

GLOBAL STUDIES 390/CRN *TBD*

REFUGEES, HUMAN RIGHTS AND GLOBAL RESPONSE

Spring 2018

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Office Hours: *tbd*
Class Meetings: *tbd*

Catalogue Description: The development of refugees as a special category of migrants in modern global society. Considers the history & experience of refugees, changing perceptions of forced migration & migrants, and evolving global humanitarian response. Concludes with consideration of contemporary refugee experiences with special emphasis on refugee narratives.

Further Description and Method: The class is divided into two interrelated parts. Part 1, which covers the first third of the class, explores the historical development of the “the refugee” and the national and international responses to refugee crises using a series of case studies to illustrate the way in which the world understood who refugees were and how they could be helped either through resettlement or repatriation. As this part of the course demonstrates (and as the literature shows) the identity of the refugee was based on a European model. Over the course of the 20th century, this understanding of refugees was forced to expand in the face of decolonization and its struggles which saw the majority of refugees originate in non-European localities, straining the sympathies and responses that earlier understandings of refugee crises could evoke. Part 2 (the last two-thirds of the class) of the course looks at the current refugee crises of the 21st and explores whether the ways in which refugees have been constructed in the global imaginary is robust enough to address current challenges or whether it requires a new way of looking at forced migrants and their circumstances. In Part 2, case studies are again used as a way of exploring the human dimension of the refugee crisis.

Course Student Learning Outcomes (CSLOs):

Upon successful completion of this course, students will be able to:

1. Identify the varieties of human migration and differentiate between them using the categories that have developed both in custom and in law.
2. Describe the relationship between nationalism, national identity and forced migration.
3. Make arguments for and against refugee resettlement from the point of view of receiving nations.
4. Describe the key ethical challenges in responding to refugee movements
5. Critically analyze refugee narratives and other expressions of refugee experience to understand the impact of forced migration on fellow human beings.
6. Present humanitarian policy proposals for addressing future refugee crises.

Global Studies Program Student Learning Outcomes relevant to this particular course (PSLOs):

Upon successful completion of this course, students will be able to:

1. Describe and explain how their own culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
3. Compare and contrast global cultures (beliefs, values, arts, practices and philosophies)
4. Interpret and analyze global issues from a variety of disciplinary perspectives to think critically and solve problems.

General Education Program Student Learning Outcomes relevant to this particular course (GEPsLOs):

GBST 301 has applied for UDGE CC certification. Upon successful completion of this course, students will be able to:

2. Compare and contrast relationships within and between human cultures.
3. Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
4. Use oral communication to effectively convey meaning to various audiences.
5. Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
6. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
8. Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.
9. Apply knowledge gained from courses in different disciplines to new settings and complex problems.

REQUIRED READING AND OTHER REQUIRED COURSE MATERIALS: The following books have been ordered for this course:

Peter Gatrell, *The Making of the Modern Refugee* (2015).
Mohsin Hamid. *Exit West* (2017).
Wendy Perlman. *We Crossed a Bridge and It Trembled: Voices from Syria* (2017).
Ben Rawlence. *City of Thorns: Nine Lives in the World's Largest Refugee Camp* (2016).
Aristide Zolberg, *Escape from Violence: Conflict and the Refugee Crisis in the Developing World* (1989).

Other readings and materials (short videos, audio files, films, etc.) assigned will be accessible through Cougar Courses.

GRADES: Grades in the course are tied to a 100 point scale. Grades will be assigned based on your point total at the end of the semester as follows:

93-100	A
90-92.5	A-
88-89.5	B+
83-87.5	B
80-82.5	B-
78-79.5	C+
73-77.5	C
70-72.5	C-
68-69.5	D+
63-67.5	D
60-62.5	D-
below 60	F

GRADED COMPONENTS OF THE CLASS:

Case Study write-ups (3)	15%
Final Exam	20%
Evian Conference Simulation paper	25%
Refugee NGO or charity design	25%
Online Quizzes (5)	25%

All of these assignments will be discussed in class.

LATE WORK/MISSED ASSIGNMENTS: Please note that assignments are due on the dates indicated in the class schedule or on Cougar Courses. Late work is not accepted unless 1) you ask permission at least 2 days ahead of time; and 2) your reason for requesting late submission/extension can be documented appropriately (e.g. doctor/hospital records, court documents, etc.) if you are asked to do so. If work is late because of an emergency (illness, death in family, arrest, etc.), you must provide proof of emergency upon submission of the late paper

ATTENDANCE AND STUDENT SUCCESS: In order to successfully complete this course, students are expected (at a minimum) to attend class. While there is no formal attendance policy in this class (after all, you are an adult) in the sense that you are only allowed to miss “X” many classes, regular attendance is critical to your success in the class. If you aren’t in class, you can’t participate in this element of the course. Furthermore, class participation is a vital ingredient in processing the questions and ideas we’re going to discuss over the course of the semester.

