



GLOBAL REFUGEE REGIMES

(Spring 2018)

Course Title:	Global Refugee Regimes
Course number:	L8280 S
Meeting date:	Mondays, 2:20-4:10 pm
Location:	GRHL 501 (Jerome Greene Hall)
Instructor:	Daniel Naujoks
Office hours:	by appointment
Contact:	daniel.naujoks@columbia.edu

Course Overview

Global Refugee Regimes introduces students to the key notions, norms, and narratives of human mobility. It engages in discussions on the commonalities and differences between various forms of spatial mobility from legal, sociological, and normative perspectives. The course will further participants' understanding of how refugees and other categories or migrants are conceptualized, as well as why and how responses are securitized. Examining the social worlds of refugees in different scenarios in the global North, as well as in the global South, the course elaborates on the different policy and legal regimes in both, the international and the domestic spheres. The latter include regimes that aim at immigration control and deterrence, immigrant integration, and refugee protection, but also at establishing refugee camps and promoting voluntary repatriation or resettlement. This includes reflections on the Syrian crisis migration and EU asylum law and policies. Discussions are based on international and domestic laws and policies, as well as on the implementation challenges and shortcomings. Throughout the course, discussions emphasize the agency of refugees and the importance of gender to understand laws, refugee experiences and policy effects.

Key learning goals

At the end of the course, students will

- Have acquired substantial understanding of:
 - Key definitions and conceptual differences of various forms of human mobility.
 - International norms on refugees and forced migration.
 - Social worlds of refugees in different scenarios in the global North and South.
 - Legal and policy responses to forced migration in the global North and South.
 - Social worlds of migrants in different scenarios in the global North and South.
 - The role of migrants' agency and gender differences when assessing the impact of migration and related policies.
 - Media narratives, representation of migration issues and securitization of human mobility.
- Be able to apply frameworks and approaches to a variety of forced migration scenarios and differentiate between the needs and capabilities of different groups.
- Have enhanced analytical writing capabilities and techniques of media analysis.

Course Assessment

The final grade for this course will be made of the following components:

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|-------------------------|------|--------------------------|------|
| 1) Class attendance: | 5 % | 3) Key take-away points: | 20 % |
| 2) Class participation: | 35 % | 4) Group research: | 40 % |

Class Attendance: Discussions of the reading material in class are critical for this course. Hence, your attendance is too. If you cannot make a class for important reasons please inform me at least one hour before the class begins that you'll be unable to attend. If you are unable to make it it is your responsibility to get informed about our discussion and the learning progress.

Class Participation: I expect students to actively participate in class discussions. Active participation requires sufficient reading in advance of the seminar to enable clear arguments and informed opinions related to the topic under discussion. In addition to having read the course readings I expect that you have taken notes and that you have reflected on key aspects before we meet. This way, our discussions will be meaningful and we can all benefit from each other's insights. I will evaluate how prepared you come to class, how much of original critically thinking you bring to the discussion and how you discuss competing concepts and theories with other students.

I understand that not everyone has the same ease of contributing to class discussions. While I expect everyone to share their views and reflections on the course material in our weekly meetings, I offer everyone to supplement their class participation grade by a response paper. This is *not a mandatory assignment* but a possibility to substitute 15 percentage points of your participation grade with a response paper. These papers of not less than 600 and not more than 800 words (excluding references) have to be submitted to Turnitin (Class ID 17145187, Enrollment key: refugees) before the day of the respective class. Response papers should substantially discuss a specific issue that attracts students' interest in the assigned reading material by either comparing how the different texts relate to the chosen issue or by using additional literature to discuss the issue. This should consider the six guiding principles below and the *separate guidelines for response papers* (please consult the guidelines that are uploaded on CourseWorks and follow the instructions).

Key Takeaway points: It is important to reflect on what your main take-away points from each class are. This enhances your own learning experience and it helps to connect the different aspects we cover throughout the semester. There are two ways of submitting your key takeaways the deadline for which for either option Wednesdays, 8pm, following the respective Monday class.



I encourage everyone to use a new way of sharing impressions from class with me and each other through the *zipstrr* app. After creating a free *zipstrr* account, you can record a short video statement of 20-30 seconds in which you highlight your main take-away points. You can record these videos on a smart phone and then upload them to the app, which automatically compiles these reactions into a short, joint video. In the short video reactions, you can share: What surprised you? What was interesting? What should be remembered for the future? Do you see a link to a previous class/discussion?

