

IAFS4500

The Post-Cold War World: Migration and Refugees

M/W 3:35-4:50 PM Ketchum Arts & Sciences Bldg 1B84

Updated 9/16/25

Instructor	Dr. Molly Todd Assistant Teaching Professor International Affairs and Sociology	Office Hours	Wednesdays 10:15-11:15AM & by appointment Ketchum 165
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Nearly every contemporary study of refugees and migration reminds us that there have never been as many refugees and displaced people as today. Thus far, however, governments, IGOs, and NGOs have not come up with a response proportionate to the situation. Although the world has become increasingly connected through global processes including migration, at the same time nation-states and individuals from Europe to the Middle East to the United States have become increasingly hostile to refugees and migrants, turning to walling, separation, border fortification, and nationalism. Why? In this class, students sit with this question, while critically interrogating the relationships between displacement, migration, and seeking refuge. Furthermore, students have the opportunity to explore how this issue could be addressed in a meaningful way. What are the experiences of refugees and migrants on the ground? By engaging with a diversity of expressive forms that voice lived experiences of such topics, our lectures and readings will complicate hegemonic categories of 'migrant' and 'refugee.' We will examine how scholars across academic disciplines investigate such emotional and often politically-charged topics. The course will culminate with the completion of an original research presentation and a creative project.

ASSIGNMENTS

Attendance 10%

Participation 10%

Literature Review 20%

Research Presentation 20%

Creative Project 10%

Exams (x2) 30%

Exhibit Reflection 10%

Attendance

Attendance is taken at the beginning of each class. This is an in-person class and you are expected to attend regularly. There are no excused or unexcused absences. You do not need to inform me. Instead, students may miss up to four sessions with no questions asked. This could be for a doctor's appointment, an emergency, or simply a day you cannot attend. After four absences, you lose points for each absence. These points cannot be made up. If you are experiencing something that is hindering your ability to come to class on a regular basis, let me

know right away. If a student misses a class, they should consult the syllabus for missed work

Participation

This class requires active involvement from all attendees. Participation will be assessed through various in-class activities such as writing prompts, group discussions, class discussions, and reading questions. Students are expected to come to class having read the assigned materials for that day, in order to participate fully. Some participation activities can be made up in the case of an absence, however it is not guaranteed.

Literature Review

Students will write a literature review based on their proposed topic. Further instructions are published on Canvas.

Research Presentation

Students will give a 10 minute presentation on their research project.

Creative Project

Students will create a project related to course themes, in a form of choice. Students will present their project gallery-style at the end of the semester. Further instructions are published on Canvas.

Exams (x2)

There is a midterm and a final exam. Exams cover all readings, lectures, and additional media. The final exam is cumulative.

Exhibit Reflection

SCHEDULE

Week 1: Introductions and Topics

8/25 Introductions

8/27 Overview, Research Presentation sign ups; *In-class activity– writing research proposal

Week 2: Migrant or Refugee?

9/1 No Class- Labor Day

9/3 Oltman, Anna and Renshon, Jonathan. 2017. “Immigration and foreign policy.”
In *Oxford Research Encyclopedia of Politics*.

Pijnenburg, Annick, and Conny Rijken. 2021. “Moving beyond Refugees and Migrants: Reconceptualising the Rights of People on the Move.” *Interventions* 23 (2): 273–93.

[BBC News: The battle over the words used to describe migrants](#)

Week 3: Transnational Migration and Diaspora

9/8 'Migration' overview *Libretext*

Jorge, Andreza. 2023. "Black Favela Feminism: The Struggle for Survival as a Transformative Praxis" in *Global Black Feminisms*.

[Mulheres Ao Vento](#)

Case study: Brazil

9/10 Course visit with the *Maré from the Inside* Exhibit at CU Boulder– **Meet outside of Laughing Goat café in the Sundial Plaza**

Week 4: Reflections

9/15 Jorge, Andreza, and Desirée Poets. 2021. "The Artistic Power of Maré from the Inside." In *Maré from the Inside: Art, Culture, and Politics in Rio de Janeiro, Brazil*

Due: Exhibit Reflection

9/17 Writing Workshop: Literature Reviews – narrowing a topic

Week 5: Borders & U.S./Mexico Borderlands Studies

9/22 Anzaldúa, Gloria. 1987. *Borderlands/La Frontera*, Ch. 1 & 2

Krasteva, Anna. "Spaces, Lines, Borders: Imaginaries and Images" in *Borderscaping: imaginations and practices of border making*, pp. 13-26.

Case study: U.S./Mexico border

9/24 Sheren, Ila Nicole. *Portable Borders*, pp. 1-22, 59-90

Abu Hamdan, Lawrence. 2023. *Crímines transfronterizos/ Cross-border Crimes*. Mexico City: Universidad Nacional Autónoma de México.

