

FORCED MIGRATIONS

JSIS B 441/541, Winter 2021

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Every time he crossed a border since then he remembered that first one. Other crossings were grander in scale and offered more dramatic backdrops—Africa into Europe, Europe into America, and even Europe into Europe, but none bore the weight and meaning of the first. For all the expressed differences between the various nations of the world, none compared to the one made between living and dying.

[Dinaw Mengestu, *How to Read the Air*, p. 217]

Course Description and Objectives

Migration is an important survival strategy for millions of individuals in today's world. Yet, the freedom to migrate when and where one chooses, voluntarily, safely, and legally is a luxury for most of the world. This course examines different types of contemporary forced migrations, including refugee flight, asylum seeking, internal displacement, and responses to these migrations, including local integration in the first country of asylum, permanent resettlement in a third country, voluntary repatriation/return to country of origin, temporary humanitarian protection, protracted displacement in refugee camps, urban self-settlement, detention, interception on the high seas, and deportation.

The course explores how governments, international policymakers, humanitarian workers, and social scientists have constructed forced migration as a problem for analysis and action—and some of the positive and negative consequences of this construction. We will consider some of the ethical and moral dilemmas raised in protecting and in researching forcibly displaced people, including the perspectives of forced migrants themselves. Finally, we will examine various issues raised in resettled refugee communities in the United States and Europe.

To help develop an appreciation of specific contexts and regional dynamics, we draw cases mainly, though not exclusively, from conflicts in Southeast Asia, the Balkans, the Middle East, and Africa —where war, ethno-national and political persecution, and

economic devastation have created recurring displacement crises. At the same time, a central theme of this course is that forced migration is not just a product of regional wars and local impoverishment, but rather that its causes and consequences are also closely linked to global economic, political, and social relations. Reflecting the complexity of forced migration, we adopt an interdisciplinary perspective and draw insight from international law, sociology, anthropology, political science, documentary film, and literature.

There are no prerequisites for this class. It is open to all undergraduate and graduate students with an interest in understanding international forced migrations and a willingness to examine issues that raise difficult moral, political, and scholarly questions for which there may be no consensus on “the one right answer.” Students will read and hear ideas with which they agree and disagree. The intent is to use course materials as a catalyst for you to develop your own ideas, interpretations, approaches, and to draw your own conclusions. But above all, the goal is to encourage you to continue questioning beyond the course. The course provides a solid foundation for students developing undergraduate or graduate theses on international forced migration topics.

MEET YOUR INSTRUCTORS:



Hi, I'm Prof. Kathie Friedman, Associate Professor of International Studies in the Jackson School of International Studies. In addition to teaching Forced Migrations, I love teaching Immigration; Critical Refugee Studies; and Global Diasporas. I am currently engaged in two projects. The first is a book based on interviews with Bosnian refugees from the 1992-95 war in the former Yugoslavia. It explores how individuals remember inter-ethnic coexistence and how they enact membership in a multiethnic host society after extreme ethno-religious violence and multiple forced displacements. The second research project explores the meanings of citizenship among second-generation young adults with diverse refugee backgrounds, by focusing on their formal and informal civic engagement. For relaxation, I love playing with my cat, cooking, reading/watching mysteries, and taking urban hikes—all possible during the pandemic. I miss traveling.



"Hello everyone, my name is Ayda (pronouns she/her). I am a 5th year PhD candidate in the Interdisciplinary Near and Middle Eastern Studies Program. Hailing from Turkey, I am 11 hours ahead of you this quarter. I am in Gaziantep, Turkey because of my dissertation research that is about Syrian forced migrants in the region. I look at how local faith-based humanitarian organizations mobilize resources and social support for Syrian nationals. Three years ago, I took this class and learned a lot from Prof. Friedman. Now, I am happy to be back as your TA. Many of the readings are updated, so I look forward to reading and discussing all materials with you in the coming months."

Learning Goals

By the end of the course, students should be able to:

- Demonstrate a solid foundational understanding of the basic causes, patterns, and types of forced migrations in the contemporary world
- Compare and critique policy responses to forced migration crises
- Describe the critical gaps and ongoing problems of protecting forced migrants
- Distinguish among perspectives from academic scholarship in the social sciences and humanities, the arts, governments, humanitarian institutions, and from migrants themselves about responses to forced migrations
- Evaluate and analyze different types of empirical data about forced migrations

COURSE MATERIALS AND STRUCTURE

Required Materials: All course materials are available online, either as links on the syllabus, course website, or as e-books in the UW Library system. If you prefer a hard copy, you can order one from the University Bookstore, or your favorite bookstore. You are expected to have completed reading or viewing what is assigned before the recorded Power point lecture on Tuesdays and Zoom class discussion on Thursdays.

