

PSCI 4817-A
International Politics of Forced Migration
2:35 p.m. – 5:25 p.m. Tuesday and Thursday
Room 133 Patterson Hall

General information

Instructor: Amanda Klassen

On-line Office Hours: Tuesday and Thursday 11:00am or by appointment (via ZOOM)

Email: amandaklassen@carleton.ca

All email communication is to be via official Carleton university e-mail accounts and/or Brightspace, not personal emails.

First Class: May 5th, 2022

Last Class: June 16th, 2022

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

Masking and Physical Distancing: On the recommendation of Ottawa Public Health, Carleton will be maintaining the mandatory COVID-19 Mask Policy. This policy requires masks to be worn inside all university buildings- including classrooms. Physical distancing is also required (see section on COVID-19 at the end of the syllabus for more details).

Feeling sick? Students are required to attend all in-person sessions, however, if you feel ill or are exhibiting any COVID-19 symptoms please do not attend class or come to campus. Students should notify the instructor as soon as possible and follow Carleton's symptom reporting protocols (see section on COVID-19 at the end of the syllabus for more details).

Course description

The objective of this course is to introduce students to the major themes and issues present in the global refugee regime. Through the course, students will be expected to develop an understanding of the origins and elements of the global refugee regime, current issues it seeks to resolve, the significance of these issues in the resolution of contemporary refugee situations, 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.

Learning Outcomes

At the end of this course, you will be able to do the following:

- 1) Understand the history of the global refugee regime, and who the key actors are.
- 2) Identify the ways that local, national, regional and global politics shape how the global refugee regime functions.
- 3) Theorize about different types of power in the global refugee regime and how this power is reflected in the making and implementing of global refugee policy.
- 4) Apply the themes of the course to current and historic events using case studies.

Texts

There is no required textbook for this course. All required readings can be found through ARES on the course Brightspace page.

Grading Breakdown

Participation 40%		
Preparing Discussion questions	10%	Dates will be assigned May 5 th
Presentation of media/ current event	5%	Dates will be assigned May 5 th
Seminar Participation	25%	Ongoing
Individual Research 60%		
Essay Proposal	10%	Due May 15 th at 11:59pm
Research presentation <ul style="list-style-type: none">○ 10% presentation○ 5% participation	15%	Scheduled during week 7
Final Essay	35%	Due June 17 th at 5:00pm

Requirements

1. Participation (40% of final grade)

As a senior level undergraduate seminar, participation is an integral part of this course. Participation is assessed in 3 ways:

First, students will participate by taking a turn to help facilitate the group discussion by preparing 2-3 discussion questions on the readings and themes of their assigned session. These will be due by **5:00pm the night before** the material is presented.

Second, students should stay up-to date on current events related to this course and will be required to find and present a news article/ media-post related to the topic or theme of their assigned session.

Third, students will be required to participate in two in-person classes per week, both through their attendance and active participation in the general discussion. Students should come to each session having read the material and be prepared to actively engage in discussion.

Students are expected to attend **all in-person sessions**; those requiring accommodation should notify the instructor as soon as possible.

2. Individual Research (60% of final grade)

A significant requirement of this course is individual research throughout the term leading to a final paper. Through consultation with the course instructor, students will select a research topic that relates to one of the weekly topics or over-arching themes of the course. Students are encouraged to focus their research on a case study (country, theme or issue). Essays should be analytical in nature, and critically engage with the literature on their topic. Ideas for possible topics will be discussed in **Week 2** of the course.

Students will be required to submit a 3-to-5-page single spaced (including annotated bibliography) essay proposal by **11:59pm on May 15th**. The purpose of this assignment is for students to engage with the instructor on the direction of their essay early in the research process. Students can expect to have feedback on their outlines no later than **May 18th**.

Based on the feedback provided on the essay proposal, students will be required to do a 10-minute presentation of their research, followed by 10-15 minutes of Q&A during **Week 7** of the course. Students who are not presenting should come prepared to engage with their peers and ask questions. This element of participation will represent 5% of your own presentation grade.

