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SOCW7857

Refugees and Forced Migration

Term One // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Linda Bartolomei	linda.bartolomei@unsw.edu.au	Tuesdays 4- 5pm	Morven Brown G 23	02 9385 1859

Lecturers

Name	Email	Availability	Location	Phone
Geraldine Doney	g.doney@unsw.edu.au	Appointment by email	G 22 Morven Brown	9385 1961

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

This course examines contemporary issues of concern, law and policy impacting populations affected by displacement and forced migration. International law and policy will be examined to evaluate its effectiveness to respond to those affected by all forms of forced migration. The root causes of various forms of people movement and the impact of the experience of forced migration and displacement will be explored and analysed using a range of theoretical constructs and disciplinary perspectives. Key debates, challenges and potential remedies for major current problems will be discussed and developed in class and through the assignments. The ethics of working with refugee and other displaced populations will also be examined.

Course Learning Outcomes

1. Apply an understanding of international and domestic law and policy to the refugee, forced migration and displacement experience
2. Describe the difference between a refugee, a migrant, an asylum seeker an internally displaced person, a stateless person and a person displaced by climate change
3. Demonstrate an understanding of the refugee and displacement experience, including the gendered nature of displacement, through flight, transit, first and subsequent situations of asylum and durable solutions
4. Discuss and analyse the root causes of refugee generation and forced migration and displacement

Teaching Strategies

Rationale:

In accordance with UNSW Learning and Teaching Guidelines, we expect to engage students in learning through structured hands-on activities, encourage independent learning, and provide meaningful and timely feedback. This is a post-graduate course, and students are expected to undertake a significant amount of independent research into the issues under consideration. There is an expectation that students will use an analytical approach to their work, and show the ability to apply theory and to think critically. Evidence of this must be provided in all written work submitted for assessment.

An adult approach to learning is taken; that is students are responsible for the pace and amount of reading and extra research they do as well as attendance at classes, and for raising with the coordinator issues or problems with their learning. Students are also expected to take a participatory approach in classes so that knowledge is shared, questioned, debated and appropriated individually and in groups. Participation is not graded. However, it is a course expectation that assigned readings will be read by all participants prior to each seminar.

Teaching Strategies:

Seminars may include presentations by the lecturers and guests and/or participants, group exercises, group discussion of assigned readings and audio-visual materials.

Assessment

Students will have time in class in Weeks 2 and 3 to discuss the topic for their first assignment and will be asked to submit a non-assessable one page outline by Turnitin by Friday 8th March. Students will receive feedback on this outline within 1 week.

Detailed marking guides are provided in Moodle.

Students **ARE** able to view Turnitin reports prior to submission of their essays.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay 1	40%	28/03/2020 11:00 PM	2,3,4
Essay and class presentation	60%	03/05/2020 11:00 PM	1,2,3

Assessment Details

Assessment 1: Essay 1

Start date:

Length: 1500 Words

Details: 1500-word essay. Students will receive feedback within 10 working days of submission.

Additional details:

Essay Topic - Issues in International Refugee/IDP and Asylum Seeker Protection

Choose a refugee, IDP or asylum seeker population in any site in the world, and describe and analyse the conditions of the refugees/IDPs/asylum seekers at the current time.

Your description and analysis must address each of the following areas:

1. Their current circumstances and the range of protection risks and human rights violations and how these are impacting on individuals and communities
2. The historical and political root causes and impacts of their flight and displacement.
3. The available legal and policy protection responses in the short, medium and long-term.

This should be based on the theory presented in the course from Classes 1 to 5.

The purpose of this assessment is to assist students to: build insight into the range of human rights violations and protection risks faced by refugees and/or other persons displaced by conflict; to explore the historical and political root causes which contribute to conflict, refugee/IDP flows and ongoing

protection risks and to explore the possibilities and constraints to finding durable protection solutions.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Essay and class presentation

Start date:

Length: 2000 word essay and 5 minute presentation

Details: 2000-word essay (40%) and 5-minute individual in-class presentation (20%). Students will receive feedback within 10 working days of submission. This is the final assessment task for this course.

