

Spring 2024 L32 4046/5046 Forced Displacement and the Politics of Seeking Refuge¹

Instructor: Dr. Stephanie N. Shady (she/her)

Email: shadys@wustl.edu

Class Meetings: Tuesdays and Thursdays, 2:30-3:50 PM

Classroom: Seigle 210

Office Hours: Mondays 1:00-3:00 PM, Wednesdays 10:00-11:00 AM

Office: Seigle 251

Course Description

In the last decade, the number of people who are forcibly displaced has more than doubled, and today the United Nations High Commissioner for Refugees estimates that 108.4 million people are forcibly displaced.² Among this group, people face distinct legal, social, economic, and political challenges according to their status as refugees, asylum seekers, internally displaced persons, and others who do not fit these categories. In this course, we will examine the political conditions that forcibly displace people across and within countries including persecution, conflict, and environmental disasters exacerbated by climate change as well as their experiences of seeking refuge. How do international, state, local, and non-governmental institutions cooperate to manage the needs of forcibly displaced persons? In what ways do political pressures create opportunities for and barriers to effective policies to address refugee issues? How do these structural challenges affect forcibly displaced persons, and what strategies do advocates use to improve the human rights of these populations? Throughout the course, we will bear in mind the interconnectedness of macro-level policy-making and micro-level issues that affect the daily lives of individual humans experiencing forced displacement.

Prerequisites: None

Course Goals: Throughout this course, you will:

- Classify forced displacement experiences in legal and descriptive terms.
- Compare global patterns of forced displacement within and across international borders.
- Identify and analyze international, national, local, and non-governmental policies and practices that address forced displacement.
- Critically assess the unique socioeconomic and health needs of forcibly displaced persons in temporary and permanent host societies, and gaps in addressing those needs.

Course Materials

No required textbook. All materials will be provided via PDFs or links on Canvas.

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles, book chapters, reports, and podcasts that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.
- Detailed guidelines for all assignments.
- Submission links for all assignments.

¹Last edited on January 11, 2024. I reserve the right to update any aspect of this syllabus.

²<https://www.unhcr.org/us/about-unhcr/who-we-are/figures-glance>

- Information about campus resources.
- An “**Extensions and Questions**” folder. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder. I will also periodically add items of interest such as news articles, films and fiction, or research that you may peruse if you are interested in diving deeper in a particular religion topic. If you come across a resource you’d like to share, please e-mail it to me!

Classroom Norms

Your active engagement in the classroom will contribute to your learning and enrich class-wide discussions. On a typical day, we will:

- Discuss current events relevant to the forced migration topics we have read or talked about in class.
- Analyze key terms and concepts in the study of forced displacement through conversational lectures, small-group and class-wide discussions, and other interactive activities.
- Learn from guest speakers who work in resettlement, advocacy, and other services provided to forcibly displaced persons.
- Work on collaborative, semester-long project of your group’s design.

Assessment

You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:

Quizzes: 15% (all weighted equally, lowest 2 dropped from final grade)

Midterm and final exams: 40% (20% each)

(Undergraduate students) Memos: 45% (3 memos, 15% each)

(Graduate students) Original research design: 45% (integrated theory and literature review, proposed data and methods to test hypotheses)

Letter Grade Distribution

| | | | |
|---------------|----|---------------|----|
| ≥ 93.00 | A | 73.00 - 76.99 | C |
| 90.00 - 92.99 | A- | 70.00 - 72.99 | C- |
| 87.00 - 89.99 | B+ | 67.00 - 69.99 | D+ |
| 83.00 - 86.99 | B | 63.00 - 66.99 | D |
| 80.00 - 82.99 | B- | 60.00 - 62.99 | D- |
| 77.00 - 79.99 | C+ | ≤ 59.99 | F |

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

Assignments

Quizzes: 15% (all weighted equally, lowest 2 dropped from final grade)

You will take short quizzes in class as I deem necessary to check for understanding of topics we have covered

in class—including readings, lectures, and class discussions. These quizzes may or may not be announced. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to check your understanding throughout the semester before the exams and to encourage you to study on a consistent basis. Doing so will contribute to your overall success in the course. Quizzes will be scored as a percentage and weighted equally. Quizzes cannot be made up in case of absence or tardiness. I will drop the lowest two (2) quiz grades at the end of the semester.

