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RPOS 479Z/599  
Wed 6:00-8:50 PM  
Husted 219 and online via Zoom  
Office Hours via Zoom:  
Tues. 2:00-4:00 PM & Apt.

# Refugees, Humanitarian Assistance and Resettlement

Fall 2022

## Preliminary draft syllabus

This course examines the politics of refuge and internal displacement, humanitarian assistance for the displaced as well as the durable solutions of return, integration and resettlement of refugees. At the end of 2021, there were 21.3 million refugees under the mandate of the United Nations High Commissioner for Refugees (UNHCR), an additional 5.8 million refugees under the mandate of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), 4.6 million asylum seekers, 4.4 million Venezuelans displaced abroad and 53.2 million internally displaced persons -- a total of 89.3 million displaced people worldwide. The UNHCR estimated that 15.9 million, or 74 percent of the world's 21.3 million refugees were in protracted refugee situations, defined as "25,000 or more refugees from the same nationality that have been in exile for at least five consecutive years in a given host country." As the circumstances that drove refugees from their home countries improve, many can return home; the rest are not that fortunate and need to find other durable solutions. Some refugees manage to integrate in the country where they initially sought protection, often referred to as the "country of first asylum;" others are resettled to another country. Still, most refugees remain in protracted situations with many housed in refugee camps that were initially set up as temporary shelters but over the years have become more like improvised cities, such as Kenya's Dadaab refugee camp complex, originally established in the early 1990s for refugees fleeing the civil war in Somalia and now hosting more than 220,000 refugees. Other cases of protracted refugee situations include Afghan refugees in Iran and Pakistan, refugees from the Democratic Republic of the Congo in Uganda and Tanzania, Eritrean refugees in Sudan and Ethiopia, Tibetan refugees from China in India, Rohingya refugees from Myanmar in Bangladesh and Syrian refugees in Turkey, Jordan, Lebanon and Egypt. With more political crises and civil wars adding millions of new refugees, wars in Afghanistan, Syria and Ukraine foremost among them, the number of new refugees has increasingly overtaken the number of those who have found durable solutions through return, integration or resettlement, thereby, increasing the total number of refugees from 10.5 million in 2011 to 21.3 million in 2021. With an additional 5.2 million refugees fleeing Ukraine and another 8 million internally displaced in Ukraine, the number of displaced persons now exceeds 100 million worldwide. This means 1 in every 78 people on earth has been forced to flee. Given that only a quarter of this number is composed of those with international refugee status, policymakers and scholars use the term "forced migration" to better describe all people forced to leave their home communities escaping not only persecution, repression and war, but also natural and man-made disasters as well as violence at the hands of non-state actors, such as militias and criminal gangs, whether they flee within country or across international borders. Growing populations of refugees and other forced migrants present policy makers (and the citizens that vote for them in democracies) with difficult policy dilemmas generating a range of political consequences. Policymakers in countries of first asylum may initially welcome refugees from neighboring countries following moral and ethical inclinations and some may view admission of refugees as politically advantageous or as solutions to labor shortages. Generous asylum and refugee policies, however, can also trigger political backlashes driven by public concerns about economic competition and concerns over social and cultural integration of newcomers. Likewise, policymakers of states from which refugees flee persecution may seek the banishment of political exiles or the "ethnic cleansing" of their countries but political exiles have also organized diasporas to topple governments of their homelands and lobby the governments of their host countries to sanction the governments of their home countries.

Ever since the displacement of millions during the Russian Revolution, then the Holocaust and World War II, refugees have been a matter of international cooperation within the League of Nations and then the United Nations. The politics of refuge and internal displacement are central to the politics of many of the world's states, whether they are refugee origin or host states or members of the international community that, in one way or another, must deal with the consequences of displacement, contribute to humanitarian assistance for those displaced by international and civil wars and/or accept refugees for resettlement in their countries.

This combined undergraduate writing intensive course/graduate seminar examines the domestic and international politics of refugees and the internally displaced and considers the dilemmas faced by local, national and international policymakers. Although the course primarily takes a political science disciplinary perspective (comparative politics and international relations), it also draws on history, sociology, public policy and public administration -- students from these disciplines are most welcome. This course combines academic study with optional service learning opportunities in refugee resettlement and education. Students with professional career aspirations are encouraged to intern or volunteer during the semester with local refugee resettlement agencies, community organizations or schools serving refugees (e.g., USCRI, RISSE, West Hill Refuge Welcome Center). While Master of International Affairs and Master of Public Administration students may count internship hours with these organizations to their degree program requirements, undergraduates may receive credit for internship or volunteer hours through the Community and Public Service Program (CPSP) <https://www.albany.edu/cpsp/about.php>. The course will feature guest lectures with policymakers, humanitarian workers and academic experts.

### **Shared Resource Course**

This shared resource course combines graduate students enrolled in RPOS 599 with undergraduate students enrolled in RPOS 479Z, a writing intensive course designed for political science majors who will normally take writing intensive ("Z") courses in their senior year. The course will be taught as a graduate seminar, with expectations of student participation in class discussions befitting a seminar. All students will have a common set of assigned readings but Political Science PhD students will have a few additional required readings listed at the end of the course schedule (at the beginning of the semester, the instructor will consult with PhD students from outside of Political Science regarding additional readings within their discipline). Written assignments differ considerably: Undergraduates will write a final paper that requires use of primary sources and may or reflect on a volunteer experience with refugees. Professionally-oriented masters students (e.g., MIA and MPA) will submit a policy report for their final paper (if not a reflection on an internship working with refugees). Students with an academic vocation, i.e., PhD and masters students who wish to become professors and researchers in institutions of higher education, will write longer seminar papers modeled after articles published in academic journals.

### **Disciplinary and sub-disciplinary scope:**

While this is a political science course, forced migration, humanitarian assistance and refugee resettlement is a very interdisciplinary subject and political science students will need to be willing to engage work in history, demography, sociology and law in addition to comparative politics, international relations and public policy. Likewise, students from outside of the discipline of political science are welcome but those who have not studied political science as undergraduates may benefit from reviewing introductory comparative politics and international relations textbooks. With respect to undergraduate Political Science concentrations, the course best fits "Global Politics," "Security and Statecraft," "Political Economy and Development," "Citizenship," and "Equality and Inequality." Although political science majors in other concentrations are welcome, the overwhelming majority of course material deals with forced migration to and from countries other than the US. Only three class sessions at the end of the course are primarily focused on the US (but very narrowly on refugee resettlement). Until then, American politics will only be occasionally discussed within broader comparative debates.

**Prerequisites:** There are no formal prerequisites for this course. Students who have successfully completed general undergraduate courses in comparative politics and international relations will be better prepared for this course than those who have not. Hence, those who have not previously studied comparative politics and international relations as an undergraduate might consider reviewing an introductory undergraduate comparative politics and international relations textbook either before the course begins or during the first few weeks.