Additional details:

Assessment 2a: Class presentation, Class 10, 21/04/2020

Duration: 5 minutes – 20%

Presentation Topic: This presentation will be done individually and will relate to the student's final essay topic. Details will be provided on Moodle and in class.

Assessment 2b: Essay 2, Due 11.30pm 03/05/2020

Length: 2000 words – 40%

Essay topic: Improving International Protection for Displaced populations

For this assignment you are to select a displaced populations e.g. refugee, asylum seeker, internally displaced, stateless or climate displaced populations. You can choose a geographical area to focus on, and/or a particular subset of displaced people such as women, children, LGBTI, people with a disability. *The population you choose should be different to the one chosen for your first essay.*

1. **Describe and analyse** the current international and regional policy and legal frameworks relating to this population. This should include reference to the relevant international meetings, treaties and documents, including UNHCR, other relevant UN bodies and agencies, International NGOs and relevant governments.
2. **Analyse** the effectiveness and impact of the current policy and legal framework from the perspective of the displaced community. This should be informed by a gendered and rights based approach and include a detailed analysis of what is working and what is not working and why?
3. **Propose an alternative policy or approach** to address some of the shortcomings you have identified in the current protection regime.

The purpose of this assessment is to assist students to: develop a sound understanding of the law and policy framework relating to the protection of displaced persons; the role of the relevant UN and civil society agencies in protection; to critique the effectiveness of the current protection responses and to develop critical analytical skills in human rights, gender and diversity and policy analysis.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are expected to attend at least 80% (8 of 10) of classes and to complete one additional learning task at home. The task is to prepare a one page referenced outline of the topic of the first assignment to be submitted online in Week 3. This outline will not count towards your final assessment but will provide feedback to guide completion of your first essay.

If attendance falls below 80%, make up work may be provided to enable students to meet the required scope of learning/content for classes missed.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 17 February - 21 February	Seminar	Introduction and Overview - Tuesdays 6- 8pm mathews 106 This session introduces different 'categories' of displaced people, and the legal and policy frameworks governing their protection. It provides an overview of who and where displaced populations are, and the conditions they live in. The seminar will briefly introduce the concept of protection as well as the key stakeholders involved in protection of displaced populations. It will also discuss the range of disciplinary approaches in the field of refugee studies.
Week 2: 24 February - 28 February	Seminar	The Root Causes of Displacement and Forced Migration In this session we explore the diverse causes and drivers of Forced Migration with a particular focus on Refugees and Internally Displaced Peoples
Week 3: 2 March - 6 March	Seminar	Refugee Law and Policy This session introduces the international legal framework for refugee protection, including a rights-based approach. It offers a preliminary critique of the effectiveness of this framework, and discusses ways of improving implementation, including the potential of the Global Compact on Refugees Essay 1 Outline due 8pm Sunday 8 March - for feedback purposes only
Week 4: 9 March - 13	Seminar	Internal Displacement Law and Policy

