

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL

FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number GBST 390 Course Title Topics in Global Studies: Refugee Crises, Global Responses

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

yes  no

- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

yes  no

- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Global Studies is an interdisciplinary major that employs the basic assumptions, principles and methods of a varieties of academic disciplines to explore the impact of global issues on the human community in both the past and the present. This particular topics course in Global Studies, uses tools from a range of humanities disciplines (particularly History, Literature, Film Studies and Cultural Studies) to explore the human dimensions of the a range of refugee crises in history and at the current moment. It explores how the whole idea of what refugees are and who they are were/are constructed, allowing students to build upon whatever humanities knowledge they gained at the lower division. For GBST majors and minors, it forces them to foreground the ethical and human components of refugee studies rather than, for example, focusing on issues of international law . This is critical because refugee and forced migration studies often appears to be relatively unconcerned with questions of ethics, representation and the obligations that people in diverse cultures owe to one another, particularly identified "others". Understanding refugee movements and crises in human terms allow students to develop empathy and to identify for themselves the bonds which connect them to other humans around the globe. As important as these issues are to majors/minors, they are also critical questions for all people who will live and work in a globalized world where there are currently more refugees than at any time since the end of the Second World War. More practically, in a small major (about 75-90), it is difficult to offer classes designated for the major that will "fill" unless the class can attract other students. Because the class does not require advanced specialized knowledge of the humanities disciplines involved but does appropriately advance majors' /minors' knowledge of humanities issues in globalization, it is an excellent candidate for a class that can meet both the needs of major/minors and general education students.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Elizabeth Matthews  
 Originator  
Elizabeth Matthews  
 Program Director  
 \_\_\_\_\_  
 General Education Coordinator  
 \_\_\_\_\_  
 General Education Committee Chair

Signatures  
 \_\_\_\_\_  
 Date 8/23/17  
 \_\_\_\_\_  
 Date 9/6/17  
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 Date \_\_\_\_\_  
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 Date \_\_\_\_\_

4. Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

The field of Global Studies is still developing as a discipline. At its core, however, it is concerned with the issue of interconnectedness and shared futures/fates. Any student who has successfully completed a basic humanities course at the lower division level, will be familiar with the questions of how and why human societies address the question of ‘who belongs’ and what the obligations of societies are to those who are seen as “strangers”. They will be familiar with the notion of both the personal, individual journey and the way in which individual narratives in societies are woven together to create a peoples’ history. In Refugee and Forced Migration Studies (a subdiscipline within Global Studies), these basic tropes of human society are the starting points for thinking about the issue of exile, diaspora and forced departure. For example, in the course, we look at how the rise of nationalism and the rise of the modern nation state accelerated the naming of migrants as ‘refugees’ because it consolidated aspects of national identity that excluded population groups from the (imagined) homogenous. The course takes basic questions about belonging and identity with which all introductory humanities courses are concerned and uses them as building blocks to demonstrate how more advanced study in humanities can reconstitute these same questions to explore other sorts of phenomena. At the same time, these basic questions – Who I am? Where do I belong? – persist at the individual level as individual refugees find themselves being forced to confront challenges and changes to their identity in new circumstances.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.

At the center of the class is the question of how the modern ‘refugee’ was created and whether or not this idea of ‘refugee’ and the sanctioned responses to him/her are still relevant. For example, human history is replete with examples of forced migration in all societies and all eras. But, it is only in 19<sup>th</sup> and 20<sup>th</sup> century Europe and the European West that a specific category of migrant – the refugee – was invented. Defining refugees in a particular way, associated with Judeo-Christian identity in the European mind resulted in the creation of a particular set of obligations that was believed to be owed to ‘the refugee’. In fact, an entire regime of humanitarian action (and international law) was built around the refugee and the obligations owed to him. The course explores how the inclusions of different races and/or religions have challenged understandings of ‘the refugee’, changed his experience in the world and disrupted the international regime built to care for refugee crises.

6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.

