

ID 133 Gender and Refugee Issues in International Development

Professor Cynthia Caron

Tuesday and Friday: 1:25 to 2:40 PM

Office: IDCE house #204
Office phone: 508-793-8879
Office hours: Tuesday: 11:00 to 12:15
Wednesday: 12 noon to 1:15
Thursday: 11:30 to 12:30
Friday: 11:30 to 1 PM

Link: www.SignUpGenius.com/go/10C0D4EACAA28A7FE3-prof

Course Description: More than 40 million people worldwide have been forcibly displaced as a result of conflict and natural disasters. Some are considered refugees who have fled their home countries, while others are people who remain internally displaced within their own nation-state borders (IDPs). How does displacement affect women and men differently and according to their marital status, age, or ethnicity? How are the needs of women, children, the disabled, LBGTQI populations taken into consideration across the refugee cycle (from the moment of first displacement until the return 'home')? What key agencies work on displacement and refugee issues and how do they conceptualize their needs? These questions can be answered by untangling the nexus of displacement, gender, refugees and resettlement. In this course, students will analyze intersecting strands of literature: gender and development and the displacement and resettlement literature. Lectures, writings, country case studies and films will illuminate the gender dimensions of post-conflict and post-disaster resettlement of displaced population. Students will have the opportunity to strengthen their critical thinking, presentation and writing skills through close reading, in-class discussions, essays, and exams.

Objectives of the course are:

- To develop a critical understanding of how refugees and internally-displaced persons are viewed by donors, host country governments and host community members
- To enhance understandings of the differentiated experience of displaced men, women and children and vis-à-vis their social status and positions
- To understand the mandates of international institutions that work with refugees and IDPs and how/the extent to which they incorporate gender into their programming
- To develop ability and disposition for reflection and analysis, by understanding and responding to complex international and intercultural issues relating to the gendered nature of humanitarian programming targeting refugees and IDPs
- To engage in and refine research skills and to present an analysis and findings both orally and in writing.

GRADING

1. Class Preparation and Participation: 25 points

As you read and prepare for each class session, carefully take note of the important ideas that emerge and the points that you would like to clarify or discuss further in class.

CLASS PARTICIPATION

Class attendance is mandatory and students are required to engage and contribute to all class discussion. Unexcused absences may result in a 5% reduction in your final grade – per unexcused absence! Participation is key to a stimulating and productive class. 25% of the course grade (25 points) will depend upon your engagement in and contribution to class discussions.

Four general points are worth stressing:

1. **It is the quality, not the quantity**, of one's contributions to class discussion that matters.
2. **Diverse views are desired**—they add depth to our understanding. Students in the class possess a rich variety of experiences and we have much to learn from each other, especially when we disagree. Try to relate the readings or discussion to your own experience or personal views whenever possible. No one has your exact background or perspective. We all when we try to understand alternative points of view.
3. **Mutual respect and openness to multiple perspectives** will enhance the quality of your contribution and participation grade.
4. **Thorough preparation is the key to meaningful participation.**

The following guidelines will be used for evaluating class participation (worth 25 points):

Outstanding Contributor (A): Contributions in class or section meetings reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights, as well as direction for the class. Challenges are well substantiated and persuasively presented. *If this person were not a member of the class, the quality of discussion would be diminished markedly.*

Good Contributor (B): Contributions in class or section meetings reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. *If this person were not a member of the class, the quality of discussion would be diminished.*

Adequate Contributor (C): Contributions in class or section meetings reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. *If this person were not a member of the class, the quality of discussion would be diminished somewhat.*

Unsatisfactory Contributor (D): Contributions in class or section meetings reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. *If this person were not a member of the class, valuable airtime would be saved.*

Non-Participant (F): This person says little or nothing in class or section meetings. Hence, there is not an adequate basis for evaluation. *If this person were not a member of the class, the quality of discussion would not be changed.*

Assignment	Assigned on:	Due on:	Points
Attendance & Participation	From Day 1	To the very end!	25

Midterm exam (in class)	Sept 22, 2017	In class 10/6	25
Small Group Work on a particular phase(s) of a current conflict includes short presentations	Oct 13, 2017	Nov 7 or 10, 2017	15
Analytical Essay (deeper investigation & analysis of your group project contribution)	Oct 13, 2017	Dec 1, 2017	15
Final Exam (take home)	Dec 12, 2017	Dec 18, 2017	20

Instructions for Written Assignments

All written work for this seminar should follow the writing guidelines appended at the end of the syllabus. Also, see “the Guide to Guides” below for help on research writing.