As stated above, I do not penalize students for missing class. However, I also do not provide notes or provide verbal summaries to those who do miss class. In the event that you are unable to come to class, you are responsible for getting notes from a friend or classmate. Do not ask me.

Finally, successful completion of the class will require you to spend a minimum of two hours outside the classroom each week per unit of credit. Since this is a 3 unit class, that means you should expect to spend a minimum of six hours per week outside of class working on this class (reading, writing, thinking about, talking with your peer, etc.).

FINAL EXAM: The final exam for this class is scheduled for *TBD*.

ADA STATEMENT: Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760-750-4904, and by email sent to dss@csusm.edu. Students

authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

ALL-UNIVERSITY WRITING REQUIREMENT: This course meets the all-university writing requirement. Students will write a minimum of 2500 words in completing the simulation paper (7-8 pages) and the NGO proposal (10 pages).

ACADEMIC HONESTY STATEMENT: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy (http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html). All assignments must be original work. All ideas/material borrowed from other sources must have appropriate references to the original sources. Any quoted or otherwise cited material should give credit to the source and should be documented according to the conventions of the discipline (or as directed by the instructor). If you are in any doubt about how to document the use of outside source material, please ask the instructor before making a mistake in doing so.

Students are responsible for honest completion and representation of their work. There will be no tolerance for infractions of the Student Academic Honesty Policy. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole depending on the severity of the infraction.

CHANGES TO THE SYLLABUS: The instructor reserves the right to make changes, as necessary, to the class schedule and/or to assignments outlined in the syllabus. However, no changes will be made in the nature or weighting for grading purposes of any assignment, nor will any schedule changes shorten the amount of time that students have to work on written assignments.

CLASS BEHAVIOR EXPECTATIONS: The Academic Senate and the University now require that instructors spell out their expectations for student behavior on their syllabus. In all honesty I believe this requirement, however well intended, is demeaning to you and me both.

But since it is required, this is the best I can do and all that I am prepared to say:

You are an adult – so act like it. Figure it out. I will be the ultimate judge of whether you do manage to figure it out or not. My best advice:

Be brave, be kind, be generous.

And don't forget to listen when others speak.

Additional responsibilities: You are expected to attend class, keep up with the readings and do assignments according to the schedule outlined by the instructor. Most importantly you are expected to think about the assigned readings and to be prepared to talk about them in class.

I encourage students to use office hours as a vehicle for further discussion and clarification of the issues raised in class; as a way of seeking assistance in completing required assignments; and, as a time and place to discuss obstacles to your success in the class. I am happy to work with you to address difficulties you may encounter in the course material or in trying to succeed in this course. If you find that you are having trouble with any aspect of this course (assignments, attendance, etc.) or are having any problems that make your success in this course doubtful (illness, work, housing or food insecurity, etc.), please come talk with or e-mail me as soon as possible and certainly before the problem escalates too far.

Technology etiquette:

E-mail – I realize that many, if not most, of you do not regularly use email; however, it is the primary way that I will communicate with you throughout the semester. You need to check your CSUSM email account daily.

I will respond to e-mail messages within 24 hours of receiving them except for emails sent after 2 p.m. on Fridays or sent over the weekend. I will guarantee a reply to these messages on Mondays.

Contacting me by phone – In almost all cases it is more efficient and you are likely to receive a quicker response if you contact me by email instead of phoning me (I do not check campus voice mail messages from home), but I will respond to phone messages **IF** 1) you leave me one (and only one) working phone number on my voice-mail 2) you are able to receive a return call during normal business hours (I will not call students before 8 a.m., after 6 p.m. or on weekends); 3) you leave me some indication about why you are calling (I will not return messages that just say “Hi this is X, call me”).

I will call you **once** in response to your call. If I am unable to reach you, I will leave a message for you that attempts to address the issue raised in your phone message. If you still need to speak with me, it is your responsibility to continue to try to reach me.

Phones: Please turn off your phones and put them out of reach during class. Texting, video streaming, use of Twitter, etc., is not permitted.

Computers/tablets: Recent scientific studies have shown that students who take notes in class using their computers retain/learn significantly less than students who take notes by hand. For this reason use of computers/tablets in class is discouraged but not banned. Individuals who

use their laptops, tablets or smart phones and who abuse wi-fi access by playing games, posting on FaceBook/Instagram, etc., during class will be barred permanently from using their computer in class.

Class Schedule

Please note: This class will run primarily as a set of discussions about the reading material. Lectures will be both short and infrequent. It is incumbent on each student to read the assigned material, think about it and be able/willing to talk about during the class for which it is assigned.

Week 1 – Introduction and Definitions

Who is a Refugee? Why definitions matter.