Week 6: Midterm Exam

9/29 Exam Review

10/1 **Midterm Exam**

Week 7: Displacement

10/6 [Watch Simple as Water on Kanopy](#)

10/9 Finish watching *Simple as Water*

Due: Film Reflection

Week 8: Displacement

10/13 Cabot, Heath, and Georgina Ramsay. 2021. "Deexceptionalizing Displacement: An Introduction."

*'Critical Vocabularies' <https://criticalrefugeestudies.com/> and one Story Map of Choice to share with class

10/15 Nyman, Jopi. 2017. *Displacement, Memory, and Travel in Contemporary Migrant*

Writing, pp. 15-36

Gallien, Claire. *Forcing Displacement: The postcolonial interventions of refugee literature and arts*.

Case study: Africa, Middle East

*For participation: Find one current or historical example of 'refugee literature and arts' and be prepared to share with the class

Week 9: Citizenship

10/20 Isen, Engin and Peter Nyers. 2014. "Introduction: Globalizing Citizenship Studies," in *Routledge Handbook of Global Citizenship Studies*, New York: Routledge pp. 1-11.

10/22 Cook-Martin, David. 2020. *The Scramble for Citizens: Dual Nationality and State Competition for Immigrants*, pp. 1-61

Week 10: Citizenship II

10/27 Boacă, Manuela, and Julia Roth. 2016. "Unequal and Gendered: Notes on the Coloniality of Citizenship." *Current Sociology* 64 (2): 191–212.

10/29 NO IN PERSON CLASS-Writing in location of choice

Due: Literature Review

Week 11:

11/3 Peer Review- Literature Reviews

11/5 Presentation Work session (+possible presentation date, if needed)

Week 12:

11/10 Student Presentations

11/12 Student Presentations

Week 12: Final Presentations

11/17 Student Presentations

11/19 Student Presentations

Week 13:

11/24-11/28 NO CLASS-FALL BREAK

Week 14: Course Conclusions

12/1 Creative Project gallery

12/3 Creative Project gallery

***Take home Final exam due Saturday, Dec. 8th by 11:59 p.m. on Canvas**

COURSE POLICIES

Late work and Grading

If students anticipate a delay or are experiencing anything preventing them from completing an assignment on time, they should contact the instructor immediately. The instructor may accept late assignments on a case-by-case basis, and in general will apply the following penalty for late work: 1-2 days past deadline -5%; 3-4 days past deadline -10%; work submitted one week or later past the deadline can earn up to 50% credit for the assignment. Work submitted after one week past the deadline will not receive credit.

Assignment of letter grades based on percentages of total points will be as follows, employing standard rounding when percentages fall between whole numbers: 94%+ = A; 90%-93%=A-; 87%-89%=B+; 83%-86%=B; 80%-82%=B-; 77%-79%=C+; 73%-76%=C; 70%-72%=C-; 67%-69%=D+; 63%-66%=D; 60%-62%=D-; 59% & below=F.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the [classroom behavior policy](#), [the Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for Infectious Diseases

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases. The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, adhering to University Policy is subject to the Student Conduct & Conflict Resolution guidelines. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus. For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the further guidance of the Public Health Office. For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home.

Accommodations

For students requiring accommodations, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be

addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please alert me as soon as possible.

Preferred Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name. If you would like me to use a name or pronoun other than that listed, please let me know.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

AI Policy

You may conditionally use gen AI tools in this course for the purpose of brainstorming ideas, but not for writing your paper, or finding answers to your Exams. Final work must be student-generated. If you use gen AI tools on assignments in this class, document your usage with the Chicago Manual of Style or appropriate citation guidelines for this course.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic

violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email CUreport@colorado.edu. Information about university policies, [reporting options](#), and [support resources](#) including confidential services can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, email me in advance and we will work out a mutually agreed-upon arrangement regarding make-up work. See the campus policy regarding religious observances for full details.

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The [Academic Live Care](#) site also provides information about additional wellness services on campus that are available to students. A 24/7 Suicide Prevention hotline is available by calling 303-492-2277.

Basic Needs

I believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you're having trouble with either, the campus has resources at the [Basic Needs Center](#). If you're facing food insecurity, reach out to food@colorado.edu, and review [CU food resources here](#), like BuffPantry. If you're having trouble paying rent or facing housing insecurity, there are many [CU housing assistance programs](#). You can also get in touch with these advocates: Boulder County Housing & Human Services at 303-441-1000 or Off-campus Housing at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact Mediation Services at 303-441-4364 & mediation@bouldercolorado.edu. A 24/7 Suicide Prevention hotline is available by calling 303-492-2277.

*Please don't hesitate to also approach me if you would like support negotiating any of these resources.

Your continued enrollment in this course means that you agree to adhere to these policies.