Background

This course will examine trends in forced displacement, including protracted displacement, shifting geopolitics and drivers, and growing polarization. We will consider impacts on the social and economic inclusion of forced migrants, as well as how forced migrants affect and contribute to host communities where they live and resettle. The course will engage legal and policy dimensions of different types of forced migration (e.g., linked to conflict, natural disasters, and/or climate) and also cover several case studies, including recent responses to those fleeing Afghanistan and Ukraine, and consider their implications for future policy and practice.

Goals of class

The goals of the class are for students to:

- Understand key concepts and trends in refugee and forced displacement policy and practice
- Understand the linkages between forced displacement policy and the broader global context, including shifts in foreign policy, climate change, and conflict
- Understand and assess policy and program responses to a variety of forced displacement contexts
- Learn about key quantitative and qualitative data sources and how to utilize them
- Apply new knowledge to analyze specific cases and propose alternative approaches
- Develop skills related to researching, writing, and presenting briefing memos and policy papers

Prerequisites

There are no prerequisites for this course.

How this class will work

This is a hybrid course, with most classes taking place in person and some virtually. Other details include:

- The class will meet once per week, Fridays from 9:00am to 11:30am in the Keller Center Room 10. This is a hybrid course, following the week-by-week description below.
- The time and location of office hours are TBC. Ad hoc meetings are available.
- The final paper for the class will be due on Friday, March 10.
- Class will be a mix of lecture, guest speakers, class presentations, a policy simulation, and interactive discussion.
Student assignments
Assignments include: 1-page reading reflections and questions, group memo and presentation, and a final paper.

Grading policies and procedures

Grades will be determined by the following:
- 1-page reflections and questions about the readings – 25%
- Group case study memo and presentation – 15%
- Final paper – 35%
- Class participation (including policy simulation) – 25%

Late assignments will lead to a grade reduction (e.g., A- to B+) every 48 hours of delay. Extra credit assignments will be offered during the quarter.

Teaching assistant(s) and/or graders
To be confirmed.

Dual-modality teaching and learning
Especially because this is a hybrid class, it is critical that you attend in person when class is held on campus. Class participation credit is not given for remote participation for an in-person class (unless there is a documented medical reason for your physical absence). For remote classes, please turn on your camera if you are comfortable doing so. Finally, please avoid multitasking during class; failure to do so may affect your class participation grade.

General Resources Available to Students
- [https://wellness.uchicago.edu/](https://wellness.uchicago.edu/)
- [https://learningremotely.uchicago.edu/learning-resources/](https://learningremotely.uchicago.edu/learning-resources/)
- [https://harris.uchicago.edu/student-life/dean-of-students-office/academic-support-programs](https://harris.uchicago.edu/student-life/dean-of-students-office/academic-support-programs)

Harris School and University of Chicago Policies
Please review the below policies and feel free to discuss any questions with me.
- General [University Policies](https://wellness.uchicago.edu/)
- [Academic Policies](https://learningremotely.uchicago.edu/learning-resources/) at the University
- [Harris School Policies](https://harris.uchicago.edu/student-life/dean-of-students-office/academic-support-programs)
- Policies on audio and video recordings: [https://teachingremotely.uchicago.edu/recording-policy/](https://teachingremotely.uchicago.edu/recording-policy/) [https://teachingremotely.uchicago.edu/recording-deletion-policy/](https://teachingremotely.uchicago.edu/recording-deletion-policy/)