This way we hear from everyone about key points and the videos serve as a collaborative notepad that you can revisit to refresh your knowledge in the future (see the additional document on *instructions for zipstrr feedback*).

If you don't want to record yourself you can submit written takeaway points to the forum that you find under the 'discussion board' tap at CourseWorks. These need to be between 200-300 words.

If you decide to upload short takeaway videos, you have to upload at least 5 videos during the semester (excluding week 11 and 12). It will count as a *bonus* if you upload at least 8 weekly videos. If you decide to submit written takeaway points, you must submit your main reflections for at least 7 class sessions.

After the session in week 11 that features presentations from the group research, you'll be given 2 min to submit *group videos* that reflect on key takeaway points from your and other group's research projects.

Group Research Project: In groups of 3-4 students, students will engage in meaningful research about refugee regimes. Group research projects can fall in one of two categories:

- Legal and policy regimes that govern refugees. In addition to the analysis of legal and policy documents this should involve more in-depth primary research, i.e. through expert interviews (interviews with refugees and migrants generally require approval by the university's Internal Review Board (IRB), which makes them impractical for short projects).
- Substantive content analysis of media reports, parliamentary debates or official discussions at the United Nations General Assembly on issues related to refugees and migration.

The concrete topic will be discussed with the course instructor and approved in advance. To this end, after an initial discussion in week 7 (March 5), student teams will elaborate a draft outline of the project that spells out the key questions, their relevance, the state-of-the art and the research methodology. A two-page outline for the research project is due to be submitted by email by March 9. In session 11, student groups will present their preliminary findings to each other and an expert panel. Final research papers have to be submitted to Turnitin (Class ID 17145187, Enrollment key: refugees) no later than April 25. For the detailed instructions, please consult the *separate guidelines* that are uploaded on CourseWorks.

For the assessment of the research, I will evaluate the research and writing skills (including your writing style, grammar, correct referencing style, spelling mistakes, and the structure of the paper), the methodology and quality of the primary research, use of quality literature and incorporation of references and ideas from the literature into the text, the value and clarity of ideas you present and stringency of argumentation. As these are group projects I will also ask for peer evaluations that I will consider in the grading process. For more information and the specific formatting requirements, please see the detailed guidelines for the research papers.

Current item: Each day, important news covers refugees and migrants. This ranges from news on political statements and debates to calamities, from reports about new studies, new policies or technologies used by or for mobile populations to achievements by refugees and migrants. I want you to pay attention to current news that are connected to this course. For this reason, the last 10 min of each class are dedicated to current events. You can suggest topics that you see on the news, blog posts or other information sources. While news items need to be in English, you can suggest short publications from around the world. These items don't have to be connected to the main topic of the weekly session (but they can). They do not have to be from the week in which we discuss them but they should be fairly recent. Please upload new ideas to the CourseWorks discussion board "Current items - suggestions and discussions" Thursday 3pm the week before our class and provide brief key questions. All course participants can comment on the suggestions. I will then choose an item from your list that we will discuss.

This is not a class assignment but an opportunity for you to shape the direction of our discussion. Active participation counts as a bonus toward your participation grade.

Guiding Principles

Throughout the course, students are encouraged to scrutinize the reading material by critically considering the following six guiding principles.

- 1. Policy responses and their legitimacy:** What legal and policy responses have been adopted by what institutions and at what levels (international, regional, national, sub-national, local)? What issues do these responses address and what are their shortcomings? What can you say about the commonalities and differences between groups and categories that are treated differently (or lumped together)? What role does time play in the responses and their legitimacy?
- 2. Assessing the impact:** What is the impact of different forms of migration and mobility on individuals, their families, communities of origin, transit and destination? How does the movement and mobility of people affect our understanding of political community, social membership, and citizenship?
- 3. Migrants' agency:** Where do we find agency on the part of migrants and refugees and how do people make use of their choices? In what ways do migrants engage in transnational activities? What are the key determinants for migrant women and men to exercise more or less power over their situation? How do policies and narratives reflect or neglect agency?
- 4. Gender-sensitive analysis:** In what way play gender differences a role when analyzing the phenomenon at hand, especially, regarding the determinants and the impacts? Are there gender-specific potentials, vulnerabilities, or needs that should be considered? Is the representation of the migration phenomena under scrutiny skewed toward specific narratives of men, women or gender roles in general? What policy options exist?
- 5. Specific versus generalizable knowledge:** To what extent are the described concepts, processes, and effects generalizable and where are they determined by, and limited to, specific framing conditions and situation-specific parameters?
- 6. Adopting a researcher's mindset:** In an era of “fake news” and “alternative facts”, what are the empirical questions we have to explore to adequately discuss the claims made in the political sphere or by scholars? What are the underlying (often not explicitly stated) assumptions about migrants, refugees, asylum seekers and displaced persons? What language, research, and narratives would be appropriate to address these issues head-on?