Read: Zolberg, Chap. 1, pp. 3-18
Gatrell, Introduction, pp. 1-17

Week 2 – The Nation State and the Origins of the Refugee Problem

National identity and the 'other' that must be expelled.

Read: Gatrell, Chapter 1
Hannah Arendt, "The Nation of Minorities and the Stateless People" from *The Origins of Totalitarianism* (Cougar Courses)
Michelle Tusan, excerpt from *The Ashes of Smyrna* (Cougar Courses)

Week 3 – Population Displacement and the Great War

Total war, population removal and the world's first refugee crisis. Defining the "refugee" in the wake of crisis/creating an international refugee 'regime'.

Read: Gatrell, Chap. 3

Case Studies: Belgium; Russia; Anatolia/Turkey

Week 4 – The Interwar World & the Persistence of the Refugee Problem

Finding refuge from Hitler. Who will take Europe's Jews?

Read: Albert Einstein, proposal to create the International Rescue Committee (IRC), 1933 [Cougar Courses]
Documents regarding Jewish refugees [Cougar Courses]
Reports of the 1938 Evian Conference [Cougar Courses]

Case Study & Simulation: 1938 Evian Conference

Week 5 – The Displaced Peoples of the World

The invention of the modern refugee camp and a new regime for resettlement after WWII.

Read: Gatrell, Chap. 4-5
Emma Haddad, excerpt from *The Refugee in International Society* (2008) [Cougar Courses]

Week 6 – Decolonization and the Changing faces of Refugees

Partitions in Palestine and India, flights from revolutions and separatist liberation movements present challenges to international understandings of refugees and responses to refugee crises.

Read: Zolberg, Chap. 4-5
Gatrell, Chap. 6-7
Voices of refugees on Cougar Courses

Case Studies: Palestine; India/Pakistan

Week 7 – The 21st century Refugee Regime

Guest Speakers from International Rescue Committee (IRC) and United Nations High Commission for Refugees (UNHCR) will come to class to outline current international refugee policies and challenges.

Read: Loescher *et al.*, excerpt from *Oxford Handbook of Refugee and Forced Migration Studies*[Cougar Courses]

Week 8 – Spring Break

Week 9 – Experiences of Wandering: Perilous Journeys (I)

Looks at the common experience where refugees leave for immediately neighboring states and waiting for return spans years. Explores how imagined ‘temporary’ refugees alter host societies and increase human security

Read: excerpt from Michel Agier, *Managing the Undesirables* (Cougar Courses)

Case Studies: Somalia/Kenya; Rwanda/DR Congo

Week 10 – Years in Waiting

Explores the modern refugee camp, the extended periods most refugees spend there, and the culture/community of refugee camps

Read: Rawlence, entire

Gatrell, Chap. 8.

<http://storymaps.esri.com/stories/2016/refugee-camps/>

Case Studies: Pakistan, South Sudan

Week 11 – Experiences of Wandering: Perilous Journeys (II)

An in-depth look at refugee traffic in the Mediterranean since 2015, response of governments, individuals and the impact on forced migrants.

Read: Hamid, entire

Perlman, pp. 173-287

Watch: *4.1 Miles; Fire at Sea* (Cougar Courses)

Case Studies: Syria and the European Union

Week 12 – Experiences of Wandering: Perilous Journeys (III)

Explores forced migration in the context of ethnic cleansing and genocide in Asia.

Read: Zolberg, Chapter 6

Case Studies: Cambodia, Myanmar

Week 13 – Rethinking forced migration: Climate and economics enter the refugee conversation

Makes the case expanding the definition of a refugee and recognizing both climate change and economic insecurity as causes of forced migration. Explores the way in which global inequality prompts questions about what is 'voluntary' migration and what is forced migration. Are all migrants therefore refugees?

Read: Zolberg, Chapter 7 & 8
excerpts from J. Wennersten & D. Robbins, *Rising Tides: Climate Refugees in the 21st Century*
(Cougar Courses)

Case Studies: Haiti, Maldives, Tuvalu

Week 14 – Starting Over

Looks at states' efforts to resettle refugees and integrate them into national society

Read: Gatrell, Chap. 9.

Kantor & Einhorn, "Canadians Adopted Refugee Families for a Year. Then Came Month '13'." NYT [Cougar Courses]

Watch: *Le Havre* [Cougar Courses]

Case Studies: Jordan, Turkey, Canada, Sweden

Week 15 – Backlash: The Populist Threat to the Global Refugee Regime

Explores the disintegration of international understanding and acceptance of refugee status and treatment. Looks at how 'refugees' are now used in national culture as threatening 'others'.

Read: TBD

Week 16 – The Way Forward: A New Refugee Regime for the 21st Century

Student group reports on NGO projects and propose ways of addressing refugee crises.

Read: Zolberg, Chap. 10