

**EURR 5307 (also listed as MGDS 5202)**

**War and Displacement**

**ONLINE COURSE**

(combining asynchronous and synchronous course elements)

Synchronous online meetings: Thursdays, 18:05-20:55 (selected days only, see course schedule)

Instructor:

**Dr. Martin Geiger**

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All communication via official Carleton e-mail accounts, only.

**I) Course schedule (at a glance)**

Asynchronous course content:

Module I      January 15-February 1

Module II      February 12-March 1

Module III      March 4-March 15

Synchronous class meetings:

January 11      (introductory class)

Thursdays, 18:05-20:55

February 15      (research meeting in small groups)

March 14 + 21      (research presentations)

March 28      (research presentations)

**II) Evaluation (at a glance)**

Online quiz I (module 1)

5%

February 1 (at 23:59)

Annotated research bibliography

20%

February 9 (at 23:59)

Online quiz II (modules 1-3)

15%

March 15 (at 23:59)

Individual research presentation

20%

March 14, 21 or 28

Research paper (take-home)

30%

April 25 (at 23:59)

Participation & Attendance

10%

all synchronous meetings

**III) Course description**

The course introduces students to the study of conflict/war-induced displacement and refugee movements and discusses historic and ongoing wars/conflicts and processes of (protracted) internal and international displacement. We will study the situation of different groups of refugees and displaced populations, the nature of their displacement, i.e., the conflicts and wars causing their displacement, and the responses of states, non-state and inter-state actors, including humanitarian efforts, international assistance, and refugee resettlement. This course is conceptualized as a fully online course providing students with the opportunity to progress at their own speed (asynchronous online content) combined with a select number of synchronous online class meetings and full and small group meetings. Students will first acquire relevant knowledge and understanding with the help of three online modules (I-III), available on Carleton's Brightspace platform, and in the following, be asked to research a topic assigned to them and present their research findings finally at plenary online class meetings towards the end of the term. Their research work will result in research papers due at the end of the term (take-home papers).

**IV) Learning outcomes**

By the end of the course, students will be familiar with basic concepts and theories related to the study of refugees and other displaced populations, conflict-related situations of displacement, and state and global

responses to refugees and displacement. They will be able to understand the central debates, issues, and challenges related to the relevance and importance of specialized international organizations (e.g., UNHCR), (international) non-governmental organizations, and other entities. The assignments and discussions in our course will enable students to understand different cases of displacement and evaluate the response of states and international agencies to refugees and situations of conflict and war and conflict-induced (protracted) displacement. Students will be able to justify their position with respect to refugee rights, state and international responsibilities, evolving modes of global governance and particular challenges in world politics; the relationship between refugee groups, international humanitarian efforts, and state sovereignty; specific policy challenges (e.g., internal displacement, protracted displacement, smuggling and trafficking of refugees); and evolving and possible future governance structures and global responses beyond the state. This course will enable students to participate in academic and policy-oriented debates about refugees, internal and international displacement, conflicts and wars, the contexts and outcomes of state-led, civil-society-led, refugee-led, and international humanitarian efforts, and the current state and possible future(s) of global governance (e.g., UN Global Compact for Refugees). In addition, by the end of this course, students will have acquired advanced and comprehensive research skills necessary to conduct academic research effectively and successfully, including their future master's or doctoral thesis projects.

### **V) Course readings**

Most of the literature used in this course is open-access literature, accessible also from outside the Carleton library system (links are provided in the following); all other texts can be downloaded through Carleton's 'ARES' system.

### **VI) Detailed explanation: Assignments and their evaluation**

Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. **No grades are final until the Dean has approved them.**

#### **Assignments 1 and 3: Online quizzes I (5%) and II (15%)**

Our three asynchronous online modules, their content, and related readings (see VIII, course schedule) are connected to two online quizzes. Students must take these quizzes to complete all course requirements. Students who do not take the mandatory online quizzes or fail to complete the required course modules will fail the course. Online quiz I can be taken by students after completing module 1; the online quiz needs to be taken by all students by February 1, 2024, at the latest (cut-off: 23:59/11:59 p.m.). The first quiz and also the second quiz will consist of a mix of multiple choice and short written answer questions. Quiz I draws on content conveyed in course module I, and the final/second online quiz (quiz II) will examine students' knowledge and understanding of the content conveyed in all three course modules (modules I-III) and needs to be taken by students at the end of online course module III (see VIII, course schedule), by March 15 (cut-off 23:59/11:59 p.m.) the latest.

