

SYLLABUS - Dated October 27, 2014
Subject to revision based on emerging issues

CONF.695 (002)
Refugee and IDP Issues Analysis:
Spring 2015

Instructor: Dr. Sudha G. Rajput
 School for Conflict Analysis and Resolution, George Mason University

Class Time:	Thursdays 7:20pm – 10:00pm
Class Location:	Arlington Campus – Founders Hall Room 310
Professor's E-mail:	Srajput2@gmu.edu
Office Hours:	On request

First Task: Welcome to *Refugee and IDP Issues Analysis* course, I look forward to our collaborative semester-long learning. As the FIRST task, please Review the Entire Syllabus thoroughly and bring any issues of concern (discrepancies, errors, omissions) to my attention during the first class. We will spend part of **Class #1 (January 22 Thursday)** reviewing the Syllabus and resolving related issues.

Faculty: In the development and delivery of CONF.695, Dr. Rajput contributes her field experience of investigative inquiry into the protracted displacement of a quarter of a million people of a minority community of Kashmir Valley. Dr. Rajput's current work in Khartoum, Sudan, on Conflict Research Capacity Building, brings an added dimension to this course and is instrumental in designing class Simulation, *USAID Summit on Sudan/South Sudan, Creating Inclusive Communities*. She brings to bear multiple perspectives on the issues of Refugees and IDPs drawing from her long career at the World Bank and through hosting of her weblog *Rajput Blog – A view on Internally Displaced Persons*.

Introduction: The magnitude of the crisis resulting from the displacement of people, leading to the flow of Refugees and the Internally Displaced Persons (IDPs) with upwards of 45 million around the world in displacement (of which 28.8 million are IDPs), is a daunting humanitarian challenge. Spillovers from such crisis adversely magnify all dimensions of those displaced, such as, individual, social, psychological, economic, legal and political. Unfortunately, a methodical and a holistic analysis of the issues affecting these populations remains a challenge as many go in hiding, escaping the registration process and in several cases the researchers are barred from intervening in a country's *internal* issues. However, a systematic understanding and an analysis of the challenges of these populations is key to societal reforms, policy formulation and community building.

Course Description: CONF 695 *Refugee and IDP Issue Analysis* is a graduate level course aimed to advance students' skills in researching, analyzing and synthesizing issues of refugees and the internally displaced persons (IDPs). Students develop research methodologies to investigate issues of vulnerable communities, analyze challenges of refugees and IDPs in the context of theories of Conflict Analysis and Resolution, develop policy recommendations and propose reforms in the interest of developing inclusive communities. Classroom Simulation, where students represent group of refugees, policymakers, host communities or local organizations, sensitizes students to concerns of all

stakeholders, at multi-dimensional levels. Country Cases on Burma, South Sudan, Syria, Turkey and Ukraine prepares students to conduct comparative analysis of displaced communities around the globe. Skills acquired during the course, are prerequisite for community building, societal reform, and policy making for displaced societies around the world.

Goals: This course will: (i) empower students with context-specific diagnostic tools to undertake analysis of divided and displaced communities; (ii) prepare them to conduct critical issues and policy analysis at multiple levels; and (iii) prepare them to undertake systematic investigative inquiries unfolding the phenomenon of forced migration, refugee flow, internal displacement and issues of statelessness.

Themes: International/National Frameworks, Issues of Refugees/IDPs, IDP/Host Dynamics, Challenge of Policymaking, Resiliency, Dilemma of Return and Durable Solutions.

CAR Theories/Models: Culture and Identity, Group Process, Positioning, Relative Deprivation, Structural Violence, Dugan's Nested Model.

Tools: This course uses multiple tools to ensure sustainable learning. To strengthen students' diagnostic, decision-making and presentation skills, learning is reinforced through Role Playing Simulations, Media Analysis, Interactive Blog Posts and Group Presentations. A diagnostic model developed by the instructor serves as a key analytic tool for mapping the issues and challenges of displaced communities.

