

PSCI 4817A

The International Politics of Forced Migration

Tuesday & Thursday 2:35pm – 5:25pm (EST)

Instructor: Blake Barkley
Digital Office Hours: Thursdays 1:00pm – 2:00pm (EST) or by appointment
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Please use your Carleton e-mail address or the e-mail function on CULearn to send an e-mail to the instructor and always include the course code in the subject line.

First Class: July 2nd 2020

Last Class August 13th 2020

As this course is compressed into the Late Summer term, students should be prepared to allocate a minimum of 15 hours per week to the completion of the required coursework.

Students need access to a computer for this course. Use of a tablet, iPad, or smartphone is not recommended as the primary way to engage with the course. A fast and reliable internet connection is also required. Use of a web cam and microphone are required to be able to participate fully in course activities.

Course objectives:

The objective of this course is to introduce students to the major themes and tensions that currently affect the global refugee regime. Through the course, students will be expected to develop an understanding of how the study of refugees and forced migration fits into the discipline of 'Political Science,' while also examining the origins and elements of the global refugee regime, and the role that local, national, regional and global politics play in the origins and development of these issues.

Students should use this course as an opportunity to explore areas of interest within the context of forced migration and international politics. Through this course, students will develop and present a unique research agenda guided by the course themes. The assignments in this course are designed to provide students with the opportunity to develop their research, writing, and presentation skills in preparation for further studies beyond the undergraduate level. This course's online delivery will allow students to develop innovative and creative outputs ranging from pre-recorded videos to moderating live online sessions.

Required Text

Kate Pincock, Alexander Betts, and Evan Easton-Calabria. *The Global Governed? Refugees as Providers of Protection and Assistance*. Cambridge: Cambridge University Press, 2020. (Available with free shipping through the Carleton University bookstore)

Recording Policy

Recording of live online sessions is **not** permitted. Course materials created by the instructor (i.e. PowerPoints, videos, voice-overs, etc.) will be promptly uploaded to CULearn each week.

Grading Breakdown

- **Participation: 25%**
- **Briefing Note: 20%**
- **Seminar Presentation: 15%**
- **Final Research Paper: 40%**

Note: Students must submit *ALL* assignments in order to receive a passing grade.

Late Penalties and Extensions:

All students are permitted **one** 'no questions asked' 3-day extension on any assignment with a specified due date (not including participation or seminar presentations). Students must e-mail the instructor if they would like to make use of this extension **prior to the assignment's original due date**. Otherwise, a late penalty of **3% per day** (including weekends) will be applied. Additional extensions may be granted on a case by case basis.

Requirements:

Participation is broken down into two parts:

- **Virtual Seminar: 15%**
- **Weekly Forum Participation: 10%**

Students will be required to log into and participate in **Two live online 90-minute sessions** per week (Tuesday & Thursday from 2:35pm – 4:05pm EST) using ZOOM. ZOOM meeting IDs and Passwords will be made available through CULearn. These live sessions will be facilitated by the Course Instructor and the materials for each session will be discussed. Students are expected to prepare questions to pose either the entire class or the instructor based on the required readings during these sessions in order to stimulate discussion. Students are expected to attend **all** virtual seminars; those requiring accommodation should contact the instructor as soon as possible.

Students are also expected to post **a minimum of** twice (once for each topic) each week in the online discussion forums **beginning in Week 2 and ending in week 6**. Students are encouraged to participate as much as possible in these forums – especially in response to questions posed by other students. The instructor will upload questions or additional materials (i.e. videos) to stimulate discussions. Students are

expected to respond to these prompts **or** develop their own questions for the group based on either the required course readings or the live sessions. Students are *encouraged* to complete their forum posts in the **90 minutes following** the live sessions; however, **weekly forums will close at 11:59pm (EST) on Friday of each week.**

Briefing Note: 20% - Due Friday, July 17th 2020 (via CULearn)

Topic Must be cleared with the instructor via e-mail prior to submission – those that do not will receive a 5% penalty on the assignment

Students are required to develop a briefing note outlining their intended research topic for the final paper. Students **must** use the template provided on CULearn. The Briefing note should be **a maximum of 2 pages single-spaced not including bibliography** (Calibri or Arial Font, size 11). Students must also use the sub-headings included in the provided template. **Students should use Chicago style in-text citations as well as a bibliography for this assignment** (see citation guide on CULearn).

Briefing notes **will be shared** with the entire class prior to each student's seminar presentation and **serve as the course readings for Week 7 & 8.** Students may edit briefing notes to incorporate instructor feedback prior to sharing with the class.

Seminar Presentation: 15% - Weeks 6 & 7 (Sessions from August 4th – August 13th)

Students are to develop a 15-minute presentation based on the research conducted for their Final paper. Presentations may be pre-recorded and shared with the class through CULearn **or** delivered live during the live sessions in Weeks 7 & 8. Please inform the Instructor of the delivery method prior to your seminar date. *Students are encouraged to be as creative as possible with the delivery of these presentations!*

Final Research Paper: 40% - Due Friday August 14th 2020 (via CULearn)

The research paper is the culminating assignment for this course, as such it **must** be related to the themes discussed over the course of the term. It should demonstrate a clear understanding of the material and explain the background and significance of the research question, issue, and case study(ies) chosen.

