

Global Immersion Course

BEYOND THE 'REFUGEE CRISIS': REFUGEES IN TURKEY AND GLOBAL PUBLIC POLICY

(Winter/Spring 2020)

Course Title:	Beyond the 'Refugee Crisis': Refugees in Turkey and Global Public Policy
Course number:	IAIAU6350
Meeting date:	Tuesdays, 11:00AM-12:50PM
Location:	IAB 402B
Instructor:	Daniel Naujoks
Office hours:	Tuesdays, 11am-1pm
Columbia email address:	daniel.naujoks@columbia.edu
Credits:	3 credits
Prerequisites:	There are no course-specific requirements. Prior knowledge of refugee issues, public policy, and international law is encouraged
Important note:	Course begins with 10-day immersion in Istanbul in January 2020, followed by 4 class sessions during spring semester 2020. In order to receive credit for the course, students must participate in both the immersion course and spring sessions.

Course Overview

Turkey hosts the largest number of refugees in the world. As sizeable inflows of refugees are relatively recent, the Turkish government, United Nations agencies, civil society organizations and other stakeholders had to develop political, public policy, and social responses to the large inflow of newcomers in a short period of time. Offering a deep immersion into the processes, challenges, and impacts of designing public policies for Syrian refugees and their host communities, *Beyond the 'Refugee Crisis': Refugees in Turkey and Global Public Policy* is the first ever course taught in SIPA's innovative Global Immersion format. The course begins with an immersion component that takes place over ten days during the winter break 2019/2020. Based in Istanbul, with site visit to other cities, the course offers a mixture of seminar-style discussions, interactions with UN and civil society experts, site visits, and a role-play simulation on refugee camps. In the Spring 2020 term, four sessions in New York conclude the course and deepen the lessons learned from these experiences.

The course introduces students to the key notions, norms, and policy responses in the context of forced migration. Bringing together legal, sociological, and development perspectives, the course advances participants' understanding of how different actors in Turkey have established legal and policy regimes with regard to healthcare, education, and labor market participation. The course emphasizes the agency of refugees and gender differences in the experiences and effects. It addresses the role of multilateralism, international relations, as well as international and regional cooperation. Participants will learn about implications of human rights and legal statuses, as well as links to humanitarian and development discourses, including the Sustainable Development Goals.

Key learning goals

At the end of the course, students will

- Have acquired substantial understanding of:
 - Key definitions and conceptual differences of various forms of human mobility.
 - International norms on refugees and forced migration.
 - Legal frameworks, public policies and development programming targeting forced migration by different actors in Turkey.
 - The shortcomings of key interventions, their underlying reasons and the challenges of the humanitarian-development nexus.
 - Social worlds of refugees in Turkey.
 - The role of migrants' agency and gender differences when assessing the impact of migration and related policies.
 - Cooperation among UN agencies, as well as with external partners.
- Be able to apply frameworks and approaches to a variety of forced migration scenarios and differentiate between the needs and capabilities of different groups.
- Have enhanced analytical writing capabilities and abilities to develop development policy and project proposals, including a detailed theory of change.

Course Assessment

The final grade for this course will be made of the following components:

1) Class attendance and participation	25%
2) Group development project proposal	35%
3) Presentation of group development project proposal	10%
4) Group briefings and debriefs for site visits	15%
5) Questions for site visits	15%

Attendance and participation: Discussions of the reading material in class are critical for this course. Hence, your attendance is too. During the immersion period in Turkey, talk to me before a session if you cannot make it. Back in New York, if you cannot make a class for important reasons please inform me at least one hour before the class begins that you'll be unable to attend. If you are unable to make it it is your responsibility to get informed about our discussion and the learning progress. Two unexcused absences lead to an automatic lowering of the final grade by one unit (e.g., A becomes A-).

I expect students to actively participate in class discussions. Active participation requires sufficient reading in advance of the seminar to enable clear arguments and informed opinions related to the topic under discussion. In addition to having read the course readings I expect that you have taken notes and that you have reflected on key aspects before we meet. This way, our discussions will be meaningful and we can all benefit from each other's insights. While some study time has been allotted during the immersion module in Turkey, the time is not sufficient to complete all required readings. For this reason, it is indispensable that you do much of the reading before the course starts. I will evaluate how prepared you come to class, how much of original critically thinking you bring to the discussion, and how you discuss competing concepts and theories with other students.

Group development project proposal: In groups of 4-5 students, students will write a project proposal for a development intervention on Syrian refugees in Turkey. Based on the review of literature and data, the interactions with NGOs and the UN during the immersion phase of the course, as well as additional research, students will write a detailed proposal that spells out the justification, concrete intervention, theory of change, and implementation modalities for an intervention by a specific UN agency or development partner of their choice.

