

CONF.795 (002) (Spring 2014)
Refugee and IDP Issue Analysis
Instructor: Dr. Sudha G. Rajput

School for Conflict Analysis and Resolution, George Mason University

Class Times:

Friday, February 7 5:00 pm – 9:00pm
Saturday, February 8 10:00 am – 4:00pm
Sunday, February 9 10:00 am – 4:00pm

Class Meeting: Arlington Campus – Founder Hall Room 308

Faculty Contact: srajput2@gmu.edu Phone: (703) 266-2456

Note: This 1-credit course is an elective for graduate and doctoral students at the School for Conflict Analysis and Resolution, and is also open to graduate students in other Departments.

First Task: Welcome to the course! I look forward to working with you during this professional development course. As the FIRST task, please Review the Entire Syllabus and bring any issues of concern or clarification to my attention, in our first meeting (**February 7**). Please note the **required readings to be completed before the first day of this Seminar**.

Course Description: CONF 795 *Refugee and IDP Issue Analysis*, is a professional development intensive course *aimed* to advance students' skills in researching, analyzing and synthesizing issues of refugees and the internally displaced persons (IDPs). Students *learn* to develop a research methodology to investigate IDP communities, analyze challenges of refugees and the IDPs in the context of theories of Conflict Analysis and Resolution, develop policy recommendations and propose international/national reforms. These skills are prerequisite for community building, societal reform, and policy making in divided and displaced societies across the globe.

Faculty: Dr. Rajput contributes her own research experience of the investigate inquiry into the protracted displacement of a quarter of a million people of a minority community of the Kashmir Valley.

Goals: This intensive course will: (i) furnish students with diagnostic tools to undertake analysis of divided and displaced communities; (ii) prepare them to undertake analytical and policy-advisory functions at the international/national/state levels; and (iii) prepare them to undertake investigative inquiries in the pursuit of dedicated studies on forced migration, refugees, and internal displacement.

Themes: Legal framework for Refugees and IDPs, IDP/Host Dynamics, Positions and Policies, Challenge of Policymaking, Dilemma of Return, Research Methodology.

CAR Theories: Culture, Identity, Group Process, Positioning, Relative Deprivation, Structural Violence.

Tools: This 3-day intensive course uses class readings, discussions, lectures, videos, case studies and blog postings, to strengthen analytical and diagnostic skills. A diagnostic model developed by the instructor serves as one of the analytical tools for mapping the issues and challenges of selected displaced communities.

Requirements and Classroom Etiquette: Students are required to: read the material to be covered during each class, before the class begins; participate fully in class discussions to maximize learning; come to class on time and prepared; and submit all assignments by due date.

Introduction: The magnitude of the crisis resulting from the displacement of people, leading to the flow of Refugees and the Internally Displaced Persons (IDPs) is a daunting humanitarian challenge with upwards of 45 million^{1/} around the world currently in displacement. The spillovers from such crisis, adversely magnify all aspects of those displaced, such as, individual, social, psychological, economic, legal and political ^{2/}. 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 many cases the researchers are barred from intervening in issues of an *internal* nature. However, a systematic understanding and analysis of the challenges of these populations is key to societal reforms, community building and policy formulation ^{2/}.

Important Dates

Day 1	Friday, February 7, 5:00 – 9:00 pm
Day 2	Saturday, February 8, 10:00 – 4:00 pm
Day 3	Sunday, February 9, 10:00 – 4:00 pm
10 Days After the last Class	Thursday, February 20 (Final Cases due)

CONF.795 - Refugee/IDP Issue Analysis - Assignment Grading and Due Dates			
Assignment	Description	Grade	Due Date
Pre-Class Readings	Minimum of 5 Readings from each day to be completed Before Seminar begins on Feb 7. Send e-mail to Professor on status of readings and 3-lines from each reading, sharing what was learned.	9%	Feb 7
Pre-Class Assessment	1 page describing: 1) what you already know about Refugees/IDPs 2) your interest in topic 3) what you hope to learn	6%	Feb 7
Class Attendance +Participation		6%	Feb 7, 8, 9
Blog Posts	I will post my blogs on related topics, you are to: 1) Express your view on event 2) Relate it to class material 3) Electroncially interact with other class members	6%	Feb 7, Feb 8, Feb 9
Case Analysis: Proposal	2-page proposal of Refugee/IDP case study that you will analyze (from Case Study list)	5%	Feb 8
Case Analysis: Full Report	Final Paper -10-12 pages, including Bibliography	30%	Feb 20
In-class Case Studies	In-class Team work	30%	Feb 9
Post-class assessment	Your Reflections about: 1) Course 2) Instructor 3) Class Material 4) what you learned (1-page).	8%	Feb 10 by midnight
		100%	

Assignment Guidelines: Please submit all written assignments as E-mail attachments, double spaced, 1 inch margins, Times Roman 12 font, using Chicago Style in-text and Bibliography format, with Bibliography at the end of write-up. For Chicago style please visit:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Pre-class Readings: A Minimum of 5 Readings from each day to be completed **Before Seminar begins** on Feb 7. Send e-mail to Professor on status of readings and 3-lines from each reading, sharing what was learned. This will help me to assess the issues less understood by the class and to allocate more class time for such issues.

