Emily Wierszewski, SETON HILL UNIVERSITY, wierszewski@setonhill.edu
Roni Kay O'Dell, SETON HILL UNIVERSITY, rodell@setonhill.edu

Interdisciplinary Teaching About Refugee and Migrant Policy and Experiences Using Simulation and Story

ABSTRACT

This research assesses how interdisciplinary pedagogical interventions can prepare students to tackle complex problems, such as the refugee and migrant crisis. The co-authors created a six-week interdisciplinary module, introducing students to refugee and migrant rights, experiences, and challenges from two disciplinary pedagogical and substantive perspectives: international relations and literature. Students examined the refugee and migrant crisis from a macro level, engaging in a Council on Foreign Relations (CFR) simulation where they collaborated to create border policies. They then examined the issue from an individual level via refugee narratives, including participation in Narrative 4 story exchanges. Finally, they revised their policies according to what they learned. The impact of these pedagogical interventions was assessed through qualitative and quantitative analysis of student surveys, written products, and co-instructor observations. This data reveals the effectiveness of an interdisciplinary approach with regards to increased empathy, problem-solving strategies, and collaboration when teaching about complex issues like the refugee and migrant crisis. Using simulation and narrative teaching pedagogies to teach about migration and refugee issues and rights allows students the space to express their ideas, learn and understand the complexities of the issues, develop empathy, and challenge their own worldviews.

KEYWORDS

narrative, simulation, refugees and migrants, model diplomacy, empathy

INTRODUCTION

Today's higher education students will shape public policy and opinion about a variety of global issues in the near future, and educators have a responsibility to prepare them to respond in critical, creative, and compassionate ways. The refugee and migrant crisis is one such global issue, with the United Nations High Commissioner for Human Rights (UNHCR) reporting the largest increase in the world refugee population ever, from 27.1 million in 2021 to 35.3 million in 2022 (UNHCR 2022). The International Organization for Migration (IOM) reports a worldwide migrant population of roughly 280 million or 3.6% (IOM 2022). Refugees flee home countries to avoid persecution or violence without certainty about their future safety, security, and identity. Likewise, migrants cross borders seeking security and opportunity, but don't qualify under the international definition of refugees. Refugees and migrants are considered outgroups or identified as "other" and are frequently vilified in political and public discourse as opportunists or criminals. Such narratives impact public opinion and policies.

An interdisciplinary pedagogical approach can give students access to the multiple perspectives and problem-solving strategies required to address the refugee and migrant crisis. Although the labor and collaboration required to implement interdisciplinary approaches can be daunting, research indicates there are also many benefits. Grounded in both a belief in the value of

interdisciplinary education and the realistic challenges it presents for teaching faculty, we created a six-week interdisciplinary module addressing the refugee and migrant crisis from our respective disciplines: political science and English literature. We combined courses in global political economy and refugee literature with 28 students (at a liberal arts higher education institution in the United States with a total undergraduate population of approximately 1,600 students: 35.8% male and 64.2% female student population, according to data reported on US News as of fall 2023). Students in the merged course were either political science or global studies majors or English majors, and gender distribution in the class was 11 males and 17 females. We engaged in interdisciplinary pedagogical interventions designed to cultivate empathetic and informed approaches to the refugee and migrant situation. In this article, we analyze the scholarship and teaching literature about story, simulation, and refugee and migrant rights to situate our own pedagogical interventions. Following this, we present the results of the analysis of pre- and post-surveys, student product, and self-assessment collected during our module. This analysis illustrates the value of an interdisciplinary approach to teaching students to think deeply and empathetically about complex issues like the refugee and migrant crisis.

LITERATURE REVIEW

The number of refugees and migrants is on the rise and continues to increase with national and international instability, conflict, and war. People are fleeing their countries of origin for various reasons, requiring help and support. Addressing the needs and rights of refugees and migrants poses urgent global problems without clear solutions and crosses disciplinary boundaries. In academia, the issues of refugee and migrant rights are connected to multiple disciplines, including political science, literature, languages, sociology, history, psychology, education, and philosophy—just to name a few. To tackle such complex problems, students benefit from using multiple disciplinary approaches and learning problem-solving strategies (Repko, Szostak, and Philips Buchberger 2019). Prior research suggests that interdisciplinary education can yield numerous benefits for students, including both increased respect toward an interdisciplinary approach to understanding complex issues (Klaassen et al. 2019; Kowalski, Lineweaver, and Novak 2021; Krometis et al. 2011) and the application of skills or strategies from multiple fields of study to address real-world problems, often in team settings (Juris et al. 2014).

To design this module, we blended the political science and literature pedagogies of simulation and story. Political science pedagogies offer students the opportunity to learn about the macro-economic, political, and social structure, as well as assess problems based on large-N analysis (of total numbers of refugees and comparison between countries at the international level, for instance). In contrast, literature teaching methods give students a chance to explore how problems impact individuals through perspective-taking via stories of personal experience. In what follows, the literature on the benefits of simulation and narrative teaching techniques is reviewed, proceeded by a discussion of their interdisciplinary integration in this study.

Simulation and experiential learning

Using simulation or experiential learning in the classroom helps students gain deep insight into how a topic works in real life (Taylor 2013; Wheeler 2006) and can even boost civic engagement (Glover et al. 2021). Simulations allow students to integrate knowledge into long-term memory or “deep learning” with practical action and interaction, versus only holding concepts in short term memory (Haack 2008; O’Dell and Breger Bush 2021). Experiential learning in political science and international relations further allows students to work through emotions or concerns in a supported

environment. It also provides a place where students can learn and practice oral, written, and social communication skills that make their entry into the workplace and careers more successful (Bradberry and De Maio 2019). Studies test ways in which simulations show an increase in academic success and understanding of material (Shanks and Zhang 2023).

Further, simulations give insight into the social and political processes that befuddle when viewed from a more distant, observer standpoint (Asal 2005; Boyer 2011). Simulations can be useful in helping students understand international organizations (IOs) and how they function, especially in facilitating cooperation and coordination between member states (Chasek 2005; Coticchia, Calossi, and Cicchi 2020). At the national level, simulations offer deep insight into how government institutions operate, such as in engaging students in congressional debates (Boeckelman, Deitz, and Hardy 2008) or simulating the US National Security Council (NSC) (Butcher and Njonguo 2021; DiCicco 2014). Instructors may design their own simulations (Shaw and Switky 2018) or rely on organizations that create templates, such as the Council on Foreign Relations (CFR) Model Diplomacy Simulations. Assessment of the CFR Model Diplomacy simulations, in which students take on a role in the US NSC, show increased student understanding of course material (Butcher and Njonguo 2021).