During a workshop on the proposals in session 19, teams can discuss different aspects of their proposal with the instructor and each other and deepen their understanding of writing project proposals and a theory of change. In session 21, groups will present their findings to a panel of experts and each other. In preparation of the discussion,

all groups have to submit a one-page summary by February 9 (23.59pm). The final project proposals (2,000-2,500 words) are due by email on March 8, 2020.

Presentation of project proposal: As indicated above, in session 21, groups will present their proposals to a panel of experts and to the entire class. I will evaluate the visual aids used (slide deck or other), structure, and clarity of the presentation. While I will assess how well rehearsed the presentation is, non-native speakers and students with limited public speaking experience are encouraged to present.

Briefings and debriefs for site visits: For each site visit during the immersion component, a group of 3 students will prepare a briefing and debriefing. The briefing includes basic background research on the organization we meet and a compilation of key questions that are informed by their activities and areas discussed in class. The debriefings draw key lessons from the meeting. This includes highlights on (a) success stories and challenges for designing and implementing public policies for refugees; (b) the role of different actors, including NGOs and IGOs, and issues of coordination; (c) broader issues of global and regional governance mechanisms for migrants and refugees. Groups give oral briefings to the entire group before the respective meeting and share their list of questions at the latest by 8.00 am of the day of the visit. Teams will present highlights from their debriefs in the last session in Turkey (session 18) and submit a written debrief of no more than 600 words by February 5, 2020 via email (bibliographic references are excluded from the word count).

Questions for site visits: Each student needs to submit 3 sets of 3 questions each for site visits. You can freely choose, for which site visit you want to submit questions, however, the visit for which you are in the briefing team does not count. These questions help the teams responsible for preparing briefings and everyone to think proactively about the meetings and visits. These questions need to be posted to a designated discussion board on CourseWorks at the latest at 8pm the day before the respective visit.

Guiding Principles

Throughout the course, students are encouraged to scrutinize the reading material by critically considering the following six guiding principles.

1. Policy responses and their legitimacy: What legal and policy responses have been adopted by what institutions and at what levels (international, regional, national, sub-national, local)? What issues do these responses address and what are their shortcomings? What can you say about the commonalities and differences between groups and categories that are treated differently (or lumped together)? What role does time play in the responses and their legitimacy (i.e., some measures may be legitimate for short-term solutions but their legitimacy and appropriateness may decrease over time)?

2. Assessing the impact: What is the impact of different forms of migration and mobility on individuals, their families, communities of origin, transit and destination? How does the movement and mobility of people affect our understanding of political community, social membership, and citizenship?

3. Migrants' agency: Where do we find agency on the part of migrants and refugees and how do people make use of their choices? In what ways do migrants engage in transnational activities? What are the key determinants for migrant women and men to exercise more or less power over their situation? How do policies and narratives reflect or neglect agency?

4. Gender sensitive analysis: In what way play gender differences a role when analyzing the phenomenon at hand, especially, regarding the determinants and the impacts? Are there gender-specific potentials, vulnerabilities, or needs that should be considered? Is the representation of the migration phenomena under scrutiny skewed toward specific narratives of men, women or gender roles in general? What policy options exist?

5. Specific versus generalizable knowledge: To what extent are the described concepts, processes, and effects generalizable and where are they determined by, and limited to, specific framing conditions and situation-specific parameters?

6. Adopting a researcher's mindset: In an era of "fake news" and "alternative facts", what are the empirical questions we have to explore to adequately discuss the claims made in the political sphere or by scholars? What are the underlying (often not explicitly stated) assumptions about migrants, refugees, asylum seekers and displaced persons? What language, research, and narratives would be appropriate to address these issues head-on?