Course overview

Week 1: Trends, Notions and Determinants of Human Mobility	22 Jan
<i>download zipstrr app and create account</i>	28 Jan
Week 2: Gender, Human Rights and Transnational Perspectives on Refugees and Displacement	29 Jan
Week 3: Deterrence Policies: In search of controlling mobility	5 Feb
Week 4: Who is a refugee?	12 Feb
Week 5: Refugee Status Determination and other Protection Statuses	19 Feb
Week 6: The Securitization of Refugees	26 Feb
<i>Complete mid-term feedback and suggestions and select your choice for week 10</i>	5 Mar
Week 7: Session on Group Projects	5 Mar
<i>Lottery of roles for the refugee camp simulation in Week 9</i>	5 Mar
<i>Outline for research project due</i>	9 Mar
<i>Spring Break</i>	12 Mar
<i>No class (but you can work on your preparation for the refugee camp simulation)</i>	19 Mar
Week 8: Moral Regimes: Ethics of Refugee Admissions and Asylum	26 Mar
Week 9: Encampment and Life in Refugee Camps: The case of Sominalu Refugees in Karanyo	2 Apr
Week 10: "Choice class"	9 Apr
<ul style="list-style-type: none"> • European Union Asylum Regime and the Syrian Refugee Crisis • Detention of Asylum Seekers • Refugees in the 'Global South': Protracted Situations and Durable Solutions • Migrant and Refugee Integration in the 'Global North' 	
<i>1-page summary of preliminary research due</i>	12 April
Week 11: Group Presentations on Research Projects	16 Apr
<i>Complete official course evaluations and separate feedback form</i>	
Week 12: The Future of Global Refugee Regimes	23 Apr
<i>Final research papers due</i>	25 Apr

Course Plan

Week 1: Trends, Notions and Determinants of Human Mobility

What are important definitions of and differences in key notions of migration (statistical vs. other definitions (migrant, diaspora, mobility, refugee, IDP))? What are major flows and stocks of international migration? What are the key questions, analytical categories, and disciplinary tools of migration and forced migration studies? Is it justified to differentiate between the two areas of study? If yes, when and why? What are key disciplinary perspectives on migration and forced migration? What are key theories of migration and determinants of migration flows? What are shortcomings of many theories and why does it matter? What are key obstacles for legal and political recognition of the involved phenomena?

- UNHCR. 2017. Global Trends 2016 (pp. 1-21).
- United Nations General Assembly. 2016. New York Declaration for Refugees and Migrants. UN Doc: A/RES/71/1.
- Bakewell, Oliver. 2011. Conceptualising Displacement and Migration: Processes, Conditions, and Categories. Chapter 2 in: Kalid Koser and Susan Martin (eds.), *The Migration-Displacement Nexus: Patterns, Processes, and Policies*, Oxford: Berghahn Books.
- Foresight: Migration and Global Environmental Change. Final Project Report. The Government Office for Science. 2011. London (*Only look at pp. 32-33 and familiarize yourself with the framework of migration drivers. The report is on environmental factors. But how do you think conflict or other causes may affect the propensity of people to leave?*).

Supplementary reading:

- Chimni, B.S. 2009. "The Birth of a Discipline: From Refugee to Forced Migration Studies." *Journal of Refugee Studies* 22 (1): 11-29.
- Stephen Castles, Hein de Haas, Mark J. Miller. 2014. "Theories of Migration." In: *The Age of Migration* (5th Edition), Palgrave.
- Turton, David. 2003. Conceptualising Forced Migration. RSC Working Paper No. 12, Refugee Studies Centre, University of Oxford.

Week 2: Gender, Human Rights and Transnational Perspectives on Refugees and Displacement

Why are a gender-sensitive lens, a 'human-rights based approach,' a focus on individuals' agency and a transnational perspective important for understanding human mobility? How is this neglected in many accounts of the involved phenomena? What are key differences between the approaches of 'Women in Development', 'Women and Development' and 'Gender and Development'? What is transnationalism and what binaries does it overcome?