Midterm and final exams: 40% (2 x 20% each)

You will take two written exams in class. The exams will consist of multiple choice, short answer and/or essay questions that assess your understanding of the historical, legal, social, economic, and political conditions that structure contemporary forced displacement and seeking of refuge. All course content may be included in the exam—this means readings, podcasts, lectures, class discussions and activities. The final exam is cumulative due to the cumulative nature of the content, but it will focus more heavily on post-midterm material. Please note that although I will provide my slides, you are expected to take notes on what we discuss from those slides. Merely memorizing information directly written on the slides will not help you succeed in the course.

(Undergraduate students) Memos: 45% (3 x 15% each)

Throughout the course, each of you will develop expertise on a contemporary forced migration situation of your choice. During the first week of class, you will select your case study, and you will complete a series of three (3) memo-style papers, **between 800 and 900 words** that analyze different aspects of the case that follow the structure of the course, listed below.

You will note below that there is a (small) word limit to these papers. This is intentional, and you are expected to hold to it strictly and include a word count of the text at the top of your Word document (not PDF). Use footnotes for citations, and do not include footnotes or headers in your word count. These assignments are designed to be an exercise in synthesizing the most important information. This would reflect a myriad of jobs in the political realm in which you the expert would be expected to brief an official efficiently and effectively. Make every word count.

- **Paper 1: Causes of displacement** Due 22 February at 11:59 PM on Canvas
Identify and assess the root causes of displacement and their specific consequences in your case. Are people fleeing due to conflict, natural disaster, persecution, other reasons? How do groups within the community experience the displacement differently according to race, gender, religion, socioeconomic class, or other groups relevant to your case? Based on the reasons for displacement, what options are available to those forcibly displaced under international law? What consequences does that available legal avenue (or lack thereof) have for those forcibly displaced?
- **Paper 2: International, regional, or domestic solutions** Due 21 March at 11:59 PM on Canvas
At what levels of governance (international, regional, national) are authorities coordinating to provide assistance and durable solutions for the forcibly displaced persons in your case? How effective is this response? Explain why the response is effective or not. What, if any, untapped channels for assistance are available?
- **Paper 3: Integration** Due 16 April at 11:59 PM on Canvas
Whether through permanent resettlement or asylee status, local integration, or in other environments such as refugee camps, how are the forcibly displaced persons integrating into their current communities? What efforts have the relevant international, regional, national, or local authorities made to facilitate integration, and with what success? What challenges remain for more holistic integration?

You do not have space to cover *all* possible aspects of integration. Instead, I recommend that you center your thesis on a particular dimension of integration (economic, health, sociocultural) to keep the paper focused.

Formatting instructions

Your paper should be 800-900 words of substantive text, double-spaced, with standard 12-pt font and 1-in margins. All citations should be in footnotes, which do not count against your word limit. You may use the citation style of your choice as long as you are consistent for the reference page; if you do not have a preference, I suggest APA. Even if you use the same source throughout the entire paragraph, you should be citing it multiple times.

Your paper should have at least **10 sources, at least 5 of which must be peer-reviewed academic books or articles**. All sources must be reputable books, scholarly articles, non-partisan think tank analysis, official government or non-governmental organization sites, or professional journalistic pieces. Refer to Canvas for a non-exhaustive list of useful sources. Blogs, unofficial websites, and online encyclopedias are not appropriate sources for this assignment. If you do choose to draw on an opinion piece, read it with a critical eye and carefully consider the source's motivations as you evaluate its conclusions. If you have questions about a source, please ask.

(Graduate students) Original research design: 45%

Throughout the course, each of you will develop an original research design related to an empirical question about forced migration. While you are not required to carry out the data analysis for the purposes of this course, you are expected to create a design that you can realistically carry out in your future research endeavors. By the third week of class, you will propose a research question in one (1) paragraph that justifies the importance of this study to the scientific study of and/or policy-making about forced migration. You will submit steps towards the final research design throughout the semester and provide feedback on the design of one of your peers at each step, as you would do as a reviewer or a project collaborator. The steps of the research design process you will complete follow below.

- **Proposal** Due 1 February at 11:59 PM on Canvas 2%

In one (1) paragraph, identify a primary research question and provide a justification for the importance of the study to the scientific study of and/or policy-making about forced migration. The research question should imply a causal relationship, that is, posit "how" or "why" rather than "what." The justification should cite at least **three (3)** scholarly, journalistic, international organizational, or governmental sources that speak to the core scientific inquiry or policy-making dilemma related to your topic.

