School of Professional Studies, New York University

M.S. Program in Global Affairs, Center for Global Affairs

Spring 2021

**Refugees and Internally Displaced Persons: Protection and Practice**

**GLOB1-GC2320 – 3 credits**

Thursdays, 3:30-6:10 p.m., EST Jan. 28 – May 6, 2021

Modality: Remote

**Instructor:** Barbara Borst

Email: [barbara.borst@nyu.edu](mailto:barbara.borst@nyu.edu)

Office hours by appointment

**Course description:**

The number of forcibly displaced people around the world is higher than at any point since the end of World War II. The United Nations refugee agency estimates a total of 68 million, including more than 25 million refugees and 3 million asylum seekers. Some are able to return home in a short time, but others spend years or even decades in temporary quarters, often unable to rebuild their lives. The existing system of international laws and humanitarian agencies designed to protect these people is overwhelmed and short of funds.

This course will examine the issues surrounding refugees and other displaced persons with the goal of understanding past and current problems, recognizing achievements and considering ways that the system could be improved.

We will begin with an overview of the pertinent international laws and standards and of the humanitarian response system. Next, we will discuss the consequences of displacement for human beings, the conflicts and disasters that drive displacement, the promises and shortcomings of protection, and the recent history of responses, including abuses and new commitments, such as the responsibility to protect.

The majority of sessions will examine major issues in forced displacement through a series of case studies: protracted refugee situations (Palestinians), crisis phase for internally displaced persons (Yemen), fleeing repression and economic failure (Eritrea and other African countries), controversies of mass migration to Europe, camps and other options (African Great Lakes region), neighbors’ responses to Zimbabweans and the Rohinya people, natural disasters and climate change (Philippines, Indonesia), state failure and peace-building (Venezuela, Colombia). We will finish with an examination of US responses to migrants fleeing gang violence and poverty in Central America.

During the final classes, we will consider alternatives to the current policies and practices, seeking solutions for refugees and displaced persons who find their lives upended, as well as for the challenges that their situations create for the states where they seek safety.

**Course Structure and Methods:**

This course will meet remotely via Zoom for all 14 sessions. Students will have an opportunity to learn through discussions, lectures, small group workshops and guest speakers.

**Course Prerequisite:**

There is no prerequisite for this course.

**Course Learning Outcomes:**

Students can expect to expand their knowledge of refugees and internally displaced persons in multiple countries; to strengthen their skills in research and analysis, small group cooperation and public speaking, and to develop recommendations for changes in national and international policies regarding forcibly displaced people.

**Required materials:**

No required textbook. Readings available through NYU’s electronic libraries or online.

**Communications:**

Students should communicate with the instructor via email using their NYU email address before or after class. Individual appointments can be arranged via Zoom, Skype or other means. The instructor will endeavor to reply to email within 48 hours.

**Assessment:**

Paper 1 = 30 percent  
Paper 2 = 30 percent  
Group project and presentation = 20 percent  
Class participation = 20 percent

**Graduate Grading   Scale**

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Letter** | **%** | **Quality Points** | **Descriptions** | **Definitions** | | A | 95-100 | 4.000 | Exceptional | Demonstrates exceptional mastery of all learning outcomes of the course and thorough and complete understanding of all concepts. | | A- | 90-94 | 3.667 | Excellent | Demonstrates highly competent mastery of all learning outcomes of the course and strong understanding of all concepts. | | B+ | 87-89 | 3.333 | Very Good; exceeds course standards | Demonstrates mastery of all learning outcomes of the course and understanding of core concepts. | | B | 83-86 | 3.000 | Good; meets course standards | Demonstrates mastery of some learning outcomes; understanding of some core concepts could be improved. | | B- | 80-82 | 2.667 | Somewhat Satisfactory; meets some course standards and requires improvement | Demonstrates basic understanding of some learning outcomes; improved understanding of all core concepts is needed. | | C+ | 77-79 | 2.333 | Less than Satisfactory; requires significant improvement | Demonstrates partial understanding of all learning outcomes and core concepts; requires significant improvement. | | C | 73-76 | 2.000 | Unsatisfactory; requires substantial improvement | Demonstrates partial understanding of some learning outcomes and core concepts; requires substantial improvement. | | C- | 70-72 | 1.667 | Unsatisfactory; requires extensive improvement | Demonstrates poor understanding of all learning outcomes and core concepts; requires extensive improvement. | | F | Below 70 |  | Fail | Demonstrates minimal to no understanding of all key learning outcomes and core concepts; work is unworthy of course credit towards the degree. | |  |  |  |  |  | |

<https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html#Graduate1>

**Evaluation criteria:**

***Papers 1 and 2:*** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.

***Group Project and Presentation:*** Addressing the questions asked and drawing relevant and useful conclusions based on research and analysis; working together effectively as a team. Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.