Pre-class Assessment: Submit, by **February 7, a minimum of 1 page** describing: (i) what you already know about Refugees/IDPs; (ii) your interest in topic; and (iii) what you hope to learn.

Class Attendance, Participation: You are required to **attend all three classes** and participate fully in each class.

Blog Posts: Each day (**Feb, 7, 8, 9**), I will post a blog on a selected topic, you are required to review the post, comment and interact with class members. Blog can be accessed at:
<http://srajput2.onmason.com/refugee-idp-issue-analysis-conf-795/>

Case Analysis – Proposal: Submit, by **February 8, a 1-2 page proposal** of Refugee/IDP case study that you will analyze (from “**Case Study Take-home Assignment**” list below). The proposal should include: (1) Country/Issue to be analyzed (2) Global significance of Issue (3) Existing research (4) Method of analysis.

Case Analysis – Full Report: Submit, by **February 20, a minimum of 10-12 pages Full Report** on your case. This should include: country/issue analyzed, significance of issue, existing research, methodology, CAR theories applied, policy recommendations/and target audience, (e.g. the U.N. , the National governments or NGOs etc.).

Post-Class Assessment: Submit by **February 10, 1-page,** of your Reflections about: (i) Course; (ii) Instructor; (iii) Class Material; and (iv) what you learned.

Day 1: Friday: February 7 (5:00 pm- 9:00 pm)
Focus: *Refugee/IDP Issues and Research Methodology*

5:00 – 5:30	Introduction, Syllabus and Assignments
5:30 – 6:30	Terminology and Difference between Refugees and IDPs – Factors leading to Refugee/IDP flow
6:30 – 7:30	International Conventions and National Frameworks

- 7:30 – 7:45 Break
7:45 – 8:45 Issues of IDPs and Research Methodology
8:45 – 9:00 Recap and Day 2 expectations.

Day 1 Readings (Required Minimum of 5 readings):

- (1) Syllabus
- (2) Fazito and McCarty (2009). Network Analysis of the Contemporary “International Refugee System” is there any structure? (**Blackboard/E-Reserve**)
- (3) FMR (2003). Forced Migration Review. Researching Internal Displacement: State of the Art. Conference Report, 2003, Norwegian University of Science and Technology, Trondheim, Norway. (**Blackboard/E-Reserve**)
- (4) Guiding Principles on Internal Displacement PDF (**Blackboard/E-Reserve**)
- (5) Ninette, Kelley (2007). “International Refugee Protection Challenges and Opportunities,” International Journal of Refugee Law 2007 19: 401-439 (**Blackboard/E-Reserve**)
<http://www.lexisnexis.com.mutex.gmu.edu/hottopics/Inacademic/?verb=sr&csi=254934>
- (6) Rajput, S. (2013). Internal Displacement: Simplifying a Complex Social Phenomenon. Beyond Intractability
<http://www.beyondintractability.org/rajput-internal-displacement>
- (7) UN Convention Relating to the Status of Refugees (**Blackboard/E-Reserve**)
<http://www.unhcr.org/3b66c2aa10.html>
- (8) Velath. P. (2003). Refugees and IDPs: are they really so distinct?. *Researching Internal Displacement: State of the Art. Conference Report* (p.37), February 2003, Trondheim, Norway.
<http://www.fmreview.org/FMRpdfs/Supplements/TrondheimConf.pdf>
- (9) **Video:** Rajput, S. (2012). Sudha Rajput - IDPs and the Challenges They Face
<http://www.youtube.com/watch?v=DT6MMVA4HGM>
- (10) **Video:** UNHCR (2013). UNHCR calls for strengthening protection of refugees, IDPs, stateless. Interview by Volker Türk, UNHCR's Director of International Protection (7 minutes).
http://www.youtube.com/watch?v=ub_uZHS5ps

Day 2: February 8, 10:00 – 4:00 pm
Theoretical and Critical Issue Analysis

- 10:00 - 12:00 Challenge of Policymaking, Dilemma of Return, IDP/Host Dynamics
12:00 - 1:00 Diagnostics of IDP issues using CAR Theories and Instructor’s Model.
1:00 - 1:45 Lunch Break

