



**IAFS 4500-004 SENIOR SEMINAR  
THE POST COLD WAR WORLD: MIGRATION & REFUGEES  
UNIVERSITY OF COLORADO BOULDER, FALL 2022  
TU/TH, 2:00 – 3:15, CLUB 6**

<b>Instructor</b>	Dr. Doug Snyder	<b>Office Hours</b>	MW 2:30-4:00, TuTh, 3:30-4:30 in Baker E102F and by appt. (especially between 12:30 and 2:00 in CLUB A4)
<b>Campus Office Location</b>	Baker E102F	<b>E-mail</b>	douglas.snyder@colorado.edu

**Course Overview**

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. 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. Why? How can the issue be addressed in a meaningful way? What are the experiences of refugees and migrants on the ground? And how can we actually hear their voices?

To explore these questions and more, 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 paper. You will therefore learn the necessary components and skills required to complete a senior-level research project. Throughout, the course will involve a substantial workload (oftentimes, 150 pages of reading/week), presentations, smaller assignments, and the final research paper.

**Books**

- Alexander Betts & Paul Collier, *Refuge: Rethinking Refugee Policy in a Changing World* (Oxford University Press, 2017)
- Aviva Chomsky, *Undocumented: How Immigration Became Illegal* (Beacon Press, 2014)
- Elena Fiddian-Qasbiyeh et al., eds., *The Oxford Handbook of Refugee and Forced Migration Studies* (Oxford University Press, 2014 – accessed through the University Libraries website)
- Viet Thanh Nguyen, ed., *The Displaced: Refugee Writers on Refugee Lives* (Abrams, 2018)
- Ben Rawlence, *City of Thorns: Nine Lives in the World's Largest Refugee Camp* (Picador, 2016)

*All books on reserve at Norlin Library; Additional online readings on Canvas as noted*

## **Grading**

Participation – 20%

Policy Paper & Presentation – 25%

Research Proposal – 10%

Research Presentation – 20%

Final Paper – 25%

## **Assignments (more details will be distributed as due dates approach)**

### **Participation (20%) – all semester**

By definition, seminars are discussion-driven. As such, this class requires active involvement from all attendees. This participation will come in the form of class-wide discussion, group work, presentations, and constructive feedback and questions provided to your peers. It offers an invaluable chance to improve your ability to articulate your ideas orally. Additional writing assignments may be assigned if participation lags.

### **Policy Paper and Presentation (25%) – individualized due dates**

Each student will write one 5-7 page policy paper on a contemporary issue related to refugees and/or migration. You will sign up for a due date between Weeks 3 and 10. You will submit your paper to me on that date and provide a presentation on your findings in class that day.

### **Research Proposal (10%) – Tuesday, November 15**

Proposal, timeline, and bibliography for final research paper. 3-5 pages, plus bibliography.

### **Research Presentation (20%) – in-class presentation on selected day between 11/15 and 12/6**

Lead a seminar on your developing research. Summarize your intellectual puzzle, its significance, your methods, the relevant literature, and problems you are having. Address questions from your peers.

### **Final Paper (25%) – due Wednesday, Dec. 14 at 11:59 pm MT**

Final 15-20 page research paper on topic chosen in consultation with me. Topic must be distinct from policy paper.

## **IAFS 4500 Schedule, F22**

**\*\*Schedule is subject to change due to developments in current events\*\***

### Week One

Tues, 8/23– Introductions

Thurs, 8/25 – Topic Baselines

\*Week One Canvas Readings

### Week Two

Tues, 8/30– The Global Refugee Crisis in Visual

Watch Ai Wei Wei's *Human Flow*

Thurs, 9/1 – The Global Refugee Crisis in Visual, cont'd  
Finish *Human Flow*  
\*Week Two Canvas Readings

### Week Three

Tues, 9/6 – The Voices of Migrants  
\*Week Three Canvas Readings  
Nguyen, Introduction

Thurs, 9/8 – The Voices of Refugees  
Selections from Nguyen

### Week Four

Tues, 9/13 – Chronicling a Refugee Camp  
Rawlence, Prologue, Ch. 1-7

Thurs, 9/15 – Visit from Career Services

### Week Five

Tues, 9/20 – Chronicling a Refugee Camp, continued  
Rawlence, Ch. 8-13

Tues, 9/22 – The World's Largest Refugee Camp  
Rawlence, Ch. 14-20

### Week Six

Tues, 9/27 – Dadaab  
Rawlence, Ch. 21-25

Thurs, 9/29 – City of Thorns  
Rawlence, Ch. 26-33

### Week Seven

Tues, 10/4 – Most Refugees Live Outside Camps  
Rawlence, Ch. 34-40, Epilogue and Postscript  
\*Week Seven Canvas Readings

Thurs, 10/6 – What Is to Be Done?  
Betts & Collier, Introduction, Ch. 1-3

### Week Eight

Tues, 10/11 – The Refugee Rethink  
Betts & Collier, Ch. 4-9

Thurs, 10/13 - Migration to the United States  
Chomsky, Preface, Introduction, Ch. 1-4; \*Week Eight Canvas Readings

Week Nine

Tues, 10/18 – Migration to the United States, continued  
Chomsky, Ch. 5-8  
\*Week Eight Canvas Readings

Thurs, 10/20 – Migration to the United States, continued  
\*Watch *9500 Liberty* on own (no class)

Week Ten

Tues, 10/25 – The Immigration Debate  
\*Week Nine Canvas Readings

Thurs, 10/27 – Library Visit with IAFS Area Experts (tentative date)

Week Eleven

Tues, 11/1 – Research Methods  
\*Week Ten Canvas Readings

Thurs, 11/3 – Research Methods and Writing Workshop  
\*Week Ten Canvas Readings

Week Twelve

Tues, 11/8 – No class (one-on-one research meetings with me)

Thurs, 11/10 – No class (one-on-on research meetings with me)

Week Thirteen

Tues, 11/15 – Research Presentations  
**Research Proposal Due**

Thurs, 11/17 – Research Presentations

FALL BREAK: 11/21-11/25

Week Fourteen

Tues, 11/29 – Research Presentations

Thurs, 12/1 – Research Presentations

Week Fifteen

Tues, 12/6 – Research Presentations

Thurs, 12/8 – Wrap-up

**Final Paper Due – Wed., Dec. 14 @ 11:59 pm MT**  
**Syllabus Statements**

## CLASSROOM BEHAVIOR

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail 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 COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-test for symptoms and follow the further guidance of the Public Health Office ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)). {Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}

## Accommodation for Disabilities

If you qualify for accommodations because of a disability, 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](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

## PREFERRED STUDENT 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.

#### 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, 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. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). 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. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

#### 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 sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these policies, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#). Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

#### 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.