A Guide to Guides:

1. Avoid plagiarism http://www.plagiarism.org/plag_article_what_is_plagiarism.html or risk receiving a failing grade <http://www.clarku.edu/offices/aac/integrity.cfm>
2. Learn to **read** closely <http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html>, and to **write** well <http://owl.english.purdue.edu/> (one of the most extensive lists of handouts on writing and research help, workshop on research writing)
3. Learn to do library research <http://www.clarku.edu/offices/library/> <http://www.lib.duke.edu/libguide/home.htm>, and cite sources and format references correctly. See the links at <http://library.duke.edu/research/citing/index.html>.

Articles and book chapters are available on Moodle.

CLASS TOPICS, SCHEDULE AND READINGS

Please note that these may change

Section 1: Key concepts, terms and institutions

August 29 (Day 1): Introduction to the course, review of syllabus and distribution of key concepts and terms.

- I will hand out a key concepts and terms list – please use this list when you read and note down how different authors contribute to the conceptualization these terms, how these conceptualizations differ and why.
- Please note that there is a one-page glossary of humanitarian terms on MOODLE

Sept 1 (Day 2): Who is a Refugee?

- Black and Koser. End of the Refugee Cycle. Chapter 1
- Marx, Emanuel. 1990. The Social World of Refugees: A Conceptual Framework. *Journal of Refugee Studies* 3(3): 189-202.

Sept 5 (Day 3): Refugee representations and institutions engaged in refugee “management”

- Black and Koser. End of the Refugee Cycle. Chapter 2.

- Blakewell, O. 2008. "Research beyond categories: the importance of policy irrelevant research into forced migration." *Journal of Refugee Studies* 21(4).
- Van Hear, N. 2006. "Refugees in Diaspora: From Durable Solutions to Transnational Relations" *Refuge* 23(1): 9-14.

Sept 8 (Day 4): Protection

- Crisp, J. 2015. "Finding Space for Protection: An Inside Account of the Evolution of UNHCR's Urban Refugee Policy." *Refuge* 33(1): 87-96.
- Glasman, J. 2017. "Seeing Like a Refugee Agency: A Short History of UNHCR Classifications in Central Africa (1961–2015)" *Journal of Refugee Studies* 30(2): 337-361.

Tuesday, Sept 12 ---- Displacement and Citizenship

- C. Brun. 2003. Local Citizens or Internally Displaced Persons? Dilemmas of Long Term Displacement in Sri Lanka. *Journal of Refugee Studies* 16 (4): 376-397.
- Hovil and Lomo. 2015. "Forced Displacement and the Crisis of Citizenship in Africa's Great Lakes Region: Rethinking Refugee Protection and Durable Solutions." *Refuge* 31(2): 39-50.

Section 2: Living in Displacement

Living in displacement: The Refugee / IDP camp

Friday, Sept 15 --- Monitoring Living Standards in Camps

- Turner, S. 2016. "What Is a Refugee Camp? Explorations of the Limits and Effects of the Camp." *Journal of Refugee Studies* 29(2): 139-148.
- Caron, Cynthia. 2015. "Innovation in evaluating humanitarian response: Post-tsunami Lessons from Sri Lanka." In: Brahmachari, A., R. Agrawal, S. Ghosh, and N. Bohidar. (eds). *Evaluations for Sustainable Development: Experiences and Learning*. New Delhi: Astral International. Pp. 209-218.
- Sphere Standards 2011. Please read first 17 pages; and then you may read one section of the following sections:
 - Minimum Standards for Shelter, Settlements and Non-food items (pp 239-283)
 - Minimum Standards in Health Action (pp. 287 – 347)

Tuesday, Sept 19 ---- Shelter in Displacement

- *Forced Migration Review* 55 (Special Issue – NOT general articles) Pp. 1-68
 - *As you read the special issue on "Shelter in displacement," please 1) identify 5 themes that cut across this issue, 2) indicate how they relate to our class and 3) what these themes tell us about the role of shelter in humanitarian assistance and as a development goal*

Friday, Sept 22 ---- Gender relations in camps

- Zetter, Roger and C Boano. 2009. "Gendering Space for Forcibly Displaced Women and Children: Concepts, Policies and Guidelines." In: S.F Martin and J. Tirman (eds). *Women, Migration and Conflict*.