Research papers should be a minimum of 20 pages (Approx. 5,000 words) in length. This does **not include footnotes, in-text citations, or bibliography.** Students may use any citation style they prefer if it is used properly and consistently. Citation style guides will be available for reference on CULearn.

Provisional outline of course topics:

Below is a tentative weekly breakdown of the course and possible readings. Please consult CULearn regularly for updates to this list of weekly topics and readings, in addition to information about the course. All readings are required unless otherwise specified.

Week 1

Thursday July 2nd 2020 – Introduction to the Global Refugee Regime

United Nations High Commissioner for Refugees (UNHCR). *1951 Convention relating to the Status of Refugees*. <http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>

Gil Loescher. "The UNHCR and World Politics: State interests vs. institutional autonomy." *International Migration Review* 35, no. 1 (2001): 33-56.

Matthew J. Gibney. "Refugees and Justice Between States." *European Journal of Political Theory* 14(4): 448-463. 2015.

Recommended

Roger Zetter. "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization." *Journal of Refugee Studies* 20 no. 2 (2007): 172-192.

Week 2

Tuesday, July 7th 2020 – Theory and Methods in Forced Migration and Refugee Studies I

Alexander Betts. "International Relations and Forced Migration." In *The Oxford Handbook of Refugee and Forced Migration Studies*. Edited by Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona. Oxford: Oxford University Press, 2014. 60-73. **Chapter 5**. (Available on Ares).

B.S. Chimni. "The Birth of a 'Discipline': From Refugee to Forced Migration Studies." *Journal of Refugee Studies* 22(1): 11-29. 2009.

Matthew J. Gibney. "Political Theory, Ethics, and Forced Migration." In *The Oxford Handbook of Refugee and Forced Migration Studies*. Edited by Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona. Oxford: Oxford University Press, 2014. 48-59. **Chapter 4**. (Available on Ares).

Thursday, July 9th 2020 – Theory and Methods in Forced Migration and Refugee Studies II

Catriona Mackenzie, Christopher McDowell, and Eileen Pittaway. "Beyond 'Do No Harm': The Challenge of Constructing Ethical Relationships in Refugee Research." *Journal of Refugee Studies* 20 no. 2 (2007): 299-319.

Dawn Chatty. "Researching Refugee Youth in the Middle East: Reflections on the Importance of Comparative Research." *Journal of Refugee Studies* 20 no. 2 (2007): 265-280.

Laura R. Woliver. "Ethical Dilemmas in Personal Interviewing." *PS: Political Science and Politics* 35 no. 4 (2002): 677-678.

Lila Abu-Lughod. "The cross-publics of ethnography: The case of "the Muslimwoman." *American Ethnologist* 43 no. 4 (2016): 595-608.

Week 3

Tuesday, July 14th 2020 –The global refugee regime during the Cold War

Bonaventure Rutinwa. "The End of Asylum? The Changing Nature of Refugee Policies in Africa." *Refugee Studies Quarterly* 21 no. 1&2 (2002): 12-41.

Rüdiger Schöch. "UNHCR and the Afghan Refugees in the early 1980s: Between humanitarian action and Cold War politics." *Refugee Survey Quarterly* 27 no. 1 (2008): 45-57.

Thursday, July 16th 2020 – The global refugee regime since the Cold War

Alexander Betts, Gil Loescher and James Milner. "UNHCR in the post-Cold War era." In *UNHCR: The politics and practice of refugee protection*. New York: Routledge, 2012. **Chapter 3.** (Available on Ares).

Anne Hammerstad. "Whose security? UNHCR, refugee protection and state security after the Cold War." *Security Dialogue* 31 no. 4 (2000): 391-403.

Tor Krever. "'Mopping-Up': UNHCR, Neutrality, and Non-Refoulement since the Cold War." *Chinese Journal of International Law* 10, no. 3 (2011):587-608.

****Briefing Note Due Friday July 17th 2020 by 11:59pm via CULearn****

Week 4

Tuesday, July 21st 2020 – The Politics of Refugees in the Global North

Anne McNevin. "Forced Migration in Australia, New Zealand, and the Pacific." In *The Oxford Handbook of Refugee and Forced Migration Studies*. Edited by Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona. Oxford: Oxford University Press, 2014. 639-649. **Chapter 49.** (Available on Ares).

Matthew J. Gibney. *The Ethics and Politics of Asylum: Liberal Democracies and the Response to Refugees*. Cambridge: Cambridge University Press, 2004. 194-260. **Chapter 7 & 8.** (available on Ares).