## **Course Objectives:**

By the end of the course, all students should:

- Understand the historical evolution of refugee flows and political responses to refugee crises
- Be familiar with various disciplinary approaches to the study of refugees
- Gain an understanding of humanitarian actions and the policy changes in this area.
- Understand the dynamics of international cooperation on refugees
- Understand the implications of forced migration for international relations
- Identify key concepts in readings and describe the steps of an argument
- Critically evaluate common readings in discussions with instructor and fellow students
- Ask incisive questions of texts as well as of fellow seminar participants
- Be able to speak and write effectively about course topics in formats appropriate to career goals

## **Teaching and learning modalities:**

This is a hybrid synchronous distance learning course that utilizes Zoom to enable members of class sessions on campus in Albany to interact with students elsewhere. Some students may join all class sessions remotely using Zoom; others will be in the classroom. This means that even though we all won't be meeting in a physical classroom, we're going to try to create a classroom experience on Zoom that's as close as possible to being in a regular classroom. To help achieve that goal, I would like all students who take this course to do the following when joining via Zoom:

- Situate yourself in a place that's suitable for learning—ideally in a quiet room where you can sit upright in a chair and place your laptop or mobile device on a stable surface for capturing your Zoom video;
- Join the Zoom meeting right at the start of each class and remain in the meeting until the class is dismissed;
- Keep your camera turned on throughout the class and keep your face in the picture (if for any reason you cannot keep the camera on for a class, you need to send an email to me explaining why);
- Keep your microphone turned off when other people are speaking, but be ready to turn it on when you're asked to speak; and
- Ensure that your Zoom window displays the name you would like the class to refer to you by.

Groups of students should also use Zoom to work together on their team projects and give presentations to the class. Students aspiring to professional careers should be able to express themselves and communicate in a range of formats and modes from email exchanges and informal dialogues with co-workers to formal written reports and oral presentations to the leadership of their organizations and the leadership of other organizations with whom they may need to negotiate. While presentations often take place in conference rooms, they may also be done on conference calls and through videoconferences. Hence, videoconference sessions of class should be considered opportunities to practice and learn effective communication and presentation skills.

## **Accommodations for student with documented disabilities:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, [DRC@albany.edu](mailto:DRC@albany.edu)). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

## **Classroom Health and Safety:**

At the University at Albany, supporting the health and safety of all members of our campus community is a top priority. During the COVID-19 pandemic, we are following federal, state, and local public health guidelines, and these guidelines apply to all campus community members across all University spaces. To ensure that each of us has a healthy and safe learning experience within courses that involve in-person contact, all students, faculty members, staff, and visitors are required to adhere to the expectations outlined on the University's COVID-19 website: <https://www.albany.edu/covid-19>

- In class, please be sure that you enter the classroom wearing your face covering and keep it on for the entire class period.

## Texts:

Philipp Ther, *The Outsiders: Refugees in Europe Since 1492* (Princeton University Press, 2019).  
(Available as ebook from UAlbany Library)

Alexander Betts, Gil Loescher, James Milner, *The United Nations High Commissioner for Refugees (UNHCR): The Politics and Practice of Refugee Protection*, 2nd ed. (London: Routledge, 2012).

Susan F. Martin, Patricia Weiss Fagen, Kari Jorgensen, Lydia Mann-Bondat, and Andrew Schoenholtz, *The uprooted: improving humanitarian responses to forced migration* (Lexington Books, 2005),  
(Available as ebook from UAlbany Library)

## Additional required readings

The bulk of the readings not in the above required books will be government documents and policy reports posted online as well as journal articles that, unless noted, can be accessed on-line at through the UAlbany library under “e-journals” or through Lexis/Nexis. Readings that are not available in the UAlbany e-journal collection and are marked with an asterisk (\*) will be made available on Blackboard. The instructor will assign several additional readings after the course begins – refer to the syllabus posted on Blackboard for all assignments and required reading for each class session.

## Subject area journals

*Journal of Refugee Studies, Refugee Survey Quarterly, Forced Migration Review, Refuge: Canadian Journal on Refugees, International Journal of Refugee Law, International Migration, International Migration Review, Journal of Migration and Ethnic Studies, Migration Studies, Journal of Migration and Human Security, Journal of International Humanitarian Action, Journal of Internal Displacement, Journal of Immigrant and Refugee Studies*

## Knowledge of current events related to forced migration

All students should keep abreast of recent developments with respect to forced migration, refugees, humanitarian assistance and refugee resettlement by reading a high quality daily news source with good international coverage (e.g. *New York Times*; *Wall Street Journal*; *Financial Times*, *Washington Post*) supplemented by a weekly newsmagazine, such as the *Economist*. Additional online world news sources include: BBC World News <https://www.bbc.com/news/world>; Reuters World News <https://www.reuters.com/news/world>; NPR World <https://www.npr.org/sections/world/>

## Description of requirements:

### For all Students:

**1. Class participation:** All students are expected to attend all classes, complete all assigned readings in advance of class and be prepared to discuss them, including in response to questions from the instructor (cold call). The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive an A for class participation.

**2. Personal statement:** All students are asked to submit a 250-word statement describing their background, program, major, concentration, academic interests and research objectives as they relate to this course. These should be posted on the discussion forum on Blackboard. Although mandatory, the assignment will not be graded; its purpose is for students (and the instructor) to get to know one another better.

**3. Questions for discussion:** All students should formulate one thoughtful question about the required common readings for each week of class (aside from the first class, i.e., 13 weeks worth). **Each question should explicitly reference one (possibly more) of the assigned readings**. Each question should be **no more than 50 words long**, be formulated with the audience of the entire class in mind and with the objective of generating discussion.

Questions that do not demonstrate engagement with one or more of the required readings will not receive full credit. Students must post the questions on the appropriate question section of the Blackboard discussion board by 12:00 noon on the day of class. Over the course of the semester, students should paste the questions in a word document that lists by date all of the students' questions (A schedule of class session dates and titles will be posted and can be used for organization). Send this inventory of questions to the instructor on the last day of class.

#### 4. Final paper:

**Undergraduate students** are expected to write a final paper of about 3,000-3,500 words (double-paced, 12 pt, one inch margins). The paper should make an analytical argument about a contemporary topic within the areas covered in the last three sections of the course. Students who opt for working with refugees may write a paper on local refugee resettlement with a "country conditions" report that examines the current politics and human rights situation of the country of the refugees with whom they are working combined with reflections on the students' volunteer/internship experience. Alternatively, students may write papers that, for example, focus on refugee movements to or from one or more countries or on an aspect of how refugee flows are shaped by international politics or have an effect on international politics. The paper should be supported with primary source material and accurate statistical data. If students are not writing a paper reflecting on their volunteering experience, they should, at the very beginning of the course, carefully review the syllabus and scan readings for possible topics. In either case, students are expected to submit a paper topic by September 7. Undergraduate students are expected to submit a full paper proposal, comprised of a 100-150 word abstract, outline and preliminary bibliography, by September 28. Undergraduates must meet with the instructor via Zoom to discuss their plans for the paper. Undergraduate students should submit a complete draft of their paper by October 26. Undergraduate submissions will receive written comments from the instructor within two weeks and then students will have three weeks for final revisions. Undergraduate students will present their papers November 16. Final papers are due November 30.

