

NCLC 416 Refugee, Internal Displacement, and Statelessness

(3 credits, including 1 EL)

George Mason University

Thursday 4:30pm – 7:10p.m., T1018

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COURSE DESCRIPTION/COURSE GOALS

This course is designed to provide students with deeper understanding about the complexity of refugee and internal displacement in terms of legal, socio-economic, political and cultural aspects. Causes of displacement and its impact on people and societies will be explored. Students will also study and reflect on the role local and national governments, non-government organizations (NGOs) as well as the international community play in addressing problems faced by refugees, internally displaced persons (IDPs), and stateless individuals, especially in terms of relief assistance and humanitarian services. Cases from various parts of the world will be utilized as tools for learning. A 1-EL component, which includes the *Displacement Day event*, an *advocacy and peer education campaign via kiosk*, and a *visit-interview with any organization or program that works on refugee or displacement related issues* must be completed in order to pass the course. Three major cases to provide a human face to the concepts and theories will be explored in class: Karen refugees on the Thai-Burmese border, the stateless Rohingyas of Burma(Myanmar) and the IDPs in Mindanao, Philippines. School of Integrative Studies (SIS) competencies covered in this learning community are ***communication, global understanding, critical thinking, civic engagement, well being, and group interaction.***

SIS Student Learning Outcomes:

1. Students will be able to demonstrate effective writing, speaking, and listening while understanding and communicating to diverse audiences.
2. Students will be able to think creatively and critically using reason and experience to form considered judgments; to synthesize ideas from multiple sources and diverse ways of knowing; to distinguish among facts, opinions, and inferences; and to implement problem solving strategies.
3. Students will be able to collaborate effectively with others, create shared expectations and understanding, negotiate consensus, and manage and resolve conflict.
4. Students will have an informed understanding of various local and global communities and the value of multiple and global perspectives in civic life, leading to their ability to make informed choices regarding personal community involvement, leadership, and social justice issues.
5. Students will be able to articulate, support, and apply their own values through self-knowledge and reflective practices while understanding and appreciating the diverse values of others.

Course reading materials will be made available both online and on the blackboard.

Selected Readings

Brookings Institution on Internal Displacement. 1999. *Handbook for Applying the Guiding Principles on Internal Displacement*. United Nations Office for the Coordination of

Convention and Protocol relating to the Status of Refugees. September 1, 2007 (www.unhcr.org).

Fuertes, Al B. 2008. *Community-based Warviews, Resiliency and Healing among the Internally Displaced Persons in Mindanao and the Karen Refugees on the Thai-Burmese Border*. Germany: VDM Verlag Dr. Muller.

Note: Main text can be accessed on line in a dissertation format, George Mason University, 2007. (Can be accessed online – ProQuest).

Internally Displaced People, Questions and Answers. November 1, 2007 (www.unhcr.org).

Lynch, M. 2004. *Forced Back, International Refugee Protection in Theory and Practice*. Refugees International, Washington DC. www.refugeesinternational.org
(you may download a copy)

Marfleet, Philip. 2006. *Refugees in a Global Era*. NY, NY: Palgrave, Macmillan, pp. Foreword-17; *Displacement*, pp. 191-215.

Protecting Refugees, Questions and Answers. February 1, 2002 (www.unhcr.org).

ACADEMIC POLICIES AND INFORMATION

Academic Honesty and Collaboration

The integrity of the University community is affected by the individual choices made by each of us. This is especially true in New Century College. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Some projects are designed to be undertaken individually. For these projects, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

As in most learning communities, a number of projects in this course are designed to be completed by a study group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Group work should reflect the efforts of all group members and all members are responsible for the content and quality of assignments.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious offense. It is important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as they appear in the original, and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, you must still cite the source, using an established citation format.

Format for Assignments

If you have questions about a particular assignment, please ask for further explanation. All assignments must be typed (11 point font, 1" margins), double-spaced, and stapled. You must correctly and consistently use either MLA or APA citation style. As in all classes, you should keep a copy of all papers you hand in. You are responsible for completing individual and group assignments on time. Due dates are clearly indicated throughout the syllabus. All assignments are due at the beginning of the class period. There will be no-make up quizzes or extra time given for assignments.

Attendance

If an emergency prevents you from attending class, you should let your professor know promptly or ahead of time when possible and contact a group member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all materials covered in class even if you are not there. Excusable absences: illness, accident, personal/family emergency situation.