Course Overview

Part 1: Immersion program in Turkey (Jan 8 - Jan 17)				
	Early morning (9-11am)	Mid-morning (11.15am-1.15pm)	Afternoon (3.30-5.30pm)	
Jan 8	Session 1: Welcome & Trends and Notions of International Migration	Session 2: Who is a refugee? Access and Processes of Status Determination	Session 3: The Syrian conflict (2.30-3:45pm)	Study time
Jan 9	Session 4: Syrian refugees in Turkey and the legal framework	Session 5: Humanitarian and development actors and displacement	Study time & Group Work	
Jan 10	Session 6: Refugee integration and social policies	<i>Session 7: Discussion with UNHCR</i>	<i>Session 8: Site visit NGO</i>	
Jan 11	Free time	Free time	Free time	
Jan 12	Free time	Travel to Gaziantep	Free time	
Jan 13	<i>Session 9: Site visit UNICEF</i>	<i>Session 10: Site visit IOM and UNHCR</i>	<i>Session 11: Site visit WFP and UNDP</i>	
Jan 14	<i>Session 12: Site visit NGO</i>	<i>Session 13: Site visit NGO</i>	Travel back to Istanbul	
Jan 15	Session 14: Gender and Displacement	Session 15: Protracted situations and durable solutions	Discussion & lunch with refugees (facilitated by UNHCR (12.30-2.30pm))	Study time & pre-discussions for refugee camp simulation
Jan 16	Session 16 & 17: Encampment and Life in Refugee Camps: A role-play simulation		<i>Session 18: Site visit NGO</i>	
Jan 17	Session 19: Migration, Displacement and the SDGs	Session 20: Concluding session in Turkey (until 2.30pm)		
Classes in New York (Spring term)				
Jan 21	No class			
Jan 28	Session 21: Workshop on policy proposals			
Feb 4	Session 22: Deterrence, international relations, and the EU-Turkey deal			
Feb 5	<i>Written group debriefs due</i>			
Feb 8	<i>Summary of project proposals due</i>			
Feb 11	Session 23: Group presentations on policy proposals			
Feb 18	Session 24: Future of refugees, public policy, and development			
Mar 8	<i>Project proposals due</i>			

Course Overview (continued)

- Session 1: Introduction & trends and notions of international migration
- Session 2: Who is a refugee? Access and processes of status determination
- Session 3: The Syrian conflict
- Session 4: Syrian refugees in Turkey and the legal framework
- Session 5: Humanitarian and development actors and displacement
- Session 6: Refugee integration and social policies
- Session 7: Visit United Nations
- Session 7 – Session 13: Site visits NGOs and UN operations
- Session 14: Gender and displacement
- Session 15: Protracted situations and durable solutions
- Session 16: & Session 17: Encampment and life in refugee camps: a role-play simulation
- Session 18: Site visit NGO
- Session 19: Migration, displacement and the sustainable development goals
- Session 20: Concluding session in Turkey
- Session 21: Workshop on policy proposals
- Session 22: Deterrence, international relations, and the EU-Turkey deal
- Session 23: Group presentations on policy proposals
- Session 24: The future of refugees, public policy, and development

Course Plan

Session 1: Introduction & trends and notions of international migration

What are important definitions of and differences in key notions of migration (statistical vs. other definitions (migrant, diaspora, mobility, refugee, IDP))? What are major flows and stocks of international migration? What are the key questions, analytical categories, and disciplinary tools of migration and forced migration studies? Is it justified to differentiate between the two areas of study? If yes, when and why?

- UNHCR. 2019. Global Trends 2018 (pp. 2-22).
- Naujoks, Daniel. (forthcoming, Winter 2019) "Trends, Drivers and Dynamics of Flight and Migration." In Dirk Messner, Christoph Beier, and Hans-Joachim Preuß (eds), *Global Migration Movements. The Way Ahead - Lessons from Theory and Implementation*, Milton Park and New York: Routledge.
- Carling, Jørgen. 2019. The Meaning of Migrants. Watch video <https://meaningofmigrants.org/video/> (1:22min) and read through <https://meaningofmigrants.org>. What are arguments for and against the inclusivist and the residualist view?

Supplementary reading:

- Bakewell, Oliver. 2011. Conceptualising Displacement and Migration: Processes, Conditions, and Categories. Chapter 2 in: Kalid Koser and Susan Martin (eds.), *The Migration-Displacement Nexus: Patterns, Processes, and Policies*, Oxford: Berghahn Books.
- Turton, David. 2003. Conceptualising Forced Migration. RSC Working Paper No. 12, Refugee Studies Centre, University of Oxford.
- Erdal, Marta Bivand, and Ceri Oeppen. 2018. "Forced to leave? The discursive and analytical significance of describing migration as forced and voluntary." *Journal of Ethnic and Migration Studies*, 44(6): 981-998.

Session 2: Who is a refugee? Access and processes of status determination

What are the international and domestic legal definitions and standards for being recognized as refugees? What differences exist and what are the underlying values? Specifically, what are the challenges of recognizing persons fleeing non-state persecution and gender-based violence?

What are processes of refugee admission in countries of the 'Global North'? Why is it important to focus on processes and procedures? What objectives can admission policies have? What are current trends in the granting access to asylum seekers and refugees? And why does gender matter?

- Key Refugee Conventions (please read them!):
 - Convention Relating to the Status of Refugees, 1951, and 1967 Protocol. United Nations.
 - Convention Governing the Specific Aspects of Refugee Problems in Africa. Organisation of African Unity. 1969
- Hathaway, James. 1990. The Development of the Refugee Definition in International Law, pp. 1-27 in *The Law of Refugee Status*, Toronto: Butterworths.
- Kelley, Ninette. 2001. The Convention Refugee Definition and Gender-Based Persecution: A Decade's Progress. *International Journal of Refugee Law* 13 (4), pp. 559-568.