- **Theory diagram and nested bibliography** Due 27 February at 11:59 PM on Canvas, peer review due 7 March at 11:59 PM on Canvas 5%

Construct a diagram that visualizes your theoretical argument. Explain the basic argument in the diagram in an elevator pitch of no more than three (3) sentences. Using the primary concepts in your theory (dependent, independent, and moderating or mediating variables) as major items, write an outline that includes sources for each concept (a nested bibliography). The precise number of sources necessary is highly dependent on the topic, but aim for 10-12 pages single-spaced (see Canvas for an example).

- **Introduction and integrated theory and literature review** Due 26 March at 11:59 PM on Canvas, peer review due 28 March at 11:59 PM on Canvas 5%

Write a draft of the introduction and integrated and literature review sections of your papers. This should be approximately 8-10 pages double-spaced, not including references.

- **Proposed data and methods** Due 9 April 9 at 11:59 PM on Canvas 5%
Write a draft proposal of the data and methods you would use to test the hypotheses derived from your theory. Where possible, you are encouraged to leverage existing data sets. If you propose original data collection, you should specify the types of data you will collect (e.g. survey items, an interview questionnaire, etc.). Justify your data and methods choices in previous literature on your topic. This should be approximately 3-4 pages double-spaced, not including references.
- **Draft research design** Due 16 April at 11:59 PM on Canvas 5%
Compile a full draft of your research design with the following components: introduction, integrated theory and literature review culminating in hypotheses, proposed data and methods, references. This should be approximately 15-20 pages double-spaced, not including references, and you should show revisions that reflect previous reviews from your peers and instructor. **Because you will be preparing to offer oral critiques of each other's proposals after they are presented in class, this is a hard deadline to give everyone a fair amount of time to read each other's work.**
- **Presentation** 23 April in class 8%
Each of you will present your research design orally in 7-8 minutes. Your peer reviewer will then offer critiques, other students (both graduate and undergraduate) will have the opportunity to offer comments and questions, and you will have the chance to respond. The Q and A will have a time limit based on the number of presenters in the class and communicated ahead of the presentation day. You will be graded both on your own presentation and on your prepared critiques for your peer review assignment.
- **Final research design** Due 25 April at 11:59 PM on Canvas 15%
Your final research design should include the following components: introduction, integrated theory and literature review culminating in hypotheses, proposed data and methods, references. It should be approximately 15-20 pages double-spaced, not including references, and you should show revisions that reflect previous reviews from your peers and instructor.

Course Policies

- **General**
 - Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
 - You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.
- **Grades**
 - Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
 - Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
 - I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.
- **Assignments**

- Students are expected to work independently on all assignments. **Offering and accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but all work produced should be your own.
- The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any part of the coursework is permitted.**
- **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment (meaning the final paper that accompanies your project), you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted.
 - * **Late quizzes and the final project are not eligible for extensions.** These assignments are cumulative and essential to your meaningful participation in in-class activities.
 - * In case of an emergency, please communicate with me as soon as you are able to and we will assess the next steps.
- It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

- As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material.
- The study of forced migration requires navigating many new terms and concepts. It is therefore important that you attend class on a regular basis.
- This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence, including missed quizzes. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.
- I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details about the reasons for a 1-day absence.
- If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation:** You and your classmates will benefit from regular participation in class discussion and activities. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from your questions and insights as well. **I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day.**

- **Office Hours:** Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.
- **Contact Policy:**
 - You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.
 - For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.
 - If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.
 - Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.
 - Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.
 - I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

WashU Policies and Resources

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habib Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habib to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habib. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.

- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.
- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cm-copeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <http://www.disability.wustl.edu/>; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with

me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on administratively recognizing your preferred name and pronouns see: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Calendar

- All readings should be completed **BEFORE** class on the day they are listed.
- Readings are listed in the recommended order. Note where specific page ranges are specified.
- As you read throughout the semester, keep in mind the following questions:
 - How do individuals experience policies or migration conditions differently based on gender or sexual orientation?
 - How do individuals experience policies or migration conditions differently based on race, ethnicity, or country of origin?
 - How do individuals experience policies or migration conditions differently based on socioeconomic class?
 - How do individuals experience policies or migration conditions differently based on the intersection of the social groups in questions 1-3?
 - Who has influence over migration policies or conditions? What gives them that power, explicitly or implicitly? Who stands to gain from these policies or conditions, be it financially, politically, or socially?
- A note on data and methods in the reading assignments:
 - Undergraduate students: You are not expected to focus on these sections, though it is a good idea to skim the text explanations of the data and methods and you are welcome to ask questions about them at any time.
 - Graduate students: You are expected to read the data and methods sections carefully, as they will be useful in the design of your own research projects.
- Please **bring a copy** of the readings to class and **write down** questions or places where you need additional clarification. Ask those questions in class!

| Date | Topic | Readings | Assignments |
|---------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Jan. 16 | Introduction | Syllabus | Review the syllabus and bring any questions you would like to ask about it. |
| Jan. 18 | Forced displacement in | United Nations High Commissioner for Refugees (UNHCR). (2022). <i>Global Trends 2022</i> . https://www.unhcr.org/global-trends-report-2022 | Student introduction survey due |

contemporary context

11:59 PM on Canvas

Hamlin, Rebecca. (2021). *Crossing: How We Label and React to People on the Move*. Stanford University Press. pp. 1-24 (“The migrant/refugee binary”)

Jan. 23 Post-World War II and the development of the international refugee rights regime

Abuya, Edwin O., Ulrike Krause, and Lucy Mayblin. (2021). “The neglected colonial legacy of the 1951 Refugee Convention.” *International Migration*, 59(4): 265-267.

Jan. 25 International law on forced migration

Goodwin-Gil, Guy S. (2008). “Introduction to Convention and Protocol Relating to the Status of Refugees.” *United Nations Audiovisual Library of International Law*.

<https://legal.un.org/avl/ha/prsr/prsr.html>

Skim *United Nations Convention and Protocol Relating to the Status of Refugees*

Convention (1951):

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-relating-status-refugees>

Protocol (1967):

<https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-relating-status-refugees>

Jan. 30 International law on forced migration

Skim *United Nations Guiding Principles on Internal Displacement* (1998):

<https://www.unhcr.org/media/guiding-principles-internal-displacement>

Skim *United Nations Global Compact on Refugees and Migration* (2018):

<https://www.unhcr.org/media/global-compact-refugees-booklet>

Feb. 1 Comparative historical refugee policy at the national level

BonTempo, Carl J. (2008). *Americans at the Gate: The United States and Refugees During the Cold War*. Princeton University Press. Chp. 7 (“Reform and Retrenchment: The Refugee Act of 1980 and the Reagan Administration’s Refugee Policies”)

Graduate students: Research question proposal due 11:59 PM on Canvas

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|----------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Feb. 6 | Causes of displacement | Bohra-Mishra, Pratikshya, and Douglas S. Massey. (2011). "Individual decisions to migrate during civil conflict." <i>Demography</i> , 48(2): 401-424. |
| Feb. 8 | Causes of displacement | <p>Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i>. Princeton University Press. Chapter 1.</p> <p>Lischer, Sarah. (2014). "Conflict and crisis-induced displacement," in Fiddian-Qasmiyeh et al. (eds.), <i>The Oxford Handbook of Refugee and Forced Migration Studies</i>. Oxford University Press.</p> <p>Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i>. Princeton University Press. Chapter 2.</p> |
| Feb. 13 | Causes of displacement | Sørensen, Ninna Nyberg. (2014). "Wars and migration crises in Central America: on missing persons during armed conflict and international migration," in Fiddian-Qasmiyeh et al. (eds.), <i>The Oxford Handbook of Refugee and Forced Migration Studies</i> . Oxford University Press. |
| Feb. 15 | Assessing the UNCHR's "durable solutions" to forced migration | <p>Ward, Patricia. (2014). "Refugee cities: reflections on the development and impact of UNHCR urban refugee policy in the Middle East." <i>Refugee Survey Quarterly</i>, 33(1): 77-93.</p> <p>Kvittingen, Anna, Marko Valenta, Hanan Tabbara, Dina Baslan, and Berit Berg. (2018). "The conditions and migratory aspirations of Syrian and Iraqi refugees in Jordan." <i>Journal of Refugee Studies</i>, 32(1): 106-124.</p> |
| Feb. 20 | Assessing the UNCHR's "durable solutions" to forced migration | <p>Crisp, Jeff. 2004. "The local integration and local settlement of refugees: a conceptual and historical analysis." UNHCR New Issues in Refugee Research Working Paper No. 102. https://www.unhcr.org/media/local-integration-and-local-settlement-refugees-conceptual-and-historical-analysis-jeff-crisp</p> <p>Chimni, Bhupinder S. (2002). "Refugees, return, and reconstruction of 'post-conflict' societies: a critical perspective." <i>International Peacekeeping</i>, 9(2): 163-180.</p> <p>Bradley, Megan. (2008). "Back to basics: the conditions of just refugee returns." <i>Journal of Refugee Studies</i>, 21(3): 285-304</p> |