- Espiritu, Yen Le. 2014. **Body Counts: The Vietnam War and Militarized Refuge(es)**. University of CA Press, (selections only). <https://muse-jhu-edu.offcampus.lib.washington.edu/book/44525>
- Besteman, Catherine. 2016. **Making Refuge: Somali Bantu Refugees and Lewiston, Maine**. Durham and London: Duke University Press (selections only). <https://read-dukeupress-edu.offcampus.lib.washington.edu/books/book/98/> OR <http://www.oapen.org/search?identifier=604614>
- **CHOICE OF EITHER—**
(1) Nguyen, Viet Thanh 2018. **The Displaced: Refugee Writers on Refugee Lives**. Abrams, (Short Stories. Selections only) <https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=5320763>
—OR—
(2) Hamid, Mohsin. 2017. **Exit West**. Riverhead Books. (A Short Novel) You will need to order this from the University Bookstore or your favorite bookstore.
- **Articles, reports, & videos** (available on course website).

Recommended Online Sources of Forced Migration Information:

- *Migration Information Source/ Migration Policy Institute* www.migrationinformation.org
- *UNHCR* <http://www.unhcr.org/>
- *UNHCR refworld* <https://www.refworld.org/>
- *The New Humanitarian: Migration* <https://www.thenewhumanitarian.org/migration>
- *Southern Responses to Displacement* <https://southernresponses.org/>
- *Refugee Research Network* <https://refugeereseach.net/>
- *Forced Migration Current Awareness Blog* <http://fm-cab.blogspot.com/>
- *Migration Policy Centre, European University Institute* <http://www.migrationpolicycentre.eu>
- *ReliefWeb* <http://reliefweb.int/>
- *Norwegian Refugee Council* <https://www.nrc.no/>
- *U.S. Office of Refugee Resettlement* <http://www.acf.hhs.gov/programs/orr>
- *U.S. Bureau of Population, Refugees, and Migration*

- <https://www.state.gov/bureaus-offices/under-secretary-for-civilian-security-democracy-and-human-rights/bureau-of-population-refugees-and-migration/>
- U.S. Citizenship and Immigration Services <http://www.uscis.gov/humanitarian/refugees-asylum>

I really liked these very humane course principles for teaching and learning online during the pandemic developed by Prof. Brandon Bayne at UNC- Chapel Hill in spring 2020. So, I adapted them for our class. Let's keep them in mind.

1. Nobody signed up for this.

Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus

Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.

We are going to prioritize supporting each other as humans

We are going to prioritize simple solutions that make sense for the most

We are going to prioritize sharing resources and communicating clearly

3. We cannot just do the same thing online, so we will find ways to adapt.

Some assignments are no longer possible

Some expectations are no longer reasonable

Some objectives are no longer valuable

4. We will foster intellectual nourishment, social connection, and personal accommodation.

Accessible asynchronous content for diverse access, time zones, and contexts

Opportunities to learn together and combat isolation

Online Course Format:

Every Tuesday, I will post a set of narrated PowerPoint slides as part of each module on the course website. These will constitute the lectures for the course, and will help unpack, amplify, as well as supplement the required readings and films.

Every Thursday, you will have an opportunity in your Zoom quiz section to interact with your classmates and your professor or teaching assistant. You can prepare for the quiz section by being up to date on the readings, films, and lecture and also by reflecting on the discussion questions posted for each module on the syllabus & website. Class

discussions on Zoom will **not** be recorded. Whenever, for whatever reason, you cannot participate in the Zoom discussion, you can upload your responses to at least two of the discussion prompts on the Discussion Forum, and you can comment on one other student's answers—for the same credit.

Please Note If You Are Taking This Course Outside the U.S.:

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.

If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.

If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Online Classroom Climate: My goal is to create an online classroom environment that encourages and welcomes different perspectives on a controversial topic: global forced migrations. Respect for different perspectives and the people who express them does not necessarily mean agreement with them. At a minimum, it means that we should be grateful for the opportunity-- to examine and challenge our ideas and grow intellectually, to participate in a space where all voices can be heard without fear of ridicule, where we can learn from our mistakes, and where we don't impose our biases on each other. Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, I expect you to follow the UW Student Conduct Code in your interactions with your colleagues and me in this course by respecting the many social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Everyone must conduct themselves with complete respect for all class members and for the learning process. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner.

Discussion Forum Etiquette: Try to follow these useful guidelines about effective posting on online discussion forums:

<https://uwodashboard.pce.uw.edu/sr/netiquette.asp>

Disability Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious Accommodations: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Course Announcements:

Most announcements will be made via the Canvas course website, so make a point of checking it at least daily. I may also email some announcements. The default email address I have for you is your official UW address. It is your responsibility to update your address with the university should you wish a different email address. You are responsible for all information I announce via email and on the course website.

