

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Exploring the Refugee Challenge

PCTS/POLS/IDS-3950C
SESSION I: JUNE 12 – 16, 2017

Course Syllabus

Instructor: Stephanie Stobbe, Ph.D. (University of Manitoba)
Email: s.stobbe@uwinnipeg.ca
Lecture times: June 12-16, 2017; 8:30am – 5:00pm

Last date for voluntary withdrawal without academic penalty: **July 15, 2017.**

COURSE DESCRIPTION

The UNHCR 2015 Global Trends Report states that there are an unprecedented 65.3 million forcibly displaced people worldwide due to war, conflict, and persecution. Over the years, countries have struggled with how to assist refugees and internally displaced people from Syria, Iraq, Afghanistan, Congo, Colombia, Myanmar, and many others. Less than one percent of refugees under UNHCR mandate are resettled in other countries. This course explores the root causes of forcibly displaced people; the costs associated with such movements, including economic and mental health; the responses of the Canadian government; and the work of resettlement agencies in assisting refugees. It focuses on issues and lessons learned from the experience of resettling and integrating refugees, utilizing Canada as a case study. The course includes guest speakers from government, NGOs, and former refugees.

The course is offered either for training or for 3 hours of academic credit.

OBJECTIVES

1. To explore the definitions of refugees, asylum seekers, forced migrants, and various national and international conventions/rights related to refugee and forced migration
2. To examine and understand the underlying roots and causes of refugees and forced migration
3. To examine and understand students' and Canada's values, perceptions, experiences, and assumptions related to refugees and forced migrants
3. To examine and understand the role of Canada and the international communities in responding to refugee and forced migration
4. To explore the various responses to refugees and forced migrants, including resettlement that addresses conflict resolution and human rights

TEXTBOOK AND OTHER REQUIRED/RECOMMENDED READING (Participants must order these online or from their local book-seller, ahead of time):

Showler, Peter. (2006). *Refugee Sandwich: Stories of Exile and Asylum*. Montreal: McGill-Queen's University Press. <http://www.mqup.ca/refugee-sandwich-products-9780773530966.php> OR https://www.amazon.ca/s/ref=nb_sb_noss_1?url=search-alias%3Daps&field-keywords=refugee+sandwich+showler

Other articles will be available to students as pdfs.

Other Supplementary Resources: (on Course Reserve in CMU Library)

Goodwin-Gill, Guy & McAdam, Jane (2007). *The Refugee in International Law*. (3rd ed.). Oxford: Oxford University Press.

Hathaway, James C. & Foster, Michelle. (2014). *The Law of Refugee Status*. (2nd ed.). Oxford: Oxford University Press.

Notes re texts:

A reading guide has been attached to assist you knowing what material to read in preparation for class. This is a **preliminary outline** intended to provide a general idea of the topics that will be covered. The actual schedule of topics and readings will likely change as the course progresses and student interests interact with the course material... **Some topics may be added, and others may not be fully covered.**

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENTS	DUE DATE	VALUE
1. Presentation/Sharing	Wed., June 14, 2017 (in class)	30%
2. Reflective Journals	Mon., June 19, 2017	30%
3. Research Paper	Mon., August 1, 2017 (Word Format via Email)	30%
4. Class Attendance and Participation	Mon.-Fri., June 12-16, 2017	10%

ASSIGNMENT GUIDELINES (for credit)

1. **Presentation/Sharing.** Choose an article that discusses refugee stories and experiences of resettlement from reputable newspaper or news online (e.g., Winnipeg Free Press, The Globe and Mail, The National, The New York Times, The Washington Post, CBC News, BBC News,

Al-Jazeera News, etc...). Identify the various issues refugees face in coming to a new country and the services or lack of services to assist them in their integration. What can we, as individuals, communities and nations, do to aid in their successful integration in Canada or elsewhere? Use the information gathered to make a **20-minute presentation** in class to help us better understand the issues, conflicts, and how to move towards a resolution. A **two-page summary** and a copy of the article are required, and are to be handed in on the first day of classes (typewritten, double-spaced, approx. 500 words or 2 pages, including references).