Schedule of class topics, objectives, readings, and activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Description</th>
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<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Objectives</th>
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<tr>
<td>Jan 6 (in person)</td>
<td><strong>Definitions and the origins of the refugee regime</strong></td>
<td><strong>Objectives:</strong></td>
<td><strong>Readings:</strong></td>
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|              |                                                                     | • Understand the categories of forcibly displaced people and the origins of the refugee regime | Human Rights Watch, [Refugees 101](https://www.humanrightswatch.org/)  
|              |                                                                     | • Understand the foreign policy context for forced displacement policy     | UNHCR, selections from the [2021 Global Report](https://www.unhcr.org/)                     |
|              |                                                                     |                                                                           | UNHCR on durable solutions  
|              |                                                                     |                                                                           | Alex Betts, *The Refugee Regime Complex*                                                     |
|              |                                                                     |                                                                           | Peter Gatrell, *The 1951 UN Refugee Convention: its origins and significance*  
|              |                                                                     |                                                                           | or watch [here](https://www.unhcr.org)                                                     |
|              |                                                                     |                                                                           | Kathleen Newland, *Impact of US Refugee Policies on US Foreign Policy*                           |
| Jan 13 (remote)  | **The shifting context and new challenges for refugee policy**      | **Objectives:**                                                           | **Readings:**                                                                                      |
|              |                                                                     | • Understand the changing landscape of refugee response and policy        | Lena Kainz et al., *The Divergent Trajectories of the Global Migration and Refugee Comapcts: Implementation amid Crisis*  
|              |                                                                     | • Identify and engage on key questions facing policymakers                | Alex Aleinikoff, *Can Refugee Scholars Hold the Line?*                                           |
|              |                                                                     | • Understand the components of an effective policy memo                    | Refugees International, selections from the [Task Force Report to the President on the Climate Crisis and Global Migration A Pathway to Protection for People on the Move](https://www.refugeesinternational.org/) |
|              |                                                                     |                                                                           | Seyla Benhabib, *The End of the 1951 Refugee Convention? Dilemmas of Sovereignty, Territoriality, and Human Rights*  
|              |                                                                     |                                                                           | Clips from Ken Burns, *The US and the Holocaust*                                              |
|              |                                                                     |                                                                           | Read 3-4 sample memos from the [Harvard Kennedy School Policy Memo Resource](https://www.hks.harvard.edu/) |
| Jan 20 (in person) | **The landscape of displacement and differing host country responses** | **Objectives:**                                                           | **Assignment (submitted no later than Thursday 1/19 at 9am):**                                        |
|              |                                                                     | • Understand where refugees live, key descriptive statistics, and data sources | 1-page of reflections and key questions                                                                 |
|              |                                                                     | • Understand the drivers of varying host country models and efforts to bridge humanitarian and development approaches |                                                                                                   |
|              |                                                                     | • Explore refugee experiences and perspectives of displacement            |                                                                                                   |
- Using one or more of the data sets below, create a series of graphs to visualize and explain key aspects of displacement or create a response (e.g., short video or 1-page essay, graphic story, etc.) on or inspired by two essays from *The Displaced*

Readings:
- Lamis Elmy Abdelaaty, selections from *Discrimination and delegation: Explaining state responses to refugees*
- World Bank, selections from *Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and Their Hosts*
- Explore key data sources
  - UNHCR [refugee data](#) and selections from the [2021 Global Report](#) on IDPs - see [here](#) and selections from the [Global Report on Internal Displacement 2022](#)
  - World Bank-UNHCR, selections from the [2021 Joint Data Center report](#); links to microdata sources can be found [here](#)
- Two essays from *The Displaced: Refugee Writers on Refugee Lives*