**Masters students** are expected to write a paper of about 4,000-4,500 words (double-paced, 12 pt, one inch margins). Masters students in professional programs, such as the MIA and MPA, should model their papers on policy reports published by the Migration Policy Institute, Brookings Institution, Center for Migration Studies, etc. or articles found in policy-oriented journals, such as *Washington Quarterly*, etc. Political Science masters students with an academic vocation should write a paper similar to that outlined below for PhD Students (but shorter). At the very beginning of the course, students should carefully review the syllabus and scan readings for possible topics. Students are expected to submit a paper topic by September 7. Masters students are expected to submit a full paper proposal, comprised of a 100-150 word abstract, outline and preliminary bibliography, by September 28. Masters students should submit a rough draft of their paper (at least half the total length) by October 19. Masters students will present their papers November 9. Final papers are due November 30.

**PhD Students** are expected to write a paper of about 6,000 – 6,500 words; 7,000 words absolute max. (double-paced, 12 pt, one inch margins). PhD student papers should demonstrate a command of the theoretical literature relevant to the topic selected and develop an analytical argument related to debates in that literature. Students may write any one of the following: 1) a paper that is primarily based on secondary sources focusing on a theoretical or historical topic; 2) a paper based mostly on primary sources or 3) a paper based on the analysis of existing data sets or data that the student has collected. PhD students should model their papers on articles found in refugee studies or migration journals (e.g., *Journal of Refugee Studies*, *International Migration Review* or *International Migration*) or political science journals (*Comparative Politics*, *World Politics*, *International Studies Quarterly*). At the very beginning of the course, students should carefully review the syllabus and scan readings for possible topics. Students are expected to submit a paper topic by September 7. PhD students are expected to submit a full paper proposal, comprised of a 100-150 word abstract, outline and preliminary bibliography, by September 28. PhD students should submit a rough draft of their paper (at least half the total length) by October 12. PhD students will present their papers November 9. Final papers are due November 30.

**All students** are expected to draw on material from the required readings on the syllabus for the paper but PhD students should also incorporate significant additional research on the topic chosen (which would be reflected in a majority of references to material not listed as required reading on the syllabus). For those students having difficulty selecting a topic, a good approach would be to consider a paper topic that delves into the details of one aspect of one of the session topics. At the very beginning of the course, students should carefully review the entire syllabus and scan readings for possible topics. If the class size remains small, students will present their papers to the class. In the event of a larger class, students will either give their presentations to the instructor via Zoom and/or record their presentation on Zoom for viewing by the instructor (and other members of the class).

#### 5. Paper on refugee history (due 9/21):

**Masters and undergraduate students** will write a short paper of 1,250-1,500 words on some aspect of refugee history occurring before the end of the Cold War in 1990. The paper should be based on the required readings, not additional research or sources from outside of course readings. Students may consult some of the recommended reading but this is not required for the assignment. Due September 21.

**PhD students** will write a short paper of 2,000-2,500 words reflecting on refugee history in relation to their own discipline. Does the refugee history that you have read illuminate any concepts or debates in your discipline (e.g., for Political Scientists: the state, sovereignty, nationalism, citizenship, etc.) and, if so, how? The paper should be based on the required readings, recommended readings and suggested readings for PhD students. Due September 21.

**For Undergraduates and Professional Masters Students:**

**6. Team project:** Masters and undergraduate students working in teams will produce a group presentation (15 minutes) and report (1,750-2,000 words). Students will be given a choice of project topics with differing due dates. The presentations will take place on assigned class session, at which time the report is also due. Groups should use Zoom to meet outside of class to work together on the project.

**7. Op-Ed (due 11/2):** Masters and undergraduate students will write an Opinion Editorial (OpEd) essay of 600 to 750 words (max.) on a topic of their own choosing that is relevant to the subject matter of the course. They can be submitted to the instructor anytime during the semester but must be submitted by November 2. Students should write the OpEd to fit the guidelines of a specific newspaper or online platform that publishes opinion pieces (and note that in the essay submitted to the instructor). If the essay is good, the student should consider submitting it for publication. The OpEd Project offers a guide to effective essay writing <https://www.theopedproject.org/oped-basics> and a list of publications open to receiving OpEd submissions with information on word limits and about how to submit <https://www.theopedproject.org/submission-information>

**For Professional Masters Students:**

**9. Data analysis report (due 10/12):** Masters students will select two or more cases of refugee flows, internally displaced persons or other humanitarian crises, assess the data available relevant to these cases and provide a descriptive analysis of the data in a word document (1,000-1,250 words) that includes data tables and data visualizations (graphs) derived from excel spread sheets (also submitted) and a set of powerpoint slides that presents the highlights of the analysis, the data and visualizations. Students should use this exercise to explore the data available in an area of interest. The report should provide comparative (two or more), regional or global descriptive statistics including time series data, if available, and the report should critically examine any data availability and quality issues. The data analysis report may also be utilized as a preliminary exploration of data that may subsequently be further analyzed in the student's seminar paper.

**Grading:**

**For Undergraduate Students:**

Class participation	about 10%
Questions for discussion	about 5%
Paper on refugee history	about 15%
Op-Ed	about 15%
Team project	about 15%
Seminar paper	about 40%

**For Professional Masters Students:**

Class participation	about 20%
Questions for discussion	about 5%
Paper on refugee history	about 10%
Data analysis report	about 10%
Op-Ed	about 10%

Team project	about 10%
Seminar paper	about 35%

**For PhD Students:**

Class participation	about 20%
Questions for discussion	about 10%
Paper on refugee history	about 20%
Seminar research paper	about 50%

**Grade Scale:**

A	90 and above
A-	88-89
B+	85-87
B	80-84
B-	78-79
C+	75-77
C	70-74
C-	68-69
D+	65-67
D	60-64
E	Below 60

**Absence due to religious observance:** Students are excused, without penalty, to be absent because of religious beliefs, and will be provided equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Students should notify the instructor in a timely manner, and the instructor will work directly with students to accommodate religious observances.

**Late paper policy:** Late papers will be accepted in the case of illness, death in the family, etc. provided that documentation of illness, death in family is provided to the instructor. Students should ask the instructor for an extension as soon as possible and must do so no later than 24 hours after the paper is due. In the case of unexcused late submissions, a penalty of one half-letter grade will be assessed per day.

**Incomplete Grades:** A temporary grade requested by the student and assigned by the instructor ONLY when the student has nearly completed the course requirements but because of circumstances beyond the student's control the work is not completed. The incomplete should only be assigned on the basis of an agreement between the instructor and the student specifying the work to be completed and establishing a general timeline in which the work will be completed. Incompletes may NOT be resolved by auditing or registering again for a subsequent offering of the course. The date for the completion of the work may not be longer than one month before the end of the semester following that in which the incomplete is received. Once the work is completed, the instructor assigns the appropriate academic grade. The instructor may extend an incomplete for a maximum of one semester beyond the original deadline providing that the student has made contact with the instructor to request the extension. Additional extensions are NOT permitted. Any grade of I existing after the stated deadline shall be automatically changed to E or U according to whether or not the student is enrolled for A–E or S/U grading. Except for extenuating circumstances approved by the Office of the Vice Provost for Undergraduate Education or the Vice Provost and Dean of the Graduate School, these converted grades may not be later changed.

**References:** All papers submitted must have all sources properly referenced. Students should use footnotes following the Chicago manual of style [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html). PhD students may use an alternative citation style specific to their discipline but must consult with the instructor about using alternative citation style in advance of paper submission. Papers without proper references are unacceptable and will not be read. Papers should be submitted via Blackboard.