#### **Assignment 2: Annotated research bibliography (20%)**

At the beginning of the course (January 11-18, 2024), each student will be assigned an individual research topic and asked to conduct extensive literature research covering academic and non-academic sources. By February 9, 2024, at the latest (cut-off: 23:59), each student must submit a detailed annotated research bibliography listing at least 15 relevant sources (majority of academic sources). Each source (cited correctly using a standard bibliographic citation style of the student's choosing) must be accompanied by a 2-3 sentence explanation that speaks to the source's relevance for the student's research project. The annotated research bibliography must be submitted to the course instructor as a PDF file. Students are not allowed to work in groups on this assignment; they will receive feedback and a grade for this assignment five business days after submitting the written assignment.

**Assignment 4: Individual research presentation (20%)**

Our course concludes with three synchronous online class meetings (see VIII, course schedule) featuring individual student presentations. Each student will present on the topic that was assigned to them at the beginning of the course (January 11-18, 2024), and based on their topic, their presentation will take place on March 14, 21 or 28 during our regular online class time (18:05-20:55). Students are allowed to use PowerPoint but encouraged to consider different presentation formats/tools. The length allocated to each student presentation depends on the overall enrolment and will be communicated to students before our first class presentations (March 14, 2024). In addition, each student will be asked to name one designated reading for the other students to read ahead of the relevant presentation and class meeting, making them familiar with the topic and providing them with preliminary understanding and knowledge about it. Students must report their suggested reading to the course instructor before/by February 29, 2024.

**Assignment 5: Research paper (take-home) (30%)**

On April 25, 2024 (due no later than 23:59/11:59 p.m.), each student needs to submit a full research paper ("case study") on the topic assigned to them at the beginning of the term (January 11-18, 2024). Instructions for preparing this assignment will be provided during the term. The final paper requires advanced, extensive research, including independent research based on academic sources and other relevant material. Each research paper must be saved and submitted in PDF format. The final research paper should be max. 8,000 words long (including footnotes/endnotes). The final paper will be assessed and graded based on the following criteria: Argumentation, Organization, and Logic (Is the paper and case presented logically and convincingly?); Research and Use of Evidence (Is the case study based on a comprehensive literature review and does it make effective use of available research sources? Does the paper include a minimum of 15 sources? Does the paper have proper footnotes/endnotes and bibliographic citations?); Communication (Is the case study structured and written as clearly and concisely as possible?). The paper should also be free of spelling and grammatical errors. Case studies that do not address the topic assigned to the student at the beginning of the term will receive a "fail" grade. The case study must be based on the student's own intellectual work; group work with other students is prohibited.

**Participation and attendance (10%) (synchronous online class meetings)**

Students will be evaluated based on their regular attendance and active, consistent, informed, and thoughtful participation in class (synchronous online class meetings as indicated in the course schedule), including small group sessions. Students are expected to read all the readings, be prepared for each online class meeting, and complete their assigned research. Failure to actively contribute to class and the research group they are assigned, arriving late, or leaving early will result in a failing grade or a failing grade for the course. Students who cannot attend one or more class meetings for valid reasons (e.g., health reasons) must provide the instructor with valid documentation justifying their absence.

**VII) General Policies**

1. The University takes instructional offenses (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offenses, which are outlined in the Undergraduate Calendar. Submitting the same assignment in two or more different courses is also unacceptable. All assignments in this class are individual assignments.
2. Classroom teaching, online learning activities, and their content, including lectures, discussions, presentations, etc., by both instructors and students, are copy-protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

3. Late submissions will be subject to a penalty of 3% of the assignment grade per 24 hours (not including weekends). Assignments will not be accepted until seven business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as possible and well before the assignment.

### VIII) Course schedule (incl. mandatory readings and assignments)

#### Synchronous online class meeting

**January 11** (Thursday, 18:05-20:55 on Zoom)

#### First Class: Course Overview and Start on Research Tasks

- Mandatory class meeting
- Asynchronous online content vs. synchronous online content/class meetings.
- Introduction of case studies, assignment of case studies (first partial assignment due on February 9)
- How to conduct advanced and extensive literature and internet research

#### Asynchronous online content/Course module on 'Brightspace'

**Online course module I** (opens: January 15; closes: February 1)

#### War and Displacement (I)

- Foundations of migration and refugee studies
- Key concepts and terminologies
- Statistical overviews
- Instructions for class assignments

Selected readings:

Mavroudi, E. & Nagel, C. (2023), "Refugees", in: Mavroudi, E. and Nagel, C., *Global Migration. Patterns, Processes, and Politics*, Chapter 5, [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1gorbd6/alma991023192729405153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991023192729405153)