***Class Participation:***Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

**Course Expectations:**

Students are expected to complete all written assignments and the presentation, as well as to participate in class discussions based on the readings.

**Assignments: (Details below)**

Two papers, each 2,500-3,000 words (10-12 pages double-spaced) in length.

One small-group project presented orally, with supporting documents.

The three assignments must examine three different refugee or IDP situations. Students are welcome to choose any refugee situation, including ones used in the case studies for the course, as long as the research goes beyond the course readings.

*An electronic copy must be submitted through NYU Classes.*

*A copy of each paper should be emailed to the instructor.*

*All written assignments will be checked electronically using the Turitin program.*

**Research for all assignments:**

The emphasis should be on good quality research and analysis. Use both primary and secondary sources. Seek out the best sources available on the issues you raise.

Do NOT use Wikipedia, Infoplease or similar Web sites as sources.

Use of the CIA World Factbook should be limited.

Plagiarism will not be tolerated. Use quotation marks to identify every series of words taken from another source; also provide a citation to credit the source. Use notes to credit the sources of quotations, ideas and information that come from others.

Consult the *MLA Handbook* or Turabian’s *A Manual for Writers of Research Papers* for instructions on proper citations.

Students must not submit the same or largely similar material in more than one class without explicit permission from the professor.

**Papers must include both:**

**(1) Footnotes, endnotes or parenthetical notes in the text**

**Provide the precise location of material cited.**

**(2) A bibliography (for notes) or a list of works cited (for parenthetical)**

**Paper 1: Research and Analysis – Due in Class 6**

Length: 2,500-3,000 words (10-12 pages double-spaced), plus bibliography or list of works cited

This paper should analyze responses to forcibly displaced persons at local, national and regional level by communities, sending or receiving countries, or regional organizations.

Choose a specific group of refugees or of internally displaced people.

Choose an aspect of forcible displacement to focus on, such as gender, children and youth, right to work or to travel, security, environment or another topic.

Formulate a research question to guide your examination of the needs of the displaced population and the responses of local, national or regional governments and civil society.

Turn in a paper copy and also upload an electronic copy on NYU Classes.

**Paper 2: Research and Analysis – Due in Class 10**

Length: 2,500-3,000 words (10-12 pages double-spaced), plus bibliography or list of works cited

This paper should analyze international responses – by international organizations, governments or INGOs – to forcibly displaced persons.

Choose a specific group of refugees or of internally displaced people.

Choose an aspect of forcible displacement to focus on, such as gender, children and youth, right to work or to travel, security, environment or another topic.

Formulate a research question to guide your examination of the needs of the displaced population and the responses of international governments, inter-governmental organizations and international non-governmental organizations.

Turn in a paper copy and also upload an electronic copy on NYU Classes.

**Group presentation:**

**To be presented in Class 13 or Class 14**

Form a group of two to four students. Presentations should focus on recommendations for improving responses to forcibly displaced people.

Choose a specific group of refugees or of internally displaced people.

Presenters should briefly describe the situation and the local, national, regional and international responses to it.

The group should then present recommendations for improving the situation. Be specific about why those changes are advisable, what groups should make the changes, how those changes can be accomplished and any challenges involved.

Each student must present a portion of the presentation.

Submit supporting documents, including a list of works cited, to the professor.

**Policies of the Center for Global Affairs:**

**CGA Attendance and Lateness policy**: All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (with an explanation or not) during the Fall and Spring and one (1) absence during the summer will likely lead to a need to withdraw from the course or a failing grade.

**CGA Incomplete policy**: Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed and the basis for the Incomplete can be verified. A student’s procrastination in completing his/her paper is not a basis for an Incomplete.

**All written work must be submitted via the NYU Classes Website**. All required assignments in this course will be checked for plagiarism using TurnItIn plagiarism-detection software.