**Academic integrity**

All students are responsible for understanding and following the university's rules on academic integrity and must read these policies before the beginning of this course (see [http://www.albany.edu/elt/academic\\_integrity.php](http://www.albany.edu/elt/academic_integrity.php).) Students must properly reference **all** sources, including assigned readings, in **all** written assignments. References to all sources must be clearly indicated. Direct quotations must be marked with double quotation marks (e.g. "...") and the source cited. Indirect quotations must have sources cited. Sources require citation each time they are

referred to. The Practicing Academic Integrity site: [www.library.albany.edu/infolit/integrity](http://www.library.albany.edu/infolit/integrity) provides access to concise and engaging educational resources that will help students navigate through the complexities surrounding information use and creation in today's digital environment. Acknowledging the work of others through citation (and its flip side, plagiarism), copyright, the ethics of sharing information in different formats, and the importance of contributing one's own voice to academic conversations are all highlighted. The University Libraries offers a wide variety of citation tools, which may be found at <https://libguides.library.albany.edu/citationhelp>.

## Course outline:

### 8/24 Introduction

#### Part I History of refugee movements and international response

8/31 Religious conflict, expulsions and the first "refugees"

9/7 State formation, nationalism and ethnic cleansing

9/14 Political refugees, Cold War and the international refugee regime

#### Part II Humanitarian assistance

9/21 Humanitarian responses to forced migration

9/28 Humanitarian action and the humanitarian system

10/5 Food insecurity and humanitarian logistics

#### Part III Protracted situations, refugee crises and international response

10/12 Protracted refugee situations, dwindling solutions & emerging challenges

10/19 Afghanistan: superpower proxy war; civil war; counterterrorism; evacuation

10/26 Syria and the Global Compact on Refugees

11/2 War in Ukraine and the possible return of Cold War-like refugee politics

#### Part IV Refugee resettlement

11/9 US refugee resettlement and asylum

11/16 Refugee resettlement in New York State

11/30 Refugees and higher education: UAlbany and SUNY

## Tentative class schedule:

### 8/24 Introduction

#### Required reading:

UNHCR, *Global Trends; Forced Displacement in 2021*, Chapters 1-4, pp. 1-35, at:

<https://www.unhcr.org/62a9d1494/global-trends-report-2021>

The 1951 Geneva Convention Relating to the Status of Refugees. Preamble, Articles 1-34 at:

<https://www.unhcr.org/3b66c2aa10> (pp. 13-30).

(52 pages)

#### Suggested reading:

Hannah Arendt, "We Refugees," *The Menorah Journal*, 1943

Arthur C. Helton, "Why Refugees Matter," Chapter 1 of *The Price of Indifference: Refugees and Humanitarian Action in the New Century* (Oxford University Press, 2002), 15 pp.

[https://books.google.com/books?id=FgCCAwwAAQBAJ&source=gbs\\_navlinks\\_s](https://books.google.com/books?id=FgCCAwwAAQBAJ&source=gbs_navlinks_s)

## Part I: History of refugee movements and international response

### 8/31 Religious conflict, expulsions and the first "refugees"

#### Required reading:

Benjamin Gray, "Exile, Refuge and the Greek Polis: Between Justice and Humanity," *Journal of Refugee Studies* 30, no. 2 (June 2017): 190-219.

Peter J. Heather, "Refugees and the Roman Empire," *Journal of Refugee Studies* 30, no. 2 (June 2017): 220-242  
Ther, *The outsiders: refugees in Europe since 1492*, Ch. 1, pp. 22-53.

Phil Orchard, "The Dawn of International Refugee Protection: States, Tacit Cooperation and Non-Extradition," *Journal of Refugee Studies* 30, no. 2 (June 2017): 282-300

(100 pages)



**Suggested reading:**

Peter Gatrell, "Refugees - What's Wrong with History," *Journal of Refugee Studies* 30, no. 2 (June 2017): 170-189  
Benjamin Z. Kedar, "Expulsion as an Issue of World History," *Journal of World History*, Vol. 7, No. 2 (Fall, 1996), pp. 165-180.

**9/7 State formation, nationalism and ethnic cleansing**

(Research paper topic due)

**Required reading:**

Ther, *The outsiders: refugees in Europe since 1492*, Ch 2 pp. 54-138.  
Betts, Loescher, Milner, *UNHCR: The Politics and Practice of Refugee Protection*, introduction and Ch. 1, pp. 1-17.  
Bon Tempo, *Americans at the Gate*, Ch. 1, pp. 11-33. (e-book UAlbany library)  
Watch R.M. Douglas, discuss his book, *Orderly and Humane: The Expulsion of the Germans after the Second World War* (6 minutes) <https://www.youtube.com/watch?v=V6UjtHCHhA>  
(123 pages)

**Suggested reading:**

Michael R. Marrus, *The Unwanted: European Refugees from the First World War to the Cold War* (Temple University Press, 2002)  
David Nasaw, *The Last Million: Europe's Displaced Persons from World War to Cold War* (Penguin Press, 2020)  
R.M Douglas, *Orderly and Humane: The Expulsion of the Germans after the Second World War* (Yale University Press, 2012).  
Peter Gatrell, *Making of the Modern Refugee* (Oxford University Press, 2013), Parts 1 and 2.  
UNHCR, *The State of The World's Refugees 2000: Fifty Years of Humanitarian Action*, January 2000, Chapters 1-3, and 9. <https://www.unhcr.org/en-us/publications/sowr/4a4c754a9/state-worlds-refugees-2000-fifty-years-humanitarian-action.html>

**9/14 Political Refugees, Cold War and the International Refugee Regime****Required reading:**

Ther, *The outsiders: refugees in Europe since 1492*, Ch 3, pp.139-230,  
Betts, Loescher, Milner, *UNHCR: The Politics and Practice of Refugee Protection*, pp. 18-68.  
Bon Tempo, *Americans at the Gate*, Ch. 2, pp. 34-59 (e-book UAlbany library)  
(165 pages)

**Suggested reading:**

Aristide R. Zolberg, Astri Suhrke, Sergio Aguayo, *Escape from Violence: Conflict and the Refugee Crisis in the Developing World* (Oxford University Press, 1989)  
Bon Tempo, *Americans at the Gate*, Chs. 3-7.  
Charles B. Keely, "How Nation-States Create and Respond to Refugee Flows," *International Migration Review* 30, no. 4 (December 1996): 1046-1066  
Howard Adelman, "Why Refugee Warriors Are Threats," *Journal of Conflict Studies* 18, no. 1 (July 1, 1998). 1-22  
<https://journals.lib.unb.ca/index.php/JCS/article/view/11672>  
Peter Gatrell, *Making of the Modern Refugee* (Oxford University Press, 2013), Part 3.  
UNHCR *The State of The World's Refugees 2000: Fifty Years of Humanitarian Action*, Chapters 4, 5

**Part II Humanitarian assistance****9/21 Humanitarian responses to forced migration**

(paper on refugee history due)

**Required reading:**

Betts, Loescher, Milner, *UNHCR: The Politics and Practice of Refugee Protection*, Chs. 3, 5 and 6 (pp. 49-81; 104-145).  
Ther, *The outsiders: refugees in Europe since 1492*, pp. 231-248.  
Susan F. Martin, Patricia Weiss Fagen, Kari Jorgensen, Lydia Mann-Bondat, and Andrew Schoenholtz, *The uprooted: improving humanitarian responses to forced migration* (Lexington Books, 2005), pp. 1-10, 30-72  
Shining a Light on Internal Displacement: A Vision for the Future: Report of the UN Secretary-General's High-Level Panel on Internal Displacement (September 2021), pp. 1-12, at:  
<https://internaldisplacement-panel.org/wp-content/uploads/2021/09/HLP-report-WEB.pdf>

(164 pages)

**Suggested reading:**

Francis M. Deng, "Guiding Principles on Internal Displacement," *International Migration Review*, Vol. 33 No. 2 (Summer 1999), pp. 484-493.

