

ANTH 2283F-001

**Refugees and the Displaced: An Anthropological Approach to Forced Migration
Course Outline
Fall 2017**

Class time: Tuesdays 9:30 am - 12:30 pm

Classroom: UCC 59

Instructor: Dr. Randa Farah

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TA: Carolina Delgado

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Credit Value: 0.5

Prerequisite(s): Any Social Science 0.5 or 1.0 Essay course.

Antirequisite: none

Unless you have either the requisites for this course or written special permission to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

In this course, we contextualize displacement within global processes and critically examine the international humanitarian regime, and the relationship between humanitarian organizations and the recipients of aid - the refugees and the displaced. We learn about and question legal and universal definitions and classifications of populations forced out of their places of origin including: asylum seekers, stateless populations, refugees and internally displaced persons (IDPs). We learn about the 1951 Convention Relating to the Status of Refugees and the 1967 Protocol, as well as the United Nations High Commissioner for Refugees (UNHCR), the primary institution with a mandate to provide protection and assistance to refugees, and the United Nations Relief and Works Agency (UNRWA). Drawing on the literature and on documentaries, as well as students' participation in a community center providing services to refugees, we learn about individual and collective experiences, especially in relationship to institutional and state policies, and how social and cultural life is transformed by being displaced from one's familiar surroundings. We will learn about displacement in Canada, including the uprooting of First Nations.

Course materials: Readings will be posted on the course website on OWL.

This course has an **experiential learning** (total of 6 hours) component whereby students visit the South London Community Center that provides services to newcomers. Students learn about refugee experiences and Canadian refugee and immigration policies and programs by directly meeting and engaging with newcomers and service providers. This will expose students to the various governmental and community programs that are offered to facilitate integration in Canada.

Learning Outcomes: At the end of the course students will learn to:

- Engage directly with a community organization which provides services to refugees in London (experiential learning) to learn about real life experiences of refugees, Canadian state policies, and community programs.
- Define a refugee in the 1951 Convention and the 1967 Protocol, and how it changed.
- Interpret the concept of a 'refugee' within a historical and global context.
- Connect the discourse and practices of large humanitarian organizations within global power structures.
- Analyze the status of a 'refugee' within a geopolitical order in which the nation-state is the basic unit.
- Differentiate between a "refugee" and other designations (e.g.IDPs) and problematize definitions and legal status in light of real life experiences of displaced people.
- Analyze the relationship between imperial wars and displacement.
- Explain why/how sociocultural dynamics are affected by displacement and coping mechanisms of displaced people.
- Interpret how restrictive borders and laws affect asylum seekers.
- Assess ethical conduct and principles in the study of refugees and other vulnerable populations.

ASSIGNMENTS AND EVALUATION

Assignment	Weight	Date
1. Community participation and 2 short papers	40%	Nov 7 and Nov 21
2. Exam	30 %	Exam period 10- 21 Dec
3. Essay	30%	Last day of class Dec 5

There may be slight modifications to dates of community engagement and titles/dates of documentaries (but not assignments and weight percentages or evaluations). Students have the responsibility to attend class and follow up on announcements by checking the course website on OWL.

WEEK 1 Sept 12 Introduction to the course

WEEK 2 Sept 19 Lecture: Who is a Refugee? Definitions Refugee Law

Readings:

Convention and Protocol Relating to the Status of Refugees: <http://www.unhcr.org/3b66c2aa10>

UNHCR Statute: <http://www.unhcr.org/protection/basic/3b66c39e1/statute-office-united-nations-high-commissioner-refugees.html>

The United Nations Relief and Works Agency for Palestinian Refugees (UNRWA): Who We Are
<https://www.unrwa.org/who-we-are>

The UN Conventions on Statelessness:

<http://www.unhcr.org/protection/statelessness/3bbb25729/convention-relating-status-stateless-persons.html>

<http://www.unhcr.org/protection/statelessness/3bbb286d8/convention-reduction-statelessness.html>

WEEK 3 Sept26 Lecture: A Global Perspective Documentary

Readings:

Loesher, Gil. 2001. *The UNHCR and World Politics: A Perilous Path*, Oxford: Oxford University Press. Read “The UNHCR at 50” Pp. 1 – 20.

Vine, David. 2009. *Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*, Princeton: Princeton University Press. Read: Introduction (pp. 1-19).

WEEK 4 Oct 3 Lecture: The Humanitarian Regime Documentary

Readings:

Chkam, Hakim. 2016. Aid and the Perpetuation of Refugee Camps: The Case of Dadaab in Kenya 1991–2011, *Refugee Survey Quarterly*, 2016, 35, 79–97.

Oka, Rahul Chandrashekhar. 2014. Coping with the Refugee Wait: The Role of Consumption, Normalcy, and Dignity in Refugee Lives at Kakuma Refugee Camp, Kenya, *American Anthropologist* 116 (1): 23–37.