Summary/Article Assignment due: Monday, June 12th (in class)

Presentation Date: Wednesday, June 14th (30%) (in class)

2. **Reflective Journals.** You are to keep a journal for three days in the course (your choice of which days), reflecting on the materials discussed in class. In the journal, you may choose to reflect on a concept, theory, or practice of conflict resolution and/or human rights that helps in the understanding of the refugee crisis today. For example, the assignment may respond to one or more of the following questions:

- a) How do our personal values and beliefs help or hinder our understanding of refugees and other forced migrants?
- b) What are some Canadian (or other country) values that define us as a nation and how do these get translated into refugee and immigration policies?
- c) What are your thoughts on the definition of refugee according to the United Nations 1951 Convention on the Status of Refugees?
- d) What are the most outstanding cultural differences between the [e.g., Syrian, Iraqi, Sudanese, Burmese, etc...] culture and mainstream Canadian culture? How do these affect cross-cultural encounters at school, work, or community? How do they impact overall integration into Canadian society?
- e) What are your thoughts on the Universal Declaration of Human Rights and how they apply to refugees and other forced migrants?
- f) What particular concept, issue, or question was raised from the class that impacted your understanding of the refugee crisis and the process of resettlement?

Each journal entry needs to be 3 pages in length (750 words) and make references to course materials (textbooks, articles, lectures, videos, guest speakers, etc...) (Minimum of 2 references per journal entry). The three journal reflections are to be sent in on **Monday, June 19th** via email to the instructor (Typewritten, double-spaced, approx. 2,250 words or 9 pages, including references).

Assignment due: Monday, June 19th (30%) (via Email)

Email the assignment in a Word Document to Dr. Stephanie Stobbe at s.stobbe@uwinnipeg.ca by 4:00pm. The instructor will send an email confirmation of receipt of assignment. Assignments will NOT be accepted after this date!

3. **Research Paper.** Conduct research on a topic related to refugees and forced migrants through library research. This is a research project designed to assist students in learning in-depth the various issues, obstacles, and conflicts faced by refugees, and what needs to be done to effectively address them. For example, research topics may focus on the root causes of the refugee crisis, government policies, systemic barriers that impede integration, or conventions/rights of refugees. The topic must be first approved by the instructor. The assignment needs to make references to course materials (readings, lectures, guest speakers,

etc...) (minimum of 5 references), and other academic sources (books, journal articles, research, etc...) (minimum of 5 references). Research based primarily on websites and non-academic sources (e.g., news magazine articles) will receive lower marks. (Typewritten, double-spaced, approx. 2,500 words or 10 pages, including references).

Assignment due: Monday, August 1st (30%) (via Email)

Email the assignment in a Word Document to Dr. Stephanie Stobbe at s.stobbe@uwinnipeg.ca by 4:00pm. The instructor will send an email confirmation of receipt of assignment. Assignments will NOT be accepted after this date!

4. Class Attendance and Participation (10%). Class participation will be determined primarily by attendance; listening and speaking during group discussions are also an important part of participation. As this is an intensive course, attendance for the full week is required. (See the Class Participation guideline below)

CLASS PARTICIPATION

Source: adapted from C. Froese Klassen, 2015 (Education Program)

CRITERIA	EXCELLENT (A)	UNSATISFACTORY (F)
DISCUSSION	Contributes to almost every class discussion	Makes limited to no contribution to class discussion
	Poses questions and makes comments consistently	Does not pose questions
READINGS	Is fully familiar with readings	Does not demonstrate having read the readings at all
	Is familiar with optional readings	Displays no evidence of familiarity with optional readings
	Reflects on issues	Exhibits no evidence of reflection on issues
	Makes connections between readings and practice/real-life situations	Makes no connections between concepts and practice/real-life situations
COMPLETION OF IN-CLASS ASSIGNMENTS	Completes and submits all in-class assignments punctually	Does not complete in-class assignments

STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Marks will be deducted for lateness (1 mark per day), unless previous arrangements have been made with the instructor before the due date.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. During the CSOP, participants are encouraged to engage in substantive discussions in person.

EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

One good way to think about writing papers is to start with an INTRODUCTORY STATEMENT about the paper's intent; continue with a MAIN BODY (the essence); conclude with a CONCISE SUMMARY; and include a BIBLIOGRAPHY/REFERECES list.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Table A. Standard A

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory

C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable but has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality but lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean’s Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is **July 15, 2017**.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an “incomplete” to the Registrar’s office: spenner@cmu.ca. The student should seek the instructor’s support for the appeal and submit the appeal before the last day of classes. If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August

17th. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

SCHEDULE AND TOPICS & READINGS LIST

Tentative and Subject to Change

MONDAY, JUNE 12TH – INTRODUCTION & DEFINITIONS

Syllabus and Introductions

What is a Refugee?

What is an Asylum Seeker?

What is the UN 1951 Convention on the Status of Refugees?

Readings:

David James Cantor, "Reframing Relationships: Revisiting the Procedural Standards for Refugee Status Determination in Light of Recent Human Rights Treaty Body Jurisprudence," *Refugee Survey Quarterly* (2015) 34(1): 79-106 (E-Reserve)

Dieter Kugelmann, Refugees, in R. Wolfrum (ed) *The Max Planck Encyclopedia of Public International Law* (Oxford: Oxford University Press, 2012) (E-Reserve)

Katy Long, "When Refugees Stopped Being Migrants: Movement, Labour and Humanitarian Protection," *Migration Studies* (2013) 1(1): 4-26 (E-Reserve)

David Weissbrodt, Refugees, *The Human Rights of Non-Citizens* (Oxford: Oxford University Press, 2008, pp. 110-133) (E-Reserve)

1951 Convention and 1967 Protocol Relating to the Status of Refugees (Online)
<http://www.unhcr.org/3b66c2aa10.html>

Statute of the United Nations High Commissioner for Refugees, UNGA A/RES/248, 14 December 1950 (Online). <http://www.unhcr.org/3b66c39e1.html>

UNHCR, *Global Trends 2015* (Online)
<http://www.unhcr.org/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html>

TUESDAY, JUNE 13TH – INTERNATIONAL LAW AND REFUGEE

Universal Declaration of Human Rights

Freedom of Movement

International Laws & Policies

Readings:

Alice Edwards, "Human Rights, Refugees, and The Right 'To Enjoy' Asylum," *International Journal of Refugee Law* (2005) 17(2): 293-330. (E-Reserve)

Antonio Fortin, "The Meaning of 'Protection' in the Refugee Definition," *International Journal of Refugee Law* (2000) 12(4): 548-576. (E-Reserve)

Guy S. Goodwin-Gill and Jane McAdam, "International Protection," *The Refugee in International Law* (Oxford: Oxford University Press, 2007, pp. 421-461). (E-Reserve)

Colin Harvey, "Time for Reform? Refugees, Asylum-Seekers, and Protection Under International Human Rights Law," *Refugee Survey Quarterly*(2015) 34(1): 43-60. (E-Reserve)

James C. Hathaway, *The Rights of Refugees Under International Law* (Cambridge; New York: Cambridge University Press, 2005). (Online)
http://bilder.buecher.de/zusatz/22/22206/22206902_vorw_1.pdf

Audrey Macklin, "On rationalizing handing a human being over to likely torture" *Lawyers Weekly*, Vol. 26, No. 5, on June 2, 2006. (Online)
<http://www.law.utoronto.ca/news/article-macklin-rationalizing-likely-torture>

