



## UNSW Course Outline

# SOCW7857 Refugees and Forced Migration - 2024

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## General Course Information

Course Code : SOCW7857

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Social Sciences

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course examines contemporary issues of concern, law and policy impacting populations affected by displacement and forced migration. International law and policy will be examined to evaluate its effectiveness to respond to those affected by all forms of forced migration. The root

causes of various forms of people movement and the impact of the experience of forced migration and displacement will be explored and analysed using a range of theoretical constructs and disciplinary perspectives. Key debates, challenges and potential remedies for major current problems will be discussed and developed in class and through the assignments. The ethics of working with refugee and other displaced populations will also be examined.

## Course Aims

This course will:

Enable students to gain the knowledge base and a critical understanding of the law policy frameworks for the protection of refugees, internally displaced, stateless and other displaced persons.

Equip students with an understanding of and the skills to critique the effectiveness of international law and policy frameworks designed to respond to the issues of displaced persons of concern.

## Relationship to Other Courses

This course is one of a small suite of prescribed electives as part of the Master of Development Studies. It is also open to students enrolled in the Master of Public Policy and Governance and the Master of International Relations. It is a course well suited to students who have an interest in the politics and policies related to refugees and other forcibly displaced peoples as well as in practice based responses.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply an understanding of international and domestic law and policy to the refugee, forced migration and displacement experience
CLO2 : Describe the difference between a refugee, a migrant, an asylum seeker an internally displaced person, a stateless person and a person displaced by climate change
CLO3 : Demonstrate an understanding of the refugee and displacement experience, including the gendered nature of displacement, through flight, transit, first and subsequent situations of asylum and durable solutions
CLO4 : Discuss and analyse the root causes of refugee generation and forced migration and displacement

Course Learning Outcomes	Assessment Item
CLO1 : Apply an understanding of international and domestic law and policy to the refugee, forced migration and displacement experience	• Essay and class presentation
CLO2 : Describe the difference between a refugee, a migrant, an asylum seeker an internally displaced person, a stateless person and a person displaced by climate change	• Essay 1 • Essay and class presentation
CLO3 : Demonstrate an understanding of the refugee and displacement experience, including the gendered nature of displacement, through flight, transit, first and subsequent situations of asylum and durable solutions	• Essay 1 • Essay and class presentation
CLO4 : Discuss and analyse the root causes of refugee generation and forced migration and displacement	• Essay 1

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay 1 Short Extension: Yes (3 days)	40%	Start Date: Not Applicable Due Date: 14/10/2024 11:59 PM Post Date: 29/10/2024 09:00 PM
Essay and class presentation Short Extension: Yes (3 days)	60%	Start Date: Not Applicable Due Date: Presentation in class weeks 7 - 10 and Final Essay Wednesday 20th November 11.59pm Post Date: 11/12/2024 09:00 AM

## Assessment Details

### Essay 1

#### Assessment Overview

1500-word essay.

Students will receive feedback within 10 working days of submission.

#### Course Learning Outcomes

- CLO2 : Describe the difference between a refugee, a migrant, an asylum seeker an internally displaced person, a stateless person and a person displaced by climate change

- CLO3 : Demonstrate an understanding of the refugee and displacement experience, including the gendered nature of displacement, through flight, transit, first and subsequent situations of asylum and durable solutions
- CLO4 : Discuss and analyse the root causes of refugee generation and forced migration and displacement

#### **Detailed Assessment Description**

Briefing Paper Topic - Issues in International Refugee/IDP and Asylum Seeker Protection

See Moodle for a detailed assessment guide and marking rubric

#### **Assessment Length**

1500 Words

#### **Submission notes**

Submit on Turnitin.

#### **Assessment information**

Briefing Paper Topic - Issues in International Refugee/IDP and Asylum Seeker Protection

See Moodle for a detailed assessment guide and marking rubric

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### **Generative AI Permission Level**

##### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

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## **Essay and class presentation**

### **Assessment Overview**

2000-word essay (40%) and 5-minute individual in-class presentation (20%).

Students will receive feedback within 10 working days of submission. This is the final assessment task for this course.

### **Course Learning Outcomes**

- CLO1 : Apply an understanding of international and domestic law and policy to the refugee, forced migration and displacement experience
- CLO2 : Describe the difference between a refugee, a migrant, an asylum seeker an internally displaced person, a stateless person and a person displaced by climate change
- CLO3 : Demonstrate an understanding of the refugee and displacement experience, including the gendered nature of displacement, through flight, transit, first and subsequent situations of asylum and durable solutions

### **Detailed Assessment Description**

Assessment 2a: Class presentation (Short extension does not apply)

Duration: 5 minutes – 20%

Presentation Topic: This presentation will be done individually in tutorials in Weeks 7 - 10. Details will be provided on Moodle and in class.

Assessment 2b: Essay 2 ( short extension applies(

Length: 2000 words – 40%- See Moodle for a detailed assessment guide and marking rubric

### **Assessment Length**

2000 word essay and 5 minute presentation

### Submission notes

In class presentation in Weeks 7 - 10 and written essay to be submitted in Week 11

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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## **General Assessment Information**

Students will have time in class in Weeks 2 and 3 to discuss the topic for their first assignment and will be asked to submit a non-assessable one page outline to Turnitin by Friday 20th September. Students will receive feedback on this outline in Week 3.

Detailed marking guides are provided in Moodle.