Mavroudi, E. & Nagel, C. (2023) *Global Migration*, London: Routledge (I recommend this book in case you have never taken specialized classes on migration and/or refugees): [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1gorbd6/alma991023192729405153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991023192729405153)

UNHCR (2023), *Global Trends*, <https://www.unhcr.org/global-trends-report-2022>

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

***Students must take quiz I (covering module 1) by February 1 (23:59) at the latest.***

***Annotated research bibliography is due February 9 (23:59).***

#### Synchronous online class meeting

**Week of February 15** (e.g., Thursday, 18:05-20:55 on Zoom)

#### Research meetings in small groups (individual group appointments)

- Progress reports and guidance on preparing individual research presentations and final paper

#### Asynchronous online content/Course module on 'Brightspace'

**Online course module II** (opens: February 12; closes: March 1)

#### War and Displacement (II)

- Case studies/examples
- International humanitarian and refugee law and global politics on refugees and displacement
- Durable solutions, asylum, refugee resettlement, temporary and subsidiary protection, and other instruments

Selected readings:

Byrne, R., Noll, G. and Vedsted-Hansen, J. (2020), “Understanding the Crisis of Refugee Law: Legal Scholarship and the EU Asylum System,” *Leiden Journal of International Law* 33(4): 871–892, <https://www.cambridge.org/core/journals/leiden-journal-of-international-law/article/understanding-the-crisis-of-refugee-law-legal-scholarship-and-the-eu-asylum-system/271529FCAC240ACB0B6F3A9F98BDF9B1>

Criddle, E. J. and Fox-Decent, E. (2021), “The Authority of International Refugee Law”, *William and Mary Law Review* 62(4): 1067–1136, <https://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=3890&context=wmlr>

Ferris, E. (2020), “Durable Solutions for IDPs,” United Nations Research Briefing Paper: [https://www.un.org/internal-displacement-panel/sites/www.un.org.internal-displacement-panel/files/durable-solutions-ferris\\_1\\_apr\\_2021.pdf](https://www.un.org/internal-displacement-panel/sites/www.un.org.internal-displacement-panel/files/durable-solutions-ferris_1_apr_2021.pdf)

Ferris, E. and Kerwin, D. (2023), “Durable Displacement and the Protracted Search for Solutions: Promising Programs and Strategies,” *Journal on Migration and Human Security* 11(1): 3–22, <https://journals.sagepub.com/doi/full/10.1177/23315024231160454>

**March 7: Students must suggest one reading related to their research topic to the course instructor (required readings for class meetings March 21 and 28 and April 4).**

**Asynchronous online content / Course module on ‘Brightspace’**

**Online course module III** (opens: March 4; closes: March 15)

**War and Displacement (III)**

- Case studies/examples
- International institutions (II)
- The UN Global Compact for Refugees and the Comprehensive Refugee Response Framework

Selected readings:

Barnett, M., and Finnemore, M. (1999), “The Politics, Power, and Pathologies of International Organizations,” *International Organization* 53(4): 699–732.

Triggs, G. D. and Wall, P. C. J. (2020), “‘The Makings of a Success’: The Global Compact on Refugees and the Inaugural Global Refugee Forum,” *International Journal of Refugee Law* 32(2): 283–339.

UNHCR (2023), *Global Compact on Refugees. Booklet*: <https://www.unhcr.org/media/global-compact-refugees-booklet>

**Students must take quiz II (covering modules 1-3) by March 15 (23:59) at the latest.**

**Synchronous online class meetings**

**March 14** (Thursday, 18:05-20:55 on Zoom)

**Research presentations (I)**

- Required readings supplied by presenters

**March 21** (Thursday, 18:05-20:55 on Zoom)

**Research presentations (II)**

- Required readings supplied by presenters

**March 28** (Thursday, 18:05-20:55 on Zoom)

**Research presentations (III)**

- Required readings supplied by presenters

**April 25: Research Paper is due (take-home assignment; deadline 23:59)**

## Appendix

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### **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>

### **Requests for 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 accommodation:***

Please contact your instructor 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 accommodation:***

Please contact your instructor 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](#).

#### ***Accommodations for students with disabilities:***

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

### ***Accommodation for student activities:***

Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor 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 information, please [click here](#).

For more information on academic accommodation, please contact the EURUS administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as "presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### **Procedures in Cases of Suspected Violations**

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the course instructor according to the instructions in the course outline.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

### **Carleton E-mail Accounts**

All email communication to students will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Official Course Outline**

The course outline posted to the EURUS website is the official course outline.