Harun ur Rashid, "Human Rights in a Changing World," in *An Introduction to Peace and Conflict Studies* (Bangladesh: The University Press, 2005). (E-Reserve)

The Universal Declaration of Human Rights (Online) <http://www.un.org/en/universal-declaration-human-rights/index.html>

WEDNESDAY, JUNE 14TH – ROOT CAUSES OF REFUGEES AND FORCED MIGRATION

Root Causes of Refugee and Forced Migrant Movement

Issues of Human Smuggling

Case Studies

Readings:

Andrew Brouwer, Mitchell Goldberg, Janet Dench, "Are we all smugglers now?" *Globe and Mail* (9 October 2007) A21 (Online) <http://www.theglobeandmail.com/opinion/are-we-all-smugglers-now/article725754/>

Ho-Won Jeong, "Sources of Social Conflict," in *Peace and Conflict Studies: An Introduction* (Burlington: Ashgate Publishing, 2000) (E-Reserve)

Susan Kneebone, "The Refugee Trafficking Nexus: Making Good (The) Connection" (2010) 29(1) *Refugee Survey Quarterly* 137. (Online – UofW)
<http://rsq.oxfordjournals.org.libproxy.uwinnipeg.ca/content/29/1/137.full.pdf+html>

Protecting Canada's Immigration System Act, S.C. 2012 c.17 (assented to 28 June 2012) (incorporating most of Bill C-4 *Preventing Human Smugglers from Abusing Canada's Immigration System Act*). (Online). http://laws-lois.justice.gc.ca/PDF/2012_17.pdf

Oliver Ramsbotham, Tom Woodhouse & Hugh Miall, "Understanding Contemporary Conflict," in *Contemporary Conflict Resolution* (Cambridge: Polity Press, 2005) (E-Reserve)

UN, Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational

Organized Crime, G.A. Res. 25, annex II, U.N. GAOR, 55th Sess., Supp. No. 49, at 60, U.N. Doc. A/45/49 (Vol. I) (2001), entered into force Dec.25, 2003 (Online).
<https://treaties.un.org/doc/Publication/MTDSG/Volume%20II/Chapter%20XVIII/XVIII-12-a.en.pdf>

THURSDAY, JUNE 15TH – INTERNATIONAL RESPONSE TO REFUGEES

International Response

Government Responses

Resettlement & Other Responses

Readings:

Catherine Dauvergne, “Sovereignty, Migration and the Rule of Law in Global Times” (2004) 67:4 *The Modern Law Review* 588. (588-605). (Online – UofW)
<http://www.jstor.org.libproxy.uwinnipeg.ca/stable/pdf/3699155.pdf>

Ulrike Davy, “Article 32 (Expulsion),” in A. Zimmermann (ed), *The 1951 Convention Relating to the Status of the Refugees and its 1967 Protocol: A Commentary* (Oxford: Oxford University Press, 2011, pp. 1277-1326). (E-Reserve)

Andreas Fischer-Lescano, Tillmann Lohr, and Timo Tohidipur, “Border Controls at Sea: Requirements under International Human Rights and Refugee Law,” *International Journal of Refugee Law* (2009) 21(2): 256-296. (E-Reserve)

Maria-Teresa Gil-Bazo, “The Practice of Mediterranean States in the context of the European Union’s Justice and Home Affairs External Dimension: The Safe Third Country Concept Revisited,” *International Journal of Refugee Law* (2006) 18(3-4): 571-600. (E-Reserve)

Daniel Hiebert, “Winning, Losing, and Still Playing the Game: The Political Economy of Immigration in Canada” (2006) 97:1 *Tijdschrift voor economische en sociale geografie* 38. (38-41, 45-47). (Online – UofW)
<http://onlinelibrary.wiley.com.libproxy.uwinnipeg.ca/store/10.1111/j.1467-9663.2006.00494.x/asset/j.1467-9663.2006.00494.x.pdf;jsessionid=2DE1DA7B328FD7F6CBE95962C32962EA.f01t01?v=1&t=ijx8hywe&s=fb0cbdb2a41cdb683009b0c5cfff684bd4dbbf87>