Requirements and Classroom Etiquette: To maximize learning, students are asked to: read the assigned material before the class begins; participate in class discussions, simulations, respond to blog posts; come to class on time and prepared; and submit assignments by due date. Students are asked to express their opinion and offer diverse perspectives, however, respect and sensitivity to views of classmates is requested. Attendance is crucial to the successful completion of this course.

Important Dates:

Important Dates:	
Classes Begin	Thursday, January 22
First Assignment: Pre-course Assessment	Friday, January 23
In-Class Country Case Analysis	Thursday, February 26
Spring Break (No Class)	Thursday, March 12
Mid-Term Papers Due	Thursday, March 5
Mid-Term Presentations	Thursday, March 19
Simulations	Thursday, April 23
Final Paper Due	Thursday May 7
Reflections Paper Due	Saturday May 9

Assignment Schedule:

	Assignment	Description	Due Date	Grade Points
	Participation + Attendance			10
1	Pre-course Assessment	Submit 1 page document, explaining what you already know about Refugees/IDPs, your interest in topic, what you hope to learn and your preferred mode of learning	Friday, January 23	5
2	Mid-Term Group Paper (Country Cases)	7-8 pages document. Analyze the assigned Country Case. Provide historical & geographical context, magnitude of crisis, spillovers, research method, research challenge, policy framework, proposed intervention. Include references used at end of paper under heading References.	Thursday, March 5	15
3	Mid -Term Group Presentations	15-20 minutes Power Point Presentation of Mid-Term Cases.	Thursday, March 19	10
4	Three BLOG Post Responses http://srajput2.onmason.com/	Respond to Professor's Blog posts - include what you know about crisis, interact with fellow students, add to post, cite references.	As Assigned (timed-out event)	15
5	Simulation Exercise (Group)	Context: USAID Summit Sudan/South Sudan: In your Assigned Role of either: (1) Refugees/IDPs (2) Policy-makers (3) Host Community or (4) Local NGOs, prepare/present your group's position (needs, interests, fears, goals) to key stakeholders and explore 4 confidence building measures in the interest of building inclusive societies .	Thursday, April 23	15
6	Independent Reading and Reporting	As assigned - Submit 1-2 page documents to Professor, explaining your understanding of article. Share this understanding with classmates.	As Assigned	5
7	Final Group Paper	Country Cases will be assigned, response will be similar to Mid-Term written paper.	Thursday, May 7	20
8	Post Course Assessment	2-pages Reflections include: your view of Instructor's knowledge, teaching style, material covered, benefit of simulation, recommendation of course, four key lessons from course and how you can apply them.	Saturday, May 9	5
				100

Submitting Written Work: Please submit all written work as Word Doc, E-mail attachments to srajput2@gmu.edu, double spaced, 1 inch margins, Times Roman 12 font. (1) Using APA format, ensure that all in-text citations are included separately under the References section, at the end of paper. Provide web links for material that requires it. (2) Assignments should have a title page showing title of assignment, names of group members. (3) Each page should have a footer showing page x of x. (4) Comply with page limit, the Title and Reference pages do not count in page limit. (5) Use clear sentences and check grammar, spelling and punctuation. If using foreign words, include English translation in parentheses. (6) Edit your work before submitting, for assistance on writing;

refer to the GMU Writing Center <http://writingcenter.gmu.edu>. (7) Late submissions and Re-write of submitted work is not allowed.

Instructor Designed Simulation Details: Week 14: April 23 (all students participate):

USAID Summit on Sudan/South Sudan, Creating Inclusive Communities.

This Simulation is designed to sensitize students with issues confronted by key actors of Refugee/IDP phenomena and the bottlenecks in issue resolution. The class is divided into four groups representing (i) Refugees/IDPs (ii) Policymakers (iii) Members of Host Communities and (iv) Local Charities. Prior to simulation, groups acquire an in-depth understanding of the issues encountered by their group, later, in a live session, confront other stakeholders, presenting their issues, interests, fears and goals, listening to challenges of other stakeholders. In the interest of building inclusive communities, this simulation culminates in the coming together of groups, announcing 4 confidence building measures, drawn from agreements reached.