The United Nations Secretary-General's Action Agenda on Internal Displacement: Follow-Up to the Report of the UN Secretary-General's High-Level Panel on Internal Displacement, 22 December 2021 at: [https://www.un.org/en/pdfs/Draft%20SG's%20Action%20Agenda%20for%20consultation\\_for%20dissemination.pdf](https://www.un.org/en/pdfs/Draft%20SG's%20Action%20Agenda%20for%20consultation_for%20dissemination.pdf)

Michael Barnett, "Refugees and Humanitarianism," *Oxford Handbook of Refugee and Forced Migration Studies*, pp. 241-252.

## **9/28 Humanitarian Action and the Humanitarian System**

**(Seminar paper proposals due)**

**Required reading:**

\*Daniel G Maxwell and Kirsten Gelsdorf, *Understanding the Humanitarian World* (Routledge, 2019), Introduction pp. 1-13, Chs. 4-6, pp. 88-145; part of Ch. 7, pp. 146-161.

Martin, et. al., *The Uprooted*, Chapter 4, "Funding Humanitarian Operations," 128-181. (138 pages)

## **10/5 Food Insecurity and Humanitarian Logistics**

**Required reading:**

\*Daniel G Maxwell and Kirsten Gelsdorf, *Understanding the Humanitarian World* (Routledge, 2019), part of Ch. 7, pp. 161-166; Conclusion 172-179.

"WFP at a glance: A regular lowdown on the facts, figures and frontline work of the World Food Programme" (12 pp.) at: <https://www.wfp.org/stories/wfp-glance>

Daniel O'Connor, Philip Boyle Suzan Ilcan, Marcia Oliver, "Living with insecurity: Food security, resilience, and the World Food Programme (WFP)," *Global Social Policy*, Vol. 17, No. 1 (2017) 3-20.

Batul Sadliwala and Alex de Waal, "The Emerging Crisis: Is Famine Returning as a Major Driver of Migration?" Migration Policy Institute, November 15, 2018, pp. 1-8.

<https://www.migrationpolicy.org/article/emerging-crisis-famine-returning-major-driver-migration>  
2022 *Global Report on Food Crises*, Food Security Information Network (FSIN), Ch. 1, pp. 11-21

<https://www.wfp.org/publications/global-report-food-crises-2022>

Anisya S. Thomas and Laura Rock Kopczak, *From Logistics to Supply Chain Management: The Path Forward in the Humanitarian Sector* (Fritz Institute: 2005), 15 pp.

Kara Tucker, "Analytics drives U.N. World Food Programme response to operations," *ORMS Today*, Vol. 49 No 3, June 2021 (10 pp.) <https://pubsonline.informs.org/doi/10.1287/orms.2021.03.22/full/>

(84 pages)

**Suggested reading:**

Assuring effective Supply Chain Management to support UNHCR's beneficiaries: An independent evaluation commissioned by the Policy Development and Evaluation Service, UNHCR, PDES/2008/10, pp. 1-42.

<https://www.unhcr.org/en-us/research/evalreports/496db70a4/assuring-effective-supply-chain-management-support-unhcrs-beneficiaries.html>

## **Part III Protracted situations, refugee crises and international response**

### **10/12 Protracted Refugee Situations, Dwindling Solutions and Emerging Challenges**

**(Masters data analysis report due)**

**(First draft of PhD papers due)**

Betts, Loescher, Milner, *UNHCR: The Politics and Practice of Refugee Protection*, Ch. 4 and conclusion (pp. 82-103; 146-163).

\*James Milner, "Protracted Refugee Situations," *Oxford Handbook of Refugee and Forced Migration Studies*, pp. 151-162.

"Ending Statelessness," UNHCR (2 pp.) <https://www.unhcr.org/en-us/ending-statelessness.html>

"Statelessness Around the World," UNHCR (2 pp.)

<https://www.unhcr.org/en-us/statelessness-around-the-world.html>

Lucy Hovil and Nicholas Maple, "Local Integration: A Durable Solution in need of Restoration?" *Refugee Survey Quarterly*, 2022, 41, 238–266

Jeff Crisp, "Repatriation principles under pressure," *Forced Migration Review*, Issue 62 (October 2019), pp. 19-23.  
[www.fmreview.org/return](http://www.fmreview.org/return)

Cathryn Costello, Caroline Nalule and Derya Ozkul, "Recognising refugees: understanding the real routes to recognition," 4-7.

Lamis Abdelaaty, "RSD by UNHCR: difficulties and dilemmas," 21-23.

Both in *Forced Migration Review*, Issue 65 (November 2020) on "Recognising refugees: challenges and innovations in refugee status determination,"

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

Alexandra Bilak and Walter Kälin, "Climate crisis and displacement – from commitment to action," pp. 6-10;

António Vitorino, "A call to action: a comprehensive approach to human mobility in the context of the climate crisis," pp. 10-13;

Rachel Furlow, "Addressing the politics of the climate–migration–conflict link," pp. 14-16,

All in *Forced Migration Review*, Issue 69 (March 2022) on "Climate crisis and displacement: from commitment to action," <https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/climate-crisis/magazine.pdf>

T. Alexander Aleinikoff, David Owen, "Refugee protection: 'Here' or 'there'?" *Migration Studies*, May 2022 (20 pp.);  
<https://doi.org/10.1093/migration/mnac002>

(128 pages)

#### **Suggested reading:**

Katy Long "Rethinking Durable Solutions, *Oxford Handbook of Refugee and Forced Migration Studies*, pp. 475-487.

Lucy Hovil "Local Integration," *Oxford Handbook of Refugee and Forced Migration Studies*, pp. 488-498.

*Forced Migration Review*, Issue 62 on "Return: voluntary, safe, dignified and durable?" (October 2019)

[www.fmreview.org/return](http://www.fmreview.org/return)

Laura Hammond, "Voluntary" Repatriation and Reintegration," *Oxford Handbook of Refugee and Forced Migration Studies*, pp. 499-511.

"A Special Report: Ending Statelessness Within 10 years," UNHCR

<https://www.unhcr.org/en-us/protection/statelessness/546217229/special-report-ending-statelessness-10-years.html>

David Fitzgerald, *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers* (Oxford: Oxford University Press, 2019).

T. Alexander Aleinikoff and Leah Zamore, *The Arc of Protection: Reforming the International Refugee Regime* (Stanford University Press, 2019).

Alex Betts, *The Wealth of Refugees* (Oxford: Oxford University Press, 2021).