Students will engage with a wide variety of primary texts documenting both cognitive (e.g. Einstein’s plea for creating an international committee to rescue people from Hitler’s Germany) and affective experience (e.g. Mohsin Hamid’s novel, *Exit West*) and the personal testimony from scores of refugees in the past and present. Students will be asked to engage first in personal critical reflection and comparison of these texts and testimonies without the benefit of formal critical frameworks in order to establish for themselves the possibility and validity of such frameworks. Once this occurs, we’ll engage in a more formal critical analysis using established approaches within global studies and the various humanities disciplines so that we can elicit different meanings depending.

For example, in reading Hamid’s novel, students will confront not only debates between the novel’s characters about what it means to leave their war-torn country, whether they will be welcome in their new homelands, and how much leaving will change them, but they will also have to assess why Hamid uses magical realism, including the magical doors that open up between the zones of conflict and the zones of peace in the world, to enhance what’s at stake for his refugees.

In the simulation associated with the Evian Conference of 1938 [a conference called by FDR to discuss whether western nations could agree to divide up the Jewish refugees trying to get out of Germany so that no one nation was unduly burdened] students will be asked to take the position of one of the attending countries and try to negotiate an agreement even though the real historical actors failed to do so. This will require them to understand both the historical positions of the attending states and understand why refugee acceptance, particularly the reception of Jewish refugees, challenged societies. When we talk about similar conference held by the EU in 2015 & 2016, we will try to draw parallel lessons about fear of the other.

7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

The global refugee regime that developed in the 19<sup>th</sup> and 20<sup>th</sup> century was a way of describing “who belonged”, “who counted” and “to whom we have obligations”. It described a particular kind of interrelatedness between citizens and a

special kind of migrant, someone who was forced to leave the place of they were born and lived. But as the course explores, being a refugee had a different meaning when was developed by westerners to talk about other westerners than it has had since. In the second half of the class, we set out to assess why the meaning of being a refugee has changed and we find some of the answers in the change of context – as refugees came increasingly from the nonwhite world and as refugees increasingly professed religions other than those traditionally practiced in the west, the international refugee regime has faltered and efforts to convince the western public that refugees are ‘worthy’ migrants have been largely unsuccessful. Thus the course both engages the critical ethical issue of how to treat ‘strangers’ across historical contexts, but also explores how moving the question of ‘the refugee’ into a new cultural context replete with the reality of diversity has altered the answer to the fundamental issue of welcoming forced migrants.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

Writing assignments and quizzes will be the primary way in which the UDGE learning objectives will be measured. For example, in the case study write-ups, students will prepare an “orientation” to the case that will allow the instructor to measure GEPSLO #6 since they will need to use the facts and circumstances of the case to prepare a brief that provides a settlement to the core issues at stake in the case.

#### SAMPLE ASSIGNMENT

##### Refugee NGO/Charity Design project

Working in groups of no fewer than 3 and no more than 5 members, students will design either a philanthropic organization or an NGO targeted at the 21<sup>st</sup> century refugee crisis.

In designing your NGO, you must demonstrate an understanding of :

- The needs of refugees
- Existing gaps/weaknesses in current approaches to refugees
- How the refugee experience effects individuals

Your NGO must target either a specific community of refugees or a specific problem common to all contemporary refugees.

All projects designs will be described in a paper of 10-12 pages that must include:

- 1) Literature review of your issue in relation to the refugees at which it is targeted
- 2) Discussion of existing NGOs or charities that do something similar & discussion and why a new NGO might be warranted
- 3) Goals of your project and how you think they can be achieved.

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With the use of appropriate rubrics, it will be possible to assess the following GEPSLOs from completed NGO project papers.

3. Communicate effectively in writing, using conventions appropriate to various contexts and diverse 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.

**GLOBAL STUDIES 390/CRN TBD**  
**REFUGEES CRISES AND GLOBAL RESPONSES**

Spring 2018

Professor Patty Seleski  
Office: SBSB 4118  
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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 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 20<sup>th</sup> 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 of the course looks at the current refugee crises of the 21<sup>st</sup> 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](mailto: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](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 – Forced Migration in History

Forced migration in the ancient, medieval and early modern worlds. When refugees aren't refugees.