Supplementary reading:

- UNHCR Handbook on Procedures and Criteria for Determining Refugee Status (UNHCR 1979) [Focus on Introduction and Part one, for the rest, skim].
- UNHCR. 2013. Beyond Proof. Credibility Assessment in EU Asylum Systems (Section 2.1, pp. 27-30).
- Crawley, Heaven. 2000. Gender, Persecution and the Concept of Politics in the Asylum Determination Process. *Forced Migration Review* 9, pp. 17-20.

Session 3: The Syrian conflict

What are the main internal and external drivers and factors of the conflict in Syria? What is the role of international peace processes? What role did climate change-related factors play to initiate or exacerbate the conflict?

Skype intervention: *Rasha Ellass, Director of Strategy | Journalist, Doublethink on ground realities in Syria, based on her time as an undercover correspondent filing for Reuters in 2012-2014.*

- Al-Jazeera. 2018. Syria's civil war explained from the beginning (14 Apr 2018), www.aljazeera.com/news/2016/05/syria-civil-war-explained-160505084119966.html.
- Tan, Kim Hua, and Alirupendi Perudin. 2019. "The 'Geopolitical' Factor in the Syrian Civil War: A Corpus-Based Thematic Analysis." *SAGE Open*, doi:10.1177/2158244019856729. (only page 1-4)
- Selby, Jan, Omar S. Dahi, Christiane Fröhlich, Mike Hulme. 2017. "Climate change and the Syrian civil war revisited." *Political Geography* 60: 232-244.
- Reuters. 2013. Insight: After chemical horror, besieged Syrian suburb defiant. www.reuters.com/article/us-syria-crisis-zamalka-insight/insight-after-chemical-horror-besieged-syrian-suburb-defiant-idUSBRE9930E420131004.

Supplementary reading:

- Ellass, Rasha. 2015. Standing Room Only, podcast (14 min) www.rashaellass.com/standing-room-only (also available on iTunes under Voices Unheard Podcast).
- BBC. 2019. Why is there a war in Syria? (25 February 2019), www.bbc.com/news/world-middle-east-35806229.
- Hinnebusch, Raymond, and Omar Imady. 2018. "Introduction: origins of the Syrian uprising from structure to agency." Idem (eds.), *The Syrian uprising: domestic factors and early trajectory*, Milton Park and New York: Routledge.

Session 4: Syrian refugees in Turkey and the legal framework

Guest speaker: *Ahmet İçduygu, Dean, College of Social Sciences and Humanities, Koç University; Director, Migration Research Center (MiReKoc).*

What is the situation of Syrians in Turkey and what legal framework has been established for Syrian refugees in Turkey? Could they get full refugee status, or why not? What are the differences between the extent of rights and freedoms granted to Syrian refugees in Turkey and guarantees under the 1951 UN Refugee Convention (in conjunction with the 1967 Protocol) and the OAU Convention discussed in the previous session?

- Ineli-Ciger, Meltem. 2017. "Protecting Syrians in Turkey: A Legal Analysis." *International Journal of Refugee Law* 29(4):555–579.
- Akar, Sevda, and M. Mustafa Erdoğan. 2018. "Syrian Refugees in Turkey and Integration Problem Ahead" *Journal of International Migration and Integration*. <https://doi.org/10.1007/s12134-018-0639-0>
- Turkey's 2014 Temporary Protection Regulation (skim)
- Browse <http://data.unhcr.org/syrianrefugees> (on the right, there is a bar with links to reports, data and statistics, situational updates, plans, etc.) for information on Syrians in Turkey and the region.

Supplementary reading:

- Öner, A.Ş. and Genç, D. 2015. "Vulnerability leading to mobility: Syrians' exodus from Turkey." *Migration Letters* 12(3):251–262.
- Browse the short articles in the *Forced Migration Review* 51 and *Forced Migration Review* 57.

Session 5: Humanitarian and development actors and displacement

Guest speaker: Irena Vojáčková-Sollorano, Regional Director a.i., UN Development Cooperation Office (UNDCO), Europe & Central Asia; UN Resident Coordinator Turkey.

What are key actors and their roles, when it comes to catering to refugees and displaced populations? In particular, what is the role of NGOs and international organizations? What are challenges for humanitarian approaches? What is the humanitarian-development nexus and what are key challenges for advancing it? Why was the World Humanitarian Summit relevant and what is the ‘New Way of Working’? What is a Theory of Change and a results chain and why does it matter?