- Szczepanikova, A. 2005. "Gender Relations in a Refugee Camp: A Case of Chechens Seeking Asylum in the Czech Republic." *Journal of Refugee Studies* 18(3): 281-298.

I'll hand out guidelines for the midterm.

Tuesday, Sept 26 ---- Managing bodies

- Franke, Mark. 2009. "Refugee Registration as foreclosure of freedom to move: the virtualization of refugee rights within maps of international protection" *Environment and Planning D* 27: 352-369.
- Kaira Zoe K. Alburo-Cañete. 2014. Bodies at Risk: "Managing" Sexuality and Reproduction in the Aftermath of Disaster in the Philippines. *Gender, Technology and Development* 18(1): 33-51

Living in displacement: Relationships between displaced populations and their hosts

Friday Sept 29

- Duncan, C. 2005. "Unwelcome Guests: Relations between Internally Displaced Persons and their Hosts in North Sulawesi, Indonesia." *Journal of Refugee Studies* 18(1): 25-46.
- Porter, Gina, Kate Hampshire, et al. 2008. "Linkages between Livelihood Opportunities and Refugee-Host Relations: Learning from the Experiences of Liberian Camp-based Refugees in Ghana." *Journal of Refugee Studies* 21(2): 230-252.
- Cotroneo and Pawlak. 2016. "Community-based protection: the ICRC approach" *Forced Migration Review* 53: 36-39.

Tuesday, Oct 3: Providing Assistance to the Displaced and their Hosts (Focus on Cash transfers)

- Deblon and Gutekunst. 2017. Cash transfer programming: lessons from northern Iraq. *Forced Migration Review* 55: 69-71.
- Masterson, D. 2016. *Giving Better: Lessons from Cash Grants for Syrian Refugees in Lebanon*. AUB Policy Institute (Issam Fares Institute for Public Policy and International Affairs) American University of Beirut. 4 pp.
- Campbell, Leah. 2014. *Cross-sector cash assistance for Syrian refugees and host communities in Lebanon: An IRC Programme*. The Cash Learning Partnership. 15 pp.
- Time to ask questions about midterm exam (and please come to office hours for same)

Friday, Oct 6

- In class mid-term exam (please arrange for an accommodation if you need one)

Friday, Oct 13

- TBD

There is no reading for next Tuesday's class. Over the weekend (Oct 14-15), conduct background research on at least two conflicts taking place around the world. In your search please pay attention to whether or not persons affected by this conflict are living in camps or host families or if families are in the process of being 'returned home' (repatriation or third-country resettlement); though all phases may exist at the same time.

We will organize the group projects around these various conflicts. On Tuesday, we'll discuss your collective findings and then break into small groups to strategize for the next assignment.

Tuesday, Oct 17

- Small groups and discuss of group assignment: 1) group presentation in November and 2) an individual analytical essay that allows you to use class concepts as an analytical lens on your chosen conflict and an aspect of it.

Friday, Oct 20

- Alhayek, K. 2016. "ICTs, Agency, and Gender in Syrian Activists' Work among Syrian Refugees in Jordan." *Gender, Technology and Development* 20(3): 333-351
- UNHCR, 2015. Protecting Persons with Diverse Sexual Orientation & Gender Identities. Geneva.
- McQuaid, K. 2016. "We raise up the voice of the voiceless": Voice, Rights, and Resistance amongst Congolese Human Rights Defenders in Uganda" *Refuge* 32(1): 50-59.

Section 3: Repatriation – the return 'home'

Focus on refugee repatriation from Sudan to Ethiopia and the return of IDPs to their homes in Sri Lanka's North and East.