- Fiddian-Qasmiyeh, Elena. 2014. "Gender and Forced Migration," in: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 394-408.
- Martin, Susan. 2004. *Refugee Women* (2nd edition). Lanham, MD: Lexington Books (Chapter 2, pp. 13-23).
- Levitt, Peggy and Nina Glick Schiller. 2004. "Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society." *International Migration Review* 38 (3): 1002-39.

Supplementary reading:

- Koyama, Jill. 2015. "Constructing Gender: Refugee Women Working in the United States." *Journal of Refugee Studies* 28 (2): 258-275.
- Donato, Katharine M. and Donna Gabaccia. 2015. *Gender and international migration: from the slavery era to the global age*. New York: Russell Sage Foundation (Introduction).

Week 3: Deterrence Policies: In search of controlling mobility

With what policies do states deter asylum-seekers from claiming asylum? Why have some authors described today's refugee regime as a 'non-entrée regime' (Even if you don't read the Orchard text, why do you think that is)? How do deterrence policies affect the safety of migrants and refugees? What legal and moral obligations limit deterrence policies? What is the role of human smuggling and what can be done to make migration routes safer?

- Gammeltoft-Hansen, Thomas. 2014. "International Refugee Law and Refugee Policy: The Case of Deterrence Policies" *Journal of Refugee Studies* 27 (4): 574-595.
- United Nations Special Rapporteur on extrajudicial, summary or arbitrary executions. 2017. Report on Unlawful Death of Refugees and Migrants.
- Martin, David A., T. Alexander Aleinikoff, Hiroshi Motomura, Maryellen Fullerton. 2013. *Forced Migration: Law and Policy* (2nd edition), St. Paul, MN: West (Interdiction at sea, pp.775-789 and pp.804-814).
This includes excerpts from the following two decisions:
 - European Court of Human Rights. 2012. Hirsi Jamaa and Others v. Italy
 - US Supreme Court. 1993. Sale v. Haitian Centers Council (509 U.S. 155)

Supplementary reading:

- Tinti, Peter and Tuesday Reitano. 2016. *Migrant, Refugee, Smuggler, Savior*. New York: Oxford University Press. (Chapter 2).
- Orchard, Phil. 2014. *A Right to Flee. Refugees, States, and the Construction of International Cooperation*. Cambridge: Cambridge University Press (Chapter 8: The non-entrée regime, pp. 203-237).
- US Supreme Court. 1993. Sale v. Haitian Centers Council (509 U.S. 155) Justice Blackmun, dissenting (pp. 188-202).
- Triandafyllidou, Anna and Angeliki Dimitriadi (2014) "Deterrence and Protection in the EU's Migration Policy." *The International Spectator: Italian Journal of International Affairs* 49 (4): 146-162.
- Browse the website <https://missingmigrants.iom.int>

Week 4: Who is a refugee?

What are the international and domestic legal definitions and standards for being recognized as refugees? Is the 1951 Refugee Convention applicable today? What differences exist and what are the underlying values? Specifically, what are the challenges of recognizing persons fleeing non-state persecution and gender-based violence?

- Key Refugee Conventions (please read them!):
 - Convention Relating to the Status of Refugees, 1951, and 1967 Protocol. United Nations.
 - Convention Governing the Specific Aspects of Refugee Problems in Africa. Organisation of African Unity. 1969
- Hathaway, James. 1990. The Development of the Refugee Definition in International Law, pp. 1-27 in *The Law of Refugee Status*, Toronto: Butterworths.
- Kelley, Ninette. 2001. "The Convention Refugee Definition and Gender-Based Persecution: A Decade's Progress." *International Journal of Refugee Law* 13 (4): 559-568
- Martin, David A., T. Alexander Aleinikoff, Hiroshi Motomura, Maryellen Fullerton. 2013. *Forced Migration: Law and Policy* (2nd edition), St. Paul, MN: West (Persecution: pp. 95-96; 131-133; 161-164; 215-217).
- In the reading from week 1 UNHCR. 2017. *Global Trends 2016*, how does the UNHCR define refugees and who is covered by refugee statistics?

Supplementary reading:

- Hathaway, James C. 2007. "Why Refugee Law Still Matters." *Melbourne Journal of International Law* 8: 89–103.
- Crawley, Heaven. 2000. "Gender, Persecution and the Concept of Politics in the Asylum Determination Process." *Forced Migration Review* 9: 17-20.
- Cartagena Declaration on Refugees. 1984.

