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SOCW7857

Refugees and Forced Migration

Term One // 2019

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
Effie Mitchell	e.mitchell@unsw.edu.au	Appointment by email	G22 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%	29/03/2019 11:00 PM	2,3,4
Essay 2	60%	03/05/2019 11:00 PM	1,2,3

Assessment Details

Assessment 1: Essay 1

Start date: Not Applicable

Length: 2000 words

Details: 2000 word essay. Online feedback in 3 weeks

Additional details:

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

Choose a refugee, IDP or asylum seeker population in any site in the world, 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.

Submission notes: Submit via Turnitin

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

Assessment 2: Essay 2

Start date: Not Applicable

Length: 2500 words

Details: 2500 word essay. Online feedback within 3 weeks. This is the final assessment task for this course.

Additional details:

Assignment 2: Improving International Protection for Displaced populations- 60% 2,500 words

Throughout the course we have explored the legal and policy frameworks which apply to different groups of displacement peoples including refugees, IDPS, people displaced by climate change and stateless persons. We have highlighted examples of good practice, failures of the international protection regime, gaps and political challenges.

For this assignment you are to select any one of these populations e.g. refugee, asylum seeker, internally displaced, stateless or climate displaced populations.

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 clearly designed to address some of the shortcomings you have identified in the current protection regime.

Please note you may focus your analysis on a particular geographic location or group of refugees. Eg. ethnic minority, women, children, LGBTI, older refugees, persons with disabilities etc

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 policy analysis.

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

Attendance Requirements

Students are expected to attend 80% (8 of 10) of classes and to complete two additional learning tasks at home. The first is to prepare a one page referenced outline of the topic of the first assignment to be submitted online in Week 3. The second is to prepare a brief presentation to be delivered in class in Week 11 as indicated in the class schedule.

If attendance falls below this, 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: 18 February - 24 February	Seminar	Introduction and Overview - Mondays 6- 8pm G3 Morven Brown 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: 25 February - 3 March	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: 4 March - 10 March	Seminar	Refugee Law and Policy – Part 1 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.
Week 4: 11 March - 17 March	Seminar	Refugee and IDP Law and Policy- Part 2 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: 18 March - 24 March	Seminar	<p>Age, Gender & Diversity</p> <p>This session explores current responses to age, gender and diversity in refugee law and policy.</p> <p>Students will be allocated to small working groups this week and each student will be allocated a specific aspect related to Climate Displacement or Statelessness to research , in order to contribute to an in class group presentation and activity in Week 10 which explores the relevant age, gender and diversity aspects.</p>
Week 6: 25 March - 31 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>
Week 7: 1 April - 7 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: 8 April - 14 April	Seminar	<p>Durable solutions -Part 1</p> <p>This double session will explore the policy and politics of the three durable solutions of local integration, repatriation and resettlement.</p>
Week 9: 15 April - 21 April	Seminar	<p>Durable solutions Part 2</p> <p>This double session will explore the policy and politics of the three durable solutions of local integration, repatriation and resettlement.</p>
Week 10: 22 April - 28 April	Homework	No Class this week due to Easter

<p>Week 11: 29 April - 1 May</p>	<p>Seminar</p>	<p>Applying and Age Gender and Diversity Lense to Statelessness and Climate related Displacement</p> <p>Each small group will work together in class to prepare and present a 5 minute integrated analysis of their findings from research undertaken in Week 11.</p>
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Resources

Prescribed Resources

Prescribed Resources

A weekly reading list will be provided to students on Moodle and all set readings will be available online through 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.-
Log in with your student ID and password to access it at <http://www.oxfordhandbooks.com.wwwproxy1.library.unsw.edu.au/view/10.1093/oxfordhb/9780199652433.001.0001/oxfordhb-9780199652433>

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 Google Scholar (<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.
- Martin, Susan F. (2017). "UNHCR Policy on Refugee Women: A 25-Year Retrospective." In *Gender, Violence, Refugees*, edited by Susanne Buckley-Zistel and Ulrike Krause, 21–43. Oxford, UK: Berghahn Books.
- 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>
- Türk, V. & Garlick, M. (2016). "From Burdens and Responsibilities to Opportunities: The Comprehensive Refugee Response Framework and a Global Compact on Refugees." *International Journal of Refugee Law*, 28 (4), 656–78.
- Veridame, G. & Harrell-Bond, B. (2005) "Refugee protection: What is going wrong?" Chapter 1: *Rights in Exile: Janus-faced humanitarianism*, Berghahn 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. Based on student feedback over the last two years several modifications have been made to the course content and assessment design. Based on student feedback, guest lecturers will present during the semester, classes will involve additional in class group work and the lecture schedule and content has been revised to include further reference to the current root causes of displacement and forced migration. Student-led presentations in the final class were trialled last year and received such positive feedback as an effective course capstone to synthesise learning and feed into the final assignment that they have again been included this year.

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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