## **10/19 Afghanistan: superpower proxy war; civil war; counterterrorism; evacuation (First draft of masters final papers due)**

### **Required reading:**

UNHCR *The State of The World's Refugees 2000: Fifty Years of Humanitarian Action*, pp. 115-121

"Afghanistan Emergency" UNHCR (4 pp.) <https://www.unhcr.org/en-us/afghanistan-emergency.html>

"Afghanistan situation," UNHCR Global Focus (2 pp.)

[https://reporting.unhcr.org/afghanistansituation#\\_ga=2.88449747.956556806.1658401260-1082995798.1613418876](https://reporting.unhcr.org/afghanistansituation#_ga=2.88449747.956556806.1658401260-1082995798.1613418876)

"Human rights in Afghanistan: 15 August 2021 – 15 June 2022," The United Nations Assistance Mission in Afghanistan (UNAMA), pp. 1-44.

<https://reliefweb.int/report/afghanistan/human-rights-afghanistan-15-august-2021-15-june-2022-endarips>

WFP Afghanistan Situation Report, World Food Programme, "07 July 2022 (2 pp)

<https://reliefweb.int/report/afghanistan/wfp-afghanistan-situation-report-07-july-2022>

"Afghanistan: Drought - 2021-2022," reliefweb, <https://reliefweb.int/disaster/dr-2021-000022-afg>

Nasrat Sayed and Said Hashmat Sadat, "Climate Change Compounds Longstanding Displacement in Afghanistan," Migration Policy Institute, June 29, 2022 (5 pp.)

<https://www.migrationpolicy.org/article/climate-change-displacement-afghanistan?eType=EmailBlastContent&eld=194ec44f-cf16-4110-a303-d1e0dac37050>

Hallam Ferguson, "The Long Road from Afghanistan to Albania," *Wilson Quarterly*, Fall 2021 (5 pp.).

[https://www.wilsonquarterly.com/quarterly/\\_/the-long-road-from-afghanistan-to-albania](https://www.wilsonquarterly.com/quarterly/_/the-long-road-from-afghanistan-to-albania)

Andorra Bruno, "Iraqi and Afghan Special Immigrant Visa Programs," Congressional Research Service (CRS). June 21, 2021, pp. 1-26. <https://crsreports.congress.gov/product/pdf/R/R43725/17>

“Fact Sheet on Operation Allies Welcome,” Department of Homeland Security (4 pp.) at: <https://www.dhs.gov/publication/fact-sheet-operation-allies-welcome>

Review “Operation Allies Welcome” webpage <https://www.dhs.gov/allieswelcome>;

“U.S. Refugee Admissions Program Priority 2 Designation for Afghan Nationals,” Fact Sheet, Dept. of State, August 2, 2021 <https://www.state.gov/u-s-refugee-admissions-program-priority-2-designation-for-afghan-nationals/>

Operation Allies Welcome Afghan Evacuee Report, U.S. Department of Homeland Security (DHS), December 2021, pp. 1-10. <https://www.dhs.gov/sites/default/files/2022-03/DMO-OSEM%20-%20Department%20of%20Homeland%20Security%20Operation%20Allies%20Welcome%20Afghan%20Evacuee%20Report.pdf>

“Afghanistan Inquiries”, Dept. of State <https://www.state.gov/afghanistan-inquiries/>

Jeanne Batalova, “Afghan Immigrants in the United States,” Migration Policy Institute, September 9, 2021 (13 pp.) <https://www.migrationpolicy.org/article/afghan-immigrants-united-states>

Paul Grondahl, “Afghan refugees struggle, feel forgotten,” *Albany Times Union*, July 13, 2022 (2 pp.) <https://www.timesunion.com/news/article/Grondahl-Afghan-refugees-struggle-feel-forgotten-17299508.php>

“Welcome Afghans,” Government of Canada, (2 pp.) <https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/afghanistan.html>

(125 pages)

**Suggested reading:**

Nassim Majidi “From Forced Migration to Forced Returns in Afghanistan: Policy and Program Implications,” Migration Policy Institute, November 2017, pp. 1-22. <https://www.migrationpolicy.org/research/forced-migration-forced-returns-afghanistan>

Andorra Bruno, “Immigration Parole,” Congressional Research Service (CRS) 2020, October 15, pp. 1-19. <https://crsreports.congress.gov/product/pdf/R/R46570>

UNHCR External Update: Afghanistan Situation As of 01 July 2022, #18, (4 pp.) <https://reliefweb.int/report/afghanistan/unhcr-regional-bureau-asia-and-pacific-rbap-external-update-afghanistan-situation-18-01-july-2022>

## 10/26 Syria and the Global Compact on Refugees

(First draft of undergraduate final papers due)

### Required reading:

Ther, *The outsiders: refugees in Europe since 1492*, pp. 248-264

“Syria Emergency,” UNHCR (5 pp.) <https://www.unhcr.org/en-us/syria-emergency.html>

“Syria situation”, UNHCR Global Focus (5 pp.) <https://reporting.unhcr.org/syriasituation>

Alexander Betts and Paul Collier, Help Refugees Help Themselves: Let Displaced Syrians Join the Labor Market, *Foreign Affairs*, Nov./Dec. 2015, pp. 84-92.

Veronique Barbelet, Jessica Hagen-Zanker and Dina Mansour-Ille, “The Jordan Compact: Lessons learnt and implications for future refugee compacts,” Policy Briefing, Overseas Development Institute (ODI) February 2018, pp. 1-7, posted at: <https://odi.org/en/publications/the-jordan-compact-lessons-learnt-and-implications-for-future-refugee-compacts/>

Derya Ozkul and Rita Jarrous, “How do refugees navigate the UNHCR’s bureaucracy? The role of rumours in accessing humanitarian aid and resettlement, *Third World Quarterly*, 42:10, (2021), pp. 2247-2264.

Ala’ Alrababa’h, Marine Casalis and Daniel Masterson, “Syria and some host governments want refugees to go home. What do refugees think?” The Monkey Cage, *Washington Post*, December 24, 2020 (4 pp.). <https://www.washingtonpost.com/politics/2020/12/24/syria-some-host-governments-want-refugees-go-home-what-do-refugees-think/>

Jeff Crisp, The Syrian Emergency: A Catalyst for Change in the International Refugee Regime, *Journal of Refugee Studies*, Volume 34, Issue 2, June 2021, Pages 1441–1453.

Global Compact on Refugees, July 20, 2018 (24 pp.) <http://www.unhcr.org/en-us/events/conferences/5b51fd587/advance-version-proposed-global-compact-refugees-20-july-2018.html>

Volker Türk, “The Promise and Potential of the Global Compact on Refugees,” (pp. 575–583)

James C Hathaway, “The Global Cop-Out on Refugees,” (pp. 591–604),

T Alexander Aleinikoff, “The Unfinished Work of the Global Compact on Refugees,” (pp. 611–617),

Michael W. Doyle, “Responsibility Sharing: From Principle to Policy,” (pp. 618–622) all four articles in *International Journal of Refugee Law*, Volume 30, Issue 4, December 2018 <https://academic.oup.com/ijrl/issue/30/4>

Rey Koslowski, "Addressing Side-Effects of Increasing Border Security Cooperation: A Global Perspective," in Ferruccio Pastore, ed. *Beyond the Migration and Asylum Crisis. Options and Lessons for Europe* (Rome: Aspen Institute Italia, 2017), pp. 108-114.