**Policies of the School of Professional Studies:**

**Statement on Academic Integrity and Plagiarism**

*“Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.”*

**FERPA**

“NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA),

Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards

of Classroom Behavior among others can be found on the NYU Classes Academic

Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies. The full list of policies can be found at the web links below:”

University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>

NYUSPS: [http://sps.nyu.edu/academics/academic-policies- and-procedures.html](http://sps.nyu.edu/academics/academic-policies-%20and-procedures.html)

**Computer Hardware  
Recommended Requirements**● Computer with at least 4GB of memory or more (RAM)  
● Windows 8.0 or Mac OS X 10.9 (Mavericks) or higher  
● Broadband (high-speed) internet access (direct connection or Wifi)  
● Webcam and microphone (for online meetings)

Student Technical Skills  
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.  
  
Software  
● Google Chrome (recommended browser for viewing online course materials)  
● Mozilla’s Firefox (latest version; Macintosh or Windows)  
● Adobe’s Flash Player and Reader plug-in (latest version).  
● Apple’s QuickTime plug-in (latest version).  
● Microsoft Office Suite (free for NYU Students).  
● Zoom web conferencing tool  
● Link to any additional software required.

NYU Classes Orientation and Training

To actively participate in this course, you will need to get familiar with the course environment. If you are not Summer 2020 Syllabus Guidelines, Remote Instruction familiar with how to navigate this environment as a student or use any of these tools, please visit NYU’s  Getting Started with NYU Classes page for a full tutorial on using NYU Classes.

NYU Classes Support  
To receive 24/7 live support or deliver NYU Classes feedback, contact the IT Service Desk:  
● Phone: 1-212-998-3333  
● Email: [AskIT@nyu.edu](mailto:AskIT@nyu.edu)  
● In-Person: Visit the IT Service Desk at 10 Astor Place,  
4th Floor (M-F 9 am-6 pm EST)  
● For support at NYU’s global locations visit  
[www.nyu.edu/it/servicedesk](http://www.nyu.edu/it/servicedesk).

**Readings and Assignments:**

**Class 1: Jan. 28**

**Introduction to the course**

**Overview of international laws and standards and of the humanitarian system,**

The 1951 Refugee Convention and 1967 Protocol, UNHCR

<https://www.unhcr.org/en-us/about-us/background/4ec262df9/1951-convention-relating-status-refugees-its-1967-protocol.html>

UNGA, “Global Compact on Refugees,” document A/73/12

<https://www.unhcr.org/gcr/GCR_English.pdf>

IOM Missing Migrants map <https://www.iom.int/news/gmdac-over-6600-migration-deaths-recorded-africa-2013-just-tip-iceberg>

OCHA, “What Is the Cluster Approach?” <https://www.humanitarianresponse.info/en/about-clusters/what-is-the-cluster-approach>

Genocide convention, <https://www.un.org/en/genocideprevention/genocide-convention.shtml>

Universal Human Rights Instruments, <https://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx>

**Class 2: Feb. 4**

**Drivers of displacement – armed conflict, political and economic failure, climate change and natural disasters**

**Modern history of forcibly displaced persons – issues and abuses**

**Protection – promises and reality, Responsibility to Protect**

Demetrios G. Papademetriou, “Managing the Pandemic and Its Aftermath…,” Migration

Policy Institute, Nov. 2020, p. 1-37

<https://www.migrationpolicy.org/sites/default/files/publications/tcm2020-papademetriou-migration-covid-19_final.pdf>

*Oxford Handbook of Refugee and Forced Migration Studies*, 2014 (NYU Library e-book)

Volker Turk and Rebecca Dowd, “Protection Gaps,” p. 278-285

Alice Edwards and Laura van Waas, “Statelessness,” p. 290-299

Andrew Mayne, “Bosnia and Herzegovina 20 Years on from the Dayton Peace

Agreement,” *Forced Migration Review,* Sept. 2015, p. 9-12

<https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/dayton20.pdf>

UN Secretary-General’s report “The Fall of Srebrenica,” <https://undocs.org/A/54/549>

Overview of deployment in Srebrenica, paragraphs 226-238 (2 pages)

Fall of Srebrenica: an assessment, paragraphs 467-506 (8 pages)

Ray Wilkinson, “Crisis in the Great Lakes: Heart of Darkness,” *Refugees* (UNHCR

magazine), Dec. 1997 (6p) <https://www.unhcr.org/en-us/publications/refugeemag/3b6925384/refugees-magazine-issue-110-crisis-great-lakes-cover-story-heart-darkness.html>

“Feeding Refugees or War?” by Ben Barber, *Foreign Affairs*, July/Aug 1997, p. 8-14.