Policy on Extensions and Late Work: All assignments should be uploaded to the course website when due. But it's okay to ask for a deadline extension on an assignment. If you are experiencing difficulty, for any reason, in completing an assignment or completing it on time, please contact me by email as soon as you can. Let me know the date you plan to submit the assignment or give me a heads-up once you've uploaded it so I can update my gradebook.

Policy on Plagiarism: Plagiarism is the presenting of the work of another as if it were your own. It is a grave academic offense and can be punished by dismissal from the university. Plagiarism can be intentional and unintentional. Unfortunately, I have caught students plagiarizing before, both intentionally and unintentionally. I expect you to avoid plagiarizing by carefully citing the sources of ALL the information you write up in all the written assignments in this class. Cite when you quote directly AND cite when you paraphrase, or put another's information in your own words. This includes proper in-text citations and a bibliography or works cited page at the end of an assignment. You may use either the MLA, APA, or the Chicago citation style, but use one of them consistently in your papers. I expect all work to be original and thus not copied from anyone else.

Grades: Your assignments will be graded on a percentage basis. Scholarly content, clarity of written communication, organization, evidence, and application of course materials all count in the grading of assignments. A chart for converting percentages to a 4.0 scale can be found at the end of the syllabus.

Campus Resources:

First, and most important, is that we all stay as safe and healthy as possible. As well as connected to important academic resources. To support that, here are links to some campus resources that you may find helpful.

COVID-19: facts and resources	https://www.washington.edu/coronavirus/
JSIS Academic Services/Advising	https://jsis.washington.edu/advise/appointment/
UW Emergency Aid	https://www.washington.edu/emergencyaid/
UW Leadership Without Borders	http://depts.washington.edu/ecc/lwb/
Kelly Ethnic Cultural Center	http://depts.washington.edu/ecc/
Safe Campus	https://depts.washington.edu/safecamp/
Counseling Center	https://www.washington.edu/counseling/
Crisis Services	http://www.washington.edu/counseling/services/emergencies/
Jackson School Writing Center	http://depts.washington.edu/pswrite/
UW Libraries	https://www.lib.washington.edu/

LIST OF ASSIGNMENTS AND DUE DATES
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1. In-class writing and participation (40% of grade in total):

- In order to maximize deep engagement with the readings, lectures, and discussion with each other, all **students will participate in a Zoom conference call every Thursday** during their quiz section. After a brief introduction by the professor or TA, **students will work in breakout rooms on discussion questions.** Each group will select a **facilitator** to move the discussion along, a **notetaker** who will take attendance and write up brief notes that also detail who participated to email to the professor or TA at the end of the discussion, and a **reporter** who will

present highlights of the group discussion to the Zoom class at the end. Zoom discussions will NOT be recorded. You will have a 10-15 minute class break in the middle.

- **For the students who cannot participate in the Zoom discussion (as described above), for whatever reason, you are required to participate instead on the Discussion Board.** By Thurs., you should post a response to two discussion questions posed in the weekly module (at least about 200-300 words total) and a comment about at least one other student's response (about 100 words). All posts should include references to the course lecture and readings of that week.
- **For all students:** You are allowed to skip one Zoom discussion OR one Discussion Board post, OR your lowest grade on one of these will automatically be dropped.
- Apply both Netiquette and Classroom Climate guidelines to the Discussion Board Posts and to Zoom discussions.

Rubric for Discussion Forum:

100% = all posts demonstrate grasp of reading, critical thinking, respect for others;

90% = all posts demonstrate solid grasp of main point of reading, but would benefit from more depth, respectful of others;

80% = posts only partially fulfill guidelines, incomplete or too short, do not demonstrate engagement, respectful of others;

70% = cursory attempt, respectful of others;

0% = did not follow instructions and/or no posts.

2. **Syllabus Assignment (5% of grade)** Due Week 1/Thursday Jan. 7. Submit to course website.
3. **Introductions Assignment (5% of grade)** Due Week 1/Thursday Jan. 12. Submit to Pinned Discussion.

