

Issues in Global Displacement : Voix francophones

FREN 325S · GLHLTH 325S · RIGHTS 325S · ICS 332

Fall 2021 · MW 10:15-11:30 · Language 114B

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« Tout étranger a le droit de ne pas être traité en ennemi » (Kant, Projet de paix perpétuelle, 1795)
« A la différence de l'arbre, les hommes n'ont pas de racines mais des jambes » (Tzvetan Todorov, 2002)

What is this course about?

In the first part of this course, we examine current laws, processes, and practices related to refugee resettlement. What leads people to flee their country and seek refugee status, and what are the processes they must go through as they seek asylum? Our investigation of the causes of what has been termed "the global refugee crisis" will focus primarily on Francophone refugees whose home countries and countries of first asylum are located in Central Africa, Vietnam, and Haiti.



In the second half of the course, we examine the introduction and integration of refugees into their host countries by studying both national policy and literary narrative. As we review discourse and assumptions of host societies, we study the challenges of the cultural orientation process in North America and in Europe, including racial, economic, and educational disparities. Our discussions will explore definitions of hospitality, community actions, and the ethical considerations of creating refugee narratives. We will pay close attention to the politics of listening to and speaking for other communities in an effort to highlight the complex and dynamic nature of refugee resettlement in Durham.

In an effort to better understand these issues – and enhance development of linguistic and cultural competencies – you'll participate in regular, structured community engagement activities. This semester, our community engagement will consist of supporting programs administered by two resettlement agencies based in Durham: CWS and World Relief. Opportunities include tutoring and mentoring K-16 refugee students, and working with employment and immigration teams to support the economic and social mobility of refugees. Most service will be completed online. Once your assignment is made – based on your personal preferences and schedule, you will be expected to participate weekly for 1-2 hours.

Who is your professor, and how can you contact me?

My fascination with all things French began in 6th grade, when I took my first French class. I went on to complete a B.A., an M.A. and a Ph.D. in French Literature and Cultural Studies. Since then, I've lived in numerous regions of France and have traveled and worked widely throughout the Francophone world, from Morocco to Montréal. My primary research focuses on pedagogies and practice, and I recently co-authored a methodology of critical service learning (*Community-based language learning*, 2019) and a textbook on French for the Professions (*Affaires globales*, 2021).

I will have drop-in office hours on Mondays from 11:45-12:30 in 016 Languages. I am generally available throughout the week to talk, whether that be via Zoom (<https://duke.zoom.us/my/debreisinger>), chat, or email (debsreis@duke.edu). If you have questions about your work, would like additional feedback, or just want to learn more about our French program or opportunities to study away, please do not hesitate to contact me!

How will you know if you're prepared to take this course?

Class meetings will be conducted entirely in French. You should have taken a recent French course at the 300-level, or have the equivalent experience. If you have any questions related to your course placement, please contact me right away! If you feel you need more language support at the course progresses, I am happy to provide additional resources.

What will you learn in this course?

This course will build advanced language skills while exploring issues in global migration and resettlement. Through historical, political, and literary perspectives, we will explore the current state of refugees and asylum seekers in Western host societies, with a particular focus on Francophone refugees in North America.

By the end of the semester, you will be able to:

- articulate an understanding of the complex interplay of individual and collective processes related to refugee resettlement in host and home societies
- critically analyze historical + political narratives, as well as their implications for understanding refugee experiences
- demonstrate intercultural communicative competencies, including a willingness to question current thinking and practice, to be receptive to emerging possibilities, to share ideas, and to shift perspectives
- communicate in oral and written French in ways that are both effective and appropriate for your audience, preparing you to communicate at the low-advanced level on the [ACTFL proficiency scale](#)

How will you know if you have met the goals of this course?

Preparation for and participation in our class sessions: In order to succeed in and get the most out of this course, you will need to participate actively and consistently. You should read and watch all assignments actively and engage in pair/group activities and class discussions by asking questions and sharing/justifying your opinions and analyses of the assigned work. This includes any interactions with our guest speakers.

To improve our class discussions, please adhere to the following guidelines:

- Put your phone away (i.e., in your bag, not face-down) so you won't be interrupted or distracted
- Have your assigned texts handy so you can refer to them during discussions
- Address your classmates (and not merely your professor) as you speak
- Comment on what someone has said before you add something so that a connected, coherent discussion occurs
- Share your interpretations, and support what you say with textual evidence
- Offer as much detail as possible, challenging yourself to speak in longer, more detailed sentences
- Ask questions about parts of the text that you do not understand or that confuse you
- Ask your classmates for clarification or further details if you don't fully understand their points
- Be respectful of the contributions of your peers, valuing diversity in backgrounds, abilities, and experiences. Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. A positive atmosphere of healthy debate is encouraged!
- Make every attempt to use language that you have learned to communicate what you want to say
- Ask me for/look up vocabulary only when you cannot think of any other way to express an idea

As a class, we will discuss additional best practices for online discussions. Thank you for respecting these guidelines, as they substantially improve the quality of discussion and engagement in the classroom!