Literature and narrative learning

When teaching about global problems like the refugee and migrant crisis, the scale of the issue makes it difficult to cultivate the essential empathy to motivate students to change or take action. This is the result of psychic numbing, the evolutionary tendency for humans to care less about societal issues as the scale of suffering increases (Resnick 2017; Slovic 2007; Slovic et al. 2013). Presenting problems from a large-scale, such as through statistics about the number of refugees, has less potential to generate empathy than a single refugee's account of their suffering (Vastfjall et al. 2014). Whether fiction or nonfiction, narratives that center an individual's experience using storytelling devices can be powerful tools to combat psychic numbing. Narratives are grounded in personal experience, which humans tend to value and can motivate social and political action (Bovens and Leeds 2002). As Kubin et al. (2021) contend, particularly in the age of disinformation when distrust of facts is at an all-time high, "personal experiences are unimpugnable" (5). When narrative experiences involve accounts of harm and suffering, they have even more persuasive power since they play on humans' natural aversion to those things (Bloom 2014; Schein and Gray 2018).

Narratives encourage and build empathy, i.e., "the ability 'imaginatively' to enter into and participate in the world of the cultural Other cognitively, behaviorally, and affectively" (Calloway-Thomas 2010, 8). Narratives immerse students in others' situations and conditions via a process called perspective-taking, in which the student is compelled to imagine other realities that may be quite distant from their own (McCreary and Merchant 2017). Perspective-taking can lead to increased empathy toward the people and causes explored in the narratives (Farmer 2005; McCreary and Merchant 2017; Shaffer et al. 2019). Research has shown that empathy is necessary to affect change in attitudes toward societal outgroups, such as refugees and migrants (Belet 2018; Husnu, Mertan, and Cicek 2018; Johnson, Huffman, and Jasper2014; Vezzali et al. 2014; Walter, Murphy, and Gillig 2017). Greater compassion for and understanding of an outgroup may even decrease antipathy, violence, and stereotyping (Cohen and Insko 2008; Garaigordobil 2012) and can also lead to positive action to alleviate the outgroup members' suffering (Batson et al. 2015).

Teaching about refugees and migration using simulation and narrative

Combining the two disciplinary subject-foci and pedagogies of story and simulation to teach about refugee and migration issues, concerns, and challenges can offer a well-rounded education to

students. From a global politics and international relations (IR) standpoint, teaching about the worldwide and local refugee and migration situation is crucial because it has many political, economic, and social implications. But without the interdisciplinary approach, there is a danger that students will not make the necessary connections to appreciate the depth, complexity, and human costs of the crisis. Specific to teaching about migration, McIntosh, Todd, and Das (2021) argue for an interdisciplinary approach connected to teaching about identity and belonging, a discussion mirrored in O'Dell's (2022) piece on migration and global governance.

Teaching about the historical and global context in which the refugee and migration crisis exists allows students to identify, assess, deconstruct, critically analyze, and challenge the current political, economic, and social domains surrounding the issues of refugees and migration. Taught from a political science/IR standpoint, the refugee or migration situation is contextualized by the sovereign nation-state system, by the treaties and laws in place that define and address the crises at the national and international levels, or by the norms and values (political and cultural) that delimit, narrow, or expand discussion on the issue. Yet teaching or scholarship can become embedded in normative language and elite jargon in a "positivist" interpretation of law that denies historical connection and proscribes challenges to the structure and order of the system: "There are certain structural or systemic conditions which constrain the emergence and prevalence of methods that satisfactorily explain and address different kinds of global crises" (Chimni 2024, 2).

Teaching about the refugee and migration crisis through the lens of story and narrative offers insight into the human experience, encouraging better understanding and deeper empathy in students (Duraisingh, Dawes, and Sheya 2018) particularly if the teaching is connected to their own lived experience (Blanck 2021). Previous literature on teaching about refugees argues that using stories or dialogue means students benefit because they "can make the abstract concepts become concrete" particularly when attempting to merge student prior knowledge with new substantive and experiential learning (Blanck 2021, 70; see also Cummins et al. 2015; Duraisingh, Dawes, and Sheya 2018; Gessner 2017). In this line of thinking, Blanck (2021) studied the effect of integrating students' histories and lived experiences alongside instruction in the global refugee situation, writing that "Reconstructed specialized knowledge and an orientation of pupils' previous knowledge of migration has the potential to contribute to more qualified education about migration" (96).

The next section offers insight into how we utilized the pedagogy literature described above to create an empirically based study that assessed the effects and impact of interdisciplinary teaching on the topics of migration and refugee education.

METHODS

This research triangulated several methods in the context of a course module we taught: assessment of both an entrance and exit student survey, qualitative content analysis of student product, and participant observation and reflection. Approval to work with students and gather and analyze student surveys and student product was provided by Seton Hill University's Institutional Review Board, referenced number SP24-04, and all participants completed informed consent agreements. To assess the impact of interdisciplinary pedagogical interventions on students' knowledge of refugee and migrant rights, concerns, and situation, we implemented an entrance and exit survey (taken by students before the first day of the module and after the last day). All responses were confidential and non-identifiable. Twenty-eight students completed the pre- and post-surveys which asked questions about their level of knowledge related to the topics of refugee and migrant rights, definitions, international and national laws and policies, as well as the impact of teaching with stories on students' feelings about empathy toward those with different experiences. A statistical

analysis of the pre- and post-survey results was conducted using repeated measures ANOVA test (see Analysis and Results).

Written student product were assessed in order to understand the impact of interdisciplinary pedagogical interventions. Students had several writing assignments related to the simulation of the National Security Council (NSC) implemented during the first session with the use of the Council on Foreign Relations (CFR) Model Diplomacy simulation. Students wrote a position memo in preparation for the simulation first, then worked in teams during and after the simulation to create a policy proposal for the US President. Finally, they assessed their proposal after completing the narrative portion of the module. Students also reflected on their own understanding and experience of the simulation. Written products were assessed and coded by the instructors using qualitative content analysis. Codes were created both inductively (from analysis of the student product) and deductively (based on preconceived categories).

Description of pedagogical interventions

We planned pedagogical interventions from two different academic disciplines in order to introduce students to refugee and migrant rights, issues, and experiences (Table 1). The pedagogical interventions and course material were presented in a module with three parts: 1) political science/international relations readings, lectures, and simulation (over a period of six 75 minute class-sessions/three weeks); 2) literature and storytelling readings and Narrative 4 story exchange (over a period of six 75 minute class-sessions/three weeks), and 3) a return to simulation outcome with reflection and debrief (two 75 minute class-sessions/one week).

Table 1. Pedagogical interventions and theories

	Political science (international relations)	**Literature (narrative)**
Pedagogical interventions	● Overview of literature on topics ● Review of current global situation on topics ● Introduction of case study ● Preparation and implementation of simulation ● Reflection and debriefing	● Overview of literature on topics ● Introduction and implementation of story exchanges (Narrative 4) ● Introduction and discussion of narratives written by refugees ● Reflection and debriefing
Pedagogical theories	● Learner-centered teaching ● Active learning ● Flipped classroom techniques	● Learner-centered teaching ● Active learning ● Multimodal engagement
Student assignments and product assessed	● Short-answer questions to reading requirements ● Position memorandum based on role in simulation ● Speaking and acting in simulation and NSC memorandum ● Letter to representative ● Written reflection debrief	● Short-answer questions to reading requirements ● Participation in course discussions ● In-class responses and reflections ● Role in Narrative 4 story exchanges ● Written reflection debrief

Political science (international relations) pedagogical interventions (part 1)

After completing the entrance survey on day one, students were introduced to the pedagogy of the course session and divided into small five to six person interdisciplinary groups designed to share key disciplinary concepts (recalling research from Chimni 2024). Students were prepped in advance to give timed one to two minute responses to questions that asked them to discuss their discipline, what it means to study in their discipline, and key topics in their disciplines such as global governance, global political economy, narrative, and perspective. This iterative dialogical process helped students integrate the knowledge they had already learned by having to explain it to others and set the stage for collaborative, active learning activities; it also encouraged students to get to know each other and be excited to learn from different disciplinary perspectives.

