GLOBALIZATION AND FORCED MIGRATION
SPRING TERM 2019

Course Overview

Instructor
Instructor: GULBAHOR SARAEVA
Email address: gulbahor.saraeva@rutgers.edu
Office hours: Fridays and by appointments

Course Delivery
This course is fully online. To access the course, please visit sakai.rutgers.edu. For more information about course access or support, contact the Sakai Help Desk via email at sakai@rutgers.edu or call 848-445-8721.

Course Description
This course reflects upon three conceptual questions: institutionally, what is global migration and refugee governance; politically, why is it the way it is; and normatively, what is the rational for how it should look.

Migration places into sharp relief the question of how to balance the rights of sovereign states and their citizens against the claims of (often-needy) foreigners. Should self-governing peoples be free to set their own migration policies and control their territorial borders without interference? Or ought they instead to be constrained by a "human right to immigrate?" This course will attempt to answer these questions, in part by theorizing foundational issues of self determination, boundaries, national culture, and membership. We will also take up contemporary debates about guest workers, irregular migrants, refugees, and brain drain.

Important Dates
The course begins on 1/20/2019 and ends on 5/04/2019, and the last day to drop the course without a “W” grade is 2/3/2019.

Course Learning Objectives
By the end of this course, students should successfully be able to:
Critically examine literature and data on forced migration
- Categorize the concept of forced migration/refugee and its historical context and changing patterns
- Examine political, social, economic, cultural approaches to forced migration in the local, regional and global contexts
- Analyze various real world responses to promote better practice in managing forced migration
- Construct own arguments in relation to a range of issues of forced migration
- To work in teams, practice communication/debate skills to resolve issues and responses to forced migration

**Course Materials**

**Required Text(s)**

Additional reading materials are available on Sakai

**Required Videos and/or Website Materials**
Additional videos and website materials are available on Sakai

**Technology Requirements**

**Baseline technical skills necessary for online courses**
- Basic computer and web-browsing skills
- Navigating Sakai

**Technology skills necessary for this specific course**
- Live web conferencing using Adobe Connect
- Collaborating on VoiceThread
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

**Required Equipment**
- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
Required Software

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint

Assessment

Assignment Summary

Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.

See course schedule, below, for due dates

<table>
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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam (Essay)</td>
<td>30</td>
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<tr>
<td>Quiz</td>
<td>15</td>
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<tr>
<td>Forum Discussions</td>
<td>20</td>
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<tr>
<td>Team Project - Simulation</td>
<td>10</td>
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<td>Total</td>
<td>100</td>
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Assignment Overview

Midterm Exam

- The midterm exam will be take-home exam in an essay format given on or about early March and due March 15, 2019. The two prompt questions of the midterm will be provided and you will be able to choose one question and write an essay of 3000 words, Times New Roman in the Word document and upload it as an attachment to the course Sakai website under the Assignments Midterm. You will receive 25 points maximum for this midterm assignment towards your final course grade.

Research Essay

- The Final Essay will be case analytic essays and requires the students to apply theories to one of the cases discussed in class. Students will be given with two essay questions from which they can choose one and provide 3500 words answer. The Instructions and prompts will be available in and the essay is due in May 10, 2019. You will receive 30 points maximum for this final case analysis paper towards your final course grade.
Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Grade Range
A 90 – 100
B+ 85 – 89
B 80 – 84
C+ 75 – 79
C 70 – 74
D 60 – 69
F Below 60

Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

☐ **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

☐ **Time Commitment**
To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.

☐ **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

☐ **Participating in discussion forums: 4 OR MORE TIMES PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

Support and Policies

Late Work and Make-up Exams

There is not extension or make-up exam. All the examinations are online and should be completed on time.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

Grading and Feedback

For large weekly assignments, you can generally expect feedback within 7 days.

E-mail

I will reply to e-mails within 24 hours on school days. You can use the Chat Room on Sakai if you have questions, need clarification or want to discuss course related issues with me and/or your classmates.

Discussion Board
I will check and reply to messages in the discussions every on weekends.