March		In this session we explore IDP law and policy and critique of the effectiveness of these frameworks in the light of contemporary challenges and discusses ways of improving implementation.
Week 5: 16 March - 20 March	Seminar	<p>Age, Gender & Diversity</p> <p>This session explores current responses to age, gender and diversity in refugee law and policy.</p>
Week 6: 23 March - 27 March	Seminar	<p>Asylum, Detention, Deterrence and Regional Solutions - Part 1</p> <p>This two part session explores current debates and practices concerning asylum seekers including the policy and politics of interception, deterrence and the practice of detention, with a particular focus on Australia and the Asia Pacific.</p> <p>Depending on confirmation of the lecturer's travel dates for a research project, this class will be conducted with guest speakers</p>
Week 7: 30 March - 3 April	Seminar	<p>Asylum, Detention, Deterrence and Regional Solutions Part 2</p> <p>This two part session explores current debates and practices concerning asylum seekers including the policy and politics of refugee status determination and the practice of detention with a particular focus on Australia and the Asia Pacific.</p>
Week 8: 6 April - 10 April	Seminar	<p>Durable solutions</p> <p>This session will explore the policy and politics of the three durable solutions of local integration, repatriation and resettlement.</p>
Week 9: 13 April - 17 April	Seminar	<p>Statelessness and Climate related Displacement</p> <p>This session will explore the law, policy and politics of climate related displacement and statelessness.</p>
Week 10: 20 April - 24 April	Seminar	<p>Student presentations</p> <p>Assessment 2a - Students will present a 5 minute analysis relating to their final essay topic</p> <p>Details in class and via Moodle</p>

Week 11: 27 April - 28 April	Assessment	no class

Resources

Prescribed Resources

Prescribed Resources

A weekly reading list will be provided to students on Moodle. Where possible, readings will be in Leganto; access Leganto via Moodle.

Core text: The Oxford Handbook of Refugee and Forced Migration Studies (2014) Edited by Elena Fiddian-Qasimiyeh; Gil Loescher Katy Long and Nando Sigona, Oxford University Press.
Available for purchase in hard copy from the UNSW Bookshop or Online through the UNSW Library.

The readings provided are preliminary background reading. Each has been selected to provide an introduction to the key course theoretical and practical principles. It is expected that students will have read the nominated readings prior to the scheduled class and that they will draw on these in their written assignments. However, students are expected to do their own research at the library additional to the course reading and class handouts. Students wishing to obtain high grades for assessment will have to demonstrate individual research and application of theory to descriptions of policy and practice. Unless using references for historic purposes, never use books or articles older than ten years, the more recent the better, and ensure that documents you are discussing are current.

You will benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Recommended Resources

Recommended Resources

The following additional background and introductory readings are also recommended:

- Chatty, D. & Marfleet, P. (2013) 'Conceptual Problems in Forced Migration', Refugee Survey Quarterly, vol.32, no.2, pp.1-13
- Feller, E. (2011), "The Refugee Convention at 60: Still fit for its Purpose?" Protection Tools for Protection Needs. Statement by Erika Feller, Assistant High Commissioner (Protection), UNHCR, available online, <http://www.unhcr.org/refworld/docid/4ddb6e052.html>
- Ferris, E. G. (2011) The Politics of Protection: The Limits of Humanitarian Action, Brookings Institution Press, Washington.
- Hyndman, J & Giles, W. (2011) Refugees in Extended Exile: Living on the Edge. Abingdon, UK:Routledge.
- McAdam J. & Chong, F. (2014) Refugees: Why seeking asylum is legal and Australia's policies are not, UNSW Press
- Pittaway, E., Bartolomei, L. A., Pittaway, E. E., & Doney, G. (2018). Freedom from persecution or continued abuse? an analysis of the meaning of rights in refugee communities. Journal of Human Rights Practice, 10(2), 248-267. doi:10.1093/jhuman/huy015
- Pittaway, E., & Bartolomei, L. A. (2018). Enhancing the protection of women and girls through the Global Compact on Refugees. Forced Migration Review, 1(57), 77-79. Retrieved from <http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/syria2018/syria2018.pdf>
- Veridame, G. & Harrell-Bond, B. (2005) "Refugee protection: What is going wrong?" Chapter 1:

Rights in Exile: Janus-faced humanitarianism, Berghan Books, New York.

- Goodwin-Gill, G. S. (2011), 'The Right to Seek Asylum: Interception at Sea and the Principle of Non- Refoulement', International Journal of Refugee Law, vol.23, no.3, pp. 443–457.

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Significant changes to the course will be communicated to subsequent cohorts of students taking the course. The course content, teaching and assessment methods are regularly reviewed and updated taking student feedback into account.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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