For the first part of the module, students were introduced to theory and knowledge of migration and refugee issues and politics through the pedagogies of lecture, reading assignments and discussion, and written assignments to prepare for the simulation with the aim to get the most out of their experience. In other words, simulations need a lot of preparation so that students know what they are doing and can practice their knowledge through active learning. They were assigned specific readings that would provide them with the understanding of the political science (especially IR) discipline. Main concepts and theories covered in lectures and assigned readings included: global governance, globalization, international law and human rights, the Westphalian state system, market systems and global political economy, and international organizations and the UN (excerpts from O'Dell and Breger Bush 2021; O'Dell 2022, 2023; UN and World Bank websites; Walzenbach 2016).

Students then prepared for a simulation of the US National Security Council (NSC) using the Council on Foreign Relations (CFR) Model Diplomacy resource "Asylum Seekers in the U.S. Southern Border." It covers the migration and refugee crisis from Nicaragua, Guatemala, and El Salvador. The simulation is an excellent active-learning and learner-centered-teaching pedagogy because it helps students gain deeper insight into the issues by connecting what they are learning with specific lived experiences and increases their understanding of the material (Shanks and Zhang 2023; Taylor 2013; Wheeler 2006).

In this CFR simulation, students are assigned a role in the NSC after they learn about the specific simulated crisis and make policy recommendations to the President based on their government role (Secretary of State versus Secretary of Defense, for instance). Students write a position memo, a "formal, succinct written message from one person, department, or organization to another" (CFR 2024) which asks students to describe the importance of the migration crisis from their role's perspective, state their role's objectives, and suggest policy recommendations. The students met in groups on the day of the simulation and went through some negotiation rounds, deciding what policies to suggest together as the NRC. The final recommendations covered the topics of human rights, non-refoulement, multilateralism, public opinion, and sovereignty. The CFR simulation allows students to practice negotiation skills and to think from different perspectives, for example from the perspective of a state government rather than just through an individual perspective (Boeckelman, Deitz, and Hardy 2008). Engaging in simulations offers students the chance to see why intractable issues like refugee and migration crises are so difficult to address because there are so many different and competing perspectives and needs to meet. The next sections discuss a series of follow-up and connection pedagogical interventions (using narrative, guest speakers, and follow up analysis of the simulation experience) to show the importance of reflection on the simulation experience (not just implementing the simulation experience on its own without context).

Literature (storytelling) pedagogical interventions (part 2)

In the second part of the module, the focus shifted to an exploration of the refugee crisis on an individual level via narrative. The module began with a Narrative 4 story exchange between students and a first-year writing course with a large population of international students. Narrative 4 is a global education organization dedicated to the transformative power of storytelling. The Narrative 4 exchange methodology asks participants to utilize deep listening skills while taking turns exchanging personal stories with their partner, and then retelling that story to a larger group as if it were their own. Through this process of perspective-taking, guided by trained facilitators, research demonstrates that participants experience greater connection and empathy (Frausel et al. 2022). Through listening to, sharing, and retelling stories related to culture and identity, students learned about the transformative power of narrative. The exchange also centered narrative as a key component of the second part of the module. For our module, all students brought an object with personal meaning to class and were prompted to tell the story of that object.

Throughout the next several course periods, students consumed short refugee narratives from worldwide authors created in different genres, including poetry, music, memoirs, personal essays, videos, and video games (Abani 2019; Kaur 2017; Keylock 2018; Nor Iftin 2019; Shire 2013; Tuffaha 2017; Yousafzai 2019). Students created reading responses connecting their personal experience and knowledge to these texts. Each class started with a recording of a poem written and read by a refugee and students drew or sketched their thoughts while they listened, an activity to which literature students were more familiar than those from political science. Students answered questions about their experiences of the texts, including textual features that elicited pathos, or an emotional response, and an exploration of the events in the narratives. Questions were scaffolded to guide student thinking from the personal toward the relevance for larger ideas and course content, including connections to the information from the first part of the module.

Near the conclusion of this part of the module, students participated in a second Narrative 4 virtual story exchange with partners from Mexico, Ireland, England, and across the United States—many of whom were migrants or refugees. The prompt for this exchange was:

> Maya Angelou writes that "The ache for home lives in all of us. The safe place where we can go as we are and not be questioned." Tell a story about a specific time when you felt that you had found, or lost, a sense of home.

Participation in this exchange provided students with first-hand experience of stories about home and identity from around the globe. In re-telling their partners' stories, students actively engaged in the process of narrative perspective-taking.

Reflection, reconsideration of policy suggestions, and debrief (part 3)

In the final section, structured activities allowed students to reflect on their own responsibilities and capabilities. They returned to their simulation work and spent time in their original teams, reassessing their original policy suggestions. As noted above, it is crucial that students do not just participate in a simulation, but that they return to it and discuss what they have learned through their experience, reflecting on the difference between theory and practice, and on the challenges of collaborating with others. In this case, students considered what they had learned about refugee narratives and migrants during the narrative section and whether it would encourage them to change their policy suggestions. Another reflection activity asked students to turn their policy suggestions into action. While empathy toward and familiarity with policies concerning refugees is

vital, providing an outlet for change-making is a crucial final step in educating students. Showing students how they could be involved in addressing or responding to the refugee and migration crisis, not just passively gaining knowledge about it, was one of the most important elements of the instruction. Thus, students penned letters to their representatives in state and federal government about refugee and migrant issues and rights.

ANALYSIS AND RESULTS

Pre- and post-surveys

Anonymous pre- and post-survey responses were collected on the first and last day of class in order to gauge student knowledge of refugee and migrant definitions, issues, contemporary numerical figures, as well as their understanding of refugee and migrant stories and the impact of narrative on their learning (Table 2). The surveys were designed to identify the effect of the use of narrative and storytelling combined with simulation and active learning, especially on student understanding and empathy. Demographic information on education level and previous coursework was also collected. Second-year students made up 55.6%—the largest percentage of respondents. First- and third-year both represented 18.5% respectively, and 7.4% of the respondents were fourth-year students. Approximately half of the respondents reported having prior coursework that touched upon issues of immigration, migration, and/or refugees.