Week 5: Refugee Status Determination and other Protection Statuses

What are processes of refugee admission in countries of the 'Global North'? Why is it important to focus on processes and procedures? What objectives can admission policies have? What are current trends in the granting access to asylum seekers and refugees? And why does gender matter? In addition to full refugee status, what are Temporary Protective Status and Subsidiary Protection? How do such statuses differ from asylum?

- Hamlin, Rebecca. 2012. "International Law and Administrative Insulation: A Comparison of Refugee Status Determination Regimes in the United States, Canada, and Australia." *Law & Social Inquiry* 37 (4): 933-968 (*only focus on the US parts of the paper*).
- Martin, David A., T. Alexander Aleinikoff, Hiroshi Motomura, Maryellen Fullerton. 2013. *Forced Migration: Law and Policy* (2nd edition), St. Paul, MN: West (Asylum and Refugee procedures in the US, pp. 97-112).
- Foster, Lali. 2013. Looking beyond the law: the insanity of refugee status determination. The Migrationist. Accessible at <https://themigrationist.net/2013/06/14/looking-beyond-the-law-the-insanity-of-refugee-status-determination> (but you find a pdf on CourseWorks).
- Martin, David A., T. Alexander Aleinikoff, Hiroshi Motomura, Maryellen Fullerton. 2013. *Forced Migration: Law and Policy* (2nd edition), St. Paul, MN: West (TPS and Subsidiary Protection, pp. 947-954; 959-964; 1020-1025).

Supplementary reading:

- UNHCR Handbook on Procedures and Criteria for Determining Refugee Status (UNHCR 1979) [Focus on Introduction and Part one, for the rest, skim].
- UNHCR. 2013. Beyond Proof. Credibility Assessment in EU Asylum Systems (Section 2.1, pp. 27-30).
- US Supreme Court, *INS v. Elias-Zacarias*, 502 U.S. 478 (1992).

Week 6: The Securitization of Refugees

When do we speak of 'securitization' of an issue? What is the 'widening debate'? To what extent are migration issues viewed as threats to security and what actors promote such perspectives? What approaches exist to de-securitize forced migration topics? What changes when we consider 'human security'?

- Buzan, Barry, Ole Wæver, and Jaap de Wilde. 1998. *Security: A New Framework for Analysis*. Boulder: Lynne Rienner Publishers (Chapter 2).
- Huysmans, Jef. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapters 1 and 2).

- Hammerstad, Anne. 2014. “The Securitisation of Forced Migration,” in Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 265-277.

Supplementary reading:

- Chebel d’Appollonia, Ariane. 2015. *Migrant Mobilization and Securitization in the United States and Europe*. New York: Palgrave Macmillan (Chapter 1: The Securitization of Immigration and Integration Governance).
- Faist, Thomas. 2005. “The Migration-Security Nexus: International Migration and Security.” In: *Migration, Citizenship and Ethnos: Incorporation Regimes in Germany, Western Europe and North America*, edited by Y. Michal Bodemann and Gökce Yurdakul, pp. 103–120. New York: Palgrave Macmillan.
- Adamson, Fiona B. 2006. “Crossing Borders: International Migration and National Security.” *International Security* 31 (1): 165-99.

Week 7: Session on Group Research Projects

During this session students will form groups to work on group research projects. To prepare for this session, each student should think about interesting research projects. Projects should fall into one of the following two categories:

- Legal and policy regimes that govern refugees anywhere in the world. In addition to the analysis of legal and policy documents this should involve more in-depth primary research, i.e. through expert interviews (interviews with refugees and migrants generally require approval by the university’s Internal Review Board (IRB), which makes them impractical for short projects).
- Substantive content analysis of media reports, parliamentary debates or official discussions at the United Nations General Assembly on issues related to refugees and migration. What are dominant representations of “the refugee” in media and by advocates? What narratives and underlying emotions are connected to these representations? Are mainstream representations ‘accurate’ or what are their shortcomings? How do certain representations and narratives related to the public opinion about displacement, immigration, security and connected issues?

The basic idea is to come up with a research project that has not yet been done before. Thus, you should think about more than just doing a literature review and summarize it. Since you are a team of 3-4 students you’ll be able to cover more ground and do more exiting research than a single-authored paper would have allowed for.