- 1:45 - 3:45 Video 1: UNHCR calls for strengthening protection of refugees, IDPs, stateless (2013) (7 minutes)
http://www.youtube.com/watch?v=ub_uZHSp5ps
Video 2: Statelessness: A Forgotten Human Rights Crisis (2012) (6 minutes)
<http://www.youtube.com/watch?v=wTcsNvskJ0g>
- 3:45 - 4:00 Wrap up Day 3 Expectations

Day 2 Readings (Required Minimum of 5 Readings):

- (1) 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)* (**Blackboard/E-Reserve**)
- (2) Ben-Meir, A. (2010). Taking Responsibility for the Palestinian Refugees. (**Blackboard/E-Reserve**).
- (3) Brookings-Bern Project on Internal Displacement, *When Displacement Ends: A Framework for Durable Solutions* (**Blackboard/E-Reserve**)
http://www.brookings.edu/~media/Files/rc/reports/2010/0305_internal_displacement/0305_internal_displacement.pdf
- (4) Brun, C. (2010). Hospitality: Becoming 'IDPs' and 'Hosts' in Protracted Displacement, *Journal of Refugee Studies*, 23(3), 337-355. (**Blackboard/E-Reserve**)
- (5) 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). (**Blackboard/E-Reserve**)
- (6) Economist (2008). Iraq. Repatriating refugees: Managing the right of return. (**Blackboard/E-Reserve**)
- (7) Fager, J. (2011). Durable Solutions for Internally Displaced People: A Comparative Study of Reintegration Strategies. Uppsala University (**Blackboard/E-Reserve**).
- (8) Ferris, E. (2011). Resolving Internal Displacement: Prospects for Local Integration (editor). The Brookings Institution, June 2011. (**Blackboard/E-Reserve**)
- (9) Moza, R. (2012). Why Kashmiri Pandits May Never Return to Kashmir, Kafila organization. (**Blackboard/E-Reserve**)
<http://kafila.org/2012/01/30/why-kashmiri-pandits-may-never-return-to-kashmir-raju-moza/>
- (10) Rajput, S. (2012). IDP Analysis Model 2012 (**Blackboard/E-Reserve**)

(11) Stephen, Cyntia and Reide, Jerome (2006). "Katrina 'Survivors' versus 'Internally Displaced Persons': More Than Mere Semantics," *Human Rights, Fall 2006*. Vol. 33, Iss. 4; 2-6 or http://www.americanbar.org/publications/human_rights_magazine_home/human_rights_vol33_2006/fall2006/hr_fall06_stephensreide.html (**Blackboard/E-Reserve**)

(12) UNHCR (2006). The State of the World's Refugees: Human Displacement in the New Millennium (**Blackboard/E-Reserve**)
<http://www.unhcr.org/4445f6334.html>

Day 3: February 9, 10: 00 – 4:00 pm
In-class Case Study Analysis

10:00- 10:30 Case Study Overview
10: 30 – 1:00 Case Study Analysis
1:00 – 1:45 Lunch Break
1:45 – 3:45 Class Presentations: 1) Introduce Case 2) Issues 3) Analytical Methodology used 4) Policy Formulation and Reform 5) Next Steps
3:45 – 4:00 Wrap Up and Final Report Expectation.

In-Class Case Studies:

<http://srajput2.onmason.com/refugee-idp-issue-analysis-conf-795/>

Study #1 – Burma

<http://www.witness.org/campaigns/case-studies/idps-burma>

Burma's military junta, known as the State Police and Development Council (SPDC), seeks to assert absolute control over ethnic minority border areas and uses relocation, forced labor, torture and arbitrary execution to systematically destroy the capacity of rural civilians to live independently. As a consequence Burma has the worst internal displacement crisis in Asia, and is gripped by a silent humanitarian crisis following thirty years of brutal military campaigns.

Study #2: Bosnians and Croatians

<http://www.prsproject.org/case-studies/contemporary/bosnians-croatians/>

Sixteen years after the Dayton Peace Agreement ended the conflict in Bosnia and Herzegovina, 18,000 Bosnian refugees and 47,000 Croatian refugees continue living in Serbia. In 2010, a repatriation agreement between Croatia and Serbia was announced, and substantial numbers of Croatian and Bosnian refugees have integrated in their host communities in Serbia in recent years. Tens of thousands of Croatian refugees have moreover returned to Croatia.

Study #3: Rwandans (in the DRC)

<http://www.prsproject.org/case-studies/contemporary/rwandans/>

While thousands of Rwandan refugees have been repatriated to their home country in recent years, about 65,500 remain in protracted displacement in the Democratic Republic of Congo and throughout the region.

CASE STUDY (Take-home Assignment)

Study #1: Afghans (in Pakistan, Iran)

<http://www.prsproject.org/case-studies/contemporary/afghans/>

Since the fall of the Taliban in 2002, millions of refugees have returned to Afghanistan. Nevertheless, approximately 3 million remain in exile, most of them in Iran and Pakistan. The majority of those remaining abroad have been displaced for more than 20 years, and about half of them were born in exile.