Christian Joppke “Exclusion in the Liberal State, The Case of Immigration and Citizenship Policy” (2005) 8(1) *European Journal of Social Theory* 43. (43-53, 57-58). (Online – UofW) <http://est.sagepub.com.libproxy.uwinnipeg.ca/content/8/1/43.full.pdf>

Michael Trebilcock, “The Law and Economics of Immigration Policy” (2003) 5 *American Law & Economics Review* 271. (271-290, 296-299, 311-313). (Online)
<http://iilj.org/courses/documents/HC2005.Trebilcock.Law.pdf>

Asha Kaushal and Catherine Dauvergne, “The Growing Culture of Exclusion: Trends in Canadian Refugee Exclusions” (2011) 23:1 *International Journal of Refugee Law* 54 (54-74, 78-79, 86-92). (Online) <http://mbc.metropolis.net/assets/uploads/files/wp/2011/WP11-06.pdf>

Asylum:

Guy S. Goodwin-Gill and Jane McAdam, "The Concept of Asylum," *The Refugee in International Law* (Oxford: Oxford University Press, 2007, pp. 355-417). (E-Reserve)

Guy S. Goodwin-Gill and Jane McAdam, "Non-Refoulement in the 1951 Refugee Convention," *The Refugee in International Law* (Oxford: Oxford University Press, 2007, pp. 201-284) (E-Reserve)

Kay Hailbronner and Jana Gogolin, "Asylum-Territorial," in R. Wolfrum (ed), *The Max Planck Encyclopedia of Public International Law* (Oxford: Oxford University Press, 2012) (E-Reserve)

Case Studies:

Peter Showler, *Refugee Sandwich: Stories of Exile and Asylum* (McGill-Queen's University Press: 2006). (Required Textbook)

FRIDAY, JUNE 16TH - NGOS AND HUMANITARIAN AGENCIES; POST-CONFLICT AND PEACEBUILDING

Role of NGOs

Resettlement Agencies

Case Studies

NGOS AND HUMANITARIAN AGENCIES

Readings:

Naomi Alboim & Karen Cohl, "Shaping the Future: Canada's Rapidly Changing Immigration Policies" Maytree Foundation (October 2012) (Online)

http://oppenheimer.mcgill.ca/IMG/pdf/Maytree_-_Shaping_the_future_-_Canada_s_rapidly_changing_immigration_policies_-_Full_report_-_October_2012.pdf

Emily Carasco, Donald Galloway, Sharryn J. Aiken, & Audrey Macklin, "Refugee Protection in Canada," in *Immigration and Refugee Law* (Toronto: Emond Montgomery Publications, 2007)

Audrey Macklin, "Refugee women and the imperative of categories" (1995) *Human Rights Quarterly*, 17(2): 213. (Online)

<https://www.law.utoronto.ca/documents/Macklin/ImperativeofCategories-HRQ.htm>

Case Studies:

Peter Showler, *Refugee Sandwich: Stories of Exile and Asylum* (McGill-Queen's University Press: 2006). (Required Textbook)

POST-CONFLICT AND PEACEBUILDING

Readings:

Andrew Rigby, "How do post-conflict societies deal with a traumatic past and promote national unity and reconciliation?" in Charles P. Weibel & Jorgen Johansen *Peace and Conflict*

Studies: A Reader (London: Routledge Publishing, 2012) (E-Reserve)

Lisa Schirch, "Linking Human Rights and Conflict Transformation: a Peacebuilding Framework," in *Human Rights & Conflict* (Washington, DC: United States Institute of Peace Press)

Note: Coffee Breaks are normally 10:30-11:00am and 3:30-4:00pm. Lunch Breaks are 12:30-1:30pm.