(128 pages)

**Suggested reading:**

Julia Morris, "Extractive Landscapes: The Case of the Jordan Refugee Compact," *Refugee* Vol. 36, No 1 (2020), pp. 83-96.

Daniel Howden, Charlotte Alfred, Hannah Patchett, "The Compact Experiment," *Refugees Deeply*, Dec. 13, 2017.

Phillipp Lutz, Anna Stunzl, Stefan Manzer-Egli, "Making responsibility-sharing operational: Comparing asylum and climate governance," Rethinking Refugee Series, Refugee Studies Centre, University of Oxford, May 2021 (5 pp.) <https://www.rethinkingrefugee.org/articles/making-responsibility-sharing-operational-comparing-asylum-and-climate-gove>

## **11/2 War in Ukraine and the possible return of Cold War-like refugee politics**

**(Undergrad and Masters Op-Ed due)**

**Required reading:**

"Ukraine Emergency," (5 pp.) <https://www.unhcr.org/en-us/ukraine-emergency.html>

"Ukraine Situation," UNHCR Global Focus (2 pp.)

[https://reporting.unhcr.org/ukraine-situation#\\_ga=2.21227251.956556806.1658401260-1082995798.1613418876](https://reporting.unhcr.org/ukraine-situation#_ga=2.21227251.956556806.1658401260-1082995798.1613418876)

"The Situation of Ukrainian Refugees in Poland," UNHCR Poland, September 2016, pp. 1-17.

[https://www.ecoi.net/en/file/local/1211563/1930\\_1475657937\\_57f3cfff4.pdf](https://www.ecoi.net/en/file/local/1211563/1930_1475657937_57f3cfff4.pdf)

Marta Jaroszewicz, Years After Crimea's Annexation, Integration of Ukraine's Internally Displaced Population Remains Uneven," Migration Policy Institute, September 19, 2019, pp. 1-8.

<https://www.migrationpolicy.org/article/fyears-after-crimea-annexation-integration-ukraine-internally-displaced-population>

Alexander Betts, "The Ukrainian Exodus: Europe Must Reckon With Its Selective Treatment of Refugees," *Foreign Affairs Snapshot*, March 28, 2022 (10 pp.)

<https://www.foreignaffairs.com/articles/europe/2022-03-28/ukrainian-exodus>

"Uniting for Ukraine," US Department of Homeland Security (2 pp.) <https://www.dhs.gov/ukraine>

Michael Doyle and Dorteia Koehn, "How to Help Ukrainian Refugees," *Newsweek*, April 28, 2022 (2 pp.)

<https://www.newsweek.com/how-help-ukrainian-refugees-opinion-1701530>

Joshua Rodriguez and Jeanne Batalova, "Ukrainian Immigrants in the United States," Migration Policy Institute, June 22, 2022 (10 pp.) <https://www.migrationpolicy.org/article/ukrainian-immigrants-united-states>

Muzaffar Chishti and Jessica Bolter, "Welcoming Afghans and Ukrainians to the United States: A Case in Similarities and Contrasts," Migration Policy Institute, July 13, 2022 (8 pp.)

<https://www.migrationpolicy.org/article/afghan-ukrainian-us-arrivals-parole>

Karina Tsui, "At least 900,000 Ukrainians 'forcibly deported' to Russia, U.S. says," *Washington Post*, July 13, 2022

<https://www.washingtonpost.com/world/2022/07/13/ukraine-russia-forced-deportation-antony-blinken/>

Eric Reidy, "Is Poland's smooth reception of Ukrainian refugees heading for trouble?" *The New Humanitarian*, August 4, 2022 (11 pp.)

<https://www.thenewhumanitarian.org/news-feature/2022/08/04/Poland-Ukraine-refugee-concern-grows>

(76 pages)

## **Part IV Refugee resettlement**

### **11/9 US refugee resettlement and asylum**

**(Grad student paper presentations due)**

**Required reading:**

Andorra Bruno, "Refugee Admissions and Resettlement Policy," Congressional Research Service (CRS) December 18, 2018, pp. 1-12. <https://sgp.fas.org/crs/misc/RL31269.pdf>

Ryan Baugh, "Fiscal Year 2020 Refugees and Asylees Annual Flow Report," Office of Immigration Statistics, U.S. Department of Homeland Security, March 8, 2022, pp. 1-24.

[https://www.dhs.gov/sites/default/files/2022-03/22\\_0308\\_plcy\\_refugees\\_and\\_asylees\\_fy2020\\_1.pdf](https://www.dhs.gov/sites/default/files/2022-03/22_0308_plcy_refugees_and_asylees_fy2020_1.pdf)

"About Refugee Admissions," "Application and Case Processing" and "Reception and Placement" (6 pp. total) at: U.S. Refugee Admissions Program <https://www.state.gov/refugee-admissions/>

“The Reception and Placement (R&P) Program,” Fact Sheet, Population Refugees and Migration, U.S. Dept. of State <https://www.wrapsnet.org/documents/R&P%20Fact%20Sheet%20FY%202022.pdf>

“Harnessing Big Data to Improve Refugee Resettlement,” Project, Immigration Policy Lab, January 2018 (2 pp.) <https://immigrationlab.org/project/harnessing-big-data-to-improve-refugee-resettlement/>

The Refugee Admissions Project, Penn Biden Center, read “Executive Summary” (pp. 3-5) optional: skim report <https://global.upenn.edu/penn-biden-center/refugee-admissions-project>

Rey Koslowski, “Farmers Sponsoring Refugees” in Scott Fein, ed. *Immigration, Key to the Future: The Benefits of Resettlement to Upstate New York* (Albany: New York State Bar Association, 2021), pp. 41-53.

Gregory Maniatis, “America’s Refugee Revolution: How Ordinary Citizens Are Taking the Lead in Resettling Newcomers,” *Foreign Affairs* Snapshot July 27, 2022 (13 pp.)

“Asylum in the United States,” American Immigration Council, Fact Sheet, August 2022 (12 pp.) [https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum\\_in\\_the\\_united\\_states\\_0.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum_in_the_united_states_0.pdf)

“Asylum Filings in Immigration Court,” TRAC <https://trac.syr.edu/phptools/immigration/asyfile/>

“Asylum Decisions,” TRAC <https://trac.syr.edu/phptools/immigration/asylum/>

“A Closer Look at 20 Years of Asylum Data: Half of Applicants Successful, but 670,000 Cases Still Pending,” TRAC Report, December 22, 2021 (3 pp.) <https://trac.syr.edu/immigration/reports/672/>

Ariel G. Ruiz Soto, “Record-Breaking Migrant Encounters at the U.S.-Mexico Border Overlook the Bigger Story,” Migration Policy Institute, October 2022 (6 pp.) <https://www.migrationpolicy.org/news/2022-record-migrant-encounters-us-mexico-border>

Muzaffar Chishti and Kathleen Bush-Joseph, “Amid Record Venezuelan Arrivals, Biden Administration Embraces Border Expulsions Policy,” Migration Policy Institute, October 27, 2022 (7 pp.) <https://www.migrationpolicy.org/article/venezuelan-expulsions-policy-biden>

(88 pages)

### **Suggested reading:**

\*Joanne Van Selm, “Resettlement,” *Oxford Handbook of Refugee and Forced Migration Studies*, pp. 512-524.