4. Research Paper Assignment (50% of grade including the proposal, blog or research log, and final paper):

Description of the Overall Assignment: Critical Analysis of the global humanitarian response to a specific case of forced migration, present or past, that is not discussed in detail in the course (e.g., Burma/Myanmar, Cambodia, Afghanistan, Palestine, Iran, Iraq, Syria, Yemen, Democratic Republic of the Congo, Eritrea, Ethiopia, Sudan, Somalia, Ukraine, Hungary, Poland, Chile, Cuba, Haiti, Venezuela, El Salvador, Guatemala, etc.). Your analysis should be constructed in the form of a short research paper with a thesis statement or argument (in response to a "why" or "how" question) supported by evidence from your research (e.g., why the global humanitarian response failed or was

only partially successful, how it should be improved, etc.). **2000- 2,500 words not including bibliography.**

THE THREE PART ORGANIZATION OF THE FINAL RESEARCH PAPER:

- (a) Explain the background of how this case of forced displacement evolved (Use academic & scholarly sources).
- (b) What was the experience of forced displacement like from the perspective of an uprooted community or from an individual's perspective? (Use quotes from an autobiography or memoir, from an interview that you or a credible journalist has conducted, or from an NGO report like Amnesty International, Human Rights Watch, or the like).
- (c) Critically analyze the global humanitarian response to this case of forced displacement. First, what was the global humanitarian response? (To what extent did it fit the parameters of one of the three durable solutions or that of protracted displacement, or something else entirely?). Second, what should have been done or what should be done to improve the response in the situation you describe—and why? (Use a synthesis of international organization documents like the UNHCR, credible advocacy organizations reports, reputable newspapers or scholarly sources to support your perspective).

WHAT ELSE MUST BE INCLUDED IN THE RESEARCH PAPER:

- **Undergraduates should include a minimum of 4 credible sources not used in the course; these should include a mix of different kinds of sources including academic books or articles, or non-governmental organization reports.**
- **Graduate students should include at least 6 credible outside sources, of which 4 should be peer-reviewed, academic or scholarly, with footnotes and bibliographies.**
- If anyone decides to conduct a research interview, this will count as 1 non-academic source.
- If your sources turn out to be good ones, you can use the same sources in all three parts of the Research Paper Assignment (described below).
- Importantly, in addition to the outside sources, your grade is also dependent on referring to some course readings and lectures.
- Your paper should have an interesting title that includes both the topic and a hint about the thesis or point of view.
- You are required to footnote both direct quotations and paraphrases.
- Include a complete bibliography of all sources in alphabetical order at the end of the paper. Please use one of these citation styles consistently throughout the paper: APA, MLA, or Chicago Style.
- You may use non-English sources, but all quotations, citations, and footnotes must be written in both the original language and in English.

(A) Paper Proposal (10%) Due Tues. Jan. 26. In 250-500 words, write a statement about the topic you choose to write your paper about. Explain why it is significant both to you and to the themes of this course. Try to also state your topic as a research question that you want to answer in your paper. (If you already have a working thesis/argument or stance on your topic, state that as well. It is not yet required that you have one, but you should start thinking about it.) Supply a list of at least 4 potential sources with correct and full bibliographic information. DO NOT JUST PASTE IN LINKS. Make a decision now whether you will use APA, MLA, or Chicago style in your paper. Use this citation style in all your research paper assignments consistently.

(B) Blog Post (20%) Due Tues. Feb. 23. Initiate a topic of discussion that's relevant to your paper's topic, research question, or thesis. (800-1000 words) supported by at least 4 hyperlinks of academic sources, credible journalism, or international organization reports **and** accompanied by photo, charts, audio, or video. See for example: <https://theconversation.com/as-bangladesh-hosts-over-a-million-rohingya-refugees-a-scholar-explains-what-motivated-the-country-to-open-up-its-borders-133609>

--OR--

Research Log (20%) Due Tues. Feb. 23. *For each of 4 sources* relevant to the topic of your paper, write a concise but thorough summary (roughly 125-250 words) of what the source is arguing. You will not have room to cover all the points an author makes, so you will need to synthesize the information, state the main claim or position the author is advocating, and then quote from the text to demonstrate that the author is arguing what you say they are arguing. When you quote, you will need to cite the article, book, or chapter correctly using either MLA, APA, or Chicago style.

At the beginning of each entry, write out the full bibliographic citation for the source. Next, for the first 2/3 of each entry, do not offer your own comments or opinions. Stick to content: What is the author saying? What position is he/she/they arguing? What evidence do they offer in support of the argument? (In other words, HOW and WHY are they making this argument?) Use phrases like "as Friedman states" or "according to Friedman."

For the last 1/3 of each research summary, analyze the source and comment on how it will contribute to your research paper by thinking about questions such as:

- What light does it shed on your research question, topic, thesis, or argument?
- How does it compare with other responses to your research question?
- Is this source especially useful as background or context material?
- Is this source especially useful as theoretical, conceptual, or analytical material?
- Is this source a good model of how to make an argument, or a good model of the use of evidence, or a good model for something else?

(C) Final Paper (20%) Due March 11/ last day of class. See Rubric and Grading Policy for Written Assignments.