Table 2. Hypotheses and survey questions

Three hypotheses: after the interdisciplinary teaching interventions there will be a significant improvement in:	Repeat survey questions before and after teaching interventions
1. Student confidence of their knowledge about migration and refugee laws and policies	Students responded to the following using a Likert scale from 1–5. H1.1: How confident do you feel in your knowledge about US or world migrant laws and policies? H1.2: How confident do you feel in your knowledge about US or world refugee/asylum laws and policies?
2. Student knowledge of numbers of refugees and migration and migration laws and policies	Are you aware of any of the following policies on migration or refugee status? This means you know about them and could have a conversation about their content and impact. H2.1: 1952 Immigration and Nationality Act (US INA) H2.2: Section 8 of U.S. Code on "Aliens and Nationality" H2.3: 1951 Convention on Refugees and 1967 Protocol H2.4: 2018 Global Compact for Migration Students responded to the following multiple choice questions, choosing the correct answer from four options. H2.5: How many immigration visas can the U.S. legally grant in a given year? H2.6: How many refugees and asylum seekers can the U.S. legally accept in a given year? H2.7: What is the percent and total worldwide population of immigrants in any given year? H2.8: What is the percent of total worldwide population of refugees in any given year?

3. Student perception of refugees and migrants and the importance of story and narrative for understanding global crises and policymaking	Students responded to the following using a Likert scale from 1–5. H3.1: Listening to one another's stories deepens our understanding of each other and the world. H3.2: It is important to have empathy for those who have different experiences and backgrounds than me. H3.3: Policy makers should be exposed to refugee and migrant stories as part of their decision-making processes regarding these groups.

Statistical analysis, using a repeated measures ANOVA and a paired samples t-test, were conducted to test three null hypotheses: after the interdisciplinary pedagogical interventions there would be no change in student 1) confidence, 2) knowledge, or 3) perception. The survey assesses student perception of their confidence in their knowledge on the subject matter as well as their actual knowledge of the subject matter in order to identify the difference between gaining confidence because one has taken a course and having increased knowledge in the issue. The results of the tests for the 13 questions indicated a significant effect of the interdisciplinary pedagogical intervention on student confidence regarding their ability to discuss the material and in their knowledge about refugee and migrant laws and policies (hypothesis 1). However, results did not show a significant effect on their actual knowledge of laws, policies, and numbers (hypothesis 2) (Tables 3 and 4). In fact, in the exit survey many students scored worse on identifying numbers, which we discuss below. The tests on the questions to assess hypothesis 3 does not show a significant effect on student perception of the importance of story and narrative for understanding, building empathy, and for policymakers. Student perception on these points was already very high, and this outcome remained the same in the exit survey questions. Questions that showed significant effect of the pedagogical interventions are highlighted in Table 3 and Table 4. What follows is an in-depth discussion of the findings and expansion on other qualitative variables gathered through other questions.

Table 3. Repeated measures ANOVA on 13 survey questions

Question	N	Wilks' Lambda	F	p value and pairwise	η^2
H1.1	27	.657	$F(1,26) = 13.5$	$p < .01$	.343
H1.2	26	.510	$F(1, 25) = 24$	$p < .01$	.490
H2.1	27	.667	$F(1, 26) = 13$	$p < .01$	.333
H2.2	27	.893	$F(1, 26) = 3.1$	$p > .01$	.107
H2.3	27	.691	$F(1, 26) = 11.6$	$p < .01$	.309
H2.4	27	.835	$F(1, 26) = 5.1$	$p > .01$	.165
H2.5	24	.997	$F(1, 24) = .07$	$p > .01$	.003
H2.6	23	.930	$F(1, 23) = 1.64$	$p > .01$	.070
H2.7	24	.920	$F(1, 23) = 2$	$p > .01$	.080
H2.8	24	.992	$F(1, 23) = .19$	$p > .01$	.008
H3.1	25	1.00	$F(1, 24) = .001$	$p > .01$	.000
H3.2	25	1.00	$F(1, 24) = .001$	$p > .01$	.000
H3.3	25	.912	$F(1, 24) = 2.3$	$p > .01$	.088

Table 4. Paired samples t-test on 13 survey questions

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	H1.1 Entrance – H1.1 Exit	-.704	.993	.191	-1.096	-.311	-3.683	26	<.001	.001
Pair 2	H1.2 Entrance – H1.2 Exit	-.846	.881	.173	-1.202	-.490	-4.900	25	<.001	<.001
Pair 3	H2.1 Entrance – H2.1 Exit	-.444	.641	.123	-.698	-.191	-3.606	26	<.001	.001
Pair 4	H2.2 Entrance – H2.2 Exit	-.259	.764	.147	-.562	.043	-1.763	26	.045	.090
Pair 5	H2.3 Entrance – H2.3 Exit	-.370	.565	.109	-.594	-.147	-3.407	26	.001	.002
Pair 6	H2.4 Entrance – H2.4 Exit	-.259	.594	.114	-.494	-.024	-2.267	26	.016	.032
Pair 7	H2.5 Entrance – H2.5 Exit	.042	.751	.153	-.275	.359	.272	23	.394	.788
Pair 8	H2.6 Entrance – H2.6 Exit	-.174	.650	.136	-.455	.107	-1.283	22	.107	.213
Pair 9	H2.7 Entrance – H2.7 Exit	.208	.721	.147	-.096	.513	1.415	23	.085	.170
Pair 10	H2.8 Entrance – H2.8 Exit	.042	.464	.095	-.154	.238	.440	23	.332	.664
Pair 11	H3.1 Entrance – H3.1 Exit	.000	.577	.115	-.238	.238	.000	24	.500	1.000
Pair 12	H3.2 Entrance – H3.2 Exit	.000	.408	.082	-.169	.169	.000	24	.500	1.000
Pair 13	H3.3 Entrance – H3.3 Exit	-.360	1.186	.237	-.850	.130	-1.518	24	.071	.142

By the end of the module, pre- and post-survey results illustrate that student knowledge familiarity and confidence on refugee and migration policy greatly increased. Hypothesis questions 1.1 and 1.2 asked students to rate their confidence level with knowledge about US or world migrant, refugee, and asylum laws and policies. As an example, Table 5 shows student self-reported confidence in their knowledge about US and world migrant laws and policies increased during the module. A similar trend for the question regarding knowledge about US or world refugee/asylum laws and policies showed the number of students indicating they were "decently confident" on the topic increased dramatically in the post-survey. After completing the module, students' familiarity with all listed migration and refugee policies increased. The largest gains in the number of students indicating familiarity were with the 1952 INA, the 1951 Convention on Refugees, and 1967 Protocol.

Table 5. Student confidence about US and world migration laws and polices (entrance and exit survey question H1.1)

	f (entrance)	f (exit)	pct (entrance)	pct (exit)	pct change
Not confident at all	8	1	29.6	3.6	-26
A little confident	15	10	55.6	35.7	-19.9
Decently confident	3	15	11.1	53.6	+42.5
Very confident	1	1	3.7	3.6	-0.1
Total	27	27	100	96.4	
Missing	0	1	0	3.6	+3.6
Total	27	28	100	100	100

Responses to the survey questions and other qualitative questions showed a shift in how students understood the situations of refugees and migrants, especially in terms of the reasons why refugees or migrants leave their homes. Students were asked to define "refugee," "migrant," and "IDP" (internally displaced person) without consulting any external sources. When defining "refugee" in the pre-survey, 12 (44%) of the 27 responses mentioned involuntary displacement. These students used words like "force," "flee," or "exile" to indicate that refugees were not choosing to leave their homes. By contrast, 23 (or 88%) of the 26 post-survey definitions mentioned the concept of involuntary displacement using similar terms, an increase of 44%. In post-survey definitions, mentions of climate change and persecution also increased (Figure 1). In a later question in the post-survey, students were prompted to explain stereotypes they possessed about refugees prior to the module. Eight students' responses mentioned misconceptions about why and how refugees leave their homes, reflected in the shift in definitions from pre- to post-surveys. For example, one student wrote that "I thought it was all a choice, I didn't really think about people not having a choice." Words that indicated refugees were seeking better "opportunities" dropped off to just one occurrence in the post-survey.

