

Syllabus

POLS 315 Global Politics/ International Relations International Refugee Protection and Global Governance Summer 2016

Date & Time: M-F, 09:00 – 10:15

Location: TBA

Instructor: Won Geun Choi (choiwg@hawaii.edu)

- Office : SAUND #638
- Office Hours : MWF 10:15-11:30 or by appointment

I. Course Description

People flee their country in order to avoid wars, human rights violations, political persecutions, organized violence and/or economic deprivation. Most recently, refugee outflows are the most serious concerns all around the world, especially after the Syrian refugee crisis. However, causes and consequences of refugees and responses of international community have not been scrutinized in the broader context of global politics. In this circumstances, this course attempts to bring various aspects of refugee crisis – legal, political, social and governance sides – into scrutinize. Furthermore, students will have a chance to closely work with Southeast and East Asian refugee policies to connect theoretical studies with practical dynamics in this region.

The course has Oral Communication (O) Focus Designation. All of the class activities and assignments are focused on the development of students' oral communication skills, including presentations, debates, and evaluation of other's debates.

II. Student Learning Outcomes

This course is planned to scrutinize the refugee issue in global politics. This class will encourage students to find their own research interests and get involved with political issues in global, regional, national, local and daily life with their own perspective. In this regards, the goal of this class is to fulfill the student learning outcomes of the Department of Political Science.

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You will find the students learning outcomes from related link at <http://www.politicalscience.hawaii.edu/5-courses/ug-courses.html>, or summaries in below.

1. Learn to think politically

Comprehending that all social, economic, and cultural processes are also political is a crucial learning outcome. Students learn that the disciplinary boundaries that inform our comprehension of social phenomena, while useful in engendering and accumulating knowledge, can also obscure the systemic connections at work across the societal networks and process. How these connections are structured as well as preserved is a function of politics.

2. Make a good argument

Both political phenomena and scholarship generally require the capacity to reason well. To make a good political argument, students need to learn to identify an argument, to distinguish strong and weak ways of making arguments, to analyze the arguments of others and to offer their own.

3. Become critical of power.

The study of power is a common interest across the discipline of political science. It is critical to the development of active citizens and lifelong learners. The ability to analyze power effectively, to ask critical questions about authority and legitimacy, are central to a robust understanding of politics.

4. Communicate effectively in public settings.

Learning to make a good argument and to think critically about power are key resources for effective public communication. Effective communication encompasses many types of media, including oral or written forms, electronic forms, visual or musical forms of expression. Our students will learn to speak and write clearly and effectively in a variety of social settings.

5. Develop knowledge of fundamentals in political science.

For the aforementioned Student Learning Outcomes to be cultivated and achieved, students are systematically exposed to a range of seminal knowledge fundamental to political science. While all subfields, such as political theory and International relations, have their

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historically accumulated core knowledge base, they also rely on and transmit literatures common to their endeavor.

III. Required Book(s)

Most of class materials will be provided via *Laulima*, and students are not required any books.

IV. Course Requirement

1. Oral Communication Assignments

A. Individual Presentation

Students will individually present assigned material after the first week. Every student must select at least one presentation during the course. In the presentation, student must introduce major issue, backgrounds and arguments of the article. Furthermore, student must bring up discussion topics for the class, and manage the class discussion. Presentation should be around twenty minutes, followed by another 10 to 15 minutes of the class discussion. Prior to presentation, one-on-one meetings with the instructor are required to facilitate the presentation.

B. Group Presentation

Students will spend the last few weeks of the course preparing group presentations. Students must conduct in-depth research with colleagues on the contemporary refugee issues around the world. Throughout the presentation, students must clearly provide historical backgrounds, theoretical perspectives, and practical solutions related to the issue selected. Prior to this project, each group will meet with the instructor to go over the issue and the form of the presentation. Each project will take around 45 minutes, including a comprehensive introduction to the subject and the discussion topics. Each group will be assessed by both instructor and other group members (peer-evaluation). This project will be considered as the final exam.

C. Class Participation

Active class participation is highly recommended throughout the course. Especially, any oral participation, for example, questions and comments, will develop students' oral expression of

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idea, thought, and argument.