CLASS SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS
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*Required readings are marked with * and are often supplemented with optional recommended readings if you are interested in following up on the topic.*

Week 1/Module 1/Jan. 5-7

Welcome to the Course: Introductions and Creating Community on Canvas

Zoom Introduction to professor, teaching assistant, and students in the class, and to the organization of the course syllabus on Thurs. Jan. 7. Introduction to the interdisciplinary study of forced migrations through the perspectives of refugee voices, academic research, literature, and the institutions of the international refugee regime. Examining the scope of forced migrations: different causes and types of forced migrations & major geographic origins and destinations.

Ungraded Discussion Prompts: Review syllabus with Q & A about course expectations; What makes some cases of migration “forced” and some “voluntary”? Which aspects of migration and resettlement are most problematic for forced migrants? To what extent are you familiar with the different cases of forced migration that we’re discussing this term?

Complete Assignment #1 by Thurs. Jan. 7 AND Assignment #2 by Tues. Jan. 12.

****Assignment 1/ Read the syllabus and upload your comments on it in a couple of sentences to the course website/Due Thurs. Jan. 7 /5 % of grade**

Comment on **two** of the following about the syllabus, and post on the course website:

- Something that surprised you
- Something that makes you nervous or anxious
- Something that you were glad to see
- Something that you think is missing

****Assignment 2 /Introductions/Due by Tuesday Jan. 12 /5 % of your grade**

Step One: Introduce yourself on the Pinned Discussion Forum.

On the Pinned Discussion Forum, create a post that tells others in the course:

--**Who you are.** The name and pronoun you go by. You might also include a photo of yourself, your pet, or an object that says something important about you, if you choose to do so.

--**What place you call home.** This might be a neighborhood, city, state, country, where you were born—it's up to you!

--**One thing you love about yourself.**

--**One thing that interests you about immigration.**

MAKE SURE THAT YOU ONLY INCLUDE STUFF YOU WANT TO SHARE WITH THE WHOLE CLASS.

Step Two: Get to know your peers in the class.

--On the Pinned Discussion Forum, read what others have posted.

--Find something in one or more of your peers' posts that resonates with you. You may find you share something in common or want to ask a question about something you read.

--**Comment on at least one of your peers' posts.** Feel free to comment on as many posts as you like!

Week 2/Module 2/Jan. 12-14

The Making of the International Refugee Regime

Discussion Prompts: How did post-World War Two support for refugees reflect Cold War considerations? What is the “myth of difference” and what role does that concept play in Mayblin’s main argument? What do you think are the two most important articles of the UN Refugee Convention, and what is the most important difference between the 1951 and 1967 versions? Which aspects of these readings caught your attention & why?

*Gatrell, Peter. 2013. “Europe Uprooted: Refugee Crises at Mid-Century and ‘Durable Solutions.’” In P. Gatrell, *The Making of the Modern Refugee*. Oxford University Press, 2013, pp.89-117. <https://oxford-universitypressscholarship-com.offcampus.lib.washington.edu/view/10.1093/acprof:oso/9780199674169.001.0001/acprof-9780199674169-chapter-4>

*Mayblin, Lucy. 2014. “Colonialism, Decolonisation, and the Right to be Human: Britain and the 1951 Geneva Convention on the Status of Refugees.” *Journal of Historical Sociology* 27, 3 (September): 423-441. <https://onlinelibrary-wiley-com.offcampus.lib.washington.edu/doi/full/10.1111/johs.12053>

**The 1951 Geneva Convention Relating to the Status of Refugees and Its 1967 Protocol (i.e. The Refugee Convention)*
<http://www.unhcr.org/3b66c2aa10.html>

Recommended:

Fitzgerald, D. and R. Arar. 2018. “The Sociology of Refugee Migration.” *Annual Review of Sociology* 44:387-406.
<https://www-annualreviews-org.offcampus.lib.washington.edu/doi/pdf/10.1146/annurev-soc-073117-041204>

The 1969 Organization of African Unity Convention Governing the Specific Aspects of Refugee Problems in Africa
<https://www.unhcr.org/about-us/background/45dc1a682/oau-convention-governing-specific-aspects-refugee-problems-africa-adopted.html>

The UN Guiding Principles on Internal Displacement 1998/2001
<http://www.internal-displacement.org/sites/default/files/publications/documents/199808-training-OCHA-guiding-principles-Eng2.pdf>

Malkki, Liisa. 1995. “Refugees and Exile: From ‘Refugee Studies’ to the National Order of Things.” *Annual Review of Anthropology*, 24:495-523. <http://www.jstor.org.offcampus.lib.washington.edu/stable/pdf/2155947.pdf>

Zetter, R. 2007. "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization." *Journal of Refugee Studies*, 20, 2, 172-192.