(access through NYU e-libraries)

UN Office on Genocide Prevention and the Responsibility to Protect (3p)

<http://www.un.org/en/genocideprevention/about-responsibility-to-protect.html>

Fred Dews, “What is the Responsibility to Protect?” Brookings Institution, July 24, 2013

(3p) <https://www.brookings.edu/blog/brookings-now/2013/07/24/what-is-the-responsibility-to-protect/>

Roberta Cohen, “Reconciling Responsibility to Protect with IDP Protection,” Brookings

Institution, March 2010 (17p) <https://www.brookings.edu/wp-content/uploads/2016/06/0325_internal_displacement_cohen.pdf>

**Class 3: Feb. 11**

**Protracted refugee situations, crises of internal displacement**

**Case studies: Palestinians, Yemenis & Tirgrayans**

*Oxford Handbook of Refugee and Forced Migration Studies*, 2014 (NYU Library e-book)

James Milner, “Protracted Refugee Situations,” p. 151-161

Walter Kalin, “Internal Displacement,” p. 163-172

Susan Akram, “UNRWA and Palestinian Refugees,” p. 227-238

Sari Hanafi, “Forced Migration in the Middle East and North Africa,” p. 585-596

United Nations Relief and Works Agency for Palestine Refugees in the Near East,

‘Who We Are,’ ‘What We Do’ (4p) <https://www.unrwa.org/>

Hind Sharif, “Refugee-led humanitarianism in Lebanon’s Shatila Camp,” *Forced*

*Migration Review,* Feb. 2018, p. 10-12 [www.fmreview.org/syria2018/sharif](http://www.fmreview.org/syria2018/sharif)

“Dilemmas of Prolonged Humanitarian Aid Operations: The Case of UNRWA,”

Emanuel Marx and Mitza Nachmias, *The Journal of Humanitarian Affairs,*

June 22, 2004, p. 1-26, <https://sites.tufts.edu/jha/archives/834>

### UNHCR, Yemen Emergency <https://www.unhcr.org/en-us/yemen-emergency.html>

### Ethiopian Tigray Emergency <https://www.unhcr.org/en-us/ethiopia-tigray-emergency.html>

**---- NO CLASS ON FEB. 18 ----**

**Class 4: Feb. 25**

**Fleeing armed conflict – refugees and internally displaced people – regional and national responses**

**Case studies: Syrians in Syria, Jordan, Lebanon and Turkey**

IOM, “Regional Response to the Syria Crisis,” Oct. 2018

<https://www.iom.int/sites/default/files/situation_reports/file/syria_sr_201810_0.pdf>

UNHCR, Syria Emergency <https://www.unhcr.org/en-us/syria-emergency.html>

“Syrian refugee aid plan launched as births in exile reach 1 million,” Dec. 2018

(2p) <https://www.unhcr.org/en-us/news/latest/2018/12/5c0f976b4.html>

Amnesty International, “Turkey: Syrians illegally deported…” Oct. 25, 2019 (2p)

<https://www.amnesty.org/en/latest/news/2019/10/turkey-syrians-illegally-deported-into-war-ahead-of-anticipated-safe-zone/>

*Forced Migration Review,* Oct. 2019, “Return,” p. 26-34, 48-54

<https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/return/return.pdf>

T. Fakhoury and D. Ozkul, “Syrian refugees return from Lebanon”

Z.S. Mencutek, “Encouraging Syrian return: Turkey’s fragmented approach”

J. Morris, “The politics of return from Jordan to Syria”

M. Clutterbuc et al, “Legal preparedness for return to Syria”

A. Araman and S. Lutfi, “Return to Syria after evading conscription”

D, Lteif, “IDPs of East Beirut versus the Lebanese state”

*Forced Migration Review*, Feb. 2018, Syrian Displacement, p. 5-9, 15-18, 22-24, 31-34

<https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/syria2018/syria2018.pdf> Kholoud Mansour, “Protecting the dignity of displaced Syrians”

O. Mahmoud & R. Roberts, “One camp, three refugee groups…”

C. Simpson, “Competing security and humanitarian imperatives…”

Melissa N Gatter, “Rethinking the lessons from Za’atari refugee camp”

E. Pearce & B. Lee, “From vulnerability to resilience…”

Michelle Lokot, “Syrian refugees: thinking beyond gender stereotypes”

S. Bidinger, “Syrian Refugees and the Right to Work… In Turkey,” *Boston University*

*International Law Journal*, 2015, p. 223-249

<https://www.bu.edu/ilj/files/2015/01/Bidinger-Syrian-Refugees-and-the-Right-to-Work.pdf>