D. Peer-assessment

Each group will be appointed to conduct peer-assessment of other groups' presentation. During the presentation, peer-assessment members must evaluate organization (include timelines), validity and effectiveness of argument, attitudes, and other relevant elements of presentations. Then, after the debate, they will orally present their evaluation result and give comments. This assignment will be an opportunity to think about effective communication skills and strategies.

2. Midterm Exam (or research paper)

Midterm & final exams will be scheduled, and more details will be announced later.

3. Attendance

Attendance and participation is highly required to complete this class.

V. Grading

1. Attendance	10%	(20 pts.)	
2. Class Participation	15%	(30 pts.)	<i>O Focus</i>
3. Midterm Exams	20%	(40 pts.)	
4. Individual Presentation	15%	(30 pts.)	<i>O Focus</i>
5. Group Presentation	30%	(60 pts.)	<i>O Focus</i>
6. Peer-Assessment	10%	(20 pts.)	<i>O Focus</i>
Total	100%	(200 pts.)	

VI. Course Schedule

Week 1. Introduction: "We refugees"

Session 1 (07/05/2016, M)	Introduction, Syllabus, Course description
Session 2 (07/06/2016, T)	Understanding Refugees 1: History and WE

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- Reading: 1) Loescher, G., Betts, A., & Milner, J. (2008). *The United Nations High Commissioner for Refugees (UNHCR): The Politics and Practice of Refugee Protection into the 21st Century*. New York: Routledge., Ch. 1; 2) Arendt, H. (1943, January). We Refugees. *The Menorah Journal*. 69-77.

Session 3 (07/07/2016, W) Understanding Refugees 2: Contemporary Concerns

- Reading: UN High Commissioner for Refugees (UNHCR). (2015). *UNHCR Global Trends 2014*. Excerpts.

Session 4 (07/08/2016, R) International Refugee Regime : Legal & Practical Bodies

Session 5 (07/09/2016, F) Refugees in International Relations

- Reading: Betts, Alexander & Loescher, Gil. (2011). "Refugees in International Relations." In Betts, A. & Loescher, G. (Eds). *Refugees in International Relations*. Oxford University Press. Ch.1. (pp.1-28)

Week 2. International Refugee Law and "Protection"

Session 6 (07/11/2016, M) The End of Cold War Continue

- Reading: Keely, C. B. (2001). The International Refugee Regime(s): The End of the Cold War Matters. *International Migration Review*, 35(1), 303–314.

Session 7 (07/12/2016, T) International Human Rights & Refugee Protection 1

- Reading: Edwards, A. (2005). Human Rights, Refugees, and The Right 'To Enjoy' Asylum. *International Journal of Refugee Law* 17 (2): 293–330.

Session 8 (07/13/2016, W) UNHCR

- Reading: Barnett, Michael. (2011). Humanitarianism, Paternalism, and the UNHCR. In Betts, A. & Loescher, G. (Eds). *Refugees in International Relations*. Oxford University Press. Ch.5. (pp.105-132)

Session 9 (07/14/2016, R) Durable Solutions?

- Reading: Chimni, B. S. (2004). From Resettlement to Involuntary Repatriation: Towards a Critical history of Durable Solutions to Refugee Problems. *Refugee Survey Quarterly*, 23(3), 55-73.

Session 10 (07/15/2016, F) Securitization and Refugee Protection

- Reading: Betts, A. (2009). "Security." In Betts, A. *Forced Migration and Global Politics*. Wiley-

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Blackwell. Ch.3 (pp.60-79)

Week 3. State Sovereignty and Refugees

Session 16 (07/25/2016, M) Nation-State

- Reading: Betts, A. (2009). "Sovereignty and the State System." In Betts, A. *Forced Migration and Global Politics*. Wiley-Blackwell. Ch.2 (pp.43-59)

Session 17 (07/26/2016, T) State Hierarchy and Refugee Policy

- Reading: Flowers, P. (2008). Failure to Protect Refugees? Domestic Institutions, International Organizations, and Civil Society in Japan. *The Journal of Japanese Studies*, 34(2), 333-361.