STUDENT RESOURCES

Writing Resources

The School of Integrative Studies (SIS) maintains an Online Writing Guide with information useful to research and writing. It can be accessed at: <http://classweb.gmu.edu/nccwg/index.html> The areas covered in the online writing guide include: competencies, choosing a topic, narrowing focus, research strategies and writing, documentation, portfolio & reflective writing, presentations, resumes, collaboration, copyright and plagiarism, and Web resources. Under research writing there is also a segment on "What is a Thesis Statement?" <http://classweb.gmu.edu/nccwg/thesis/>

As a component of the writing requirements for this course, you must submit a draft and revisions for at least one writing assignment. A visit to the Writing Center for editing assistance will be required. The following information was taken from the Writing Center homepage at <http://writingcenter.gmu.edu> :

“The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer....Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab.”

Disability Support Services

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

The following information was taken from the GMU Disability Resource Center's webpage at <http://www.gmu.edu/departments/advising/dss.html>:

“George Mason University is committed to providing appropriate services and

accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To achieve this goal, the university maintains and supports the Disability Resource Center Office which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations.”

Library Services

Both Fenwick Library and the Arlington Campus library maintain extensive material on conflict resolution. You are encouraged to make use of these resources during the course of the semester.

Diversity Statement

School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion or irreligion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

If you have any questions not answered in this syllabus or have any concerns during the course, please feel free to ask your professor in class.

Assignments and Evaluation

1000 points

Class Participation/Engagement/Attendance

200 points

There is a variety of ways you can add to the class, including: sharing of ideas and perspectives, asking questions, and commentary about assigned readings during class discussion, in class writing, evaluations and class activities.

Two short essays (25 pts/essay)

50 points

Written reflections and sharing. Students will submit 2 short essays in which to reflect on class readings, class discussions, and group learning. These assignments are required for successful completion of the course. Students will exchange essays with (a) fellow classmate(s) and engage in some meaningful conversation about their learning. The purpose of the reflective essay exchange is to encourage, to share perspectives, and to suggest additional resources that may be helpful.

Note: Each reflective essay should be at least 2 full pages in length, 11 point font, 1.5 spaced and will integrate specific ideas/concepts, personal insights and experiences or events based on the activity guide questions.

1st essay due: February 2

2nd essay due: April 20 (in-class writing)

Research Paper and Group Presentation

300 points

(Note: Grades for this project will be group-based)

Your assigned group will be given a list of countries that have refugees, IDPs, and stateless individuals/communities. Based on the list of countries provided (other than the Philippines and Burma), you will:

Decide which **topic** you would like to explore for your research project: refugees, internally displaced persons, or statelessness.

Choose which **country** (only one country) you would like to focus your research paper on.

Integrate course materials and outside research in your actual writing. You must demonstrate an understanding of the theories and course concepts you use, including facts and vital information about the subject of your choice. Use both critical and reflective thinking analysis as you approach your topic. You must use, at least, 10 scholarly sources (do not use Wikipedia). The paper should be between 18-20 pages in length.

Note: This research paper will be a work in progress. The whole paper is divided into different components with their corresponding submission dates and points.

Component #1 (2-3 pages/1.5 spaced): *General Information*

Why did you choose either refugees or internal displacement as your topic (give reasons based on your group discussion and deliberation)? What interests you to choose this topic? Which country will you be focusing on and why? What do you intend to accomplish or learn from this particular paper? In other words, what are your objectives? Be specific.

(Note: Include your group contract, duly signed, when you submit this component. Your group contract serves as your 3rd or 4th page).

Due:

Points for this draft: 25 points

Component #2 (4-5 pages/1.5 spaced): *Background Information about the Subject*

Who are the displaced people in your research? What is their ethnic/socio-cultural-economic background? What causes their displacement? Who causes their displacement? What are the

issues/problems involved that resulted to their displacement? How would you/they describe the kind of life they once have before becoming displaced?

Due:

Points for this draft: 50 points

Component #3 (3-4 pages/1.5 spaced) *Life being displaced*

Where are they being relocated? How would you/they describe their situation (as displaced) physically/materially or economically, relationally, socially, and/or politically? Are there new/emerging problems they now face in their relocation site – what are they? What keeps them going – in other words, what sustains them? Be explicit and be specific with your discussion.

Component #4 (3-4 pages/1.5 spaced) *Assistance*

How are the displaced people in your research being helped? By whom? What kind of assistance are they getting? What is the role of their national government? What is the role of the international community? Be explicit and be specific with your discussion.

Due (#3 and #4):

Points for this draft: 75 points

Component #5 (3-4 pages/1.5 spaced) *Group Reflection and Recommendations*

For this component, you should integrate into your discussion personal thoughts and reflections by members of your group: What does this whole project mean to you? Were you able to accomplish your objectives (identify which ones)- in what sense? If not, why not? What new insights or lessons have you learned from this undertaking? In what ways has the project changed your views about life in general and refugees and internal displacement in particular? How has this project expanded your global understanding and critical/reflective thinking and analysis skills? What about your group collaboration skills? How would you describe your group process or dynamics – in other words, how did you go about doing the project (problems encountered and how did you address them)?