Everyone needs to come to class with 1-2 research ideas that include an overarching research question, subsidiary research questions, the relevance of this research, and the methodology involved (you should have done some preliminary research on whether data is accessible or whether this is a feasible question to explore in the remainder of the semester). You can have formed groups to work on group research projects before this session but often groups are formed based on the discussion of topics and interests in class. The better prepared you come the more you can shape your research projects.

Week 8: Moral Regimes: Ethics of Refugee Admissions and Asylum

What are the key moral arguments made to admit refugees and other migrants? What are the underlying assumptions and who is defining the rights in access to space? To what extent are normative perspectives addressed in research and policy discussions on (forced) migration? What real developments, activities, and time-related factors are viewed as being significant from an ethical perspective and why? What are the differences between moral rights to access a geo-political space and moral claims after being admitted?

- Carens, Joseph. 2013. *The Ethics of Immigration*, New York: Oxford University Press (Chapter 10: Refugees; Chapter 11: The Case for Open Borders).
- Gibney, Matthew. 2014. "Political Theory, Ethics and Forced Migration." In Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 48-59.

Supplementary reading:

- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 4).
- Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50 (2): 266-293.
- Singer, Peter and Renata Singer. 1988. "The Ethics of Refugee Policy." In Mark Gibney (eds.), *Open Borders? Closed Societies?: The Ethical and Political Issues*. New York: Greenwood Press.

Week 9: Encampment and Life in Refugee Camps: The case of Sominalu Refugees in Karanyo

What are the arguments for and against encampment of refugees and what actors favor which arguments? How do we assess life in refugee camps from the perspectives of human security and capabilities? What are specific needs and vulnerabilities of women and children?

In this class, we will play a simulation game, in which a fictive host state, refugees, and the UNHCR negotiate whether refugees should live in a refugee camp or not. More details on the simulation and the respective roles will be shared closer to the class.

- Watch 3 video stories of your choice from www.dadaabstories.org (tab: camp life; explore camp life).
- Black, Richard. 1998. Putting refugees in camps. *Forced Migration Review* 2: 1–4.
- Bakewell, Oliver. 2014. Encampment and Self-settlement. In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 127-138.
- Horst, Cindy. 2007. *Transnational Nomads: How Somalis Cope with Refugee Life in the Dadaab Camps of Kenya*. Oxford: Berghahn Books (Chapter 3).
- UNHCR. 2014. Policy on Alternatives to Camps.
- Kenya High Court, Kituo Cha Sheria & 8 others v Attorney General (2013).

Supplementary reading:

- Betts, Alexander, Louise Bloom, Josiah Kaplan, and Naohiko Omata. 2017. *Refugee Economies: Forced Displacement and Development*. Oxford: Oxford University Press (Chapter 6).
- UNHCR Guidelines on the Protection of Refugee Women (July 1991).
- Jacobsen, Karen. 2005. *The Economic Life of Refugees*. Bloomfield, CT: Kumarian (Chapter 2).

- Turner, Simon. 2015. “What Is a Refugee Camp? Explorations of the Limits and Effects of the Camp.” *Journal of Refugee Studies* 29 (2): 139-148.

Week 10: “Choice class”

With the mid-semester feedback, you can choose which of the three topics we’ll discuss.

a) European Union Asylum Regime and the Syrian Refugee Crisis

What are key components of the Common European Asylum System? What are the policy responses to the Syrian refugee crisis in Europe? Why is Europe struggling to cope with the so-called ‘refugee crisis’? What does this mean for refugee governance in the region, the EU, and globally?

b) Detention of Asylum Seekers

What are key practices around the world to detain asylum seekers? What are legal limits for such policies? Why is the detention of asylum seekers problematic from normative and human development perspectives?

c) Refugees in the ‘Global South’: Protracted Situations and Durable Solutions

What are protracted situations and what are their root causes? What durable solutions are discussed and how do you assess these solutions from normative and practical perspectives?

d) Migrant and Refugee Integration in the ‘Global North’

What does ‘integration’ of migrants and refugees mean and what specific measures have been enacted to facilitate their integration? What public policies have been put into place to ‘govern’ refugees and migrants, their social welfare, and integration? What challenges exist?

Week 11: Group Presentations on Research Projects

In this session, we will have presentations and discussions of the group research projects, highlighting the key findings, limitations, and challenges during the processes and the relevance of the results. A *panel of experts* will provide you with critical inputs and feedback for the group research papers.