Yusuf Akgunduz et al, “The Impact of Refugee Crises on Host Labor Markets…”Institute

of Labor Economics, 2015, p. 1-19 <http://ftp.iza.org/dp8841.pdf>

D. Chatty, “The Syrian Humanitarian Disaster: Disparities in Perceptions, Aspirations &

Behaviour in Lebanon, Jordan and Turkey,” Refugees Study Centre, Dec. 2015,

p. 1-6 <https://www.rsc.ox.ac.uk/publications/the-syrian-humanitarian-disaster-disparities-in-perceptions-aspirations-and-behaviour-in-lebanon-jordan-and-turkey>

Lewis Turner, "Explaining the (Non-)Encampment of Syrian Refugees: Security, Class

and the Labour Market in Lebanon and Jordan," *Mediterranean Politics,* 2015,

p 386-404 [file:///C:/Users/Barbara/Downloads/Lewis%20-%20Explaining%20the%20Non-Encampment%20of%20Syrian%20Refugees.pdf](about:blank)

**Class 5: March 4**

**Politicized refugee communities – terrorists, freedom fighters**

**Voluntary and forced returns**

**Case studies: Afghan refugees in Pakistan and Iran, Iraqi IDPs**

*Oxford Handbook of Refugee and Forced Migration Studies*, 2014 (NYU Library e-book)

A. Monsutti and B. Balci, “Forced Migration in Broader Central Asia,” p. 599-612

Paula Banerjee, “Forced Migration in South Asia,” p. 613-624

IOM, “Afghanistan Situation Update,” Nov. 2018 (3p)

<https://www.iom.int/sites/default/files/situation_reports/file/iom-af-situpdate-14nov2018.pdf>

*Forced Migration Review,* May 2014, Afghanistan’s Displaced People

<https://www.fmreview.org/afghanistan> p. 10-14, 22-28, 34-36

Laurie S Wiseberg, “An IDP Policy for Afghanistan: from draft to reality”

P. M. Natta, “Anchoring return: the role of the Solutions Strategy”

Muhammad Abbas Khan, “Pakistan’s national refugee policy”

Sanaa Alimia, “Violence and vulnerabilities: Afghans in Pakistan”

Armando Geller and Maciej M Latek, “Returning from Iran”

Andreas Dimopoulos, “Protection for disabled persons in Afghanistan”

C. Hennion, “Displacement and violence against women in Afghanistan”

Lida Ahmad, “Sexual violence: unacceptable on all counts”

Nassim Majidi, “From Forced Migration to Forced Returns in Afghanistan: Policy and

Program Implications,” Migration Policy Institute, Nov. 2017, p. 1-22 <https://www.migrationpolicy.org/research/forced-migration-forced-returns-afghanistan>

B. Sude, D. Stebbins & S. Weilant, “Lessening the Risk of Refugee Radicalization:

### Lessons for the Middle East from Past Crises,” Rand Corporation, 2015, p. 1-24.

<https://www.rand.org/pubs/perspectives/PE166.html>

Human Rights Watch, “Iraq: Camp Expulsions Leave Families Homeless, Vulnerable,”

Dec. 2, 2020 <https://www.hrw.org/news/2020/12/02/iraq-camp-expulsions-leave-families-homeless-vulnerable>

**Class 6: March 11 – *Paper 1 due***

**Mass migrations from political oppression or economic failures**

**Rescues in the Mediterranean on the way to Europe**

**Case studies: Eritrea, Ethiopia, Sudan, West African states**

*Oxford Handbook of Refugee and Forced Migration Studies*, 2014 (NYU Library e-book)

C. McDowell, “Development Created Population Displacement,” p. 330-340

Marion Fresia, “Forced Migration in West Africa,” p. 541-552

G. Kibreab, “Forced Migration in the Great Lakes and Horn of Africa,” p. 571-583

*Forced Migration Review,* Jan. 2016, Destination Europe

<https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/destination-europe.pdf>

Fotini Rantsiou, “Arrivals on the island of Lesbos, summer 2015,” p. 10-11

W. L. Swing, “The Mediterranean challenge within a world…,” p. 14-16

Irit Katz, “A network of camps on the way to Europe,” p. 17-18

Duncan Breen, “Abuses at Europe’s borders,” p. 21-22

H. del Valle et al, “Search and rescue in the central Mediterranean,” p. 25-26

Stefan Kessler, “Safety, rescue at sea and legal access,” p. 28-29

F. Laczko et al, “Migrant arrivals & deaths in the Mediterranean…” p. 30-31

Mogos O Brhane, “Understanding why Eritreans go to Europe,” p. 34-35

J O Okello, “Tragedy on the way to Europe: a perspective from Africa,” p. 38-39

Susan Fratzke and Brian Salant, “Tracing the Channels Refugees Use to Seek

Protection in Europe,” Migration Policy Institute, Sept. 2017, p. 1-21

<https://www.migrationpolicy.org/research/tracing-channels-refugees-use-seek-protection-europe>