Read: Gatrell, Chap. 1, pp. 21-52  
Case Studies: The Jews of Spain; The Edict of Nantes

### Week 3 – The Nation State and the Origins of the Refugee Problem

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

Read: 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*

### Week 4 – 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 5 – 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 6 – 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 7 – 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 8 – Spring Break

## Week 9 – The 21<sup>st</sup> 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 10 – Problems of Resettlement

Considers the reasons why refugees now spend an average of 17 years in refugee camps or settlements and its impacts of refugees and their families.

Read: Rawlence, Chaps. 1-13  
Gatrell, Chap. 8.

### Week 11 – Humanitarian Organizations and Global Philanthropy

Considers the role of NGOs, both secular and religious, in addressing refugee needs and ‘selling’ the plight of refugees to the ‘giving’ public.

Read: Rawlence, Chaps. 14-25  
Loescher *et. al.*, excerpts from *Oxford Handbook of Refugee and Forced Migration Studies* [Cougar Courses]

### Week 12 – The Road to Europe (I)

An in-depth look at both European response to increasingly levels of refugee traffic from 2015 and at the hazards faced by refugees and asylum seekers trying to enter Europe.

Read: Hamid, entire  
Watch: *4.1 Miles; Fire at Sea; Refugee Republic* – all on Cougar Courses

### Week 13 – The Road to Europe (II)

Considers the stories of Syrians trying to get to Europe and their multiple attempts to escape conflict.

Read: Perlman, pp. 173-287  
Shrodes, *Lost and Found Cat* [Cougar Courses]

### 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]

### 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 21<sup>st</sup> Century

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

Read: Zolberg, Chap. 10

## NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested?  Yes  No

If so, which area(s)? CC

Please attach the GE form to this form for the area requested.

Please attach a section add form.

1. College of:  CHABSS  CoBA  CoEHHS  CSM
2. Center/Program/Department:
3. Instructor Seleski
4. Topic Abbreviation and Number: GBST 390
5. Grading Method:
6. Term: Spring
7. Year: 2018
8. Variable Units:\*
9. Has this topic been offered previously:  Yes  No If yes, indicate term(s) Year:
10. Topic Title: Refugee Crises and Global Responses  
(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
11. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)  
ST: Refugee Crises
12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.  
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 & international response. Concludes with consideration of contemporary refugee experiences with special emphasis on refugee narratives.
13. Does this topic have prerequisites?  Yes  No
14. Does this topic have co-requisites?  Yes  No
15. Does the topic require consent for enrollment?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Center/Department - Director/Chair
16. Is topic crosslisted  Yes  No If yes, indicate which course and obtain signature in #18.
17. Justification for offering this topic.  
To expand the Global Studies Department's offerings in Global Topics area of International Law and Human Rights to facilitate majors' graduation. Students who choose this Global Topics area have problems getting enough classes to graduate with this concentration. While there are enough classes approved in this area, the departments that offer them only do so infrequently. To help GBST majors, the dept believes it is important to develop its own courses in this area.  
In addition, the course seeks to address timely issues that challenge the global community. There are more refugees in the world at the present than at any time since the end of WWII. Their presence in the global community is often presented as a 'crisis' and the global response to their situation reflects evolving understandings of what it means to be a refugee that have developed over time. Since the situation is unlikely to resolve itself anytime soon – for example, the impacts of climate change are anticipated to add to the stream of global refugees over the course of the 21<sup>st</sup> century – it is important both for students to understand the

refugee experience and to address the range of solutions to refugee needs that have been put forward by the global community.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)

Yes  No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

HIST Discipline see attached \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
Signature \_\_\_\_\_ Date \_\_\_\_\_

LTWR Discipline see attached \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
Signature \_\_\_\_\_ Date \_\_\_\_\_

ANTH see attached

PSCI see attached

1. Patty Seleski [Signature] 8/24/17  
Originator (Please Print) Date

2. Elizabeth J. Matthe [Signature] 9/6/17  
Program/Center/Department - Director/Chair Date

3. \_\_\_\_\_ Date \_\_\_\_\_  
College Curriculum Comm. Rep.