Students ARE able to view Turnitin reports prior to submission of their essays.

## Grading Basis

### Standard

## Requirements to pass course

Students are expected to attend and actively participate in all classes. If you need to miss a class due to illness you will be expected to catchup with the content you have missed by reviewing all the class materials on Moodle. If you are delayed at work, there will be an option to join the class on line as needed as the class is offered in hybrid mode.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Introduction and Overview This session introduces different 'categories' of displaced people, and the legal and policy frameworks governing their protection. It provides an overview of who and where displaced populations are, and the conditions they live in. It will briefly introduce the concept of protection as well as the key stakeholders involved in protection of displaced populations. We will discuss the range of disciplinary approaches in the field of refugee studies.
	Tutorial	Introductory exercises and overview of assessments
Week 2 : 16 September - 22 September	Lecture	Refugee Law, Policy and Practice Part 1: An Introduction to refugee protection frameworks
	Tutorial	Refugee Law, Policy and Practice Part 1: An Introduction to refugee protection frameworks unpacking some case examples
Week 3 : 23 September - 29 September	Lecture	Refugee Law, Policy and Practice Part 2: Protracted Displacement in Refugee Camps and Urban areas
	Tutorial	Applying and the Age, Gender and Diversity approach
Week 4 : 30 September - 6 October	Lecture	Refugee Law and Policy Part 3: Durable solutions and the Global Compact on Refugees
	Tutorial	Exploring the Global Compact Commitments and assessment planning
Week 5 : 7 October - 13 October	Seminar	The Root Causes of Displacement and Forced Migration In this session we explore the diverse causes and drivers of Forced Migration with a particular focus on Refugees and Internally Displaced Peoples
Week 6 : 14 October - 20 October	Lecture	Internal Displacement - Who and Where?: Law and Policy
	Tutorial	Class exercises
Week 7 : 21 October - 27 October	Lecture	Durable Solutions: Resettlement and Integration
	Tutorial	Class presentations
Week 8 : 28 October - 3 November	Lecture	Climate related Displacement - Who and Where?: Law and Policy
	Tutorial	Class presentations
Week 9 : 4 November - 10 November	Lecture	Statelessness - Who and Where?: Law and Policy
	Tutorial	Class presentations
Week 10 : 11 November - 17 November	Lecture	Looking forward to practice and course feedback and evaluation
	Tutorial	Class presentations

## Attendance Requirements

Students are expected to attend at least 80% (8 of 10) of classes and to complete one additional

learning task at home. The task is to prepare a one page referenced outline of the topic of the first assignment to be submitted online in Week 3. This outline will not count towards your final assessment but will provide feedback to guide completion of your first essay.

If attendance falls below 80%, make up work may be provided to enable students to meet the required scope of learning/content for classes missed.

## **Course Resources**

### **Prescribed Resources**

#### **Prescribed Resources**

A weekly reading list will be provided to students on Moodle. Where possible, readings will be in Leganto; access Leganto via Moodle.

#### **Core texts**

Loescher, Gil (2021) Refugees : a very short introduction, Oxford University Press ( Available online on Leganto)

The Oxford Handbook of Refugee and Forced Migration Studies (2014) Edited by Elena Fiddian-Qasmiyeh; Gil Loescher Katy Long and Nando Sigona, Oxford University Press. Available for purchase in hard copy from the UNSW Bookshop or Online through the UNSW Library.

The readings provided are preliminary background reading. Each has been selected to provide an introduction to the key course theoretical and practical principles. It is expected that students will have read the nominated readings prior to the scheduled class and that they will draw on these in their written assignments. However, students are expected to do their own research at the library additional to the course reading and class handouts. Students wishing to obtain high grades for assessment will have to demonstrate individual research and application of theory to descriptions of policy and practice. Unless using references for historic purposes, never use books or articles older than ten years, the more recent the better, and ensure that documents you are discussing are current.

### **Recommended Resources**

Recommended Resources The following additional background and introductory readings are also recommended:



- Goodwin-Gill, G. S. and McAdam, J. (2021) The Refugee in International Law, 4th edition, OUP, Oxford.
- Hyndman, J & Giles, W. (2016). Refugees in Extended Exile: Living on the Edge. Abingdon, UK:Routledge.
- McAdam J. & Chong, F. (2014) Refugees: Why seeking asylum is legal and Australia's policies are not, UNSW Press
- Pittaway E and Bartolomei L, ( 2023) Only Rape! Human Rights and Gender Equality for Refugee Women: From Refugee Camps to the UN, Palgrave Mcmillan.
- Pittaway, E., Bartolomei, L. A., Pittaway, E. E., & Doney, G. (2018). Freedom from persecution or continued abuse? an analysis of the meaning of rights in refugee communities. Journal of Human Rights Practice, 10(2), 248-267. doi:10.1093/jhuman/huy015
- Pittaway, E., & Bartolomei, L. A. (2018). Enhancing the protection of women and girls through the Global Compact on Refugees. Forced Migration Review, 1(57), 77-79. Retrieved from <http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/syria2018/syria2018.pdf>

## Additional Costs

None

## Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Significant changes to the course will be communicated to subsequent cohorts of students taking the course. The course content, teaching and assessment methods are regularly reviewed and updated taking student feedback into account.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Linda Bartolomei		Morven Brown 171		By email appointment	Yes	Yes

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW

Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

### **Submission of Assessment Tasks**

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>