Building on the essay proposal and feedback from the instructor, students will be required to submit a 15-18 page (not including bibliography) final essay. Essays will be due by **5:00pm on June 17th**. Students may use any citation style for their assignment if it is used correctly and consistently. Citation guides can be found on Brightspace.

A breakdown of the assignment requirements and grading rubric for each component of the individual research can be found on Brightspace.

Late penalties: Essay proposals and final essays submitted after the deadline will receive a penalty of 5% per day including weekends. Exceptions to this policy will be made only for academic accommodations as outlined below, or for medical or personal emergencies substantiated by official documentation.

Provisional outline of course topics

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

Week 1

Thursday May 5th- Introduction to the global refugee regime

Laura Barnett. "Global Governance and the Evolution of the International Refugee Regime." *International journal of refugee law* 14, no. 2-and-3 (2002): 238–262.

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, no. 4 (2015): 448–463.

James Milner and Krystyna Wojnarowicz, "Power in the Global Refugee Regime: Understanding Expressions and Experiences of Power in Global and Local Contexts." *Refugee (Toronto. English edition)* 33, no. 1 (2017): 7–17.

Week 2

Tuesday May 10th – Who is (not) a refugee?

Alexander Betts, "Chapter 1: Survival Migration", *Survival Migration: Failed Governance and the Crisis of Displacement*, Ithaca: Cornell University Press, 2013. 10-28

Emma Haddad, "Chapter 2: Who is (not) a refugee?", *The Refugee in International Society*, Cambridge: Cambridge University Press, 2008. 23-46.

Sajjad, Tazreena. "What's in a Name? 'Refugees', 'migrants' and the Politics of Labelling." *Race & class* 60, no. 2 (2018): 40–62.

Recommended

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

Thursday May 12th – The 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.

Oberoi, Pia. "South Asia and the Creation of the International Refugee Regime." *Refugee (Toronto. English edition)* 19, no. 5 (2001): 36–45.

Recommended

SHAHABUDDIN, Mohammad. "Post-Colonial Boundaries, International Law, and the Making of the Rohingya Crisis in Myanmar." *Asian journal of international law (Cambridge, U.K.)* 9, no. 2 (2019): 334–358.

Week 3

Tuesday May 17th – The refugee regime after 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. 49-81. 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.

Thursday May 19th - Making global refugee policy

James Milner, “Introduction: Understanding Global Refugee Policy.” *Journal of refugee studies* 27, no. 4 (2014): 477–494.

Alice Edwards, “‘Transitioning Gender: Feminist Engagement with International Refugee Law and Policy 1950–2010.’” *Refugee survey quarterly* 29, no. 2 (2010): 21–45.

Marion Fresia, “Building Consensus Within UNHCR’s Executive Committee: Global Refugee Norms in the Making.” *Journal of refugee studies* 27, no. 4 (2014): 514–533.

Recommended

Erin K. Baines. “BECOMING VISIBLE: TRANSNATIONAL ADVOCACY AND THE UN POLICY ON REFUGEE WOMEN, 1980-1990.” *Refugee survey quarterly* 21 (2002): 60–77.

Week 4

Tuesday May 24th – The politics of protection in the Global North

Matthew J. Gibney, “Chapter 7: From ideal to non-ideal theory: reckoning with the state, politics and consequences”, *The Ethics and Politics of Asylum: Liberal Democracies and the Response to Refugees*, Cambridge: Cambridge University Press, 2004

Susan Martin and Elizabeth Ferris, “US Leadership and the International Refugee Regime”, *Refuge*, Vol. 33, no. 1, 2017

Evangelia (Lilian) Tsourdi “Regional Refugee Regimes: Europe.” In *The Oxford Handbook of International Refugee Law*. Edited by Cathryn Costello, Michelle Foster, and Jane McAdam. Oxford: Oxford University Press, 2021. 352-369. Chapter 19 (Available on Ares)

Recommended

Oberoi, Pia, and Eleanor Taylor-Nicholson. "The Enemy at the Gates: International Borders, Migration and Human Rights." *Laws* 2, no. 3 (2013): 169–186.