- World Bank. 2018. Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and their Hosts. Washington D.C. (Overview).
- Danis, Didem, and Dilara Nazlı. 2019. “A Faithful Alliance Between the Civil Society and the State: Actors and Mechanisms of Accommodating Syrian Refugees in Istanbul.” *International Migration* 57(2):143-157.
- OCHA. 2017. No Time to Retreat. First annual synthesis report on progress since the World Humanitarian Summit (Executive Summary).
- Global Compact for Refugees, para 64-84.
- Better Evaluation. “Develop programme theory / theory of change” https://www.betterevaluation.org/en/rainbow_framework/define/develop_programme_theory (get an understanding of what a Theory of Change is, what key questions are, and what a results chain is.)

Supplementary reading:

- Hoffman, Peter, and Thomas G. Weiss. 2017. *Humanitarianism, War and Politics: Solferino to Syria and Beyond*. Lanham: Rowman & Littlefield (Introduction, pp.2-12 – you can skip the description of the book that starts on p. 12).
- Cetinoglu, Talita. 2019. “‘New’ humanitarianisms and programming: the encounter of Turkey and Europe with Syrian refugees.” *Conflict, Security & Development* 19: 289-294.
- Arasa, Bulent, and Yasin Dumanb. 2019. “I/NGOs’ Assistance to Syrian Refugees in Turkey: Opportunities and Challenges.” *Journal of Balkan and Near Eastern Studies* 21(4):478–491.
- OCHA. 2017. No Time to Retreat. First annual synthesis report on progress since the World Humanitarian Summit. (Chapter 3: Leave No One Behind and Chapter 4: Work differently to end need).
- UNDG. Theory of Change. UNDAF Companion Guidance.

Session 6: Refugee integration and social policies

What are the social policy responses to the refugee influx and their limitations? What does ‘integration’ of migrants and refugees mean and what specific measures have been enacted to facilitate their integration? What public policies have been put into place to ‘govern’ refugees and migrants, their social welfare, and integration? What challenges exist?

For this session, students will be split into three groups. While all read the texts on integration, thematic groups will gain in-depth knowledge about (1) health, (2) education, and (2) labor market. In the first ‘expert’ round, each thematic group discusses their topic. In the second round, intersectoral groups form, comprising two expert representatives from each of the areas. In intersectoral groups, students discuss their respective sectoral response, as well as overlaps, synergies, and coordination.

For the thematic part, based on the readings, highlight (a) what populations have what vulnerabilities (who and where are they?); (b) what are the causes of such vulnerabilities; (c) what is being done to address these issues?; (d) what are shortcomings and needs and what can be done to overcome them?

- Ager, Alastair, and Alison Strang. 2008. “Understanding Integration: A Conceptual Framework.” *Journal of Refugee Studies* 21(2):166-191 (Focus on the framework they suggest. What are the main elements and how are they related?)
- Baban, Feyzi, Suzan Ilcan, and Kim Rygiel. 2017. “Syrian refugees in Turkey: pathways to precarity, differential inclusion, and negotiated citizenship rights.” *Journal of Ethnic and Migration Studies* 43(1):41-57.

Required readings for thematic group **health**:

- Mardin, F. Deniz. 2017. Right to Health and Access to Health Services for Syrian Refugees in Turkey. MiReKoc Policy Brief 2017/01. Migration Research Center at Koç University (MiReKoc).
- Assi, R., S. Özger-İlhan, M.N. İlhan. 2019. “Health needs and access to health care: the case of Syrian refugees in Turkey.” *Public Health* 172:146-152.
- What are the provisions on health for refugees in Turkey’s 2014 Temporary Protection Regulation?
- United Nations. 2019. Turkey Health Sector Achievements.
- Review passages from Ineli-Ciger (2017) from the previous session on health.
- Review passages from the Global Compact for Refugees from the previous session on health.

Supplementary reading:

- Yıldırım, Ceren Ark, Ayşegül Komsuoğlu, İnanç Özekmekçi. 2019. The transformation of the primary health care system for Syrian refugees in Turkey.” *Asian and Pacific Migration Journal* 28(1): 75–96.
- Ekmekci, Perihan Elif. 2017. “Syrian Refugees, Health and Migration Legislation in Turkey.” *Journal of Immigrant Minority Health* 19:1434–1441

Required readings for thematic group **education**:

- Çelik, Çetin, and Ahmet İçduygu. 2019. “Schools and Refugee Children: The Case of Syrians in Turkey.” *International Migration* 57: 253-267.
- Unutulmaz, K. Onur. 2019. “Turkey’s Education Policies towards Syrian Refugees: A Macro-level Analysis.” *International Migration* 57(2):235-252.
- United Nations. 2019. Turkey Education Sector Achievements.
- What are the provisions on education for refugees in Turkey’s 2014 Temporary Protection Regulation?
- Review passages from Ineli-Ciger (2017) from the previous session on education.
- Review passages from the Global Compact for Refugees from the previous session on education.