WEEK 5 Oct 10**Fall Reading Week (Oct 9 -13)**

WEEK 6 Oct 17 Lecture: Precarity, Power and Ethics

Readings:

Hugman, Richard, Linda Bartolomei, and Eileen Pittaway. Human Agency and the Meaning of Informed Consent: Reflections on Research with Refugees, *Journal of Refugee Studies* 24 (4):655-671.

Lammers, Ellen. 2007. Researching Refugees: Preoccupations with Power and Questions of Giving. *Refugee Survey Quarterly*, 26 (3): 72-81.

Jackson, Samantha and Harald Baudar. 2013. Neither Temporary, Nor Permanent: The Precarious Employment Experiences of Refugee Claimants in Canada, *Journal of Refugee Studies* 27 (3): 360-381.

WEEK 7 Oct 24 Lecture: Displacement and Identity

Readings:

Olenka, Zosa and De Sas Kropiwnicki. 2014. *Childhood in Exile: The Agency of Second-Generation Exiles Seeking Refuge from Apartheid*, *Refuge* 30 (1): 35-46.

Bek-Pedersen, Kathrine and Edith Montgomer. 2006. Narratives of the Past and Present: Young Refugees' Construction of a Family Identity in Exile, *Journal of Refugee Studies* 19 (1): 94-112.

Denov, Myrian and Kathryn Campbell. 2002. "Casualties of Aboriginal displacement in Canada: children at risk among the Innu of Labrador." *Refuge*, 20:2, pp. 21-33.

WEEK 8 Oct 31 **Community Engagment: Participate in Community Programs**

WEEK 9 Nov 7 Lecture: Refugee Agency and Voices Class Discussion on Community Engagement

Readings:

Godin, Marie and Giorgia Doná. 2016. "Refugee Voices," New Social Media and Politics of Representation: Young Congolese in the Diaspora and Beyond, *Refuge* 32 (1): 60-71.

Salih, Ruba. 2013. From Bare Lives to Political Agents: Palestinian Refugees as Avant-Garde, *Refugee Survey Quarterly*, 32 (2): 66-91.

Please note the electronic copy of the short pape is due Monday Nov 6.

First hard copy of short paper due today Tuesday Nov 7.

WEEK 10 Nov 14 **Community Engagment: Participate in Community Programs**

WEEK 11 Nov 21 Lecture: Canada A haven for refugees? Class Discussion on Community Engagement

Readings:

Denov, Myrian and Catherine Bryan. 2014. Social Navigation and the Resettlement Experiences of Separated Children in Canada, *Refuge* 30(1): 25-31.

Sugiman, Pamela. 2008 “”Days you Remember”: Japanese Canadian Women and the Violence of Internment” in *Not Born A Refugee Woman: Contesting Identities, Rethinking Practices*, Maroussia Hajdukowski et al., eds. New York and Oxford: Berghahn Books pp. 113-134.

Second short paper due today

WEEK 12 Nov 28 Sociocultural Dimension of Displacement Documentary

Readings:

Jolliffe, Pia. 2015. Night-Time and Refugees: Evidence from the Thai-Myanmar Border, *Journal of Refugee Studies* 29 (1): 1-17.

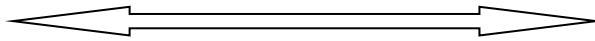
Summerfield, Derek. 1999. “Sociocultural Dimensions of War, Conflict and Displacement” In *Refugees: Perspectives on the Experience of Forced Migration*, Alistair Ager, ed., London: Pinter, pp. 111-135.

WEEK 13 Dec 5 Review

General Review

Essay submission due today

Note: I will be teaching a more advanced course (3389G) on refugees and restrictive borders Winter term.



ASSIGNMENTS AND IMPORTANT COURSE INFORMATION

1. Community participation and 2 short papers 40%:

- a. This involves **6 hours of participating** in activities in the Newcomer Settlement Services Program at South London Neighbourhood Resource Centre. More information on the dates and activities will be provided to me by the community center at the beginning of the term. Students will be able to sign up to participate in one of the five or six programs offered by the Centre, such as programs specific to youth, seniors, women, etc.
- b. **Two short papers (20% each):** Each paper should be no less than **4-5 pages, double-spaced 12 Times New Roman**. The paper should include two main elements:
 - i. critical assessment related to what you learned and observed about peoples' experiences of being displaced and living in a new society and cultural milieu, the available community programs, and the government's policies and programs for asylum seekers, refugees and migrants;
 - ii. incorporation of ideas and insight from the readings, lectures, and documentaries in your papers.
- c. Make sure you submit your **papers electronically** through the class website.
- d. **Due Dates:** First paper hard copy Week 9 (Nov 7), **electronic copy Nov 6 by noon or 12 pm;** second paper Week 11 (Nov 21).
- e. Your own experiences as volunteers, students and observers will be discussed in class the week following each community activity.
Late Assignments: 2% of the short paper grade will be deducted for each day you are late in submitting the paper, unless academic accommodation has been granted. No assignments will be accepted five days (including weekends) after the due date, without permission from academic counselling

2. Exam 30 %:

There will be one exam on the lectures, readings, documentaries and your community experiences. It will be a **mixed format** that includes multiple choice, true and false, fill in the blanks, definitions, and short and long answers. The date of the exam will be assigned by the Registrar during exam period (**Dec 10-21**).