Tuesday, Oct 24

- Warner, Daniel. 1994. Voluntary Repatriation and the Meaning of Return to Home: A critique of liberal mathematics. *Journal of Refugee Studies* 7(2/3): 160-173.
- Brun and Fabos. 2015. "Making Homes in Limbo? A Conceptual Framework" *Refuge* 31(1): 5-17.
- Capo, J. "Durable Solutions," Transnationalism, and Homemaking among Croatian and Bosnian Former Refugees" *Refuge* 31(1): 19-29.

Friday, Oct 27

- Library session in Goddard for the small group project (I am away at a conference).

Tuesday, Oct 31

- Cynthia Caron. "The Subject of Return: Land and Livelihood Struggles for Place and Citizenship" *Contemporary South Asia* 24(4): 387-399.
- Watch the video "Sampur"

Friday, Nov 3

- Laura C. Hammond. 2004. *This Place will become Home: Refugee Repatriation to Ethiopia*. Ithaca and London: Cornell University Press. (Introduction and Ch 1)

Tuesday, Nov 7

- Small group presentations on country conflicts

Friday, Nov 10

- Small group presentations on country conflicts

Tuesday, Nov 14

- Hammond. 2004. *This Place will become Home: Refugee Repatriation to Ethiopia*. Ithaca and London: Cornell University Press. (Chapters 2, 3, 4)

Friday, Nov 17

- Hammond. 2004. *This Place will become Home: Refugee Repatriation to Ethiopia*. Ithaca and London: Cornell University Press. (Chapter 5, 6 and Epilogue)

Section 4: Third country resettlement

Tuesday, Nov 21

- Refugee Act of 1980 (US government policy)
- Kurzban, 1982. Critical Analysis of Refugee Law

Tuesday, Nov 28

- Tang, E. 2015. *Unsettled: Cambodian Refugees in the NYC Hyperghetto*. Temple University Press. (Acknowledgment, Introduction and Chapter 1)

Friday, Dec 1

- Tang, E. 2015. *Unsettled* (Chapter 2, 3 and 4)
 - Analytical Essay due (a deeper analysis of your aspect of the group project)

Tuesday, Dec 5

- Tang, E. 2015. *Unsettled* (Chapter 5, 6 and Conclusion)

Section 5: Conclusions and Wrap up

Friday, Dec 8

- TBD

Tuesday, Dec 12

- Course wrap
- Distribution of and discussion about the final exam

***** Take Home Final exam is due on Monday December 18th by 3 PM*****

Checklist for Written Work (please follow these to improve your writing)

1. I have a central argument or a main point and I state it clearly.
2. I define the key terms on which my argument is based.

3. I have developed my argument systematically and organized my points clearly. That is, my points follow from each other and speak to my central argument.
4. I substantiate my claims with supporting evidence, and cite relevant sources using a correct and consistent format, using the author-date style:
http://www.chicagomanualofstyle.org/tools_citationguide.html
5. By the middle of my paper/submission, I have lost neither clarity nor focus.
6. I make clear transitions between my points and between paragraphs and sections.
7. The passive voice has not been used by me. Instead, I use the active voice.
8. I have edited my paper and it is free from repeated errors in spelling, punctuation and grammar, and I have used short sentences and made sure that my sentences do not run on like this one does.
9. My sources are formatted correctly and consistently, as is my Reference List.
10. In my introductory and concluding remarks, I neither over generalize nor make banal claims. I begin and conclude with insightful remarks about my topic.

Logistical and Mechanical details checklist

11. My paper has a title. It tells my reader what my paper is about.
12. My name, course name and number, type and number of the assignment, and the date of this paper appear single-spaced in the upper left hand corner of the first page.
13. There are NO double-returns between my paragraphs.
14. I have numbered all the pages of my assignment
15. As per Prof. Caron's instructions, I am NOT including a cover page or a report cover with my assignments.
16. I understand what plagiarism (<http://plagiarism.org/plagiarism-101/what-is-plagiarism>) means and have avoided it <http://www.clarku.edu/departments/writingatclark/citation.cfm>
17. I have discussed this assignment with someone at the Writing Center, if necessary, or I have read and addressed the issues in Section V of Strunk and White's, The Elements of Style.