Supplementary reading:

- Viscontia, Louisa, and Diane Galb. 2018. “Regional collaboration to strengthen education for nationals & Syrian refugees in Arabic speaking host countries.” *International Journal of Educational Development* 61 (2018) 106–116.

Required readings for thematic group **labor market**

- İçduygu, Ahmet, and Eleni Diker. 2017. “Labor Market Integration of Syrian Refugees in Turkey: From Refugees to Settlers.” *Göç Araştırmaları Dergisi (Journal of Migration Studies)* 3(1): 12-35.
- Ozturk, Lamiha, Zehra Vildan Serin and Hamdiye Altınoz. 2019. “Challenges and Obstacles for Syrian Refugee Women in the Turkish Labor Market.” *Societies* 9(49), doi:10.3390/soc9030049.
- Turkish Red Crescent and World Food Programme. (2019). Refugees in Turkey: Livelihoods Survey Findings. Ankara, Turkey (Summary, p.4-5).
- United Nations. 2019. Turkey Livelihoods Sector Achievements.
- What are the provisions on labor market participation for refugees in Turkey’s 2014 Temporary Protection Regulation?”
- Review passages from Ineli-Ciger (2017) from the previous session on labor market rights.
- Review passages from the Global Compact for Refugees from the previous session on labor market and livelihoods.

Supplementary reading:

- Verme, Paolo; Gliarano, Chiara; Wieser, Christina; Hedlund, Kerren; Petzoldt, Marc; Santacroce, Marco. 2016. The Welfare of Syrian Refugees: Evidence from Jordan and Lebanon. Washington, DC: World Bank (Overview AND pages 123-129 on policies).
- Ceritoglu, Evren, H. Burcu Gurcihan Yunculer, Huzeife Torun, and Semih Tumen. 2017. “The impact of Syrian refugees on natives labor market outcomes in Turkey: evidence from a quasi-experimental design.” *IZA Journal of Labor Policy* 6(5), doi 10.1186/s40173-017-0082-4.

Session 7: Visit United Nations

Meeting with Ms. Selen Ay, Head of UNHCR Istanbul Field Office.

To prepare for the meeting at the UN, read the following resources and try to understand the broad programmatic areas different UN agencies are involved in Turkey to cater to Syrian refugees and their host communities.

- United Nations Development Cooperation Strategy Turkey 2016-2020 (executive summary, pp. 13-14; section 3.4: Migration and International Protection, pp. 34-36. Section 4.3: Coordination Mechanisms, pp. 43-46).
- UN. Turkey - Regional Refugee & Resilience Plan 2017-2018 (pp. 3-9; then skim the main components of the plan).
- Turkey 3RP Country Chapter 2019/2020, <https://reliefweb.int/sites/reliefweb.int/files/resources/68618.pdf>
- UN. 2018. Outcome Monitoring Report 3RP. Turkey Chapter.
- Browse: www.3rpsyriacrisis.org

Session 8 – Session 13: Site visits NGOs and UN operations

Session 14: Gender and displacement

Why are a gender-sensitive lens and a human-rights based approach important for understanding human mobility? In what ways can human mobility be empowering or disempowering and what role does gender play in this regard? What are challenges for public policy when addressing gender aspects of forced migration?

- Fiddian-Qasmiyeh, Elena. 2014. “Gender and Forced Migration.” In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 394-408.
- Martin, Susan. 2004. *Refugee Women* (2nd edition). Lanham, MD: Lexington Books (Chapter 2, pp. 13-23).
- Lokot, Michelle. 2018. Syrian refugees: thinking beyond gender stereotypes. *Forced Migration Review* 57, pp. 33-35.

Supplementary reading:

- Freedman, Jane, Zeynep Kivilcim, and Nurcan Özgür Baklacioğlu. 2017. “Conclusions.” In: *Idem* (eds), *A gendered approach to the Syrian refugee crisis*. London and New York: Routledge, pp. 175-178.
- Donato, Katharine M., and Donna Gabaccia. 2015. *Gender and international migration: from the slavery era to the global age*. New York: Russell Sage Foundation (Introduction).
- Baklacioğlu, Nurcan Özgür. 2017. “The violence of tolerated temporality: Syrian women refugees on the outskirts of Istanbul.” In: Jane Freedman, Zeynep Kivilcim, Nurcan Özgür Baklacioğlu (eds), *A gendered approach to the Syrian refugee crisis*. London and New York: Routledge, pp. 42-60.

Session 15: Protracted situations and durable solutions

What are protracted situations and what are their root causes? What durable solutions are discussed and how do you assess these solutions from normative and practical perspectives?

- UNHCR. 2019. Global Trends 2018 (Chapter 3: Solutions, pp. 27-33).
- Milner, James. 2014. “Protracted Refugee Situations.” In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 151-162.
- Long, Katy. 2014. “Rethinking Durable Solutions.” In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 475-487.
- Global Compact for Refugees, para 85-100.