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| Feb. 22 | Regional cooperation on forced displacement | Wolff, Sarah. (2014). "The politics of negotiating readmission agreements: insights from Morocco and Turkey." <i>European Journal of Migration and Law</i> , 16(1): 69–95. | Undergraduate students: Paper 1 due on Canvas at 11:59 PM |
| Feb. 27 | Regional cooperation on forced displacement | Basok, Tanya. (2018). "Regional migration and Argentina's 'hospitality crisis,'" in Menjívar et al. (eds.), <i>The Oxford Handbook of Migration Crises</i> . Oxford University Press. | Graduate students: theory diagram and nested bibliography due at 11:59 PM on Canvas |
| Feb. 29 | Regional cooperation on forced displacement | Wiesner, Martha Luz Rojas, and Ailsa Winton. (2018). "Precarious mobility in Central America and Southern Mexico: crises and the struggle to survive," in Menjívar et al. (eds.), <i>The Oxford Handbook of Migration Crises</i> . Oxford University Press. | |
| March 5 | Midterm Exam | Review all course materials through regional cooperation on forced displacement | |
| March 7 | Seeking asylum | Galli, Chiara. (2020). "Humanitarian capital: how lawyers help immigrants use suffering to claim membership in the nation-state." <i>Journal of Ethnic and Migration Studies</i> , 46(11): 1-18. | Graduate students: peer review of theory diagram and nested bibliography due at 11:59 PM on Canvas |
| Spring Break | | | |
| March 10-16 | | | |
| March 19 | Seeking asylum and other paths for forcibly displaced persons | De Coninck, David. (2023). "The refugee paradox during wartime in Europe: how Ukrainian and Afghan refugees are (not) alike." <i>International Migration Review</i> 57(2): 578-586. Menjívar, Cecilia, Victor Agadjanian, and Byeongdon Oh. (2022). "The contradictions of liminal legality: economic attainment and civic engagement of Central American immigrants on Temporary Protected Status." <i>Social Problems</i> 69(3): 678-698. | |

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| March 21 | Internal displacement | <p>Orchard, Phil. (2016). "The contested origins of internal displacement." <i>International Journal of Refugee Law</i>, 28(2), 210-233.</p> <p>Internal Displacement Monitoring Centre (IDMC). (2023). "Internal displacement and food security." IDMC Annual Report. https://www.internal-displacement.org/global-report/grid2023/</p> | <p>Undergraduate students: Paper 2 due on Canvas at 11:59 PM</p> <p>Graduate students: introduction and integrated theory and literature review due at 11:59 PM on Canvas</p> |
| March 26 | Integration: economic | <p>Ager, A., and A. Strang. (2008). "Understanding integration: a conceptual framework." <i>Journal of Refugee Studies</i>, 21(2): 166-199.</p> | |
| <p>AND ONE OF THE FOLLOWING (we'll divide them between the class)</p> | | | |
| <p>Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i>. Princeton University Press. Chapter 3.</p> | | | |
| <p>Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i>. Princeton University Press. Chapter 4.</p> | | | |
| <p>Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i>. Princeton University Press. Chapter 5.</p> | | | |
| March 28 | Integration: health | <p>Singer, Judy, and Jenny Adams. (2011). "The place of complementary therapies in an integrated model of refugee health care: counselors' and refugee clients' perspectives." <i>Journal of Refugee Studies</i>, 24(2): 351-375.</p> <p>Ferriss, Sarah Strode, and Shandra S. Forrest-Bank. (2018). "Perspectives of Somali refugees on post-traumatic growth after resettlement." <i>Journal of Refugee Studies</i>, 31(4): 626-646.</p> | <p>Graduate students: peer review of introduction and integrated theory and literature review due at 11:59 PM on Canvas</p> |
| April 2 | Integration: sociocultural | <p>Murdie, Robert, and Sutama Ghosh. (2009). "Does spatial concentration always mean a lack of integration? Exploring ethnic concentration and</p> | |

integration in Toronto." *Journal of Ethnic and Migration Studies*, 36(2): 293-311.

