

## DRAFT

**EURR 5307/ MGDS 5202/ PSCI 5915**  
**Human Mobility and War in Ukraine**  
**Mon. 11:35-2:25, Richcraft Hall 2420R**

Professor Jeff Sahadeo  
Office: 3312 Richcraft Hall  
Office Hours: Mon 3-5  
(meetings also by appointment (in person or online))

Winter 2023  
jeff.sahadeo@carleton.ca

### **Objectives: Content**

Russia's War in Ukraine has set an entire region in motion. Millions of Ukrainians have fled their homes, sheltering in metro stations and steel plants in their country or fleeing across borders to major European cities and overseas to Canada. Half of Ukraine's children have already been displaced and Ukrainian leaders have warned that the war may eventually displace half the country's population—this winter, lacking heat and light, will be a severe test. Eurasian states have witnessed an influx of not only Ukrainians but also Russians, the latter leaving a country which provoked war, is under tight authoritarian rule and sanctions and is sending its citizens—disproportionately ethnic minorities—from their homes to fight.

This course will immerse students in the varied dimensions of human mobility of Russia's War in Ukraine, with its regional, local and international consequences. We will consider concepts and realities of displacement, forced migration, refugeedom, asylum-seeking and more. We will consider the gendered, gender identity, racial and national features of human movement, among others (including age and disability). The course will be interdisciplinary in nature, considering political, spatial, social, cultural and economic aspects of mobility.

### **Objectives: Learning Outcomes and Skills**

This will be a project-based course. We will begin by working together to broaden and deepen our knowledge of this displacement from Ukraine (and Russia), from the current situation on the ground to how we place this conflict in a global context. We will consider the major actors in this often-tragic story, from those placed in movement (whom we will study as actors and agents of their fates) to settlement organizations, NGOs of all shapes and sizes and governments at all levels.

By week 4, each student will select their own theme/topic/case study to concentrate on for a final project. This might focus on one wave (e.g. Ukrainians to Romania), one category (e.g. children, Roma), one organization (e.g. UNHCR), one (manageable) country (e.g. Armenia)—you get the idea. Students will develop projects in class through the semester with in-progress briefings and presentations.

### **Required Texts**

Readings will be on Brightspace. Students will assign project readings to the class in later weeks.

### **Requirements and Grading**

Oral Participation: 25%

Initial Project Proposal (**due Feb 2**): 10%

Briefing Note/ Policy Brief/ Press Report (depending on project's nature) (**due March 9**): 15%

Co-leadership of a class, in-class presentations of proposal: 15%

Final Proposal Assignment (**due April 24**): 35%

## DRAFT

### Oral Participation

Students will be graded on in-class participation throughout the semester. Active and consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory:** penalties for not attending (without medical attestation) are: 1 absence= 15% deduction from *entire* participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each late arrival will cost 25% of that day's attendance/ participation grade for every 15 minutes late.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays knowledge of the subject; (ii) contributes to the flow of conversation; (iii) shows knowledge of the readings; (iv) offers critical analysis of the readings and subject. Not every comment needs to do all these things! Questions and the occasional musing are welcome as well. The most important thing is to listen to your colleagues and build in the conversation.

### Initial Project Proposal

By **Feb. 2**, each student will present a project proposal (600-750 words) that will state: the topic; motivation (why you chose it and what you want to find out); a research question or “puzzle;” and your research strategy—this will include a discussion of main sources you have examined (you will have a bibliography that can mix academic and other sources). Finally, you can discuss a mode of presentation for the final project (see below). More details will be given closer to the date.

### Briefing Note/ Policy Brief/ Press Report/Video short

By **Mar. 9**, students will select a form to communicate interim research results in the context of broader issues in a succinct format (600-750 words or a 2-3 minute clip) to an ersatz non-academic audience. The form will depend on which audience might be engaged by the project. If it is a government or NGO's, a policy brief/ briefing note might be appropriate. If the public, a press release or a social media post with video clip can be considered. Discussion of format will occur closer to the date.

### Pods/Class Leadership

After students have selected topics, the instructor will place them in pods of 4-5 based on similarity of themes, regions, etc. Each pod will lead one class, choosing the readings and class activities. This can include a mix of reports on student research-in-progress and broader issues. Students can consult with the professor for guidance on course organization.

### Major Assignment

The major assignment may take one of several forms based on a mix of primary, on-the-ground sources (including social media and interviews), digital/print media, NGO reports, reliable blogs and academic sources. We will all work together to identify potential resources on displacement over the semester. Students may write a “traditional” research paper (~5000 words), an advocacy/position paper for a specific audience, a podcast/vodcast project, a museum display/catalog or other uses of audio and visual media. Class members will work with each other to identify a medium that matches research objectives.

**All assignments uploaded to Brightspace MUST have their name on the file (e.g. Smith.paper1.doc).**

*It is not acceptable to hand in the same assignment for two or more courses. To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations*

## DRAFT

### Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester)

#### Jan 9: Opening Discussion

- course objectives, student introductions, course structure
- scope of displacement

European Union Agency for Asylum, "Forced Displacement from and within Ukraine: Profiles, Experiences and Aspirations of Affected Populations, October 2022

[https://euaa.europa.eu/sites/default/files/publications/2022-10/2022\\_10\\_25\\_Forced\\_Displacement\\_Ukraine\\_Joint\\_Report\\_EUAA\\_IOM\\_OECD.pdf](https://euaa.europa.eu/sites/default/files/publications/2022-10/2022_10_25_Forced_Displacement_Ukraine_Joint_Report_EUAA_IOM_OECD.pdf)