Grading Scale:

A+	97 – 100	B+	85 – 89	C+	70 – 74	D+	55 – 59	F	0 – 44
A	93 – 96	B	80 – 84	C	65 – 69	D	50 – 54		
A-	90 – 92	B-	75 – 79	C-	60 – 64	D-	45 – 49		

You are expected to abide by George Mason University's Honor Code for every work you do in this class. Please contact me if you have any questions about Honor Code issues (e.g., whether you are permitted to discuss an assignment with a fellow student).

WEEKLY AGENDA (Relevant Readings listed in next section)

Week 1: Thursday January 22: *Terminology*

(1) Syllabus Review, Assignments, Expectations (2) Terminology: Refugees, IDPs, Statelessness, Diasporas (3) Factors leading to Refugee/IDP flow.

Week 2: Thursday January 29: *Policy Frameworks*

(1) Refugee Conventions (2) IDP Guiding Principles (3) Africa Union (Kampala) Convention (4) Brookings - National Frameworks: Colombia, India, Turkey.

Week 3: Thursday February 5: *Issue Identification*

(1) Phases of Displacement (2) Refugees/ IDP Issues.

Week 4: Thursday February 12: *Research Methodology*

(1) Challenge of Researching IDP Communities (2) Designing Context-based Research Tools (3) Researcher Traits (4) Ethics of Researching Sensitive Communities.

Week 5: Thursday February 19: *Theoretical Analysis*

Diagnostics of IDP issues using CAR Theories and Instructor's Model.

Week 6: Thursday February 26: *Country Cases – In-class Analysis*

Case Studies, located on Professor's blog: (1) Burma (2) Sudan & South Sudan (3) Syria & Turkey (4) Ukraine.

Week 7: Thursday March 5: *Conflict Resolution Tools for Refugees/IDPs*
Conflict Resolution Tools for Refugees/IDPs

MID-TERM Country CASES: (students conduct research and respond to assignment)

Study #1: Sudan and South Sudan – Compare and Contrast

Study #2: Syrian Refugees in Turkey – Assess Turkey's response

Study #3: Ukraine's IDPs – Argue for Return or Integration

Study #4: Burmese in Thailand & Bangladesh – Argue for Thai & Bangladesh support for Burmese

Study #5: Rwandans in the DRC – Argue for Return or Integration

Week 8: Thursday March 12: **NO CLASS - SPRING BREAK**

Week 9: Thursday March 19: *Comparing Country Cases*
Mid-Term Group Presentations

Week 10: Thursday March 26: *Crucial Issues*

(1) Durable Solutions (2) Challenge of Policymaking (3) IDP/Host Dynamics (4) Dilemma of Return.

Week 11: Thursday April 2: *Important Questions*

(1) When does Displacement end? (2) Who should care for those declared Stateless? (3) Reintegration or Rehabilitation?

Week 12: Thursday April 9: *Role of Key Actors*

(1) Development Organization (World Bank) (2) Humanitarian Organizations (3) State Department (4) Host Communities (5) Refugees and IDPs.