<http://jrs.oxfordjournals.org.offcampus.lib.washington.edu/content/20/2/172>

Discussion Assignment #1: Participate in Thurs. 1/14 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student's post by Thursday. Mentioning the readings and lecture is required.

Week 3/Module 3/ Jan. 19-21

Critical Refugee Studies: How the Vietnamese Refugee Story Reveals A New Paradigm for Understanding the Experiences of Forced Migrants

Discussion Prompts: How was the U.S. military involved in the process of Vietnamese resettlement? In what ways does Espiritu counter the image of refugees in camps as "passive, immobilized, and pathetic"? How did the narrative of the "Good Refugee" transform the war in Vietnam from a "lost war" into a "Good War"? What are some of the effects of the war on the American born children of Vietnamese refugees?

In Yen Le Espiritu. *Body Counts: The Vietnam War and Militarized Refuge(es)*. Routledge, 2014.

<https://muse-jhu-edu.offcampus.lib.washington.edu/book/44525>

*Ch.2, "Militarized Refuge(es)"

<https://muse-jhu-edu.offcampus.lib.washington.edu/chapter/1742084>

*Ch. 3, "Refugee Camps and the Politics of the Living"

<https://muse-jhu-edu.offcampus.lib.washington.edu/chapter/1742085>

*Ch. 4, "The 'Good Warrior' and the 'Good Refugee'"

<https://muse-jhu-edu.offcampus.lib.washington.edu/chapter/1742086>

*Ch. 6, "Refugee Postmemories: The 'Generation After'" <https://muse-jhu-edu.offcampus.lib.washington.edu/chapter/1742088>

Discussion #2: Participate in Thurs. 1/21 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student's post by Thursday. Mentioning the readings and lecture is required.

Week 4/ Module 4/ Jan. 26-28

Regional Case Study: Bosnian Refugees and a Post-Cold War Crisis in Europe

Discussion Prompts: Reflect on the films and discuss how flight from a war of “ethnic cleansing,” genocide, or extreme ethno-religious violence is similar or different from flight from economic devastation, or climate change. How did international involvement during the war affect refugees? How did fear of a “flood of refugees” in Western Europe affect their asylum and migration policies? How did differences in some host society policies (in Austria, the U.S., Italy, and/or the Netherlands) influence Bosnian refugee resettlement experiences? Which aspects of the films caught your attention and why?

In Barbara Franz. *Uprooted and Unwanted: Bosnian Refugees in Austria and the United States* (Texas A&M University Press, 2005). <https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?pq-origsite=primo&docID=3037963> -or- <https://muse-jhu-edu.offcampus.lib.washington.edu/book/29558>

*Ch. 1, “International Economic and Political Involvement in the War in Bosnia and Herzegovina” (skim)

<https://muse-jhu-edu.offcampus.lib.washington.edu/chapter/1184156>

*Ch. 2, “Bosnian Refugees and Changes in Asylum Law in the European Union, Austria, and the United States”

<https://muse-jhu-edu.offcampus.lib.washington.edu/chapter/1184157>

*Korac, M. “Integration and How We Facilitate It: A Comparative Study of the Settlement Experiences of Refugees in Italy and the Netherlands,” *Sociology* 37, 1, 51-68.

<http://www.jstor.org.offcampus.lib.washington.edu/stable/pdf/42856493.pdf?refregid=excelsior:a9da291ca7173b7cfa6fb6947623a79b>

*View e-video Part One about the 1992-1995 war in Bosnia, “*We Are All Neighbors*”

directed by anthropologist, Tone Bringa, 1993, 52 minutes <http://search.alexanderstreet.com.offcampus.lib.washington.edu/view/work/2191061>

*View E-video Part Two “*Returning Home: Revival of a Bosnian Village*” directed by Bringa, 2001, 46 minutes

<http://search.alexanderstreet.com.offcampus.lib.washington.edu/view/work/1879738>

Recommended:

Bringa, Tone. 2002. "Averted Gaze: Genocide in Bosnia-Herzegovina, 1992s-1995." In A. Hinton, *Annihilating Difference*. Berkeley: Univ. of CA Press, 194-219.

<http://muse.jhu.edu.offcampus.lib.washington.edu/books/9780520927575/9780520927575-17.pdf>

E-video about resettled Bosnian refugees in Minnesota, "Neither Here Nor There," 2010, 58 minutes (contains graphic film footage about genocide in Srebrenica)

<http://washington.kanopy.com/video/neither-here-nor-there>

Discussion #3: Participate in Thurs. 1/28 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student's post by Thursday. Mentioning the readings, films, and lecture is required.

