

PO326: Human Displacement & Refugees

Wilfrid Laurier University

Winter 2017

We acknowledge that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples.

Instructor: Dr. Kim Rygiel

Lecture: Wednesday, 2:30 pm-5:20 pm

Classroom: DAWB 2-104

Email: krygiel@wlu.ca

Office Hours: Wednesday 1:00-2:00pm (or by appointment)

Office: DAWB 4-126

*Wilfrid Laurier University uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form have it checked for plagiarism.*

*Students with disabilities or in need of accommodations are encouraged to contact Laurier's **Accessible Learning Office** (<https://accessiblelearning.wlu.ca/>) for information regarding its services and resources.*

COURSE DESCRIPTION

This course introduces students to the issues of human displacement and refugees in global politics. It will address the causes, effects and domestic/international responses to these issues in historical and contemporary contexts. Students will critically engage with key theoretical, political and ethical questions related to these issues and will in turn use these debates to reflect upon the state of contemporary global politics. *Prerequisites: PO231 and PO232. Exclusions: GS323, GS340a and PO310z.*

With more international migrants today than ever before, international mobility and migration are key issues for global politics, global governance and international public policy in the 21st century. This course looks at contemporary forms of migration, which includes forced migration where people are forced to move as a result of war and persecution, such as refugees and internally displaced populations. However, the term refugee denotes a specific meaning that is not inclusive of all forms of forced migration nor reasons why people may be compelled to flee their countries. The course also examines situations where people are forced to move for reasons of famine, poverty and environmental and development-induced displacement to include 'environmental refugees,' labour migration, human trafficking and irregular forms of migration. The course considers reasons why people move but also the responses by countries and the international community to dealing with different forms of migration including through international laws and frameworks, bilateral agreements, such as readmission agreements, border controls such as detention and deportation, and through more informal practices involving state, non-state, private and civil society actors.

COURSE OBJECTIVES

By the end of the course students should:

1. Demonstrate an understanding in written and oral work regarding key reasons for human displacement and forced migration, the different forms that migration can take, the different regimes, actors and institutions mobilized around different forms of migration and movement across borders.
2. Demonstrate through assignments the relationship between theory, politics and policy and specifically the ways in which the different theoretical lens around how governments and society more generally identify people as migrants (as refugees, irregular or illegal migrants, stateless, undocumented etc.) frame policy responses and the way their mobility is regulated.
3. Demonstrate through class discussion, group work and individual written assignments an ability to critically read and engage with course readings.

4. Be able to effectively communicate ideas and arguments through a variety of oral and written formats, including written essays, group projects, stakeholder presentations and exams and to accurately summarize, evaluate, and analyze arguments and debates from a variety of sources and mediums through written and oral work.
5. Develop active listening skills in a classroom environment by showing thoughtful and considerate engagement with others opinions in class discussions.
6. Demonstrate the ability to work collaboratively and respectfully as part of group work.

REQUIRED TEXTS

1. Koser, K (2007) *International Migration: A very short introduction*, Oxford University Press (available at the bookstore)
2. Weekly readings available online through a course web page, which can be found through My Learning Space

COURSE ASSESSMENT

Assignment	Due Date	% of course grade
Participation	Ongoing	15%
Assignment 1:Media/NGO analysis	Presentation Jan 18 Paper due Jan 25.	5% 10%
Assignment 2: Death at Border paper	March 1	25%
Assignment 3: Syrian Refugee Crisis	Presentation Paper	5% 15%
Finale Exam	Exam Period	25%

Participation:

Participation 15%: As this course is taught in the active learning classroom the expectation is that weekly learning will be active (in addition to small lectures there will be active weekly assignments). Classes are held once a week. All classes will require active participation from students including but not limited to discussion of readings, group work and presentations using white boards and multimedia, tests, Q&A and role playing exercises. Attendance and participation (15%) will both be marked. Attendance will count minimally but rather active contributions are required to do well in participation marks.

Bonus Points. You may earn another 5% bonus points by attending one of several events on migration organized through the Balsillie School and the Migration, Mobilities and Social Politics Research Cluster and Laurier's International Migration Research Centre. Announcements of possible events and dates and times will be announced throughout the term. Marked attendance at the event and a 1-2 page summary is required of the event. (2.5% per event or a total of 2 events=5%). The summary should include the following information:

- a) title, b) speaker(s)' name(s), date of event
- b) a minimum of 2 paragraphs (minimum 5 sentences /paragraph) summary of the main ideas of the event
- c) your reflections of the event (a minimum of 2 paragraphs with 5 sentences /paragraph) assessing what you learned, what you agreed with, what you disagreed with, how it relates to themes discussed in PO231.