Figure 1. Common terms in students' post-survey definitions of "refugee"

Prior to the module, survey data illustrated that students held positive views about the importance of empathy and story, and their positive views increased slightly after the teaching interventions. For instance, all students agreed with question H3.1 and H3.2 in the pre- and post-survey showing no change. On question H3.3, 80% strongly agreed in the post survey compared to 70% in the pre-survey.

The post-survey contained eight additional qualitative response questions which asked students to reflect on various components of the course module. Thirty-three percent of students reported they had no prior knowledge about refugees before the module, and those with prior knowledge garnered information from everyday life (news, social media, friends, family) or previous coursework. Students also reported that collaborating with those from other disciplines was both challenging and rewarding. One student wrote "I think that I really bonded with my group members, and it was unexpected that they were so informed about the topic." While some students found group dynamics had a positive impact on the simulations, others reported communication difficulties and challenges during the policy simulation process: "It was hard to get the group to effectively work together," and "I took away the importance of action along with the difficulty of policy making/getting anything done in a group."

The remaining qualitative questions focused on the narrative portion of the module. While students experienced the stories in different ways, one common theme is that they experienced deeper empathy and understanding toward the refugee and migrant experience. Nearly all responses used words like "empathy" or "impactful." Many students noted that the Narrative 4 exchanges allowed them to think about their own stories in new ways by hearing them retold by their partners. Students noted they felt connected to others, and story helped them find common ground despite perceived differences: "We had a lot in common which was so surprising and made me feel connected even in completely opposite sides of the world." Finally, students understood the connection between story and empathy, explicitly mentioning the lessons about perspective and judgement they took away from the experience.

Student position memos and policy proposals (simulation)

This section reviews the main findings of the analysis of student product created in preparation for and during the NSC simulation conducted during the first section of the module. This analysis shows that when students played an individual role in a simulation that asked them to take on a national government position, they were more likely to suggest policies that would benefit the US government or support the national security or rights of citizens. However, when students worked together, their policy priorities changed to the human rights and human security of refugees and migrants.

Students wrote a position memo in preparation to engage in the NSC simulation as one of the following roles: Secretary of Treasury, Chairman of the Joint Chiefs of Staff, Vice President, National Security Advisor, Secretary of Defense, and Secretary of Homeland Security. Student memos were anonymized and assessed based on the following criteria: 1) whether they faithfully represented the role they were meant to portray in the simulation, 2) what they described as their objectives, and 3) the type of policy recommendation. In total, 24 student position memos were analyzed.

To determine whether students represented their role faithfully in the simulation, student memos were coded for whether they prioritized (1) US national security and citizen rights, (2) concern for refugee and migrant individuals and groups or other countries, or (3) equally balanced US security and citizens interests with those of other countries and people. All the student memos together revealed that 50% of students prioritized US national security concerns or US citizen concerns, while 33% prioritized refugees and migrants or other countries and 16% balanced US and refugee/migrant concerns. Contrastingly, 62% of political science/global studies majors prioritized US concerns in their memos, while 62% of students in the literature course prioritized refugee and migrant rights.

Each student included a list of objectives that they felt should guide their role and their policy proposals. The objectives were coded under the following categories: human rights (HR), human

security (HS), national rights (NR), or national security (NS). Of these, 66% (16 out of 24) prioritized NS/NR concerns and only five of the 16 students in that group included HS/HR concerns. 33% (eight of 24) prioritized HR/HS objectives. Objectives coded for NS/NR focused on concern over the number of refugees and migrants and the economic impact such groups would have on the US. Those representing the Department of Defense and Homeland Security were more concerned about possible terrorist attacks or crime associated with refugees or migrants. Students also referenced the burden to the court system and the backlog of paperwork for migrants and asylum seekers.

Students recommended policies focused on protecting the US government and US citizens, coded as SV/NS for prioritizing sovereignty and national security. Fifty-eight percent (14 of 24) recommended policies to build US border security, add additional screenings for refugees and migrants seeking entrance, or redirect government funds to defense, homeland security, or the US court systems. Of those, five included a reference to human rights and five included multiculturalism as connected to national security policy. Twenty-five percent (six students) prioritized multilateralism in their policy recommendations, suggesting that the US should be involved in addressing the root causes of the migration/refugee crisis or that the US should work with other countries or the UN. Only one student referenced the principle of non-refoulement, and only four policy proposals prioritized human rights concerns, although 54% (13 students) individual position memos included some reference to human rights.

After submitting their position memos, students worked as teams in two class-sessions (75 minutes each) to combine their policy proposals and make final policy suggestions. There was a stark shift between the emphasis on national security concerns found in the individual position memos versus the emphasis on the human rights and human security of refugees and migrants in the final group policy proposal; in the proposal, students suggested updating and funding the US court system to more efficiently and adequately review immigration or asylum cases, increasing the number of refugees and migrants allowed into the country, and funding major humanitarian and education programs to people seeking shelter on both sides of the border. Their proposals for international cooperation and multilateral engagement on the issue were expansive, suggesting that the US should dedicate more funding and resources to support stability in the countries of origin and work with the UN to properly fund and house refugees in the short and long term.

Student reflection, review, and debrief written essays

On multiple occasions during the module, we asked students to reflect on their learning. In this section, we review student product related to two different assignments: 1) when students reconvened with their NSC simulation team after the story session to reassess their policy proposals, and 2) through written reflection about what they learned in the simulation, storytelling, and reflection sessions of the entire module.

After the storytelling portion of the module, the six teams reunited to reassess their policy proposals. They took the original NSC policy proposal and identified whether they would update, delete, or add policies. Most teams did not make significant changes but wished they could provide more specifics on how the asylum system could be reformed or how offering humanitarian support to refugees and migrants could be improved. One team's response represents the whole:

> As a group, we've all agreed that our position memo is suitable in the confines of being national security advisors. After the last few weeks of learning [during the storytelling narrative session], we've all gained a more nuanced understanding of refugees and their stories, as well as policy and stats. Within the role of national security advisors, we

> suggest that our position memo reflects these nuances, while also upholding our positions in this role-play exercise.

Another group stated, "we stand by our humanitarian solutions." In the post-survey, students were asked whether and how they revised their policy memos after completing the module and students mentioned changes including a greater focus on the potential impacts of their policies on the individual, families, human rights, and safety and security, which corresponds to the analysis of revisions above. One student wrote: "I feel even stronger about the need to protect their basic rights as people." Significantly, five students wrote that while their policy memos were not changed in any major way, the material impacted their own thinking about refugee rights.

