Winter 2020
INTD 497: Forced Migration, Refugees and Displacement
Professor Diana Allan
Monday, 11:35-2:25pm, Birks 111
Office hours 2:45-4. Leacock 922

How do the social sciences study those defined as exceptions within the political order of citizenship? Refugees, migrants, asylum seekers, and “illegal aliens” challenge this order at its core. This course engages the work of anthropologists, political theorists, critical scholars of migration and practitioners in the field to explore the political implications of such “others,” as well as the theoretical and practical implications of the terms themselves. Readings explore the definitions and classifications of forced migration, and trace the theoretical evolution of the refugee from state threat and abject other in need of containment and therapeutic care to agent of political change. The course will engage core themes, ranging from studies of citizenship and exclusion, humanitarianism and the biopolitics of refugee management and control, “bordering” and irregular migration, to “experience-near” ethnographies of forced migration. We will consider the lived experience of displacement, “irregular” movement, immobility, and exclusion; and how home, community and belonging are (re)configured in exile. While the course will focus primarily on case studies from Europe, the Middle East and North Africa (with particular attention directed at Syrian, Palestinian and Iraqi refugee communities), examples will also be drawn from other contexts.

TEXTS

All the texts for this course are available as e-books (with unlimited access), and the articles and additional readings will be accessible through the course website.

LEARNING OBJECTIVES

By the end of this course, students should be able to:
• Understand how anthropology and related disciplines approach the study of displacement and forced migration
• Recognize and evaluate the ways refugee status, and the experience of belonging and exclusion shape social and political life and human subjects
• Critically analyze, from an interdisciplinary perspective, debates about forced migration, citizenship, belonging and exclusion in the Middle East and elsewhere
• Develop and present persuasive oral and written analyses of materials discussed
• Conduct independent research that explores the themes of the course further

The teaching methods used to achieve these objectives include:
• Brief lectures to introduce key terms and theoretical debates
• Class discussions;
• Student presentations;
• Audiovisual materials;
• Guest lectures;
• Guided reading and independent research.

**Ideally, this will be a device free class. Use of laptops, iPads should be strictly limited to accessing class texts and course-related materials only. Hard copies are preferred.**
COURSE REQUIREMENTS

10% Attendance
15% Participation in class
15% Discussion facilitation
15% Weekly response papers
10% Paper proposal
35% Final research paper

Class Attendance (10%)
Attendance is mandatory and will be taken. One class can be missed without a reduction of your overall grade. Additional unexcused absences will lower the class participation grade. Excused absences require advance approval. Students will be responsible for all work missed.

Participation (15%)
Participation counts towards the final grade and is expected of all students. Share your ideas with others — we all bring different experiences to this class and we can all learn from each other. Because this is a seminar, students are expected to come to class having closely read all the assigned texts and prepared to speak about them. The texts are your primary source of information, and success in this class depends on careful, critical reading. Identify striking passages that warrant deeper analysis, and note questions the texts raise. Students will be expected to bring marked up texts with them to class.

Discussion facilitation (15%)
Students will work in pairs/ small groups to help lead part of the discussion for select classes. Please sign up for one of the following weeks: 2, 3, 4, 6, 7 and 8. These presentations should not summarize the texts, but critically engage them; they should draw connections with previous texts, and overarching themes. Presenters should identify the particular themes and develop creative strategies to facilitate discussion and debate (where relevant, drawing on case studies beyond assigned readings, audiovisual materials, etc.). Presentations should be around 45 minutes and which should combine facilitated group discussion and small group activities. A projector will be provided.

Weekly responses (15%)
Students are required to write a one – two-page, double-spaced response to the weekly readings. These must be submitted to MyCourses by 9am on the day of class. These papers should draw connections with previous readings and the themes of the course, pose questions, express frustration or pleasure, and hone critical skills. They should not simply summarize the argument, but critically engage it. For weeks where multiple readings are assigned, students should treat a minimum of two. Late papers will reduce your grade by 2% per day; missing papers will reduce your grade by 5% for each paper. One of these assignments will be chosen at random to be assigned a grade. This grade will account for 15% of the final grade.

Final paper proposal and workshop (10%)
Each student will write a short research paper on a topic of their choice that engages core themes and builds on their workshop proposal. Students are required to submit TWO COPIES of their 2-page proposal for this final research paper in class on March 16. The proposal should include 1) a justification of how it relates to course themes; 2) an annotated bibliography of texts.
Final Paper (35%)
Final papers, which build on research proposal, should be between 8 - 10 pages, double spaced, 12-point font. They should have a clear thesis, identify key terms, and draw on course materials. Topics should also involve independent research in related areas.