Assignment #1

In this assignment students will be asked to examine a media or NGO campaign aimed at humanitarian assistance and refugees (based on the readings and discussion of week 2). Do your findings support the observations made in the readings on the representation of refugees? What are the political and policy consequences of seeing refugees through these representations? Further instructions will be provided in class. The group presentation in class will be worth 5% and the individual written assignment will be worth 10%. **In order to be able to submit a written assignment you must be present for class discussion of the readings and**

group work on (Jan 11) and present to participate for the group presentation (Jan 18). Paper is due on the following week **January 25**. Further instructions will be given out in class.

Assignment #2

The news has been inundated with tragic stories of migrants dying while trying to cross-land and sea borders. The assignment will ask you to research a current case of deaths at the border (since 2007) and to reflect on the challenges facing migrants in this case to move as asylum seekers and/or irregular migrants. You will be provided with a chapter from Leanne Weber and Sharon Pickering's (2011) in *Globalization and Borders Death at the Global Frontier* in addition to our class readings on the refugee system, which you will use to help analyze the situation along with newspaper reports and NGO reports. This assignment is due **March 1 (in class)** **worth 25%**. Further instructions will be given out in class.

Assignment #3

On March 15 we will discuss readings and prepare in groups for the Stakeholder Roundtable held on the last class (March 29). A 2 page summary response from each group will be expected be handed in on March 29 to the group at the start of class. **In order to be able to receive marks for the presentation/discussion component you must be in class on March 15.** **Presentations 5% March 29. Papers are due March 29 and worth 15%.** Further instructions will be given out in class.

Final Exam

The final exam **worth 25%** will take place during the exam period – April 6-24. You should *not make travel commitments during this time period*. **Please note that in order to write the final exam you must have submitted all other assignments for this class. If you have not submitted all assignments you will not be permitted to write the final exam and will receive a 0 for this assignment. Marks will not be re-weighted.**

COURSE POLICIES

Academic Misconduct and the Need for Academic Integrity

Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism and Academic Dishonesty as well as the associated penalties which can be severe. **Plagiarism:** According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person passing them off as your own (adapted from the Oxford English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found [online](#).

Should you have any questions about these issues please feel free to discuss them with me.

Collaboration: all of the work produced by students needs to be the product of their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original individual ideas be written independently.

Submission:

Written work should be presented in a scholarly fashion. Attention should be paid to using proper spelling and grammar at all times. All written work should be submitted in Times New Roman, 12-point font. Proper referencing style must be used.

Late penalties:

Assignments are due on the due date during class time unless alternative arrangements have been made. Please note that you are given several weeks to complete an assignment. It is my expectation that you will be working on the assignment after instructions are provided. Therefore, falling sick on the day of submitting an assignment does not constitute reasonable grounds to receive an alternative arrangement. Do not leave the assignment until the last minute as, if you fall sick the day of or before the assignment is due, this will not be accepted as reasonable grounds and you will receive late penalties. Late assignments will receive a penalty of

2.5% of the assignment grade per day. All assignments are to be written on or handed in on the day scheduled and submitted in class (unless registered with the Accessible Learning Centre). Assignments handed in after class on the same day may be marked late. If you miss a test or exam you will receive 0. There is no automatic make-up test or exam. You should not assume that your assignments will be re-weighted in order to cover a missing test or exam.

Extensions: Extensions will not normally be granted unless in extraordinary circumstances (e.g. death in the family or serious illness with medical documentation. Please note medical notes must be for the exact day(s) missed and/or explaining why the student was incapacitated to work for the entire duration of time). In order to receive an extension you must put your request in writing to the instructor before the due date, outlining the extraordinary circumstances necessitating additional time and you must see me in office hours with your medical documentation. **Extensions will not be granted on or after the due date.** Extensions **will not exceed one week after the original due date**, except in extraordinary and documented circumstances. Please note that you are not expected to be writing an assignment the day of so being sick, having a migraine, flu etc. on the day that an assignment is due will not be considered as grounds to grant an extension. Assignments are due on this date so you should be working on the assignment well before it is due. If you are sick on the day an assignment is due you will need to submit what ever you have prepared or take late penalties.

You must provide 2 copies of the assignment for it to be marked: one hard copy submitted in class and one electronic copy submitted online to MYLS before class or by the drop box due date and time. Please do not put essays under my office door. The Political Science office (rm-4-129 no longer time and date stamps papers. If you submit a paper late to my mailbox it will be marked on the date I pick it up (so if on a Wednesday I may not get it until Monday and it will be marked 4 days late). Make sure to submit on-line submissions, as this is the proof you have submitted the assignment and it is time and date stamped.

Communication:

Please contact me if you have questions/concerns pertaining to the course. Please do not wait to talk if you are having any difficulties or concerns. I use email for logistical purposes so please note that any substantive questions referring to the ideas of the course or issues of a personal nature should be discussed during office hours.