Study #2: Burmese (in Thailand and Bangladesh)

<http://www.prsproject.org/case-studies/contemporary/burmese/>

Prolonged conflict in Myanmar (Burma) has caused one of the most protracted refugee situations in Asia. For over a half a century, the Burmese military has waged war against many of the country's numerous ethnic nationality parties and minority groups who seek greater autonomy. The protracted conflicts in Myanmar have produced huge numbers of internally displaced persons and at least four separate but related protracted refugee situations in neighboring Thailand, Bangladesh, India and Malaysia. Despite recent moves to liberalize Burma's political system, large numbers of refugees continue to flee the country.

Study #3: Colombians (in Ecuador, Venezuela, Panama and Brazil)

<http://www.prsproject.org/case-studies/contemporary/colombians/>

After approximately 50 years of conflict in Colombia, the 1990s saw an escalation in violence and threats to the civilian population. These threats increased to such an extent that greater numbers of Colombians crossed international borders in search of safety and international protection as refugees. As the conflict in Colombia is infamous for the internal displacement it has caused, these refugees are often overlooked. However, there are now an estimated 57,000 Colombian refugees in Ecuador and around 200,000 Colombians eligible for refugee status in Venezuela. Several thousand displaced Colombians in Panama and Brazil remain 'unidentified' and their exact numbers are unknown due to porous borders and difficulty in accessing them in the Amazon.

Student Resources and Grading Logic

General Access to GMU portals:

mymasonportal.gmu.edu

Access Black Board:

<http://courses.gmu.edu>

Access e-Reserve:

<http://library.gmu.edu/>

click on Reserves>> Electronic Reserves>> Select Course and Section, Select instructor (Sudha Rajput) enter the password, Submit.

Grading Logic:

All submissions start with 100% grade, one point is deducted for anything that appears incorrect (eg spelling, format, missing assignment requirements, incorrect citations etc).

A: Outstanding work that shows creative original thinking, well organized, and flawlessly written.

B: Good work with a strong argument, sound organization, and solid writing. There are some relatively minor flaws in one or more of these areas, although the work clearly shows potential for an A level grade.

C: About average or slightly below average. An overall solid job, but with more obvious organizational, interpretive, creative, and/or stylistic problems that permeate the paper.

D: Serious flaws in every aspect of the work: a lack of understanding of basic principles, poor organization, and writing that makes it difficult for me to understand the author.

F: Unacceptable and/or incomplete, of a nature that if re-writing was permitted, the student would be required to re-write to earn a passing grade.

98 - 100 A+	93 - 97 A	90 - 92 A-	87 - 89 B +	83 - 86 B	79 - 82 B -
75 - 78 C+	72- 74 C	69- 71 C-	61 - 68 D	0 – 60 F	

Academic Integrity and Collaboration:

George Mason University has an Honor Code with guidelines for academic integrity, designed, “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community” (<http://academicintegrity.gmu.edu/>). The Honor Code lays out strict penalties for cheating and plagiarism. Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, Chicago, etc.). You can choose any citation format, however, be consistent throughout your work. If you are unsure about how to cite a direct quotation or concept from the course or outside readings, then ask for help. Copies of common style manuals are available at the GMU library or online at <http://library.duke.edu/research/citing/workscited/>.

For individual class assignments, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class.

GMU’s Honor Code:

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask

for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

GMU E-mail Accounts

Students must use their Mason email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Campus Resources for Students

English Language Institute:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, visit <http://eli.gmu.edu/>, call 703-993-3642 or e-mail malle2@gmu.edu.

The Writing Center:

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments, please visit <http://writingcenter.gmu.edu/>, e-mail wcenter@gmu.edu, or call 703-993-1200
Located in Robinson Hall, at Fairfax Campus

University Libraries "Ask a Librarian"

<http://library.gmu.edu/mudge/IM/IMRef.html>

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 (<http://www2.gmu.edu/dpt/unilife/ods/>) to determine the possible accommodations you might need; and 2) contact the instructor to discuss reasonable accommodations.

Counseling and Psychological Services (CAPS):

(703) 993-2380;

<http://caps.gmu.edu>

University Policies:

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Footnotes:

1/ UNHCR (2013). Retrieved November 24, 2013 from: <http://www.unhcr.org.uk/about-us/key-facts-and-figures.html>

2/ Rajput, S. (2012). The Displacement of the Kashmiri Pandits: Dynamics of Policies and Perspectives of Policymakers, Host Communities and the Internally Displaced Persons (doctoral dissertation), School for Conflict Analysis and Resolution, George Mason University, VA,USA.