Week 13: Thursday April 16: *Inclusive Communities*

DUGAN: Imaging the Future

Week 14: Thursday April 23: *Simulation*

Instructor Designed Simulation - *USAID Summit on Sudan/South Sudan, Creating Inclusive Communities.*

Week 15: Thursday April 30: *Policy and Societal Reforms*

Analyzing the Simulation

Ideas for Policy/Societal Reforms

FINAL EXAM Posted

Week 16: Thursday May 7: *Discussing Emerging Crisis*

FINAL EXAM Due May 7

Reflections Paper Due Saturday, May 9

WEEKLY READINGS:

Week 1:
Syllabus

FMR (2003). Forced Migration Review. Researching Internal Displacement: State of the Art. Conference Report, 2003, Norwegian University of Science and Technology, Trondheim, Norway. pages 1-7, 14, 23, 28, 37. <http://www.fmreview.org/en/FMRpdfs/Supplements/TrondheimConf.pdf>

In-class Video *Statelessness - A Human Rights Crises*
<http://www.youtube.com/watch?v=wTcsNvskJ0g>

Week 2:

African Union Convention (Kampala Convention). For the Protection and Assistance of Internally Displaced Persons in Africa.
<http://www.unhcr.org/4ae9bede9.html>

Brookings - Colombia – Laws and Policies on Internal Displacement
<http://www.brookings.edu/about/projects/idp/laws-and-policies/colombia>

Brookings - India - IDP Laws and Policies
<http://www.brookings.edu/about/projects/idp/laws-and-policies/india>

Brookings - Turkey – IDP Laws and Policies
<http://www.brookings.edu/about/projects/idp/laws-and-policies/turkey>

Brookings (2008). A Manual for Law and Policymakers
<http://www.brookings.edu/research/papers/2008/10/16-internal-displacement>

IDMC(2010). Making the Kampala Convention Works for IDPs.
<http://www.internal-displacement.org/publications/2010/making-the-kampala-convention-work-for-idps/>

UNHCR (n.a.) Convention and Protocol Relating to the Status of Refugees
<http://www.unhcr.org/3b66c2aa10.html>

United Nations (n.d.). Guiding Principles on Internal Displacement.
<http://www.unhcr.org/43ce1cff2.html>

In-class Video *UNHCR (2013)*. UNHCR calls for strengthening protection of refugees, IDPs, stateless. http://www.youtube.com/watch?v=ub_uZHSp5ps

Week 3:

Aker, T., Celik, B., Kurban, D., Unalan, T., & Yukseker, H. (2006). *The problem of internal displacement in Turkey: Assessment and policy proposals*. Turkish Economic and Social Studies Foundation (TESEV).

Rajput, S. (2013). Internal Displacement: Simplifying a Complex Social Phenomenon. Beyond Intractability. <http://www.beyondintractability.org/rajput-internal-displacement>

USAID (2004). USAID Assistance to Internally Displaced Persons Policy.
<http://www.usaid.gov/sites/default/files/documents/1868/200mbd.pdf>

Week 4:

FMR (2003). Forced Migration Review. Researching Internal Displacement: State of the Art. Conference Report, 2003, Norwegian University of Science and Technology, Trondheim, Norway.
<http://www.fmreview.org/en/FMRpdfs/Supplements/TrondheimConf.pdf>

Rajput, S. (2012). Chapter 4 *Research Methodology* in “Displacement of the Kashmiri Pandits: Dynamics of Policies and Perspectives of Policymakers, Host Communities and the Internally Displaced Persons (IDPs).” Doctoral dissertation, George Mason University.

Week 5:

Rajput, S. (2012). Chapter 3 *Theoretical Framework* in “Displacement of the Kashmiri Pandits: Dynamics of Policies and Perspectives of Policymakers, Host Communities and the Internally Displaced Persons (IDPs).” Doctoral dissertation, George Mason University.

Week 6:

Country Cases accessible from Professor’s Blog (Tab CONF.695 Spring 2015).
<http://www.internaldisplacement.info/>

Week 7:

Students conduct research on Mid-Term assigned country case.

Dugan, M. (2001). Imaging the Future: A Tool for Conflict Resolution.