Supplementary reading:

- Fagen, Patricia. 2011. Refugees and IDPs after Conflict, Why They Do Not Go Home, Special Report, United States Institute of Peace.
- Jacobsen, Karen. 2001. The forgotten solution: local integration for refugees in developing countries. New issues in Refugee Research Working Paper no. 45, UNHCR, Geneva.

- Crisp, Jeff. 2004. The Local Integration and Local Settlement of Refugees: A Conceptual and Historical Analysis. New Issues in Refugee Research, Working Paper No. 102.
- Hovil, Lucy. 2007. “Self-settled Refugees in Uganda: An Alternative Approach to Displacement?” *Journal of Refugee Studies* 20(4), pp. 599-621.
- Browse the short articles in the *Forced Migration Review* 62 (Return).

Session 16: & Session 17: Encampment and life in refugee camps: a role-play simulation

What are the arguments for and against encampment of refugees and what actors favor which arguments? How do we assess life in refugee camps from the perspectives of human security and capabilities? What are specific needs and vulnerabilities of women and children?

In this class, we will play a simulation game, in which a fictional host state, refugees, and the UNHCR negotiate whether refugees should live in a refugee camp or not. More details on the simulation and the respective roles will be shared closer to the class. To ensure you prepare well for your role and the discussion, you should write a briefing memo following the instructions on CourseWorks.

- Watch 3 video stories of your choice from www.dadaabstories.org (tab: camp life; explore camp life).
- Black, Richard. 1998. “Putting refugees in camps.: *Forced Migration Review* 2:1–4.
- Horst, Cindy. 2007. *Transnational Nomads: How Somalis Cope with Refugee Life in the Dadaab Camps of Kenya*. Berghahn Books: Oxford (Chapter 3).
- UNHCR. 2014. Policy on Alternatives to Camps.
- Global Compact for Refugees, para 49-84.

Supplementary reading:

- Betts, Alexander, Louise Bloom, Josiah Kaplan, and Naohiko Omata. 2017. *Refugee Economies: Forced Displacement and Development*. Oxford: Oxford University Press (Chapter 6).
- Bakewell, Oliver. 2014. “Encampment and Self-settlement.” In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 127-138.
- Jacobsen, Karen. 2005. *The Economic Life of Refugees*. Bloomfield, CT: Kumarian (Chapter 2).

Session 18: Site visit NGO

Session 19: Migration, displacement and the sustainable development goals

How are different dimensions of the Sustainable Development Goals (SDGs) linked to human mobility? To what extent do state policies matter with regard to immigration, emigration, and refugee movement and diaspora engagement? What policy options exist to prevent and address the negative impact?

- ❖ Prepare to discuss the following question: In November 2015, the European Union announced to increase official development aid (ODA) to Africa in order to decrease emigration. What are the assumptions this is based on and how do you assess them?
- ❖ For class, you need a good understanding of the Mobility Mandala framework elaborated in Naujoks (2019) that explains the four domains linking migration, displacement, and sustainable development. You have to select one target from each of the select targets for Sustainable Development Goals 4, 8, and 16 and fill out one worksheet for each of the targets you chose. Thus, in the end, you will have three sets of worksheets.
- Naujoks, Daniel. 2019. “The Mobility Mandala: Conceptualizing Human Mobility in the Sustainable Development Framework.” Paper presented at the Annual Meeting of the International Studies Association (ISA), Toronto, Mar 27, 2019.
- Select SDG targets.

Supplementary reading:

- Foresti, Marta and Jessica Hagen-Zanker. 2017. Migration and the 2030 Agenda for Sustainable Development. London: Overseas Development Institute (ODI).
- de Haas, Hein. 2010. “Migration and development: a theoretical perspective.” *International Migration Review* 44(1): 227-64.
- Naujoks, Daniel. 2018. “Achieving the Migration-Related Sustainable Development Goals.” In: United Nations and International Organization for Migration, 2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122.

Session 20: Concluding session in Turkey

During the last session of the immersion module, we will take stock of the key lessons and observations thus far. Student teams will informally present their debriefings from the site visits with UN and NGO partners and we discuss linkages to the literature and our class discussions.

To prepare for the discussion, please review the notes taken during the last ten days and reflect on your key takeaway points with regard to (a) success stories and challenges for designing and implementing public policies for refugees; (b) the role of different actors, including NGOs and IGOs, and issues of coordination; (c) broader issues of global and regional governance mechanisms for migrants and refugees.