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| April 4 | Integration: government and non-governmental organization cooperation | Podcast: Gordon, Grant, and Ravi Gurumurthy. (19 Feb. 2019). <i>Displaced Podcast</i> . https://open.spotify.com/episode/0cc96caRg8NN3TGGwOdP5q?si=2c2593b5aaed442a Focus on 28:50 – 45:00 | |
| | | Capps, Randy, and Kathleen Newland. (2015). "The integration outcomes of U.S. refugees: success and challenges." Washington, D.C.: Migration Policy Institute. https://www.migrationpolicy.org/research/integration-outcomes-us-refugees-successes-and-challenges | |
| April 9 | Integration: government and non-governmental organization cooperation | Kumin, Judith. (2015). "Welcoming engagement: how private sponsorship can strengthen refugee resettlement in the EU." Washington, D.C.: Migration Policy Institute. https://www.migrationpolicy.org/research/welcoming-engagement-how-private-sponsorship-can-strengthen-refugee-resettlement-european#:~:text=Today%2C%20the%20growing%20refugee%20crisis,channels%20already%20open%20to%20refugees. | Graduate students: data and methods proposal due at 11:59 PM on Canvas |
| April 11 | Public opinion, politics, and advocacy | Abdelaaty, Lamis, and Liza G. Steele. (2022). "Explaining attitudes towards refugees and immigrants in Europe." <i>Political Studies</i> , 70(1): 110-130. Nassar, Rita. (2020). "Threat, prejudice, and white Americans' attitudes towards immigration and Syrian refugee resettlement." <i>Journal of Race, Ethnicity, and Politics</i> , 5: 196-220. | |
| April 16 | Public opinion, politics, and advocacy | Nylen, Alexandria J., Omar Bah, Jonathan Bott, Giovanna Deluca, Adam C. Levine, and Subhan Mohebi. (2023). "Then, we lost everything: Afghan evacuee experiences of Operation Allies Refuge and Operation Allies Welcome." Center for Human Rights and Humanitarian Studies and the Refugee Dream Center. https://watson.brown.edu/files/watson/imce/news/ResearchBriefs/2023/RDC%20Report_FINAL.pdf Read Executive Summary, Case Background (pp. 11-23), and Key Themes (pp. 32-51) | Undergraduate students: Paper 3 due on Canvas at 11:59 PM Graduate students: submit all components of your draft research |

design (introduction, integrated theory and literature review with hypotheses, data and methods proposal) to Canvas by 11:59 PM for assignment to a final peer reviewer

April 18 Public opinion, politics, and advocacy
 Kerwin, Donald. (2018). "The US refugee resettlement program—a return to first principles: how refugees help define, strengthen, and revitalize the United States." *Journal on Migration and Human Security*, 6(3): 205-225.

Thorson, Emily, and Lamis Abdelaaty. (2023). "Misperceptions about refugee policy." *American Political Science Review*, 117(3): 1123-1129.

April 23 Presentations of graduate research designs
 Undergraduate students: No readings, but attendance and participation is required, and you will complete a guided activity in class related to the research designs.
 Graduate students: Read all components of your assigned peer's draft research design and come to class prepared to offer critiques following the presentation.

Graduate students: bring all materials you require for your presentation and oral peer review to class.

April 25 Conclusions and future challenges: last day of class
 Kelley, Ninette. (2001). "The Convention refugee definition and gender-based persecution: a decade's progress." *International Journal of Refugee Law*, 13(4): 559-568.

Omobowale, Ayokunle Olumuyiwa et al. (2019). "Migration and Environmental Crises in Africa," in Cecilia Menjívar, Marie Ruiz, and Immanuel Ness (eds.), *The Oxford Handbook of Migration Crises*. Oxford University Press.

Graduate students: final draft of research paper due at 11:59 PM on Canvas

Reading Days

**Final
Exam
May 8
3:30-
5:30 PM**

Final exam as scheduled by the Registrar