To help build language proficiency as you explore course content, you will engage in regular, interactive assignments outside of class. Constructed as written discussion forums, video-based discussions with refugee partners (through NaTakallum), or interactive video-based activities, assignments will be related to our course materials, with the goal of increasing your fluency and understanding, as well as deepening our collective analyses. Assignments are due by the beginning of Monday's class period.

Using a space of your own design on Sakai, you will keep a weekly blog. The primary goal of this blog is to allow you to reflect upon your community experience in a thoughtful manner that will enrich your community interactions and increase your engagement with course materials. A secondary goal is to give you the opportunity to develop your writing skills through regular practice. Writing prompts will be posted on Sakai; blogs are due every Friday night by 10pm. Blogs are assessed using a rubric posted on Sakai; you will receive feedback at regular intervals.

On one occasion during the semester, you will work with a partner to lead a class discussion (~20 minutes) on the day's assigned reading. To prepare, you may also wish to familiarize yourself with recent news and/or related debates in order to identify questions for the class to prepare. At the end of the semester, you will also participate in a round table discussion. Together, you and your partners will explore an issue or theme related to resettlement that reflects your work in the community, as well as your own research. In order to improve and fine-tune presentational speaking skills in French, individuals or groups are encouraged to meet with me prior to their presentations.

To allow you to develop expertise in a particular area, you will develop an individual research-based project on a topic of your choice, based on course themes or community engagement. Your project may take the form of a traditional research paper, a website, or a screencast of a slide deck. You will also have the opportunity to present your work as part

of the Center for New North Carolinians' *Shifting Worlds Symposium: Engagement with Refugee and Immigrant Communities During A Pandemic: Collaborations, Challenges, and Resilience* on November 5 and 6, either as a poster or a paper, in English. The primary focus will be on process, so in addition to submitting a bibliography + outline of your project design, you will have the opportunity to receive peer and faculty feedback. Your analysis can also form the basis of your round table discussion.

At the end of the term, you will compose a 4-5 page final reflection on your community-based experience. Note that this assignment involves presentational writing skills. Your paper should include references to course readings, as well as a thoughtful reflection of your experience with your community partner(s). Please attach a final list of your semester hours to your paper. This paper should be submitted via our Sakai Dropbox no later than December 9th at midnight.

How will your performance be assessed?

This course improves proficiency in all four skills (reading, writing, speaking, and listening) by assessing the 3 modes of communication: interpretive reading and listening, interpersonal speaking and writing, and presentational speaking and writing. This breakdown shows how assignments reflect these modes:

Modes of Communication	Assessment	Related Activities	Feedback	% of Grade
Interpretive + interpersonal	Participation (daily)	Preparation at home, as reflected in engagement in class discussion, exchanges with peers, faculty, refugee partners	3x/semester from professor + supervisor	10%
Interpretive + interpersonal	Forums (~10) (weekly by Monday)	Preparation of readings and films at home, critical reflection in the form of a discussion forum or response to video	Weekly, via rubric, from professor	15%
Interpretive + interpersonal	Blog (~10) (weekly on Friday)	Response to prompts, reflection using DEAL or other model related to weekly service experience	TA, based on rubric	15%
Interpretive, interpersonal + presentational	Lead discussions (2)	Materials analysis, creation of presentation and class discussion with partner	Peer + professor, based on rubric	20%
Interpretive + presentational	Analyse (1), conference presentation	Materials selection, analysis of texts, presentation of work at conference	Professors and supervisor, based on rubric	20%
Interpretive + presentational	Réflexion	Critical analysis of service experience, incorporation of materials	Written feedback	20%

Grading scale: A+= 98-100%; A = 93-97%; A- = 90-92%; B+ = 88-89%; B = 83-87%; B- = 80-82%;

C+ = 78-79%; C = 72-78%; C- = 70-72%; D+ = 68-69%; D = 63 -67%; D- = 60-62%; F = 59% and below.

Grades with 0.5 or more will be rounded up (87.5 = B+), and those with less than 0.5 rounded down (89.4 = B+).

All assignments, guidelines, and rubrics are posted on our Sakai site. Please consult it daily.

What required texts and materials do you need?