Betsy L Fisher, “Conducting RSD for resettlement: the need for procedural protections,” *Forced Migration Review*, Issue 65 (November 2020), pp. 17-19. <https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/recognising-refugees.pdf>

Benedicta Solf and Katherine Rehberg, “The Resettlement Gap: A Record Number of Global Refugees, but Few Are Resettled,” Migration Policy Institute, October 22, 2021 (3 pp.) <https://www.migrationpolicy.org/article/refugee-resettlement-gap>

“Proposed Refugee Admissions For Fiscal Year 2022, Report to the Congress,” Sept. 20, 2021, read pp. 4-27, skim rest at: <https://www.state.gov/report-to-congress-on-proposed-refugee-admissions-for-fiscal-year-2022/>

Donald Kerwin, “The US Refugee Resettlement Program — A Return to First Principles: How Refugees Help to Define, Strengthen, and Revitalize the United States,” *Journal on Migration and Human Security*, Vol. 6 (2018), Issue 3, pp. 205-225 <https://journals.sagepub.com/doi/pdf/10.1177/2331502418787787>

Donald Kerwin and Mike Nicholson, “Charting a Course to Rebuild and Strengthen the US Refugee Admissions Program (USRAP): Findings and Recommendations from the Center for Migration Studies Refugee Resettlement Survey: 2020,” *Journal on Migration and Human Security*, Vol. 9(2021), Issue 1, pp. 1-30.

Elizabeth Ferris, “Making Sense of Public Policy on Refugee Integration,” *The ANNALS of the American Academy of Political and Social Science*, Vol. 690, Issue 1 (July 2020), 200-224.

Mary Pipher, *The Middle of Everywhere: Helping Refugees Enter the American Community* (Harcourt, Inc., 2002)

“Refugee Admissions Report,” Refugee Processing Center, (most recent) posted at: <https://www.wrapsnet.org/admissions-and-arrivals/>

Doris Meissner, Faye Hipsman, and T. Alexander Aleinikoff, “The U.S. Asylum System in Crisis: Charting a Way Forward,” Migration Policy Institute, Sept. 2018 (30 pp.) <https://www.migrationpolicy.org/research/us-asylum-system-crisis-charting-way-forward>

## **11/16 Refugee resettlement in New York State (Undergrad paper presentations due)**

### **Required reading:**

Andrew Lim & Nan Wu, “Economic and Social Benefits of Immigrant Integration in Upstate New York,” pp. 137-158;

Ken Pokalsky, “The Business Perspective,” pp. 127-134;

both in Scott Fein, ed. *Immigration, Key to the Future: The Benefits of Resettlement to Upstate New York* (Albany: New York State Bar Association, 2021).

Anne C. Richard and Shelly Callahan, "Making Sense of U.S. Refugee Resettlement: Utica as a Model for the Nation," *The ANNALS of the American Academy of Political and Social Science*, Vol. 690, Issue 1 (July 2020), 176-183.

Paul Hagstrom, Javier Pereira, Stephen Wu, "The Happiness of Refugees in the United States: Evidence from Utica, NY," *Journal of Refugee Studies*, Volume 34, Issue 1, March 2021, Pages 614–633,

"Why Do Refugees Move After Arrival? Opportunity and Community," Research Brief, Immigration Policy Lab, August 2020 (6 pp.)

<https://immigrationlab.org/project/why-do-refugees-move-after-arrival-opportunity-and-community/>

"Journey's End (of Buffalo)" interview with RAMP program manager (Paige) and Journey's End community outreach director (Kathy Spillman) by Student Voices for Refugees Volunteer April 22, 2021 (36 minutes)

<https://www.uarm.org/copy-of-journey-s-end-ramp>

(60 pages)

## **11/30 Refugees and higher education: UAAlbany and SUNY**

**(Final papers due)**

### **Required reading:**

Bernhard Streitwieser, Jaeger Kathryn Duffy, and Jane Roche, "Included Yet Excluded: The Higher Education Paradox for Resettled Refugees in the USA," *Higher Education Policy* vol. 33, no. 2 (2020), pp. 203-221.

*University Sponsorship of Refugee Students: Initiative on Increasing U.S. Education Pathways for Refugee Students*, Presidents' Alliance on Higher Education and Immigration, November 2021 (pp. 1-41) at:

[https://www.higheredimmigrationportal.org/wp-content/uploads/2021/11/UniversitySponsorshipofRefugeeStudents\\_v1a.pdf](https://www.higheredimmigrationportal.org/wp-content/uploads/2021/11/UniversitySponsorshipofRefugeeStudents_v1a.pdf)

"About us," The University Alliance for Refugees and At-Risk Migrants (UARRM) (1 p.) <https://www.uarm.org/about>

Watch Diya Abdo's TEDx talk posted at [Every Campus a Refuge](https://everycampusarefugee.net) (ECAR) <https://everycampusarefugee.net>.

Watch: "Refugees to College," interview with David Kamper, Founder and Director, Refugees to College, by Student Voices for Refugees Volunteer, January 22, 2021 (24 min.) <https://www.uarm.org/learn-with-svr>

Havidán Rodríguez and Rey Koslowski, "Universities should play greater role in supporting refugees," *Albany Times Union*, June 13, 2022 (2 pp.) <https://www.timesunion.com/opinion/article/Commentary-Universities-should-play-greater-role-17236926.php?IPID=Times-Union-opinion-centerpiece>.

(71 pages)

### **Suggested reading and watching:**

Diya Abdo, *American Refuge: True Stories of the Refugee Experience* (Penguin Random House, September 2022)

View other interviews conducted by Student Voices for Refugees volunteers posted at:

<https://www.uarm.org/multimedia-library> especially:

[IRIS's Higher Education Program](#);

[Partnership for the Advancement and Immersion of Refugees \(PAIR\)](#);

[Girl Forward](#)

**Additional Political Science PhD readings:**  
(More TBA)

## **Part I History of refugee movements and international response**

### **8/31 Religious conflict, expulsions and the first “refugees”**

Giorgio Agamben, “We Refugees,” *Symposium*; Vol. 49, No. 2 (Summer 1995), pp. 114-119.

Aristide R. Zolberg, “The Formation of New States as a Refugee-Generating Process,” *The Annals of the American Academy of Political and Social Science* 467 (May 1983), pp. 24-38.

### **9/7 State formation, nationalism and ethnic cleansing**

John Hope Simpson, “The Refugee Problem,” *International Affairs*, Vol. 17, No. 5 (Sep. - Oct., 1938), pp. 607-628

Patrick Murphy Malin, “The Refugee: A Problem for International Organization,” *International Organization*, Vol. 1, No. 3 (Sep., 1947), pp. 443-459

### **9/14 Political refugees, Cold War and the international refugee regime**

Rey Koslowski, “Global Mobility Regimes: a Conceptual Framework,” (pp. 1-28) and Alexander Betts, “The Refugee Regime and Regime Linkage,” (pp. 73-94) in Rey Koslowski, ed. *Global Mobility Regimes* (Palgrave Macmillan, 2011).

## **Part II Humanitarian assistance**

### **9/21 Humanitarian responses to forced migration**

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### **9/28 Humanitarian action and the humanitarian system**

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