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<tr>
<th>Jan 27 (remote)</th>
<th>Approaches to refugee integration and inclusion</th>
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| **Objectives:** | Understand core elements of refugee integration and inclusion and explain drivers of varying approaches  
Engage with guest speaker to explore and understand programmatic approaches and challenges |
| **Assignment (submitted no later than Thursday 1/26 at 9am):** | 1-2 page outline of group briefing and decision memo on a major refugee response  
1-page of reflections and key questions |
| **Readings:** | Beth Ferris, *Making Sense of Public Policy on Refugee Integration*  
Maurice Crul, *How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon and Turkey*  
Lamis Elmy Abdelaaty, additional selections from *Discrimination and delegation: Explaining state responses to refugees*  
Cindy Huang and Nazanin Ash, *Refugee Compacts: Addressing the Crisis of Protracted Displacement*  
Refugee Self-Reliance Initiative, *Self-Reliance Evidence Review* - read the overview or watch the event  
Michael Clemens, “*Doing Refugee Integration Better*” |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest Speaker</th>
<th>Objectives</th>
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| Feb 3 (in person) | The economics of hosting refugees  | Tjada McKenna, CEO of Mercy Corps (TBC)  | • Understand the economic dimensions of migrants (including refugees) and identify benefits and costs  
  • Learn from and engage classmates’ presentations of their group projects  | Final group project memo and presentations  
  1-page of reflections and key questions  | Michael Clemens et al, “Migration is What You Make It”  
  Moritz Marbach et al, “The Long-Term Impact of Employment Bans on the Economic Integration of Refugees”  
  World Bank, “The impact of Syrian refugees on the Turkish labor market”  
  Dany Bahar, “The Refugee Opportunity”  |
| Feb 10 (remote) | Social cohesion and public attitudes       |                          | • Understand the factors that affect social cohesion between refugees and host communities  
  • Understand variations and changes in public attitudes toward immigrants and refugees  
  • Learn from and engage guest speaker regarding current challenges facing policymakers  | 1-page description of your final paper  
  Cevat Askoy, Attitudes and Policies toward Refugees: Evidence from Low- and Middle-Income Countries  
  Sule Allen, “Building Social Cohesion in Ethnically Mixed Schools: An Intervention on Perspective Taking”  
  Amy Leach et al., “Public attitudes towards immigration and immigrants: what people think, why, and how to influence them”  |
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<th>Date</th>
<th>Activity</th>
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| Feb 16 (in person) and Feb 17 (in person) | **Afghanistan, Ukraine, and paper presentations**  
**Note: In lieu of class on 2/24, we will have 2 classes on 2/16 and 2/17, both in person. This will include a simulation of a high-level policy deliberation.**  
Thursday Feb 16 - Afghanistan and Ukraine  
- Discussion of Afghanistan and Ukraine  
- Preparation for simulation  
Friday Feb 17 – Policy simulation  
Readings:  
- Omer Karasapan, “Ukrainian Refugees: Challenges in a welcoming Europe”  
- Jacob Kurtzer, *Taliban Takeover: Humanitarian Implications and Recommendations for the United States*  
- Selections of Senate Hearing, *Afghanistan’s Future: Assessing the National Security, Humanitarian and Economic Implications of the Taliban Takeover* |
| Feb 24     | No Class – Extended office hours (remote) to discuss papers               |
| Mar 3 (in person) | **Current dilemmas and opportunities in refugee policy making**  
Objectives:  
- Synthesize learning from the quarter and apply lessons and insights to current challenges  
- Learn from and engage resettled refugee and advocate  
Readings  
- James Milner et al, "*Meaningful Refugee Participation: An Emerging Norm in the Global Refugee Regime*"  
- Alex Aleinikoff and Leah Zamore, *The Arc of Protection* |
| Mar 10 (no class) | FINAL PAPER DUE |

Guest lecture - Jeremy Konyndyk, President of Refugees International

Guest speaker - Emma Yaaka, Refugee Congress Delegate for Illinois
Academic Integrity

All University of Chicago students are expected to uphold the highest standards of academic Integrity and honesty. Among other things, this means that students shall not represent another’s work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage.

- The University’s policies regarding academic integrity and dishonesty are described here. As noted in the policy, “It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another’s statements or ideas as one’s own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.”

Disability Accommodations

The University’s policies regarding students with disabilities are available here. The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course must follow the procedures established by the Harris School of Public Policy.

Timely notifications are required to ensure that your accommodations can be implemented. Currently registered students are asked to notify the Harris Student Disability Liaison, Eman Alsamara (ealsamara@uchicago.edu) of their access requests by the end of the first week of the quarter. The Harris Student Disability Liaison will work with the student and instructor to coordinate the implementation of student accommodations. Harris students are not required to submit their accommodations letter to the instructor. Students from other divisions in the University must submit their accommodations letter to Eman Alsamara (ealsamara@uchicago.edu) in the Harris Dean of Students Office.

Students who are facing extenuating circumstances at any point during the quarter should reach out to their Academic Advisor in the Dean of Students Office for support. If you feel you need accommodations on an ongoing basis, contact Student Disability Services. To contact SDS: website: disabilities.uchicago.edu phone: (773) 702-6000 email: disabilities@uchicago.edu.

Diversity and Inclusion

The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to insure that we remain a place where difficult issues are discussed with kindness and respect for all.

Video and Audio Recordings

Please note the University’s specific policies and procedures regarding the use of video/audio recordings: these policies are explicitly described in the University’s student manual as well as in the guidelines for instructors available here.
As noted in the policies, “By attending course sessions, students acknowledge that:

i. They will not: (i) record, share, or disseminate University of Chicago course sessions, videos, transcripts, audio, or chats; (ii) retain such materials after the end of the course; or (iii) use such materials for any purpose other than in connection with participation in the course.

ii. They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session. Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.

iii. Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties. Any unauthorized use of such recordings or course materials may violate such copyrights.

iv. Any violation of this policy will be referred to the Area Dean of Students.”