Week 5/Module 5/ Feb. 2-4

Regional Case Study: Horn of Africa and Somali Bantu Refugees in America

Discussion Prompts: What is protracted displacement (or a protracted refugee situation) in a refugee camp and what does the experience feel like to a recipient of this type of international humanitarian assistance? How did long-time Lewiston, Maine residents react to the unexpected arrival of Somali Bantu refugees? What does it mean to say that Somali Bantu refugees produced their own refuge in Lewiston? Which aspects of the readings caught your attention and why?

In Catherine Besteman. 2016. *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*. Duke Univ. Press. (Selections Only)

<https://read-dukeupress-edu.offcampus.lib.washington.edu/books/book/98/Making-RefugeSomali-Bantu-Refugees-and-Lewiston>

- *Introduction to book, 1-31 (skim);
- *Ch. 3, "Becoming Somali Bantus," pp. 77-100;
- *Introduction to Part Two, 103-113;
- *Ch. 6, "Helpers in the Neoliberal Borderlands," pp. 169-201.
- *Introduction to Part Three, 205-213;
- *Ch. 7, "Making Refuge," pp. 215-241.
- *Conclusion, 277-290.

Recommended:

View film about Somali refugee migration to the US, “*Rain in a Dry Land*” (2007), 90 minutes

https://search-alexanderstreet-com.offcampus.lib.washington.edu/view/work/bibliographic_entity%7Cvideo_work%7C3229366

View FilmAid’s “Dadaab Stories” (an evolving online, multimedia project charting everyday life in the camp, launched in 2013)

<http://www.dadaabstories.org/>

Discussion #4: Participate in Thurs. 2/4 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student’s post by Thursday. Mentioning the readings and lecture is required.

Week 6/Module 6/ Feb. 9-11

Seeking Protection and Asylum Today

Discussion Prompts: Describe how some governments of the Global North in these documentary films evaded the spirit of refugee protection laws by using the techniques of “remote control.” How did some asylum seekers in the films slip past remote controls? Which aspects of these documentaries caught your attention, and why?

*Fitzgerald, David. 2019. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. New York: Oxford University Press. Ch. 1 and 11.

*Chapter 1

<https://oxford-universitypressscholarship-com.offcampus.lib.washington.edu/view/10.1093/oso/9780190874155.001.0001/oso-9780190874155-chapter-1>

*Chapter 11

<https://oxford-universitypressscholarship-com.offcampus.lib.washington.edu/view/10.1093/oso/9780190874155.001.0001/oso-9780190874155-chapter-11>

*View “*Exodus*”

[PBS, Frontline, Dec. 2016. The first-person stories of refugees and migrants fleeing war, persecution and hardship — drawing on footage filmed by the families themselves as they leave their homes on dangerous journeys in search of safety and refuge in Europe.]

<https://video-alexanderstreet-com.offcampus.lib.washington.edu/watch/exodus-3>

AND

**“Exodus: The Journey Continues”*

https://fod-infobase-com.offcampus.lib.washington.edu/p_ViewVideo.aspx?xtid=188596

[PBS, Frontline, Jan. 2018 The intimate stories of refugees and migrants, caught in Europe’s tightened borders. Amid the ongoing migration crisis, the film — a sequel to the award-winning 2016 documentary— follows personal journeys over two years, as countries become less welcoming to those seeking refuge.]

Discussion #5: Participate in Thurs. 2/11 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student’s post by Thursday. Mentioning the readings, films, and lecture is required.

Week 7/Module 7/ Feb. 16-18

Case Studies in Humanitarian Protection within the Global South: A Lecture by Ayda Apa Pomeshikov

*Discussion Prompts: Additional discussion prompts to be added. Explore the website below and discuss which aspects caught your attention, and how it challenges traditional representations of refugees (include the links you are referring to)? To what extent is this website similar (or not) to the Critical Refugee Studies approach discussed by Yen Le Espiritu in her book **Body Counts**?*

*Kloos, Sophie, 2016. “The Neo-Ottoman Turn in Turkey’s Refugee Reception Discourse.” *alternatif politika* 8, 3 (October)536-561.