Our texts are varied, and include websites, academic texts, documentaries, feature films, autobiographical narratives, and literary fiction. Most texts and films are available through our Sakai site. We will read the following texts, almost all of which are available via Sakai as PDF. If you prefer an actual book, they are available this from the bookstore, from an online company, or in an electronic format.

- Arendt, Hannah. *Nous, les réfugiés*. (PDF)
- Bisiaux, Anne-Sophie. *En finir avec les idées fausses sur les migrations*. Les Editions de l'Atelier, 2021. (PDF)
- Laferrière, Dany. *Chronique de la dérive douce*. Editions Boréal, 1994. (PDF)
- Thúy, Kim. *Ru*. Editions , 2009. (PDF)
- Bétaucourt, Xavier et Virginie Vidal. *Seidou*. Editions, 2021. (must be purchased online)

Our Sakai site will serve as the home base for our course. There, you will find everything related to our class: from the syllabus + the course calendar to your assignments + feedback, everything is embedded in the site, including links to our synchronous Zoom meetings.

What additional library resources can help you during this course?

- For reading, please use an unabridged French-French dictionary. *Le Grand Robert* is available online through Duke libraries at <http://guides.library.duke.edu/french>.
- For writing, try a comprehensive French-English paper dictionary (such as Robert Collins) or judicious use of an online dictionary (such as [Collins](#) or [WR](#)) a corpus tool such as [Linguee](#), as well as a general grammar book (such as *Contrastes*). You should definitely use your word processing program's spell- and grammar-check to proof your work! Please do not have an online translator, friend, tutor, family member, or other person "look over" or correct any of your work unless it is part of the assignment. This violates the honor code.
- For listening, I would suggest watching [films](#) and [series](#), and listening to [podcasts](#) and music.
- For speaking, you can either talk to yourself (it can actually help!), pair up with a classmate outside of our meeting hours, or try out a [virtual exchange](#). You'll have the opportunity to do this through NaTakallum.

What are the course policies?

First of all, to maintain our spirits, I will be as flexible as I can in terms of deadlines related to Covid19 or life in general. STUFF HAPPENS. So, please let me know *when* stuff happens so that I can help you be as successful in the course as possible. I'll do my best to make all parts of Sakai accessible, consistent, and clear. If (and inevitably when) something does not go, appear, or work as it should, please let me know kindly.

Attendance: Daily synchronous attendance is expected in this course. If you are absent, please contact a peer to find out what you missed so that you come prepared to the next class. If you know you have to miss class, please let me know before the absence and submit any assignments in advance. If you are incapacitated, do submit the University's [Short Term Incapacitation Form](#) as soon as possible, and no later than the evening of the missed class. If you are a member of a team and know you will need to be absent from class for participation in a sports event, submit your team travel schedule signed and dated by your coach at the beginning of the semester. [Questions?](#)

Integrity: Your participation in this course comes with the expectation that your work will be completed in full observance of the [Duke Community Standard](#), which includes the student obligation to act. If you have any questions about your responsibilities within this course, please do not hesitate to consult me.

I have a zero-tolerance policy regarding plagiarism. If you fear you might plagiarize (intentionally or unintentionally), talk to me first, and we will figure out how you can best move forward.

To avoid intentional plagiarism:

- Think about it as a moral decision, because it is.
- Avoid Google Translate. Use a corpus tool like [linguee.fr](#) that presents language in context. Your work will be better, and you will improve your French.
- Plan how you will complete your writing assignments well in advance of their due date.
- Write me and let me know that you're having trouble. Discuss your paper with me in meetings and/or emails so that you can get any questions answered about how best to complete the assignment.

To avoid unintentional plagiarism:

- Be thorough about citing everything accurately.
- When using an online dictionary or corpus tool for multi-word phrases, cite the tool.
- Cite anything that you are quoting or paraphrasing. Err on the side of caution.

Diversity and Inclusion: I take very seriously the mandate of respecting students of diverse backgrounds, identities, and perspectives. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for other members of the class. Students have the right to be addressed and referred to in accordance with their personal identity. Since French is a Romance language that relies on a binary grammatical gender system, this does not always translate well to the spectrum of gender identities that applies to individuals. As your instructor, I will do my best to address and refer to all students according to their preference and to support classmates in doing so as well; I will also use inclusive and gender-neutral language whenever possible. If at any point you feel disrespected, please contact me in private right away. In the same vein, I welcome your input on things I can do to make the course materials, lessons, and classroom experience more inclusive. I invite you to keep an open line of communication with me throughout this course. If you have any questions, or concerns, please let me know. As George Sand wrote, "Celui qui a bon coeur n'est jamais sot."

