced by war, persecution, natural disaster or conflict. Migration has become a big issue, especially after multiple terrorist attacks in Europe and the US over the last few years. As a consequence of the current immigration narrative, right-wing movements and parties, xenophobia, a fear for diversity and a lack of tolerance are on the rise around the world. This course will inquire into the nature, causes and consequences of contemporary refugee waves in our globalized world. We will set aside the current narrative and have a more open dialogue. To that end, we will debate personal social identity construction and stereotypes, and analyze the positive side of immigration to create a more open, respectful and tolerant society. Particular attention will be paid to the recent EU crisis, integration and segregation processes, racism, and cultural diversity.

What are ways of knowing?
The seminar will engage students in the exploration of different ways of knowing across cultures by understanding different cultural perspectives and analyzing how cultural values differently inform research methodologies. The seminar considers how cultural values inform what counts as knowledge, and by whom; the methods employed to gain or affirm knowledge; the values attributed to knowledge; and moral implications of how knowledge is constructed, evaluated, and reproduced. Specifically, this course will provide experiences for students to critically and analytically reflect on how power, privilege, cultural identities, historical frameworks, social systems, and cultural backgrounds influence what we know about self, others, and the world. These reflections will involve examples of how social and historical gaps, omissions, and shifts in knowledge, including what is not known, what cannot be known, and what is un-known (which may have been disregarded, discarded, or forgotten) often reflect competing cultural perspectives and values. Students will also learn to understand the effects of cultural bias on the interpretation of facts, empirical data, observation, and experience, and how this shapes understandings of the possibility for certainty and objective knowledge. In this way, students will explore how cultural values inform and influence which research methodologies are used for knowledge production, construction, and acquisition. By analyzing contemporary case studies or issues on a theme, students will further integrate and evaluate different ways of knowing.

COURSE LEARNING OBJECTIVES

After completing this course, a successful student will be able to:
1. Identify and analyze how cultural values influence ways of knowing on individual, societal, and global levels in a diversity of academic disciplines and social contexts.
2. Apply and integrate diverse ways of knowing to analyze and interpret contemporary issues and topics.
3. Articulate how cultural frameworks and social systems influence what knowledge is produced and how knowledge is constructed, expressed, accepted, and contested.
4. Understand the limits of knowing, how knowledge changes, and the social, historical, political, and cultural influences that shape ways of knowing across cultures.
5. Critically assess issues of identity, culture, ownership, and power as they relate to the processes of knowledge production across cultures.
6. Recognize and apply interdisciplinary connections and intercultural overlaps among ways of knowing across cultures.
7. Describe and evaluate how different methodologies influence ways of knowing and what is known.

REQUIRED TEXTS

EVALUATION SYSTEM

The requirements that will be used to evaluate student learning are:
1. Discussion question assignments (20% of grade).
2. Two critical analysis writing projects (30% of grade).
3. Formal speech (15% of grade).
4. Final critical analysis and research writing project (25% of grade).
5. Participation (10% of grade).

Evaluations in detail:
1. Discussion question assignments: Students will keep a journal on assigned readings, collected periodically. Each weekly journal entry should include the following:
   a. Notes on and personal responses to assigned readings for each week, including key passages.
   b. At least one question that the reading raised.
   c. At least one thing you didn’t understand or one critique of the text.
   d. At least one thing that you learned from or enjoyed about the text.

2. Critical analysis essays: Students will write two 5-7-page papers critically engaging the assigned readings for one or multiple weeks. These papers may be turned in at any time, but the first one is due no later than Week 7 (Tuesday) and the second no later than Week 12 (Tuesday).

3. Formal speech: A 7-minute extemporaneous speech to the class related to content. These speeches will take place in the last few weeks of class and will allow students to present their research project.

4. Final critical analysis and research writing project: Students will conduct research on a course-related subject of their choice, culminating in a final paper.

Detailed instructions for each assignment (except for discussion questions) can be found on canvas (accessed via ‘Assignments’).

GRADING

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Discussion question assignments (10)</td>
<td>20%</td>
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<tr>
<td>Writing projects (2)</td>
<td>30%</td>
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<td>Final research paper (1)</td>
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<td>Formal speech (1)</td>
<td>15%</td>
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<td>Total</td>
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Grade distribution:
97%-100% = A+
93%-96% = A
90%-92% = A-
87%-89% = B+
83%-86% = B
80%-82% = B-
77%-79% = C+
70%-76% = C*
60%-69% = D
<60% = F

*CSU does not assign a plus or minus for grades below C+. 
CLASS POLICIES

Attendance
Regular attendance is necessary to do well in this course. Students with unexcused absences will lose credit for quizzes, assignments, and weekly participation, and they may miss deadlines, discussions, announcements and other important information. Students will be excused from class only for personal illness or university-sanctioned events and after producing appropriate documentation. Assignments will not be accepted after the due date and no make-ups will be allowed for homework, quizzes or exams if the absence is not excused. It is your responsibility to determine and make-up what you missed.