UNCRD (2013). UNCRD Training Workshop on Enhanced Knowledge and Competency in Peace Building.
<http://www.uncrd.or.jp/index.php?page=view&nr=570&type=13&menu=369>

Week 8: NO CLASS - SPRING BREAK

Week 9: Mid-Term Group Presentations

Week 10:

Brookings (2007). When Displacement Ends: A Framework for Durable Solutions.
<http://www.brookings.edu/research/reports/2007/09/displacementends>

Brookings-Bern (2008). Annual Report Brookings-Bern Project on Internal Displacement
http://www.brookings.edu/~media/Research/Files/Reports/2009/6/05%20internal%20displacement/0605_internal_displacement.PDF

Brun, C. (2010). Hospitality: Becoming ‘IDPs’ and ‘Hosts’ in Protracted Displacement, *Journal of Refugee Studies*, 23(3), 337-355.

Duncan, C. (2005). Unwelcome Guests: Relations between Internally Displaced Persons and Their Hosts in North Sulawesi, Indonesia. *Journal of Refugee Studies*, March 2005, 18, 1 (25).

Fager, J. (2011). Durable Solutions for IDPs. A Comparative Study of Reintegration Strategies. Uppsala University.

Moza, R. (2012). Why Kashmiri Pandits May Never Return to Kashmir, Kafila organization.
<http://kafila.org/2012/01/30/why-kashmiri-pandits-may-never-return-to-kashmir-raj-moza/>

Ninette, Kelley (2007). “International Refugee Protection Challenges and Opportunities” *International Journal of Refugee Law* 2007 19: 401-439.

Rajput, S. (2012). *Chapter 6: IDPs: Positions and Perspectives* in “Displacement of the Kashmiri Pandits: Dynamics of Policies and Perspectives of Policymakers, Host Communities and the Internally Displaced Persons (IDPs).” Doctoral dissertation, George Mason University.

USIP (Fagen). Refugees and IDPs After Conflict. Why They Do Not Go Home.
<http://www.usip.org/sites/default/files/SR268Fagen.pdf>

Week 11:

Cernea, M. (2003). The question not asked: when does displacement end? *Forced Migration Review* (17) p.24

Forced Migration Review (2003). Pages: [8-13](#), [15-19](#), [30-31](#), [33-35](#), [41-43](#)

USIP (n.a.) Return and Resettlement of Refugees and Internally Displaced Populations.
<http://www.usip.org/guiding-principles-stabilization-and-reconstruction-the-web-version/10-social-well-being/return-and->

Week 12:

Rajagopalan (2004). World Bank. Within and Beyond Borders.
http://siteresources.worldbank.org/INTCPR/214578-1111996036679/20482458/WP17_Web.pdf

World Bank Programs

<http://www.worldbank.org/en/topic/socialdevelopment>

State Department Programs

<http://www.state.gov/j/prm/funding/>

Week 13:

Dugan, M. (2001). Imaging the Future. A Tool for Conflict Resolution. *Peacebuilding: A Field Guide*, p.365-369.

Week 14: Simulation

Readings to be announced.

Week 15: Analyzing the Simulation

Week 16: Thursday May 7: *Discussing Emerging Crisis*FINAL EXAM Due May 7Reflections Paper Due Saturday, May 9**VIDEOS:****Week 1:** Statelessness – A Human Rights Crises<http://www.youtube.com/watch?v=wTcsNvskJ0g>**Week 2:** UNHCR Strengthening Protection for Refugees/IDPshttp://www.youtube.com/watch?v=ub_uZHS5ps**UNIVERSITY COMPLIANCE and RESOURCES:****Access to GMU portals:**mymasonportal.gmu.edu**Access Black Board:**<http://courses.gmu.edu>**Student Resources:****GMU Writing Center**

“The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer.

“Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab” (<http://writingcenter.gmu.edu>).

Disability Support Services

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

“George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinates services for students with disabilities, determine reasonable services and accommodations on the basis of disability,

and act as a liaison between students and faculty/administration on concerns relating to services and accommodations”
(<http://www.gmu.edu/departments/advising/dss.html>).

Library Services

The School for Conflict Analysis and Resolution library liaison is Mary Oberlies. Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials in Fenwick Library.