The following sessions take place in New York

Session 21: Workshop on policy proposals

This week, teams can discuss different aspects of their proposal with the instructor and each other and deepen their understanding of writing project proposals and a theory of change. Students will rotate between small group discussions and thematic and methodological flipcharts to advance and test the ideas on the project proposals. The more advanced, detailed, and formulated the proposals are before this session, the better you'll be able to use the discussions to further refine your ideas. You can also prepare questions and open issues to be discussed. It is important to review the material on the theory of change.

In addition, in this session, we will discuss the effective delivery of presentations and the use of visual aids, needed for session 21 in two weeks. To prepare, please reflect on what presentations you have seen in your life, what you liked and what you didn't.

Session 22: Deterrence, international relations, and the EU-Turkey deal

With what policies do states deter asylum-seekers from claiming asylum? Why could the today's refugee regime be described as a 'non-entrée regime'? How do deterrence policies affect the safety of migrants and refugees? What legal and moral obligations limit deterrence policies? What is the role of human smuggling and what can be done to make migration routes safer?

What were the main objectives of the EU-Turkey deal? What are differences in the *backscratching* and *blackmailing* strategies in international negotiations on refugee issues and what strategy did Turkey deploy? What are the impacts of the EU Turkey deal (with regard to the intended objectives, as well as more broadly for refugee protection)?

- FitzGerald, David. 2019. *Refuge Beyond Reach. How Rich Democracies Repel Asylum Seekers*. New York: Oxford University Press (Chapter 1: The Catch-22 of Asylum Policy).
- Tsourapas, Gerasimos. 2019. "The Syrian Refugee Crisis and Foreign Policy Decision-Making in Jordan, Lebanon, and Turkey." *Journal of Global Security Studies* 4 (4): 464-481.
- Lehner, Roman. 2019. The EU-Turkey-'deal': Legal Challenges and Pitfalls. *International Migration* 57 (2):176-185.

Supplementary reading:

- Gammeltoft-Hansen, Thomas. 2014. "International Refugee Law and Refugee Policy: The Case of Deterrence Policies" *Journal of Refugee Studies* 27 (4): 574-595.
- Elitok, Seçil Paçacı. 2019. Three Years on: An Evaluation of the EU-Turkey Refugee Deal. MiReKoc Working Paper 04/2019. Migration Research Center at Koç University.
- United Nations Special Rapporteur on extrajudicial, summary or arbitrary executions. 2017. Report on Unlawful Death of Refugees and Migrants.
- Triandafyllidou, Anna and Angeliki Dimitriadi (2014) "Deterrence and Protection in the EU's Migration Policy." *The International Spectator: Italian Journal of International Affairs* 49 (4): 146-162.
- Browse the website <https://missingmigrants.iom.int>

Session 23: Group presentations on policy proposals

In this session, we will have presentations and discussions of the group projects, highlighting the key findings, limitations, and challenges during the processes and the relevance of the results. A panel of experts will provide you with critical inputs and feedback.

In preparation of the discussion, all groups have to submit a one-page summary by February 2 (23.59pm). Please also read the other groups' one-pagers so as to provide them with substantial comments and questions.

Session 24: The future of refugees, public policy, and development

The last session discusses the Global Compact for Refugees and the Comprehensive Refugee Response Framework. What is missing? Why do you think that is?

The session also ties the various aspects of the course together. Please review your notes from the classes throughout the time in Turkey and our classes back at SIPA. What concepts, interlinkages, normative approaches or facts stand out for you? Thus, what are your “take-away” points from the class?

- UN Global Compact for Safe, Orderly and Regular Migration.
- UN Global Compact on Refugees and Comprehensive Refugee Response Framework
- Browse the site: <http://refugeesmigrants.un.org>

Supplementary reading:

- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 8).
- Suhrke, Astri. 2017. New refugee compact will struggle to live up to lofty rhetoric, available at www.lowyinstitute.org/the-interpreter/new-refugee-compact-will-struggle-live-lofty-rhetoric

Resources

The university provides many resources to help students achieve academic excellence. These resources include:

- The **University Libraries**: <http://library.columbia.edu>.
- Please make extensive use of the extremely valuable **CLIO search engine** at <https://clio.columbia.edu> that provides excellent and easily searchable resources, such as full-text, electronic academic journal articles and ebooks, as well as references to books and other references in CU libraries. This should be your first stop for any research activity.
- **University Disabilities Services**: Reasonable disability accommodations are adjustments to policies, practices and procedures that “level the playing field” for students with disabilities, as long as such adjustments do not lessen academic or programmatic requirements. Accommodation plans and services are designed to match the disability-related needs of each student, and are determined according to documented needs and the student’s program requirements. Accommodations are determined case by case, after Disability Services (DS) considers both the student’s needs as described in their disability documentation and the technical academic standards of their course or program. In order to request accommodations, students must complete the DS registration process. For more information, see <https://health.columbia.edu/disability-accommodations-and-services>

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Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.