- ### 3. Essay 30%:
- The essay topic should be on forced migration. You are able to include some of your experiences at the community center if it is relevant to your essay. (**Due Dec 5**)
- a. Number of pages: 8-10 pages double-spaced, 12 Times New Roman
 - b. Title Page: Essay title, student name and number, course number, instructor's name and date.
 - c. References: minimum 6 scholarly references including books and articles, at least 3 should be anthropological sources, meaning either the author is an anthropologist or the journal or book is classified under anthropology. The use of any other references such as a quote from a newspaper, or a documentary should be in addition to the 6 main scholarly references.
 - d. Format: Use subtitles but not too many (no more than 3). No spaces between paragraphs. Number your pages. One inch margins. Staple the paper but no binding.

- e. Style: Chicago style (author-date system) or APA, but use one or the other, do not mix styles. See: <https://www.lib.uwo.ca/services/styleguides.html>
- f. Please use in-text citation using author, **year and page number**
- g. Read, revise, edit, spell-check and proofread.
- h. Submission: A hard copy to be handed in class and electronic copy (to turnitin).

Your essay should begin by stating the question you will discuss in the paper and your main argument. In the body of the paper, present your main arguments, separated by paragraphs that are coherent, logical and related to each other and to your main question or problematic. Conclude by summarizing the points you discussed and how they supported your main proposition or question. Use direct quotes sparingly, it is always much more effective to paraphrase.

Late Assignments: 2% of your essay grade will be deducted for each day you are late in submitting the essay, unless academic accommodation has been granted. No assignments will be accepted five days (including weekends) after the due date, without permission from academic counselling.

An 'A' paper is focused, creative and analytical. It has a clearly defined question and proposal (it is not a descriptive paper). It demonstrates excellent use of the literature and available resources to support arguments. The essay has paragraphs that flow: they are relevant and connected to each other and to the main topic. It uses proper citation; writing skills (no jargon or repetition); there are no grammatical or proofreading mistakes and typos; adheres to word or page numbers.

In-text citation and bibliographic references are required, use Chicago Style see for help on this: <https://owl.english.purdue.edu/owl/resource/717/03/> and use it consistently. Make sure you cite the author when an idea is not yours, and include the reference in the bibliography at the end of the essay. Failure to cite the original source of ideas that are not yours leads to plagiarism with serious consequences to your academic life (see paragraph on plagiarism).

IMPORTANT INFORMATION: PLEASE READ CAREFULLY

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined, with links to the full policies, at: http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

Website: The syllabus, lecture outlines, important announcements, other relevant information and grades will be posted on the class website. Brief lecture outlines will be posted after class. You may download these on your computer, but you are not allowed to make these public or download onto other websites.

It is your responsibility to regularly check the course website.

Turnitin: Please submit all written assignments electronically using Turnitin on OWL.

Laptops and other electronic devices

You are allowed to use laptops to take notes in class, but nothing else. Turn OFF your cell phones and all electronic devices while in class other than the laptop. You are NOT allowed to tape-record or video anything during class.

No electronic devices are allowed during the exam.

Helpful Websites

Registrar: <http://www.registrar.uwo.ca>

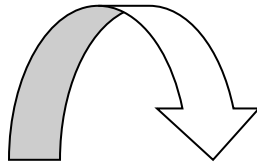
Student Support Services: <http://westernusc.ca/services/>

Anthropology website: <http://anthropology.uwo.ca/about.html>

Take a look at some of our Minors, including: Minor in Refugee and Migrant Studies:

<http://anthropology.uwo.ca/siop.html>

Summary Table to follow



Summary Table

Date	Assignment	Lecture	Documentary	In-Class
Week 1		Introduction to the course		
Week 2	Readings	Who is a Refugee? Definitions Refugee Law		Class Discussion
Week 3	Readings	A Global Perspective	Yes	Class Discussion
Week 4	Readings	The Humanitarian Regime	Yes	Class Discussion
Week 5	Reading Week	Reading Week	Reading Week	Reading Week
Week 6	Readings	Prearity, Power and Ethics		Class Discussion
Week 7	Readings	Displacement and Identity		Class Discussion on Community Eng.
Week 8	Community Engagment			
Week 9	Readings First Paper Due Electronic copy due Nov 6	Refugee Agency and Voices		Class Discussion on Community Eng.
Week 10	Community Engagement			
Week 11	Readings Second Paper Due	Canada: A haven for refugees?		Class Discussion on Community Eng.
Week 12	Readings	Sociocultural Dimension of Displacement	Yes	Class Discussion
Week 13	Essay submission	Review		Class Discussion

Final Exam: Exam period (Dec 10 – 21).