*The final paper is due in the last class on April 6.

Important dates

6 January Course begins
16 March Proposal for research paper topic (TWO copies due in class)
6 April Last class, final papers due

**Please note this syllabus may be subject to change**

Week 1: January 6
Introduction: Course overview


Screening: Nakba Archive Excerpts

PART I – GENEALOGIES AND FRAMINGS

Week 2: January 13
Definitions: Citizenship, exclusion, rights


Screening: The Displaced (2014)

Week 3: January 20
Making Refugees


**Week 4: January 27**

**UNHCR and the refugee regime**

*Guest lecture, Denise Otis (UNHCR)*

—UNHCR, Global Compact on Refugees, Final Draft (26 June, 2018)  
https://www.refworld.org/docid/4fe03cb72.html

**Week 5: February 3**

**Humanitarian regimes**

*Guest lecture Rachel Kiddell-Monroe*


**Week 6: February 10**

**Research ethics, representation and risk**


Screening: The Island of all Together
http://www.theislandofalltogether.com/
PART II — CASE STUDIES

Week 7: February 17
Protracted Displacement: Palestinian refugees in Lebanon

Screening: *Terrace of the Sea* (2010), 55 mins, dir. Diana Allan

Week 8: February 24
Active learning workshop — Syrian refugees in Lebanon
Guest lecture — Cynthia Kreichati (McGill)

Week 9: March 2 — Spring break.
NO CLASS

Week 10: March 9
Governing migration: “The biopolitics of mobility at Europe’s borders”
Guest lecture, Martina Tazzioli (Goldsmiths University)

Week 11: March 16
Gaza: Isolation, immobility and “irregular” migration
Guest lecture, Caitlin Procter (European University Institute)
— Luigi Achilli, “The ‘good’ smuggler: the ethics and morals of human smuggling among Syrians.” *ANNALS AAPSS*: 676:77-96

*Paper topic and tentative bibliography due. (Please bring two copies to class).

Week 12: March 23
Urban refugees: Iraqis in Jordan
Guest lecture, Giulia El-Dardiry (McGill)
Week 13: March 30
Translation and political therapeutics
Guest lecture — Cristiana Giordano (UC Davis)
— Cristiana Giordano, Migrants in Translation: Caring and the Logic of Difference in Contemporary in Contemporary Italy (2014), Selections.

Week 14: April 6
Protest: Refugees and migrants as Political avant garde
— Maple Razsa and Nadia El-Sharaawì, “Movements upon Movements: Refugee and Activist Struggles to Open the Balkan Route to Europe.” History and Anthropology (2018).

Optional:

Writing Guidelines

Format: All written work should conform to these guidelines: one inch margins, double spacing, and 12-point, Times New Roman font. Include your name, date and title on the first page of your paper, and number and staple your pages. Proofread your drafts carefully before turning them in.

Citation: Follow the standard format for citation set out in the American Anthropological Association style guide: http://aaanet.org/publications/style_guide.pdf.

Late submission: Late work will not be accepted unless arrangements have been made in advance.

Academic Integrity: The work you submit for this course must be written by you; all sources must be appropriately acknowledged. Please review McGill’s Academic Integrity Code: www.mcgill.ca/integrity for more information.

Language: As per university policy, written assignments may be submitted in French or English.

Special Needs: Requests for academic accommodations for students with disabilities must be made during the first three weeks of the semester, so that arrangements can be made. For more information, please contact the McGill Student Disability Services.

Major legal agreements and standards:


**Other useful resources:**
Canadian Council for Refugees: www.ccrweb.ca
Forced Migration On-line: www.forcedmigration.org
Forced Migration Review: www.fmreview.org
Human Rights Watch: www.hrw.org
Immigration and Refugee Board of Canada: www.irb-cisr.gc.ca
International Committee for the Red Cross: www.icrc.org
International Crisis Group: www.crisisweb.org
Internal Displacement Monitoring Centre: www.idmc.org
MSF Virtual Refugee Camp: www.refugeecamp.org
Norwegian Refugee Council: www.nrc.no
Refugees International: www.refintl.org
Relief Web: www.reliefweb.int
UNHCR: www.unhcr.org
University of Oxford Refugee Studies Centre: www.rsc.ox.ac.uk
Women’s Refugee Commission: https://womensrefugeecommission.org
http://reliefweb.int/organization/womens-commission-refugee-women-and-children