In preparation of the discussion, all groups have to submit a one-page summary of the preliminary draft paper by April 12 (23.59pm). This needs to include the group number, the title of the presentation and the names of all group members. The word files need to be named *Group#_Summary_Short title* (e.g., Group2_Summary_Refugee debates in Kenya). Please also read the other groups’ one-pagers so as to provide them with comments and questions.

Week 12: The Future of Global Refugee Regimes

The last session discusses the emerging Global Compact for Refugees and the proposed Comprehensive Refugee Response Framework. What is it? What is missing? Why do you think that is?

The session also ties the various aspects of Global Refugee Regimes during the semester together. Please review your notes from the classes through the semester. What concepts, interlinkages, normative approaches or facts stand out for you? Thus, what are your “take-away” points from the semester?

[Given the evolving nature of this topic, this reading list may be updated closer to the class.]

- UN. 2016. Global Compact and Comprehensive Refugee Response Framework.
- UNHCR. 2017. The road to the Global Compact for Refugees.

- Türk, Volker and Madeline Garlick. 2016. “From Burdens and Responsibilities to Opportunities: The Comprehensive Refugee Response Framework and a Global Compact on Refugees.” *Int J Refugee Law* 28 (4): 656-678.
- UNHCR. 2017. *Towards a global compact on refugees: a proposed roadmap*. A non-paper, Geneva: UNHCR.
- Action Committee. 2016. 1st Consolidated civil society feedback on the zero-draft of the outcome document and the Global Compact on responsibility-sharing for refugees.

Supplementary reading:

- Suhrke, Astri. 2017. *New refugee compact will struggle to live up to lofty rhetoric*, available at www.lowyinstitute.org/the-interpreter/new-refugee-compact-will-struggle-live-lofty-rhetoric.

Resources

The university provides many resources to help students achieve academic excellence. These resources include:

- **University Libraries:** <http://library.columbia.edu>, in particular, use the valuable search engine <https://clio.columbia.edu> to find relevant articles and books.
- **University Disabilities Services:** Reasonable disability accommodations are adjustments to policies, practices and procedures that “level the playing field” for students with disabilities, as long as such adjustments do not lessen academic or programmatic requirements. Accommodation plans and services are designed to match the disability-related needs of each student, and are determined according to documented needs and the student’s program requirements. Accommodations are determined case by case, after Disability Services (DS) considers both the student’s needs as described in their disability documentation and the technical academic standards of their course or program. In order to request accommodations, students must complete the DS registration process. For more information, see <https://health.columbia.edu/disability-accommodations-and-services>

Principles of Academic Honesty

In October 2003, the Faculty adopted the following principles of academic honesty by which students are expected to abide. These principles are the cornerstone of educational integrity at Columbia Law School. They also reflect the legal profession’s special obligations of self-regulation. Students are expected to familiarize themselves with these principles during initial orientation and before taking an examination or submitting any work for credit toward a degree. Academic dishonesty — attempted or actual — will not be tolerated. Academic dishonesty includes, but is not limited to:

- **Plagiarism:** Failure to cite or otherwise acknowledge in any paper, exercise, or project submitted for credit ideas or phrases gained from another source such as published text, another person’s work, or materials on the Internet unless the source is obvious from the context given.
- **Self-Plagiarism:** The submission of one piece of work in more than one offering or in any two exercises for credit without the explicit permission of the instructors involved.
- **Preparation by another:** The submission of work as one’s own that has been prepared by or purchased from another.
- **Cheating:** To give, receive, take assistance, or make unauthorized use of information from written material, another person, his or her paper, or from any other source (except as explicitly allowed by the instructor) before or during an examination or other written exercise.
- **Violation of instructions:** Failure to abide by the explicit directions or instructions of an instructor with regard to a performance for credit.
- **Falsification of work product:** Falsification or misrepresentation of data, evidence, or other reportable observations in any course or other exercise for credit.

- Impermissible collaboration: The violation of the rules on acceptable collaboration on projects, papers, exercises, or examinations set by a faculty member or Law School committee.
- Tampering with materials: Removing, hiding, or altering library materials or stealing another person's materials.
- Facilitation of academic dishonesty: Facilitating academic dishonesty by enabling another to engage in such behavior.
- In further clarification and recognition of the standards of academic conduct to be met, students sign the following language of certification, Student Certification of Examination Performance, when submitting any exam, and Student Certification of Written Work when submitting work for credit.