Thursday May 26th – The politics of protection in the Global South

Latin America and Refugee Protection: Regimes, Logics, and Challenges, edited by Liliana Lyra Jubilut, et al., Berghahn Books, Incorporated, 2021. 1-28 Introduction (Available on Ares).

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
<https://reliefweb.int/report/turkey/local-politics-and-syrian-refugee-crisis-exploring-responses-turkey-lebanon-and-jordan?msckid=1142e864c33411ec897a6e3440025e3e>

Ramasubramanyam, Jay. "Subcontinental Defiance to the Global Refugee Regime: Global Leadership or Regional Exceptionalism?" In *Asian Yearbook of International Law*, Volume 24 (2018), edited by Seokwoo Lee and Hee Eun Lee, 60–79. Brill, 2020.

Recommended

Stevens D. 2016. Rights, Needs or Assistance? The Role of UNHCR in Refugee Assistance in the Middle East. *The International Journal of Human Rights* 20(2): 264–83.

Week 5

Tuesday May 31st – The politics of solutions and protracted refugee situations

Chimni B. S. 2004. From Resettlement to Involuntary Repatriation: Towards a Critical History of Durable Solutions to Refugees. *Refugee Survey Quarterly* 23(3): 55–73.

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

Olivius, Elisabeth. "Sites of Repression and Resistance: Political Space in Refugee Camps in Thailand." *Critical Asian studies* 49, no. 3 (2017): 289–307.

Recommended

Ikanda, Fred Nyongesa. "Animating 'refugeeness' through Vulnerabilities: Worthiness of Long-Term Exile in Resettlement Claims Among Somali Refugees in Kenya." *Africa* (London. 1928) 88, no. 3 (2018): 579–596.

Thursday June 2nd- The challenge of implementing global policy in local contexts

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)

Loren Landau and Roni Amit, "Wither Policy? Southern African Perspectives on Understanding Law, 'Refugee' Policy and Protection." *Journal of refugee studies* 27, no. 4 (2014): 534–552.

Pittaway, E., & Bartolomei, L. (2018). *From Rhetoric to Reality: Achieving Gender Equality for Refugee Women and Girls*. Centre for International Governance Innovation. 1-13

Recommended

Amanda Klassen, "From Vulnerability to Empowerment: Critical Reflections on Canada's Engagement with Refugee Policy" *Laws* 11, no. 2: 22. 1-17

Week 6

Tuesday June 7th- Global Compacts

Elizabeth G. Ferris and Katharine M. Donato. *Refugees, Migration and Global Governance*. New York: Routledge, 2020. 1-30; 100-121. Chapters 4 & 5. (Available on Ares).

Emily Arnold-Fernández, "National Governance Frameworks in the Global Compact on Refugees: Dangers and Opportunities", *International Migration* Vol. 57, no. 6, 2019

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.

Thursday June 9th – Refugee participation

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.

Global Refugee-Led Network: Meaningful Refugee Participation Guidelines
https://globalrefugeenetwork.org/images/downloads/meaningful-refugee-participation-guidelines_web.pdf

Week 7

Tuesday June 14th – Student research presentations

Thursday June 16th – Student research presentations

Appendix

Covid-19 Information

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 must follow Carleton's [symptom reporting protocols](#).

Masks: On the recommendation of Ottawa Public Health, Carleton will be maintaining the mandatory [COVID-19 Mask Policy](#) until further notice. The policy requires masks to be worn in all university buildings, including offices, classrooms and labs.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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 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.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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 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. <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: 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.

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 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, 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.

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.

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 instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

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 from the Department of Political Science 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.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.