Thursday, July 23rd 2020 – The Politics of Refugees in the Global South (Focus on Africa)

Assistant High Commissioner for Protection, UNHCR. "68th Session of the Executive Committee of the High Commissioner's Programme: Statement by Volker Türk." *International Journal of Refugee Law* 29 no.4 (2017): 696-710.

James Milner. "A History of Asylum in Kenya and Tanzania: Understanding the Drivers of Domestic Refugee Policy." *Monde(s)* 15 (2019): 69-92. (Available on Ares).

Jennifer Hyndman & Wenona Giles. "Waiting for What? The Feminization of Asylum in Protracted Situations." *Gender, Place & Culture* 18 no. 3 (2011): 361-379.

Week 5

Tuesday, July 28th 2020 – UNHCR and Host States: Policy, Practice, and the challenge of implementation

Alexander Betts, Ali Ali and Fulya Memişoğlu, *Local Politics and the Syrian Refugee Crisis: Exploring Responses in Turkey, Lebanon, and Jordan*, Refugee Studies Centre, Oxford, 2017. (Available on CULearn).

Alexander Betts, "From Persecution to Deprivation: How Refugee Norms Adapt at Implementation." In *Implementation and World Politics: How International Norms Change Practice*. Edited by Alexander Betts and Phil Orchard. Oxford: Oxford University Press, 2014. 29-49. **Chapter 2**. (Available on Ares).

James Milner. *Refugees, the State and the Politics of Asylum in Africa*. Basingstoke: Palgrave macmillan, 2009. 1-17. **Chapter 1**. (Available on Ares).

Thursday, July 30th 2020 - "Nothing about us without us" – Re-thinking power and agency in the global refugee regime

Kate Pincock, Alexander Betts, and Evan Easton-Calabria. *The Global Governed? Refugees as Providers of Protection and Assistance*. Cambridge: Cambridge University Press, 2020. 1-30. **Chapters 1 & 2**.

Ulrike Krause, Hannah Schmidt. "Refugees as Actors? Critical Reflections on Global Refugee Policies on Self-reliance and Resilience." *Journal of Refugee Studies* 33 no. 1 (2020): 22-41.

Recommended

Global Summit of Refugees. *Policy Discussion and Outcomes Paper*. August 2018.

<https://www.globalrefugeelednetwork.org/wp-content/uploads/2019/11/GSOR-Outcome-and-Policy-Papers.pdf>

Week 6

Last week of online forums

Tuesday, August 4th 2020 – Refugee Participation and Leadership in the Provision of Protection

Kate Pincock, Alexander Betts, and Evan Easton-Calabria. *The Global Governed? Refugees as Providers of Protection and Assistance*. Cambridge: Cambridge University Press, 2020. 30-121 **Chapters 3-7 (rest of book)**.

Recommended

UNHCR. *Yes In My Backyard: The Economics of Refugees and Their Social Dynamics in Kakuma, Kenya*. 2016. (Available on CULearn)

International Finance Corporation: World Bank Group. *Kakuma as a Marketplace: A consumer and market study of a refugee camp and town in Northwest Kenya*. 2018. (Available on CULearn)

Thursday, August 6th 2020 – Global Compacts / Student Presentations

Student Seminar Presentations Begin

NOTE: Synchronous sessions for weeks 6 & 7 may run for the full 3 Hours allotted depending on the number of presentations scheduled.

Elizabeth G. Ferris and Katharine M. Donato. *Refugees, Migration and Global Governance*. New York: Routledge, 2020. 1-30; 100-121. **Chapters 1 & 5**. (Available on Ares).

Recommended

Alexander Betts. "The Global Compact on Refugees: Towards a Theory of Change?" *International Journal of Refugee Law* 30 no.4 (2018): 623-626.

Eileen Pittaway and Linda Bartolomei. "Enhancing the Protection of Women and Girls through the Global Compact on Refugees." *Forced Migration Review* 57 (2018): 77-79.

Week 7

Tuesday, August 11th 2020 - Student Presentations

Read Briefing Notes Distributed by Student Presenters

Thursday, August 13th 2020 – Student Presentations

Read Briefing Notes Distributed by Student Presenters

Final Paper Due Friday August 14th 2020 by 11:59pm via CULearn

Academic Accommodations

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals. Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University. You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: 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, visit: <http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: 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, visit: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic 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 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit: <https://carleton.ca/pmc/>

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/sexual-violence-support/>

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. Reasonable accommodation must be provided to students who compete or perform 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 details, see: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline>

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 of Term Work and Grading

Assignments must be submitted directly to the instructor via CULearn or email and 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:

90-100%	A+	12
85-89%	A	11
80-84%	A-	10
77-79%	B+	9
73-76%	B	8
70-72%	B-	7
67-69%	C+	6
63-66%	C	5
60-62%	C-	4

57-59%	D+	3
53-56%	D	2
50-52%	D-	1

Approval of Final Grades: 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 from the Department of Political Science will be via official Carleton university e-mail accounts and/or CULearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and CULearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> Official Course Outline: The course outline posted to the Political Science website is the official course outline