A few students included a reference to empathy, storytelling, human rights, or humanitarian concerns of refugees and migrants in their final reflection, well summarized in this student's reflection:

> I do think there is more we can do to help refugees at the borders and to be placed . . . I feel America should be putting resources and funding towards regional aid. It is not a preferred experience to have to relocate and abandon what you know and call home, what holds your ancestral values and history. This is the part we should be empathizing with, and helping to rebuild these countries, communities, and territories. By building a world where in the future there won't be genocide, religious, or political persecution, we are creating a world for peace and prosperity.

In their reflections, many students emphasized how narrative helped them realize that all refugee stories and experiences are unique.

Students recognized the benefit of the interdisciplinary pedagogical module. One student stated, "I would consider myself someone who is not only knowledgeable about the refugee crisis but also someone who has the tools to help directly." In many of their essays, students explicitly wrote about the need for interdisciplinary approaches to world issues such as migration and refugees; for instance: "I have learned just how important it is to combine the logical, highly intellectual aspect of economics, and politics with the more creative, highly empathic world of storytelling. I feel that it is the healthy balance of these two that will help us as a society."

Students also wrote about their Narrative 4 story exchange experiences, putting special focus on the final international exchange. They wrote comments such as: "Engaging with individuals from diverse backgrounds reaffirmed our shared humanity, transcending geographical and cultural divides," and "This gave me the amazing opportunity to speak with a refugee and hear, firsthand, the story of their journey and experience."

CONCLUSION AND DISCUSSION OF FINDINGS

This research demonstrates the many benefits of teaching students about complex global issues from multiple perspectives and disciplines. The first two findings described here confirm previous findings in pedagogical interventions, especially those related to simulations. Findings three and four are novel and worth pursuing in future research, especially connected to when and how students are more likely to increase empathy for others.

First, the survey analysis demonstrates that prior to the teaching interventions, most students considered the global refugee and migration situation to be of little consequence and to be primarily self-inflicted by the refugee or migrant, rather than imposed by external events or forces. After the

module, students drastically changed their views about why migrants and refugees leave their country of origin; they were more empathetic toward the circumstances and blamed the refugee or migrant less for their pursuit of other opportunities or living situations. These changes are evidenced by shifts in student understanding in policy memos, reflection essays, and survey data. This finding illustrates the benefits of an interdisciplinary approach that allows students to examine a problem like the refugee and migrant crisis at both the societal and individual levels and explores the intersections between the two. This finding is backed up by previous studies that show how experiential learning is important for increasing long-term memory on an issue (Haack 2008; Taylor 2013; Wheeler 2006).

Second, the survey instrument also demonstrated that students had very little knowledge of politics and laws surrounding migration and refugee situations and rights when they started the module. By the end, their knowledge had much greater depth and breadth. In reflections and post-surveys, students expressed great confidence in their understanding of the refugee and migrant situation. This finding is supported by literature that shows how experiential learning allows students to more adequately understand and critically think about the social and political issues associated with a specific problem (Asal 2005; Boyer 2011). While students did not show significant change in their knowledge of refugee and migrant numbers, this may be because they remembered and were more impacted by stories than statistics. Additionally, the post-survey was implemented several weeks after the module in political science in which specific facts were reviewed, showing a lack of long-term memory on statistics but an increase in a nuanced understanding of the big picture.

Third, the assessment of student product reveals that when students worked in groups, they were more likely to show empathy toward refugees and migrants than when they worked alone. Pre-survey data shows all students agreed on the importance of empathy when working independently (and particularly when they were asked to take on a role in the simulation). Yet, students were more likely to think and act from the perspective of government rules and regulations, and with less empathy for individual refugees or migrants, when working alone. However, the analysis of policy memos shows that when students worked in interdisciplinary groups, they were much more likely to focus on the humanitarian impacts of their policies. By the end of the module, 10% more students (92% of students participating) agreed with question H3.3 that policy makers should encounter story.

Finally, students learned that interdisciplinary perspectives can be challenging but are vital to tackling world problems. All students benefited from the perspectives that students from other disciplines contributed to collaborative work. The students in literature contributed a refugee and migrant rights focus, while the political science students brought analysis of US and international policy challenges; students negotiated differing perspectives to craft more balanced policy proposals. Many students also realized the value of their *own* disciplinary perspectives because of working with students across disciplines. Several students mentioned that a balance of the empathetic, "humanitarian" centered narrative perspective and the rational, political science perspective are required to solve problems in the modern world. This finding supports the argument that interdisciplinary education can result in greater appreciation for multiple approaches to problem solving (e.g., Colloway-Thomas 2010; McCreary and Merchant 2017).

It can be challenging for teachers and students alike to engage with abstract, large-scale world problems, like the refugee crisis, in the classroom. However, the pedagogical interventions described in this paper demonstrate the effectiveness of an interdisciplinary approach focused on simulation and story to educate students about refugees and to encourage them to "know and care about the suffering of dispossessed people" (O'Malley and Dittmar 2021, 4). Such "deeply humane and caring" interventions enrich the teaching and learning process and, ultimately, "can help us live better with one another" (5). The data discussed in this article from the survey instrument, analysis of

student product, and participant observation of the instructors reveals the importance of exposing students to the perspectives and strategies of multiple disciplines on global issues through experiential, collaborative learning activities that emphasize the human experience in education.

ACKNOWLEDGMENTS

The authors wish to thank Dr. Christine Cusick for her mentorship and support of the Narrative 4 story exchanges described herein, as well as our students and international story exchange participants.

AUTHOR BIOGRAPHIES

Emily Wierszewski, PhD, (USA) is an associate professor of English and director of the undergraduate writing program at Seton Hill University in Greensburg, PA. Her research is located at the intersection of writing assessment and digital technology.

Roni Kay O'Dell, PhD, (USA) is an associate professor of political science at Seton Hill University and specializes in research and teaching on international organizations, the United Nations (UN), human development, human rights, and sustainable development.

DISCLOSURE OF INTEREST

In accordance with my ethical obligation as a researcher, I am reporting that I, Emily Wierszewski, receive compensation for my work as a trained facilitator with Narrative 4, a global non-profit organization that is part of the research reported in this paper. This compensation was received starting in June 2024, after the conclusion of this research project. I have disclosed those interests fully to the publisher and have in place an approved plan for managing any potential conflicts arising from my collaborations with Narrative 4.

ETHICS STATEMENT

The Seton Hill University's Institutional Review Board provided approval to work with students and gather and analyze student survey and student product, referenced number SP24-04; all participants completed informed consent agreements.

REFERENCES

Abani, Chris. 2019. "The Road." In *The Displaced: Refugee Writers on Refugee Lives*, edited by Viet Thanh Nguyen, 23–30. New York: Abrams Press.

Asal, Victor. 2005. "Playing Games with International Relations." *International Studies Perspectives* 6 (3): 359–73. https://www.jstor.org/stable/44218419.

Batson, Daniel, David Lishner, and Eric Stocks. 2015. "The Empathy—Altruism Hypothesis." In *The Oxford Handbook of Prosocial Behavior*, edited by David Schroeder William Graziano, 259–81. Oxford: Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195399813.013.023.