**Academic Integrity**

The consequences of scholastic dishonesty are very serious. Please review the Rutgers’ academic integrity policy.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- Rutgers' Academic Integrity website
- Code of Student Conduct
- Eight Cardinal Rules of Academic Integrity

**Academic Support Services**

- Rutgers has a variety of resources for academic support. For more information, check the Academic Support website.
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the Learning Center website.
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the Writing Center website.
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website.

**Rutgers Health Services**

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway...
Accommodations for Accessibility

Requesting accommodations
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the Documentation Guidelines section of the Office for Disability Services website.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration Form on the Office for Disability Services website.

Go to the Student section of the Office of Disability Services website for more information.

Accessibility and Privacy Links

Accessibility Statements
Blackboard
eCollege
Moodle
Sakai

Privacy Policies
Blackboard
eCollege
Moodle
Sakai
# Course Schedule and Deadlines

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<th>Week</th>
<th>Dates</th>
<th>Module 1 Conceptualization of Forced Migration</th>
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<td>1</td>
<td></td>
<td><strong>Lesson 1 The political approach</strong></td>
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<td>Readings:</td>
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<td><strong>Lesson 2 The legal approach</strong></td>
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<td>Readings:</td>
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<tr>
<td>3</td>
<td>Lesson 3</td>
<td>The anthropological approach</td>
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<td>Readings:</td>
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<tr>
<th>4</th>
<th>Lesson 4</th>
<th>International Border Crossing and “threat of persecution”</th>
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<tr>
<td></td>
<td>Readings:</td>
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</tbody>
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Lesson 5 International Migration and Wage Differentials

Readings:
- De Haas, H ‘Turning the Tide? Why development instead of migration policies are bound to fail’, p 2-32
- Collier, P. Exodus, Oxford University Press, 2014. chapter 9

Lesson 6 International Migration and Risk Diversification

Readings:
<table>
<thead>
<tr>
<th></th>
<th>Lesson 7</th>
<th>Migration and Security Nexus: Political Realism</th>
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<tbody>
<tr>
<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>- Castles, S ‘The International Politics of Forced Migration’, pp 172–89</td>
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<td></td>
<td>- Castles, S., de Haas, H. &amp; Miller, M. The Age of Migration (fifth edition), 2014, Palgrave, pp-7-20</td>
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<tr>
<th></th>
<th>Lesson 8</th>
<th>Migration and Development, Disintegrating the Concept of “national interest”: Institutionalism Transnationalism</th>
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<tbody>
<tr>
<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>- Pécoud, A &amp; de Guchteneire, P. ‘Migration without Borders’</td>
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</tbody>
</table>
9  Lesson 9  International Law and the Palestinian Refugees

Readings:
- Christophersen, Mona (2015) *Jordan: Seeking Progress in the Land of Refugees*
- Refugee Facts and Figures Sheets for 2015
- Facts and Figures from UNRWA
- Hawari, Yara, Palestine Refugee Statistics; graphs and charts
- Fischer, Carolin and Thibos, Cameron and Hawari, Yara (Updated 2015) ‘Summary of Refugee Demographic Distribution and Status in Arab Countries’
- UNRWA *Nahr el-Bared Camp (NBC) 2007 Crisis, Displacement, and Emergency Response*

10  Lesson 10  UN High Commission for Refugees and International Refugee Law: Refugee Status Determination Case Studies

Readings:
Lesson 11  
Refugee Protection in Situations of Mass Influx: At the Border, Status Determination, and Standards of Treatment, End of Protection

Readings:

- Eggli A. V, Mass Refugee Influx and the Limits of Public International Law Martinus Nijhoff 2002

Lesson 12  
European Union Protection in Situations of Irregular Marine/Land Arrivals

Readings:

- Article 15(c) EU Qualification Directive
- For an overview of commentary on Article 15(c), see McAdam, J Examining Flight from Generalized Violence in Situations of Conflict: An Annotated Bibliography on Article 15(c) of the EU Qualification Directive (2012) http://www.gtcentre.unsw.edu.au/sites/gtcentre.unsw.edu.
Lesson 13  International law and the Case of Iraq

Readings:

| 14 | **Lesson 14  Negotiating Institutional Response: East Timor**  
Readings:  
- Geoffrey Robinson, If You Leave Us Here, We Will Die: How Genocide was Stopped in East Timor, Princeton, 2010.  