Session 18 (07/27/2016, W) Global Order and Refugees

- Reading: Hurrell, A. (2011). "Refugees, International Society, and Global Order." In Betts, A. & Loescher, G. (Eds). *Refugees in International Relations*. Oxford University Press. Ch. 4 (pp.85-104)

Session 19 (07/28/2016, R) In-class Movie 1 : *Hotel Rwanda*

Session 20 (07/29/2016, F) In-class Movie 2 : *Hotel Rwanda*

Week 4. Refugees in Asia

Session 11 (07/18/2016, M) Contemporary Issues in Asia

- Reading: Palmgren, P. (2010). "Refugee Protection in ASEAN: national failures, regional responsibilities." People's Empowerment Foundation.
- *Group Presentation and Class Discussion Workshop 1*

Session 12 (7/19/2016, T) Southeast Asia and Indochinese Refugee Crisis

- Readings:
 - ① Davies, S. E. (2006). Saving refugees or saving borders? Southeast Asian States and the Indochinese refugee crisis, *Global Change, Peace & Security*, 18 (1). pp. 3-24.
 - ② Robinson, C. W. (2004). The Comprehensive Plan of Action for Indochinese Refugees, 1989-1997: Sharing the Burden and Passing the Buck. *Journal of Refugee Studies*, 17 (3), pp.319-333.

Session 13 (07/20/2016, W) China

- Readings:

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- ① Lam, T. (2000). The Exodus of Hoa Refugees from Vietnam and their Settlement in Guangxi: China's Refugee Settlement Strategies. *Journal of Refugee Studies*, 13 (4).
- ② Han, Xiaorong. (2013). Exiled to the ancestral land: the resettlement, stratification and assimilation of the refugees from Vietnam in China. *International Journal of Asian Studies*. 10 (1).

Session 14 (07/21/2016, R) Japan

- Readings:

- ① Koizumi K. (1992). Refugee Policy Formation in Japan: Developments and Implications. *Journal of Refugee Studies*, 5 (2).
- ② Dean & Nagashima.(2007). Sharing the Burden: The Role of Government and NGOs in Protecting and Providing for Asylum Seekers and Refugees in Japan. *Journal of Refugee Studies*, 20 (3)

Session 15 (07/22/2016, F) Korea

- Readings:

- ① Schattle, H. & McCann, J. (2014) The Pursuit of State Status and the Shift toward International Norms: South Korea's Evolution as a Host Country for Refugees. *Journal of Refugee Studies*, 27 (3), 317-337.
- ② Andrew Wolman. (2012). North Korean Asylum Seekers and Dual Nationality. *International Journal of Refugee Law*, 24 (4).

Week 5. Global Governance & Refugee Protection

Session 21 (08/01/2016, M) Global Governance

- Reading: Barnett, L. (2002). Global Governance and the Evolution of the International Refugee Regime. *International Journal of Refugee Law*, 14 (2 and 3), 238-262.

Session 22 (08/02/ 2016, T) Civil Society and Refugees

- Reading: Flowers, P. (2010). "Crossing borders: Transnationalism, Civil Society, and post-9/11 Refugee Policy in Japan". In Leheny, D. & Warren, K. (Eds.). *Japanese Aid and the Construction of Global Development*. New York: Routledge. Ch. 10 (pp.233-251).

Session 23 (08/03/2016, W) Transnational Social Movement to Protect Refugees

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- Reading: Kneebone, S. (2014). The Bali Process and Global Refugee Policy in the Asia–Pacific Region. *Journal of Refugee Studies*, 27(4), 596-618

Session 24 (08/04/2016, R) Global Governance and Refugees

- Reading: Benz, S. & Hasenclever, A. (2011). “‘Global’ Governance of Forced Migration.” In Betts, A. & Loescher, G. (Eds). *Refugees in International Relations*. Oxford University Press. Ch.9. (pp.185-212).

Session 25 (08/05/2016, F) *Group Presentation and Class Discussion Workshop 2*

Week 6.

Session 26 (08/08/2016, M) Group Presentation and Class Discussion 1

- Topic : European Refugee Policy and Lessons

Session 27 (08/09/2016, T) Group Presentation and Class Discussion 2

- Topic : Environmental Refugees and Pacific Islands

Session 28 (08/10/2016, W) Group Presentation and Class Discussion 3

- Topic : Rohingya Refugees and Southeast Asian Response

Session 29 (08/11/2016, R) Group Presentation and Class Discussion 4

- Topic : North Korean Refugees and China’s Role

Session 30 (08/12/2016, F) Wrap-up