

Response from Patty Seleski re GBST 390. Please take a look before tomorrow's meeting if you can.

Here was our original message to her:

The GEC reviewed the proposal for GBST 390 to receive UDGE-CC certification, and we are generally supportive of this course and recognize the need for such a course in the curriculum. However, we do have one concern that we would like to address before we can approve the course for UDGE-CC credit. As currently comprised, the course seems to have a relatively narrow geographical concentration, with the vast majority of the material focused on the European refugee experience or situated within a European context. The GEC would like to encourage strongly that the course include a broader representation of non-western constructions, representations, and experiences of the refugee and/or consideration of the experience of colonized indigenous peoples as refugees.

From: Patty Seleski

Sent: Wednesday, October 25, 2017 4:33 AM

To: Michael Hughes <mhughes@csusm.edu>

Cc: Elizabeth Matthews <ematthew@csusm.edu>

Subject: Revised syllabus for GBST 390-08

Hi Michael,

Here is a revised syllabus. I have cut the weeks devoted to the intellectual/social history of the refugee as it emerged in Europe in a way that determined global refugee policies and response. I have reduced the attention given to Mediterranean refugee routes and added material on routes within Asia (including some attention to the current situation in Myanmar) and the more common 'near' refugee migrations where forced migrants remain in the region (but outside their home state) with attention to Somalia and Rwanda.

In addition, I have included discussions of climate refugees and the current (controversial) effort within the field to rethink whether or not economic migrants can be considered refugees. This allows me to look at case studies based in Haiti, the Maldives and Tuvalu. In another change, I look at how resettlement compares when refugees venture farther afield (Canada, Sweden) and when they stay closer to their home countries (Jordan, Turkey).

I think that if you look at the case studies included here, the vast majority are from the Global South. One of the premises of the class is that because ideas of who & what refugees were, what they 'deserved' and what the obligations of international society had towards them were developed in a European/western context, this has complicated (and made worse) subsequent global refugee crises. These complications directly impact the experience of refugees from the Global South and the precariousness of their journeys to find safety. One of the things we do in the class is to identify the shortcomings of the global refugee regime and try to re-imagine how it might work better if global realities other than those that existed in Europe after the two world wars of the 20th century dominated the conversation.

If I can answer any questions, I will be on campus on Thursday morning and would happy to respond (in real time) to any issues you have.

Thanks again,
Patty