4. \_\_\_\_\_ Date \_\_\_\_\_  
Dean of College (or Designee)

5. \_\_\_\_\_ Date \_\_\_\_\_  
Associate VP Academic Programs



## Elizabeth Matthews

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**From:** Rebecca Lush  
**Sent:** Wednesday, August 30, 2017 9:15 AM  
**To:** Elizabeth Matthews  
**Subject:** Re: New topics course docs

Hi Elizabeth,

The LTWR Curriculum Committee has had a chance to review and we support this new GBST special topics course.

Hope your first week of classes is going well!

best,  
Rebecca

Rebecca M. Lush, Ph.D.  
Associate Professor  
Literature and Writing Studies, Chair  
California State University, San Marcos  
126L Markstein  
333 S. Twin Oaks Valley Road  
San Marcos, CA 92096  
760-750-8004

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**From:** Elizabeth Matthews  
**Sent:** Monday, August 28, 2017 12:42:50 PM  
**To:** Rebecca Lush  
**Subject:** FW: New topics course docs

Dear Rebecca,

Happy first day of the semester!

Patty Seleski has designed a new topics course for GBST and I am writing to ask your department to review it. The documents are attached. If you have any questions, please let me know. If not, and you approve of the course, an email stating that will suffice. Thanks for taking the time to look it over.

Take care,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB

## Elizabeth Matthews

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**From:** Carmen Nava  
**Sent:** Tuesday, September 05, 2017 7:55 AM  
**To:** Elizabeth Matthews  
**Subject:** Re: New topics course

Dear Elizabeth,

The History Department is glad to approve this new topics course on the history of refugees.

Best wishes,  
Carmen Nava

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**From:** Elizabeth Matthews <ematthew@csusm.edu>  
**Date:** Monday, August 28, 2017 at 12:42 PM  
**To:** IITS ICL <cnav@csusm.edu>  
**Subject:** New topics course

Hello Carmen,

Happy first day of the semester!

Patty Seleski has designed a new topics course for GBST and I am writing to ask your department to review it. The documents are attached. If you have any questions, please let me know. If not, and you approve of the course, an email stating that will suffice. Thanks for taking the time to look it over.

Take care,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

## Elizabeth Matthews

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**From:** Konane Martinez  
**Sent:** Tuesday, September 05, 2017 10:54 AM  
**To:** Elizabeth Matthews  
**Subject:** Re: New topics course

Hi Elizabeth,  
Anthropology has reviewed and approved this course,  
Thank you!  
Konane

To lead people walk behind them-Lao Tzu  
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Konane M. Martínez, Ph.D.  
Associate Professor of Anthropology  
Chair, Anthropology Department  
California State University San Marcos  
San Marcos, CA 92096  
Phone (760) 750-8567  
Fax (760) 750-4111  
<http://www.csusm.edu/anthropology>

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**From:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Date:** Monday, August 28, 2017 at 12:43 PM  
**To:** kmartine <[kmartine@csusm.edu](mailto:kmartine@csusm.edu)>  
**Subject:** New topics course

Hello Konane,

Happy first day of the semester!

Patty Seleski has designed a new topics course for GBST and I am writing to ask your department to review it. The documents are attached. If you have any questions, please let me know. If not, and you approve of the course, an email stating that will suffice. Thanks for taking the time to look it over.

Take care,  
Elizabeth

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Department of Global Studies  
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Phone: (1 760) 750-8578

## Elizabeth Matthews

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**From:** Stephen Nichols  
**Sent:** Wednesday, September 06, 2017 12:34 PM  
**To:** Elizabeth Matthews  
**Subject:** Re: New topics course

Hi Liz,

Sorry — the course looks great. PSCI approves.

Steve

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**From:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Date:** Monday, August 28, 2017 at 12:44 PM  
**To:** Steve Nichols <[snichols@csusm.edu](mailto:snichols@csusm.edu)>  
**Subject:** New topics course

Hey Steve,

Patty has designed a new topics course for GBST and I am writing to ask for your review. The documents are attached. If you have any questions, please let me know. If not, and you approve of the course, an email stating that will suffice. Thanks for taking the time to look it over.

Cheers,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
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