- If you have missed a lecture do not email me to ask whether you have missed anything important. You will not receive a reply. It is your responsibility to catch up on any missed material.
- All students are expected to have an active email account and to be signed up for My Learning Space. We will actively use My Learning Space in the course and I will post any additional course material, assignment notes and current related news and discussion items and any last minute class announcements.

Email Policy: I will do my best to answer your emails within 24-48 hours. However, I do not answer emails over the weekend so if you email after 5 pm Friday you may not receive a response from me until the following Monday.

Email Etiquette: When you are communicating with Professors using email:

- 1) Make sure the subject line of your message identifies a) the course number and b) the nature of your query (for example: PO326 Assignment Question).
- 2) Make sure you tell us your name, student number, your TA's name, and your tutorial number.
- 3) Finally, please use proper sentences, not shorthand and proper salutations and signature with your name ("Hey" is not an acceptable salutation and we will not reply to emails that do not bother to provide basic courteous information (e.g. Dear Professor and your name)). Failure to follow this etiquette may result in you not getting an answer to your email.

Accommodations:

Accommodations, including for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances - it is expected that I be notified in advance.

Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact accessible learning to discuss your situation. If you are registered with Accessible Learning it is your responsibility to schedule a time to write the tests and exams with them in advance. They will not accommodate you if it is a last minute request.

University Resources:

The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

LECTURE OUTLINE and REQUIRED READINGS

January

Week 1 (Jan. 4): **Introduction: Why migration matters. Who is a migrant?**

- No readings. Course Syllabus & Learning to use the Active Learning Classroom
- Koser, Chapter 1: Why migration matters? Koser Chap. 2 -“Who is a migrant?”
- Exercise: Word list, image bank

Week 2 (Jan. 11): **What is in a name? The politics of representation**

- Johnson, Heather (2011) “Click to Donate: Visual Images, Constructing Victims and Imagining the Female Refugee, *Third World Quarterly* 32:6.
- Malkki, Liisa (1996) “Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization” *Cultural Anthropology*, Vol. 11, No. 3 pp. 377-404
- Rajaram, Prem Kumar (2002) “Humanitarianism and Representations of the Refugee” *Journal of Refugee Studies* 15 (3) 248-264
- Discussion of readings. Connection to last week’s exercise. Group work for presentations.

Week 3 (Jan. 18): **Application: Analysis of a media/NGO campaign**

- Examine a media or NGO campaign aimed at humanitarian assistance and refugees. Do your findings support the observations made in the readings?

- Presentations (5-10 minutes/group)

Week 4 (Jan 25): **The international refugee regime and the role of the UNHCR and IOM**

- Koser, Chapter 6: “Refugees and asylum seekers”
- Barnett, Laura. (2002). “Global Governance and the Evolution of the International Refugee Regime”, *International Journal of Refugee Law* (2002) 14(2-3): 238-262
- Loescher, Gil and James Milner (2011) “UNHCR and the Global Governance of Refugees” in *Global Migration Governance*. Edited by Alexander Betts. Oxford University Press, pp.189-209.
- Ashutosh, Ishan and Alison Mountz (2011) Migration management for the benefit of whom? Interrogating the work of the International Organization for Migration *Citizenship Studies* 15 (1): 21-38.
- **Paper Due**

February

Week 5 (Feb 1): **Canada’s refugee system**

- Macklin, Audrey (2005) Disappearing refugees: reflections on the Canada-US Safe Third Country Agreement *Columbia Human Rights Law Review*, Vol. 36, pp. 365-426, 2005
- Showler, Peter (2006) *Refugee Sandwich: Stories of Exile and Asylum*, Montreal: McGill-Queen's University Press, selected excerpts. Available as ebook.
- Labman, Shauna (2016) Private Sponsorship: Complementary or Conflicting Interests? Prepare for some role-playing in this class. *Refuge: Canada’s Journal on Refugees* 32 (2):67-80.
<http://refuge.journals.yorku.ca/index.php/refuge/article/view/40266>

Week 6 (Feb 8): **Irregular migration and border controls**

- Düvell, Franck (2011) “Irregular Migration” in *Global Migration Governance*. Edited by Alexander Betts. Oxford University Press, pp. 78-108. (Additional reading: Koser Chapter 5 : “Irregular Migration”)
- Scheel, Stephan, and Vicki Squire (2014):"Forced Migrants as Illegal Migrants." In *The Oxford Handbook of Refugee and Forced Migration Studies*, edited by Elena Fiddian-Qasmiyeh, Gil

Loescher, Kathy Long and Nando Sigona, 188-199. Oxford: Oxford University Press.