Classroom Etiquette
Please do your part to maintain a healthy, mature learning environment. This includes being sensitive and respectful toward your fellow students, listening actively to other perspectives, and using appropriate language. Your presence in this class signals your agreement to follow CSU’s Principles of Community. They are:

- Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.
- Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.
- Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Students are asked to use electronic devices (smartphones, laptops, and tablets) only for class-related activities, such as viewing online readings. Please arrive in class on time and let me know in advance if you need to leave early.

Academic Integrity
CSU’s policy on Academic Integrity is found in the University’s General Catalog, Section 1.6, pages 8-9: http://www.catalog.colostate.edu/Content/files/2013/FrontPDF/1.6POLICIES.pdf. As outlined in this policy, students found responsible for acts of academic dishonesty such as cheating or plagiarism will receive a score of zero on the assignment or evaluation in question, and they may fail the course and face further disciplinary action. In any case of academic dishonesty, the Office of Conflict Resolution and Student Conduct Services will be notified. Citing your sources correctly and completely will help you avoid plagiarism issues. All of your references for this course should use proper CMS citation methods. The CSU Writing Center offers free consultations, and its website provides a number of helpful resources. For CMS citation, see: http://writing.colostate.edu/guides/guide.cfm?guideid=11. For more information about plagiarism, see: http://writing.colostate.edu/guides/teaching/plagiarism/students.cfm.

Students with Disabilities:
If you are a student requesting disability accommodation for this class, please inform the instructor after the first class. Students are encouraged to contact Resources for Disabled Students at (970) 491-6385 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.
COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS
(may be subject to change)

Weeks 1 through 5 – The Nature and Values of Knowing

Week 1: What is Knowing? The Role of Intuition, Experience and Stereotypes
Tuesday, January 22
Reading: Wallace Stevens, “Thirteen Ways of Looking at a Blackbird”, 1917.

Thursday, January 24
Reading:

Week 2: How Do We Know and What Are the Challenges of Knowing?
Tuesday, January 29
Discussion #1 Due by Tuesday, January 29th
PICC Entry Due by Sunday, February 3rd

Thursday, January 31
https://www.ted.com/talks/kathryn_schulz_on_being_wrong?language=en

Week 3: What Do We Know and How Is It Expressed?
Tuesday, February 5
Discussion #2 Due by Tuesday, February 5th

Thursday, February 7

Week 4: Who Owns Ways of Knowing?
Tuesday, February 12
Discussion #3 Due by Tuesday, February 12th
Reading: Eli Clare, Exile and Stones excerpt, 1999.

Thursday, February 14
Film: American Denial by Llewellyn Smith, Christine Herbes-Sommers and Kelly Thompson (2015)
https://www.youtube.com/watch?v=1vXQXGorLGg&t=76s

Week 5: What are the Purposes of Knowing?
Tuesday, February 19
Discussion #4 Due by Tuesday, February 19th
Reading:

Thursday, February 21
Reading: Martha Nussbaum, Not for Profit, Chapter II, 2010.
Week 6: Trends and Notions of International Migration  
Tuesday, February 26  
Discussion #5 Due by Tuesday, February 26th  
First Critical Analysis of Readings Due by Sunday, March 3rd (Canvas)  

Thursday, February 28  

Week 7: Case Study: The Syrian Refugee Crisis  
Tuesday, March 5  
Discussion #6 Due by Tuesday, March 5th  
Reading:  

Thursday, March 7  

Week 8: Climate Refugees  
Tuesday, March 12  

Thursday, March 14  
Reading:  

March 18-22: Spring Break – No classes

Week 9: The Securitization of Refugees  
Tuesday, March 26  
Discussion #7 Due by Tuesday, March 26th  
Reading:  

Thursday, March 28  
Week 10: Refugees and Identity Issues
Tuesday, April 2
Discussion #8 Due by Tuesday, April 2nd
Film: Hate Rising with Jorge Ramos by Catherine Tambini (2016) [https://www.youtube.com/watch?v=Eq_dsVtzH_U](https://www.youtube.com/watch?v=Eq_dsVtzH_U)

Thursday, April 4

Week 11: Refugees and the Media
Tuesday, April 9

Thursday, April 11

Week 12: Integration and the Future
Tuesday, April 16
Discussion #9 Due by Tuesday, April 16th
Second Critical Analysis of Readings Due by Sunday, April 21st (Canvas)

Thursday, April 18

Weeks 13 through 15 – Formal Speeches and Course Conclusion

Weeks 13 through 14 (April 23-May 2): Formal Speeches
Discussion #10 Due by Tuesday, April 23th

Week 15 (May 7-9): Conclusion and wrap up
Final Critical Analysis and Research Writing Projects Due Sunday, May 12th, at 11:59pm (Canvas)