Accommodations: Please consult with me about appropriate course preparation and readiness strategies, as needed. The Academic Resource Center (ARC) offers free services to all students (e.g., peer tutoring, learning consultations, ADHD/LD coaching, and help with online learning). If you require and think you may require any additional accommodations or arrangements (hearing, vision, extenuating personal or family circumstances, etc.), I encourage you to contact the Student Disability Access Office (SDO) as soon as possible to ensure the accommodation and/or arrangements can be implemented in a timely fashion. If you are concerned about your physical or mental health, DukeReach can connect you with departments across campus to get you help. You can also contact CAPS directly for counseling services.

PROGRAMME du COURS

* Readings are subject to change. Please check Sakai for updates and assignments*

	<i>lundi</i>	<i>mercredi</i>
La liberté de circulation est-elle une liberté fondamentale ?	23 août Introduction au cours et à « la crise migratoire »	25 août Jurisprudence réfugiés: Migrants, immigrants, personnes déplacées et réfugiés Glossaire de la migration Qu'est-ce qu'un réfugié ? Film: <i>Human Flow</i>
Comment accueillir le/la nouvel.le arrivant.e ?	30 août Hannah Arendt, <i>Nous autres réfugiés</i> , Cultural Orientation Film : <i>Cultural Adjustment</i>	1 septembre Orientation au bénévolat et aux organisations Invité: Sina Naseri de CWS Invitée : World Relief dukehello.com
La barque est-elle vraiment pleine ? Les anciens pays d'origine doivent-ils payer leur dette historique en accueillant des migrants ?	6 septembre Biaux, Anne-Sophie, <i>En finir avec les idées fausses sur les migrations</i> (2021) Video: Les maraudeurs Film : <i>An Opera for the World ou Atlantique</i>	8 septembre Etienne Balibar, « Pour un droit international de l'hospitalité », Entretien avec Agier, " L'hospitalité est ce geste qui dit à l'autre ... " Qu'est-ce que c'est que l'hospitalité ?
Faut-il partir ? Si oui, comment ?	13 septembre ACAT, <i>Je n'avais plus le choix, il fallait fuir</i> (extraits) ; Extraits de <i>Celle que j'ai laissée</i> Film : <i>La Pirogue</i>	15 septembre Sarr, "Penser l'Afrique", <i>Afrotopia</i> Entretien avec Sarr et Mbembe, Cosmopolitique de l'hospitalité
Comment demander l'asile ? raconter son histoire?	20 septembre <i>Seidou</i> Film : <i>Libre</i>	22 septembre <i>Seidou</i> Comment demander l'asile en France ?
Quel est le rôle de l'organisation ? des bénévoles ?	27 septembre Gestion par mission : l'organisation bénévole Film : <i>Les Arrivants</i>	29 septembre Rendre : L'idée pour l'analyse Film : <i>The Good Lie</i> (Session de réflexion)
Comment témoigner ?	4 octobre <i>congé vacances d'automne</i>	6 octobre Laub, Dori, « Bearing Witness or the Vicissitudes of Listening »

		Film : <i>Une saison en France</i>
Comment en parler ?	11 octobre Alcoff, Linda, "The Problem of Speaking for Others"	13 octobre <i>Atlas des migrations</i> , « Le nouveau monde : Terre d'immigration » (69-75) Film : <i>J'ai marché jusqu'à vous</i>
Comment faire de la recherche ?	18 octobre Réunions 1:1 Analyse Rendre : Bibliographie et plan de l'analyse	20 octobre Réunions 1:1 Analyse Rendre : Bibliographie et plan de l'analyse
Comment témoigner de la traversée, de l'arrivée ?	25 octobre Thúy, Kim. <i>Ru</i> (première partie)	27 octobre Thúy, Kim. <i>Ru</i> (deuxième partie)
Comment s'adapter au nouveau pays ?	1 novembre Corrections réciproques : Analyse	3 novembre Rendre : Analyse Préparation à la conférence <i>Shifting Worlds</i> (CNNC) (5 et 6 novembre)
Comment trouver sa place ?	8 novembre Laferrière, Dany. <i>Chronique de la dérive douce</i> (première partie)	10 novembre Laferrière, Dany. <i>Chronique de la dérive douce</i> (deuxième partie)

S'installer	15 novembre Session de réflexion	17 novembre Film : <i>En quête d'un refuge</i>
Réflexions	22 novembre Travail de groupe, Film	24 novembre <i>congé</i> <i>Action de grâces</i>
Conclusions	29 novembre Tables rondes sur thème	1 décembre Tables rondes sur thème

Réflexion à rendre avant le 9 décembre via Sakai Dropbox