- Garelli, Glenda and Martina Tazzioli (2016) “ The EU hotspot approach at Lampedusa”, 26 February. <https://www.opendemocracy.net/can-europe-make-it/glenda-garelli-martina-tazzioli/eu-hotspot-approach-at-lampedusa>

Cases:

- On Spanish-Moroccan border (Ceuta-Melilla) : Aljazeera Online (2016) “Hundreds of African refugees storm Spain's killer fence” 9 December
<http://www.aljazeera.com/news/2016/12/hundreds-african-refugees-storm-spain-killer-fence-161209163717980.html>
- On French-UK border (Calais): Gentleman, Amelia (2016) “Refugees take to hiding in northern France after Calais camp demolished “ *Guardian*. 5 November.
<https://www.theguardian.com/world/2016/nov/05/refugees-northern-france-dunkirk-calais-camp-demolished>
- On US-Mexico border: Dresel, Jennifer. 2012. “Dangerous Journey: Migration through the Transit Country Mexico”. Mexico City, Mexico: Heinrich Boll Stiftung - The Green Political Foundation. <http://www.boell.de/en/navigation/latin-america-dangerous-journey-migration-transit-country-mexico-13847.html>.

Week 7 (Feb 15): **Death at the Border:**

- Weber, Leanne and Sharon Pickering’s (2011) in *Globalization and Borders Death at the Global Frontier*. Selected Chapter(s).
- Spijkerboer, Tomas (2007) “The Human Costs of Border Control” *European Journal of Migration and Law* 9 pp. 127-139. Available at
http://www.academia.edu/183097/The_Human_Costs_of_Border_Control
- Stierl, M., 2015 ‘The WatchTheMed Alarm Phone. A Disobedient Border-Intervention’, *Movements*, 1:2.
- Kingsley, Patrick (2015) “The Journey” *The Guardian* 9 June (He has a new book called *The New Odyssey: The Story of Europe’s Refugee Crisis* and this article is basically an excerpt of what is

covered in the book) <https://www.theguardian.com/world/ng-interactive/2015/jun/09/a-migrants-journey-from-syria-to-sweden-interactive>

- Human Rights Watch (2016) “EU: Don’t Send Syrians Back to Turkey” 20 June
<https://www.hrw.org/news/2016/06/20/eu-dont-send-syrians-back-turkey>

Reading week (no class Feb 22)

Week 8 (March 1): **Stateless.**

- Alice Edwards and Laura Van Waas (2014) “Statelessness” in *The Oxford Handbook of Refugee and Forced Migration Studies*. Edited by Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona. Oxford University Press.
- Uddin, Nassir 2015. State of Stateless People: The Plight of Rohingya Refugees in Bangladesh pp 62-77. In : *The Human Right to Citizenship: A Slippery Concept* Rhoda Howard-Hassmann, and Margaret Walton Roberts Eds. University of Pennsylvania Press.
- UNHCR (2014) *Ending Statelessness Within 10 Years*. pp. 1-22.
http://www.unhcr.org/stateless2014/Stateless-Report_eng_final3.pdf
- **Border Death Paper Due**

Week 9 (March 8): **Human smuggling and trafficking**

- Khosravi, Shahram (2010). *‘Illegal Traveller’: An Ethnography of Borders*, Houndsmills, Basingstoke, Hampshire and New York: Palgrave Macmillan. Excerpt.
- Martin, Susan and Amber Callaway (2011) “Human Trafficking and Smuggling” in *Global Migration Governance*. Edited by Alexander Betts. Oxford University Press, pp. 224.241.
- Anderson, Bridget (2014) “Trafficking and Smuggling” in *The Oxford Handbook of Refugee and Forced Migration Studies*. Edited by Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona. Oxford University Press.

- Shelley, Louise. 2010. "Human Trafficking as Transnational Organized Crime" pp. 83-111 and Conclusion pp. 295-324, in *Human Trafficking: A Global Perspective*. Cambridge: Cambridge University Press.
- Kempadoo, Kamala. 2005. "Introduction: From Moral Panic to Global Justice: Changing Perspectives on Trafficking" in Kamala Kempadoo (Ed.) *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. Paradigm Publishers.

Week 10 (March 15): **Syrian Refugee Crisis Discussion & Preparation**

- Readings to be provided in weeks before this class

Week 11 (March 22) **No Class. Class can be used to work on presentation for Roundtable**

Week 12 (March 29) **Last Class: Stakeholder Roundtable: Syrian Refugee Crisis:**

- Instructions for this to be given in class. Discussion of crisis from various stakeholder perspectives.
- **2-page stakeholder summary due.**

Exam period April 6-24

On behalf of WLUSU (wlsu.com)

Foot Patrol Walk Home Service:

1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.

Counselling Services and Peer Help Line:

1.886.281.PEER x7337

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.

Student Food Bank

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at wlsu.com under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.