Belet, Margot. 2018. "Reducing Interethnic Bias Through Real-Life and Literary Encounters: The Interplay Between Face-to-Face and Vicarious Contact in High School Classrooms." *International Journal of Intercultural Relations* 63: 53–67. https://doi.org/10.1016/j.ijintrel.2018.01.003.

Blanck, Sara. 2021. "Teaching About Migration - Teachers' Didactical Choices When Connecting Specialized Knowledge to Pupils' Previous Knowledge." *Journal of Social Science Education* 20 (2): 70–102. https://doi.org/10.4119/jsse-3913.

Bloom, Pazit Ben-Nun. 2014. "Disgust, Harm, and Morality in Politics." *Political Psychology* 35 (4): 495–513. http://www.jstor.org/stable/43783797.

Boeckelman, Keith, Janna L. Deitz, and Richard J. Hardy. 2008. "Organizing a Congressional Candidate Debate as Experiential Learning." *Journal of Political Science Education* 4 (4): 435–46. https://doi.org/10.1080/09592290802413619.

Bovens, Luc J., and Stephen Leeds. 2002. "The Epistemology of Social Facts: The Evidential Value of Personal Experience Versus Testimony." In *Social Facts and Collective Intentionality,* edited by Georg Meggle, 43–51. Frankfurt: Dr. Haensel-Hohenhausen.

Boyer, Mark A. 2011. "Simulation in International Studies." *Simulation and Gaming* 42 (6): 685–89. https://doi.org/10.1177/1046878111429765.

Bradberry, Leigh A., and Jennifer De Maio. 2019. "Learning by Doing: The Long-Term Impact of Experiential Learning Programs on Student Success." *Journal of Political Science Education* 15 (1): 94–111. https://doi.org/10.1080/15512169.2018.1485571.

Butcher, Charity, and Edwin Njonguo. 2021. "Simulating Diplomacy: Learning Aid or Business as Usual?" *Journal of Political Science Education* 17 (1): 185–203. https://doi.org/10.1080/15512169.2020.1803080.

Calloway-Thomas, Carolyn. 2010. *Empathy in the Global World: An Intercultural Perspective.* Thousand Oaks, CA: Sage Publications.

Chasek, Pamela S. 2005. "Power Politics, Diplomacy and Role Playing: Simulating the UN Security Council's Response to Terrorism." *International Studies Perspectives* 6 (1): 1–19. https://doi.org/10.1111/j.1528-3577.2005.00190.x.

Chimni, B. S. 2024. "Three Approaches to the 1951 Convention: The Case for a Dialectical Approach." *Journal of Refugee Studies*: 1–20. https://doi.org/10.1093/jrs/feae011.

Cohen, Taya, and Chester Insko. 2008. "War and Peace: Possible Approaches to Reducing Intergroup Conflict." *Perspectives on Psychological Science* 3 (2): 87–93. https://doi.org/10.1111/j.1745-6916.2008.00066.x.

Coticchia Fabrizio, Enrico Calossi, Lorenzo Cicchi. 2020. "A Reality Check for Students? How Participating to the Model United Nations Influences Skills, IR Perceptions, and Perspectives on Future Career." *Politics* 40 (2): 245–61. https://doi.org/10.1177/0263395719852238.

Council on Foreign Relations (CFR). 2024. "Asylum Seekers at the U.S. Southern Border Model Diplomacy Simulation." Accessed March 10, 2024. https://education.cfr.org/teach/simulation/asylum-seekers-us-southern-border-2019-nsc/educator-overview.

Cummins, Jim, Shirley Hu, Paula Markus, and M. Kristiina Montero. 2015. "Identity Texts and Academic Achievement: Connecting the Dots in Multilingual School Contexts." *TESOL Quarterly* 49 (3): 555–81. https://doi.org/10.1002/tesq.241.

DiCicco, Jonathan M. 2014. "National Security Council: Simulating Decision-Making Dilemmas in Real Time." *International Studies Perspectives* 15 (4): 438–58. https://doi.org/10.1111/insp.12018.

Duraisingh, Liz Dawes, Sarah Sheya, and Emi Kane. 2018. "When Youth Dialogue: A Pedagogic Framework for Changing the Conversation About Migration." *Global Education Review* 5 (4): 211–35. https://doaj.org/article/aa86bb5ce2e34b74a512195aed732b58? .

Farmer, Paul. 2005. "Never Again? Reflections on Human Values and Human Rights." The Tanner Lectures on Human Values, University of Utah. Accessed May 31, 2024. https://tannerlectures.utah.edu/_resources/documents/a-to-z/f/Farmer_2006.pdf.

Frausel, Rebecca R., Gabriel Velez, Tasneem Mandviwala, and Jennifer Kubota. 2022. "Promoting Empathy in Adolescents: An Exploratory Study of the Story Exchange." *Journal of Character Education* 18 (1): 31–49. https://eric.ed.gov/?id=EJ1367354.

Garaigordobil, Maite. 2012. "Evaluation of a Program to Prevent Political Violence in the Basque Conflict: Effects on the Capacity of Empathy, Anger Management and the Definition of Peace." *Gaceta Sanitaria* 26 (3): 211–16. https://doi.org/10.1016/j.gaceta.2011.06.014.

Gessner, Susann. 2017. "Teaching Civic Education in a Migrating Global Community: How Can Students with a Migration Background Contribute to Didactics and Civic Education Theory?" *Journal of Social Science Education* 16 (2): 42–52. https://doi.org/10.4119/jsse-3913.

Glover, Robert W., Daniel C. Lewis, Richard Meagher, and Katherine A. Owens. 2021. "Advocating for Engagement: Do Experiential Learning Courses Boost Civic Engagement?" *Journal of Political Science Education* 17 (1): 599–615. https://doi.org/10.1080/15512169.2020.1831932.

Haack, Kirsten. 2008. "UN Studies and the Curriculum as Active Learning Tool." *International Studies Perspectives* 9 (4): 395–410. https://www.jstor.org/stable/44218563.

Husnu, Shenel, Biran Mertan, and Onay Cicek. 2018. "Reducing Turkish Cypriot Children's Prejudice Toward Greek Cypriots: Vicarious and Extended Intergroup Contact Through Storytelling." *Group Processes and Intergroup Relations* 21 (1): 178–92. https://doi.org/10.1177/1368430216656469.

Juris, Stephen J., Anja Mueller, Cathy Willermet, Eron Drake, Samik Upadhaya, and Pratik Chhetri. 2014. "Assessing Interdisciplinary Learning and Student Activism in a Water Issues Course." *Journal of the Scholarship of Teaching and Learning* 14 (2): 111–132. https://doi.org/10.14434/josotl.v14i2.4052.

Kaur, Rupi. 2017. *the sun and her flowers.* Andrews McMeel Publishing.

Keylock, Lee. 2018. "Inviting the Human." *International Journal of Care and Caring* 2 (3): 433–39. https://doi.org/10.1332/239788218X15351945977565.

Klaassen, Renate, Nanneke De Fouw, Remon Rooij, and Youandi van der Tang. 2019. "Perceptions of Interdisciplinary Learning: A Qualitative Approach." In *Proceedings of the 8th Research in Engineering Education Symposium,* 398–407. https://pure.tudelft.nl/ws/portalfiles/portal/56150569/Klaassen_Perceptions_of_interdisciplinary.pdf.