UN News, “More tragedy on the Mediterranean as 74 migrants drown off Libya coast,”

Nov. 12, 2020 <https://news.un.org/en/story/2020/11/1077552>

John Campbell, “Africans comprise a large and growing share of migrants to Europe,”

Council on Foreign Relations, Dec. 14, 2018 (2p) <https://www.cfr.org/blog/africans-comprise-large-and-growing-share-migrants-europe>

“IOM Hits Milestone: 5,000+ Gambians Supported…,” IOM, Jan. 7, 2020 (1 page)

<https://www.iom.int/news/iom-hits-milestone-5000-gambians-supported-assisted-return>

**Class 7: March 18**

**Mass migration to Europe, the rise of anti-immigrant politics, security concerns**

**Case studies: responses in Italy, Greece, Germany, France, Eastern Europe**

*Forced Migration Review,* Jan. 2016, “Destination Europe,” p. 5-9, 51-53

<https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/destination-europe.pdf>

Colin Bundy, “Migrants, refugees, history and precedents”

M. Stavropoulou, “Refugee protection in Europe: time for a major overhaul?”

Marco Mogiani, “Passing through Greece”

Eleanor E. Roberts “Bulgaria’s struggle at the frontline”

Nicole Ostrand, "The Syrian Refugee Crisis: A Comparison of Responses by Germany,

Sweden, the United Kingdom, and the United States." *Journal on Migration and*

*Human Security,* 2015 (3.3), p. 255-279 (NYU e-libraries)

Martin Schain, “Shifting Tides: Radical-Right Populism and Immigration Policy in Europe

and the United States,” Migration Policy Institute, Aug. 2018, p. 1-26

<https://www.migrationpolicy.org/research/radical-right-immigration-europe-united-states>

Hanne Beirens, “Cracked Foundation, Uncertain Future: Structural Weaknesses in the

Common European Asylum System,” Migration Policy Institute, March 2018,

p. 1-25 <https://www.migrationpolicy.org/research/structural-weaknesses-common-european-asylum-system>

Liam Patuzzi et al, “Social innovation for refugee inclusion…,” Migration Policy Institute,

June 2019, p. 1-25 <https://www.migrationpolicy.org/research/social-innovation-refugee-inclusion-bright-spots-system-change>

Human Rights Watch, “Greece’s Moria Camp Fire: What’s Next?” Sept. 12, 2020

[https://www.hrw.org/news/2020/09/12/greeces-moria-camp-fire-whats-next#](https://www.hrw.org/news/2020/09/12/greeces-moria-camp-fire-whats-next)

**Optional:**

*Oxford Handbook of Refugee and Forced Migration Studies*, 2014 (NYU Library e-book)

Roland Bank, “Forced Migration in Europe,” p. 690-700

**Class 8: March 25**

**Refugee camps or open settlements, urban refugees, resettlement, repatriation**

**Rights to work, travel, political participation, citizenship**

**Case studies: Kenya, Tanzania and Uganda as host countries**

*Forced Migration Review,* Oct. 2019, “Return,” p. 34-37

<https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/return/return.pdf>

P. Kirui and S. Francis, “Rethinking Somali refugee solutions in Kenya”

O. Leomoi et al, “Educating for return: Somali refugees in Dadaab”

*Oxford Handbook of Refugee and Forced Migration Studies*, 2014 (NYU Library e-book)

Oliver Bakewell, “Encampment and Self-Settlement,” p. 127-137

Loren B. Landau, “Urban Refugees and IDPS,” p. 139-148

UNHCR, “Acute underfunding chokes off aid to desperate Congolese,” Oct. 9, 2018 (2p)

<https://www.unhcr.org/en-us/news/latest/2018/10/5bb5f5664.html>

UNHCR, “Alternatives to Camps” <http://www.unhcr.org/en-us/alternatives-to-camps.html>

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**Class 14: May 6 – *Presentations – part 2***

**Prevention: The roles of security, peacemaking and peacebuilding**

**Conclusions and wrap-up**

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