*Explore the website: “Refugee Hosts: Local Community Experiences of Displacement from Syria: Views from Lebanon, Jordan, and Turkey

<https://refugeehosts.org/our-approach/>

Recommended:

Baban, F. et al. 2017. “Syrian refugees in Turkey: pathways to precarity, differential inclusion, and negotiated citizenship rights.” *J. of Ethnic and Migration Studies* 43 (1): 41-57. <https://web-a-ebsohost-com.offcampus.lib.washington.edu/ehost/detail/detail?vid=0&sid=2f19f3fe-35f6-4010-9402-d8244bc7f1%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d>

McNevin, A. and A. MissBach. 2018. "Hospitality as a Horizon of Aspiration (or, What the International Refugee Regime Can Learn from Acehnese Fishermen)" *Journal of Refugee Studies* Vol. 31, No. 3, 292-313. <https://academic-oup-com.offcampus.lib.washington.edu/jrs/article/31/3/292/4930652>

Fiddian-Qasmiyeh, E. and Julia Pacitto. 2020. "Southern-Led Faith-based Responses to Refugees: Insights for the Global North" *Religion and European Society: A Primer*, First Edition. Edited by Benjamin Schewel and Erin K. Wilson. John Wiley & Sons Ltd.

Southern Responses to Displacement
<https://southernresponses.org/>

Ferris, Elizabeth and Kemal Kirişci. 2016. *The Consequences of Chaos: Syria's Humanitarian Crisis and the Failure to Protect*. Brookings Institution Press. <https://www-jstor-org.offcampus.lib.washington.edu/stable/10.7864/j.ctt1c2cqws>

"Syrians in Displacement." *Forced Migration Review* 57. February 2018.
<http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/syria2018/syria2018.pdf>

Pearlman, Wendy. 2018. *We Crossed a Bridge and It Trembled: Voices from Syria*. NY: Custom House.

Discussion #6: Participate in Thurs. 2/18 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student's post by Thursday. Mentioning the websites/readings and lecture is required.

Week 8/ Module 8/ Feb. 23-25

Can the International Refugee Regime Be Saved?

Discussion Prompt: If you could reform two aspects of the international system for refugee protection, based on what you learned in this course, what would you recommend? To what extent does the Global Compact on Refugees (GCR) or the Global Compact for Safe, Orderly, and Regular Migration (GCM) address your concerns?

*Kainz, Lena, Natalia Banulescu-Bogdan, and Kathleen Newland. 2020. *The Divergent Trajectories of the Global Migration and Refugee Compacts: Implementation amid Crisis*. Washington, DC: Migration Policy Institute. 15 pages <https://www.migrationpolicy.org/research/divergent-trajectories-global-migration-refugee-compacts>

Recommended:

Aleinkoff, A. and L. Zamore. *The Arc of Protection: Reforming the International Refugee Regime* (2019). <http://www.publicseminar.org/wp-content/uploads/2018/06/Click-here-to-download-the-Arc-of-Protection.pdf>

Discussion #7: Participate in Thurs. 2/25 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student's post by Thursday. Mentioning the readings and lecture is required.

Week 9/ Module 9/ March 2-4

Forced Migration in Memoir and Literary Fiction

You are required to read only one of the following two books.

*Discussion Prompt: How do refugee authors in **The Displaced** OR Mohsin Hamid in his novel, **Exit West**, resolve refugee problems (of safety, protection, resettlement, or integration and belonging)? Give a couple of examples. What other aspects caught your attention in one of these books?*

*Nguyen, Viet Thanh. 2018. *The Displaced: Refugee Writers on Refugee Lives*. NY: Abrams Press. <https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=5320763>

--OR--

*Hamid, Mohsin. 2017. *Exit West*. Riverhead Books. . <https://web-a-ebsohost-com.offcampus.lib.washington.edu/ehost/detail/detail?vid=0&sid=6b2a6c51-cc22-4c74-8cfc-36923954c5de%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWVhc3QtbGl2ZQ%3d%3d#AN=1251498&db=nlebk>

Discussion #8: Participate in Thurs. 3/4 Zoom discussion section or post your response to at least 2 of the discussion prompts and comment on another student's post by Thursday. Mentioning the readings and lecture is required.

Week 10/Module 10/ March 9-11

Last Week of Class

No course readings. ****Research Paper Due on March 11****

Your last **Discussion Post #9** will be composed of a 200-300 word post about your final paper (your title, topic, and highlights of what you found most interesting in your

research), plus responses to at least 1 student. Or join the Zoom discussion to discuss highlights of research papers and wrap-up the class.

<u>Grade</u>	<u>Poi</u>	<u>nt</u>	<u>Equivalent</u>	<u>Percent</u>		
4.0	100-99	2.8	78	1.6	66	
3.9	98-97	2.7	77	1.5	65	
3.8	96-95	2.6	76	1.4	64	
3.7	94-93	2.5	75	1.3	63	
3.6	92-91	2.4	74	1.2	62	
3.5	90-89	2.3	73	1.1	61	
3.4	88-87	2.2	72	1.0	60	
3.3	86-85	2.1	71	0.9	59	
3.2	84-83	2.0	70	0.8	58	
3.1	82-81	1.9	69	0.7	57	
3.0	80	1.8	68			
2.9	79	1.7	67			