Kowalski, Jennifer R., Tara T. Lineweaver, and Katherine B. Novak. 2021. "Developing Integrative Thinking in Undergraduate Students through an Interdisciplinary General Education Course on Mental Illness." *College Teaching* 70 (4): 493–505. https://doi.org/10.1080/87567555.2021.1982856.

Krometis, Leigh-Anne H., Elena P. Clark, Vincent Gonzalez, and Michelle E. Leslie. 2011. "The 'Death' of Disciplines: Development of a Team-Taught Course to Provide an Interdisciplinary Perspective for First-Year Students." *College Teaching* 59 (2): 73–78. https://doi.org/10.1080/87567555.2010.538765.

Kubin, Emily, Curtis Puryear, Chelsea Schein, and Kurt Gray. 2020. "Personal Experiences Bridge Moral and Political Divides Better Than Facts." *Proceedings of the National Academy of the Sciences* 118 (6). https://www.pnas.org/doi/full/10.1073/pnas.2008389118

Johnson, Dan R., Brandi Huffman, and Danny M. Jasper. 2014. "Changing Race Boundary Perception by Reading Narrative Fiction." *Basic and Applied Social Psychology* 36 (1): 83–90. https://doi.org/10.1080/01973533.2013.856791.

International Organization for Migration (IOM). 2022. "Annual Reports." *IOM UN Migration*. Accessed May 31, 2024. https://www.iom.int/iom-results-and-annual-reports.

McCreary, John J., and Gregory J. Marchant. 2017. "Reading and Empathy." *Reading Psychology* 38 (2): 182-202. https://doi.org/10.1080/02702711.2016.1245690.

McIntosh, Kimberly, Jason Todd, and Nadini Das. 2021. *Teaching Migration, Belonging, and Empire in Secondary Schools*. United Kingdom: TIDE and Runnymede Trust. Accessed May 31, 2024. https://www.runnymedetrust.org/publications/teaching-migration-belonging-and-empire-in-secondary-schools.

Nor Iftin, Abdi. 2019. *Call Me American.* New York: Alfred Knopf.

O'Dell, Roni Kay M. 2023. "Global Governance." In *Elgar Encyclopedia of Development*, edited by Matthew Clarke and Xinyu (Andy) Zhao, 279–83. Edward Elgar Publishing.

O'Dell, Roni Kay M. 2022. "Refugee and Migrant Rights: A Human Rights Perspective." In *Holocaust Education Today: Confronting Extremism, Hate, and Mass Atrocity Crimes,* edited by Carol Rittner. Greensburg, PA: Seton Hill University National Catholic Center for Holocaust Education.

O'Dell, Roni Kay M., and Sasha Breger Bush. 2021. *Global Politics: A Toolkit for Learners.* London: Lexington Books.

O'Malley, Susan Gushee, and Linda Dittmar. 2021. "Teaching Migration/Immigration." *The Radical Teacher* 120: 1–5. https://doi.org/10.5195/rt.2021.946.

Repko, Allen F., Rick Szostak, and Michele Philips Buchberger. 2019. *Introduction to Interdisciplinary Studies.* London: SAGE Publications.

Resnick, Brian. 2017. A Psychologist Explains the Limits of Human Compassion. *Vox.* Accessed April 5, 2024. https://www.vox.com/explainers/2017/7/19/15925506/psychic-numbing-paul-slovic-apathy.

Schein, Chelsea, and Kurt Gray. 2018. "The Theory of Dyadic Morality: Reinventing Moral Judgment by Redefining Harm." *Persuasive Social Psychology Review* 22 (1): 32–70. https://doi.org/10.1177/1088868317698288.

Shaffer, Victoria, Jennifer Bohanek, Elizabeth Focella, Haley Horstman, and Lisa Saffran. 2019. "Encouraging Perspective Taking: Using Narrative Writing to Induce Empathy for Others Engaging in Negative Health Behaviors." *PLoS One* 14 (10). https://doi.org/10.1371/journal.pone.0224046.

Shanks, Spencer, and Jiakun Jack Zhang. 2023. "Disentangling Perception and Performance: A Natural Experiment on Student Engagement and Learning in Simulations." *Journal of Political Science Education* 20 (2): 292–317. https://doi.org/10.1080/15512169.2023.2245511.

Shaw, Carolyn M., and Bob Switky. 2018. "Designing and Using Simulations in the International Relations Classroom." *Journal of Political Science Education* 14 (4): 523–34. https://doi.org/10.1080/15512169.2018.1433543.

Shire, Warsan. 2013. *Teaching My Mother How to Give Birth.* London: Flipped Eye.

Slovic, Paul. 2007. "'If I Look at the Mass I Will Never Act': Psychic Numbing and Genocide." *Judgment and Decision Making* 2 (2): 79–95. https://doi.org/10.1017/S1930297500000061.

Slovic, Paul, David Zionts, Andrew K. Woods, Ryan Goodman, Derek Jinks. 2013. "Psychic Numbing and Mass Atrocity." In *The Behavioral Foundations of Public Policy*, edited by Edlar Shafir, 126–42. Princeton, NJ: Princeton University Press.

Taylor, Kirsten. 2013. "Simulations Inside and Outside the IR Classroom: A Comparative Analysis." *International Studies Perspectives* 14 (2): 134–49. https://www.jstor.org/stable/44218736.

Tuffaha, Lena Khalaf. 2017. *Water and Salt.* Red Hen Press. UNHCR. 2022. "Figures at a Glance." *UNHCR USA: The UN Refugee Agency.* Accessed May 31, 2024. https://www.unhcr.org/us/about-unhcr/who-we-are/figures-glance.

Vastfjall, Daniel, Paul Slovic, Marcus Mayorga, and Ellen Peters. 2014. "Compassion Fade: Affect and Charity are Greatest for a Single Child in Need." *PLoS ONE* 9 (6): 1–10. https://doi.org/10.1371/journal.pone.0100115.

Vezzali, Loris, Sofia Stathi, Dino Giovannini, Dora Capozza, and Elena Trifiletti. 2014. "The Greatest Magic of Harry Potter: Reducing Prejudice." *Journal of Applied Social Psychology* 45 (2): 105–21. https://doi.org/10.1111/jasp.12279.

Walter, Nathan, Sheila Murphy, and Tracy Gillig. 2017. "To Walk a Mile in Someone Else's Shoes: How Narratives Can Change Causal Attribution Through Story Exploration and Character Customization." *Human Communication Research* 44 (1): 31–57. https://doi.org/10.1093/hcre.12112.

Walzenbach, Günter. 2016. "Global Political Economy." In *International Relations – an E-IR Foundations Beginner's Textbook.* Accessed 29 December 2024. https://www.eir.info/2016/12/29/global-political-economy/.

Wheeler, Sarah. 2006. "Role-Playing Games and Simulations for International Issues Courses." *Journal of Political Science Education* 2 (3): 331–47. https://doi.org/10.1080/15512160600840814.

Yousafzai, Malala. 2019. *We are Displaced: My Journey and Stories from Refugee Girls Around the World.* New York: Little and Brown Company.