#### Jan 16: The State of Russia's War on Ukraine: Motivations, Course, Direction

David Marples, "Russia's War Goals in Ukraine" *Canadian Slavonic Papers*, 64, 2-3 (2002): 207-219

Bohan Kordan, "Russia's War against Ukraine: Historical Narratives, Geopolitics and Peace" *Canadian Slavonic Papers*, 64, 2-3 (2002): 162-72

Serhy Yekelchuk, "The Ukrainian Crisis: In Russia's Long Shadow" *Origins*, April 2014

<https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>

\*for an updated version of Yekelchuk's views on the current conflict, see: Serhy Yekelchuk discusses Ukraine: <https://www.youtube.com/watch?v=uITG7t6md14> (May 2022)

\*current news articles TBA

#### Jan 23: Flows of Displacement from Ukraine

##### Guest Speaker: Sladjana Grmas (Embassy of Canada, Warsaw Poland)

Ukraine Operation Data Portal: UNHCR <https://data.unhcr.org/en/situations/ukraine>

Franck Duvell and Iryna Lapshyna, "On War in Ukraine: Double Standards and the Epistemological Ignoring of the Global East" *International Migration* 60 (2022): 209-212

Thomas Gammeloft-Hansen and Florian Hoffman, "Mobility and Legal Infrastructure for Ukrainian Refugees" *International Migration* 60 (2022): 213-216

Panels 1 and 2: "Forced Displacement across Borders" *Global Consequences of Displacement from Russia's Invasion of Ukraine: Space, Place and Pluralism* (you tube link to follow)

"Russian Aggression on Ukraine and Forced Migration: the Role of Poland in the First Days of the Crisis" Centre of Migration Research Special Issue, March 2022

\*current news articles TBA

#### Jan 30: Flows of Displacement from Russia

##### Guest Speaker: Guzel Yusupova, Scholar-at-Risk (formerly of Russian Presidential Academy of National Economy and Public Administration)

Ekaterina Vorobeva, Daria Zakharova, Andrei Korobkov, Maria Tysiachniouk, *Brain Drain from Russia after February 24<sup>th</sup>, 2022*

Karina Goulordava and Vera Syrakvash, Not Digital Nomads: Displaced and Self- Exiled Ukrainian, Belarusian, and Russian IT Specialists in Georgia and Turkey *Global Consequences of Displacement* (you tube link to follow)

Emily Couch, "Russia's Minorities are Fleeing and Fighting Mobilization"

<https://foreignpolicy.com/2022/10/14/russia-minorities-putin-partial-mobilization/>

\*current news articles TBA

## DRAFT

### **Feb 6: The Global Context and Refugee/Forced Migrant Agency**

#### **Guest Speaker: James Milner (Carleton University)**

Heaven Crawley and Dimitris Skleparis. 2018. "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis.'" *Journal of Ethnic and Migration Studies* 44, no. 1: 48–64.

Faten Kikano, "A Change of Paradigm: When Borders Become Hospitable"

Nicholas Haeeringer, "We must turn solidarity with Ukraine into the new normal for all refugees"  
<https://www.juancole.com/2022/03/solidarity-ukraine-refugees.html>

James Milner, "The Politics and Practice of Refugee Participation in the Governance of the Global Refugee Regime", Paper presented to CPSA Annual Conference, June 2021,  
<https://carleton.ca/lernn/wp-content/uploads/Milner-CPSA-paper-refugee-participation-May-2021.pdf>

### **Feb 13: Sources and Methods**

#### **Guest Speaker: Martin Geiger (Carleton University)**

Carlos Vargas-Silva, *Handbook of Research Methods in Migration* (2012), selected chapters

Bridget Anderson, "New Directions in Migration Studies: towards Methodological De-Nationalism"  
*Comparative Migration Studies* 7, no. 36 (2019), 13pp

Elly Percy Kraly and Bela Hovy, "Data and Research to Inform Global Policy: The Global Compact for Safe, Orderly and Regular Migration" *Comparative Migration Studies* 8, no. 11 (2020): 32pp

### **Feb 20: Winter Break: No Class**

### **Feb 27: Host Countries: from Canada to Georgia**

#### **Guest Speaker: David Sichinava (Carleton University) and Settlement Organization Representative in Ottawa (TBA)**

*Global Consequences of Displacement Conference Presentations*

David Sichinava and Suzanne Harris-Brandts, "Protracted Displacement in Georgia: Governance Issues and Ongoing Challenges to IDP Livelihood"

Jennifer Hyndman, "Canadian State and Civil Society's Motivations for Recent Special Streams of Refugee Resettlement"

Juanita Molano, "Displaced Talent: Welcoming High-Skilled Ukrainian Professionals to the Canadian Labour Market"

"Georgians Bristle at the Russian Influx" Politico.EU, Oct. 14, 2022

<https://www.politico.eu/article/georgia-not-happy-tension-with-russian-influx-ukraine-war/>

### **March 6- April 3: Student-Led Seminars: Readings and Activities TBA**

Mar 6: Pod 1

Mar 13: Pod 2

Mar 20: Pod 3

Mar 27: Pod 4

Apr 3: Pod 5

### **Apr 10: Research Showcase**

## DRAFT

### ADDENDUM

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

#### Statement on Plagiarism

Note that **submitting without permission substantially the same piece of work more than once for academic credit** is not considered a form of plagiarism. If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be “substantially the same.”

If you have neither a departmental nor an individual statement, something along the following lines would be acceptable:

### PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

## DRAFT

### Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot

## DRAFT

guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

### ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience.

## **DRAFT**

Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>