If you are to do another research of the same nature, which country would you work on next and why? What recommendations do you have in light of your research findings?

Due:

Points for this draft: 50 points

Final Paper (include ALL the drafts with your professor's comments) is due on the day of presentation: **50 points**

Group Presentation: 50 points

Total points for this project: 300 points

Group presentation (25 min. presentation and 5 min. open forum): Decide among members of your group how you will present your research paper in a creative, informative and interactive manner. You can use *video clips of your chosen country, power point, hand-outs, present images/pictures of your subject to bring home further your message. Simulations and/or roles plays* are also welcome. Group presentations will be evaluated based on a) how well you convey the content/findings of your research in a concise manner, b) the manner by which you do your presentation, c) shared leadership, and d) audience's response.

Experiential Learning Component of the course (1 EL credit)

VISIT and INTERVIEW (individually or with other members in class) with any organization or agency in Washington DC or Northern VA that works on displacement issues: refugees, repatriation, asylum, internal displacement or statelessness issues, humanitarian or relief assistance, post displacement reconstruction or rehabilitation.

75 points

Check the last couple of pages of the syllabus for the list of existing organizations (government and non-government) that work on displacement issues. Individually or in partnership with one or two other members in the class, identify one organization that you or your group would like to visit to see for yourself their office and program setting – in addition to what appears on their website. Schedule a visit to their office and set for an interview with a program staff to learn more about their work. Come up with a set of thoughtful and informative questions for the interview. (Note: If you plan to do this with other members in class –you will need to submit just one group report; the grade will be group-based as well).

A 3-4 page report of the visit, including analysis and interpretation of the result of the interview, will be submitted towards the end of the semester. A ***transcript of the actual interview*** (your interview notes) will be attached to your report. Your report and analysis/interpretation must contain the following:

Name and Address of Organization visited/Name and Position of Person(s) Interviewed
Date of Actual Visit and Interview

-When and where did you conduct the visit and interview? What did you observe about their office/program (description of the visit experience)?

Lessons learned

- What new discoveries/insights/perspectives did you learn from your visit and interview in light of your interview questions? Be specific.
- Explain specific course concepts/theories from our reading and class discussions that best apply or relate to your experiential learning. In what sense?

Self-awareness and discovery

- How has the experience expanded or enriched your views/outlook/perspectives on displacement issues?
- Describe that part of the experience which you find most gratifying/most fulfilling/most inspiring?
- Describe that part of the experience which you find most challenging/most difficult.

Conduct of Visit and Interview: March 9 (in lieu of a class session)

Paper Due: March 23

Establishing a Refugee shelter or an IDP evacuation center
(In partnership with the WGDP)

100 points

- On **April 13**, the class will observe a Displacement Day. The class will be divided into two groups and each group is tasked to construct a safe haven (a refugee shelter or an IDP evacuation place) for displaced populations somewhere in the North Plaza.
- Each student must help his/her group construct a refugee/IDP shelter using cardboards and discarded materials. Bring rope and poles/branches to support your shelter.

- Each student must spend at least an hour and 30 minutes to help construct their shelter – at any time during the day. (NOTE: MAKE SURE THAT YOU ARE ABLE TO HELP YOUR TEAM CONSTRUCT YOUR SAFE HAVEN BEFORE CLASS TIME. IF YOU CAN'T, YOU MUST SIGN UP FOR THE CLEAN UP PORTION OF THE EVENT AFTER CLASS. PLEASE WORK THIS OUT WITH YOUR SCHEDULE FOR THE DAY).
- The session for April 13 will be held in our refugee/IDP shelter or evacuation center.

Note: A 3- page report about the experiential learning **50 points** will be submitted on **April 27**, including a photograph of your shelter to serve as evidence.

- Describe the activity that you have participated in. At what time of the day did you help construct?
- Discuss your experiential learning: new insights gained in relation to course concepts and processes. (Make reference to course reading materials by using in-text citation – I will consider this in grading your paper).
- From your perspective, what does a refugee shelter or an IDP evacuation center mean and imply for displaced populations? Explain and discuss your response.

Kiosking (TWICE) at the Johnson Center/North Plaza as part of Advocacy against human trafficking. Each kiosk will be for 2 hours.

100 points
(50 pts each kiosking)

The week after each kiosk, submit a 3-page individual report and reflection which demonstrates what the experiential learning has meant to you.

100 points
(50 pts each report/reflection)

Guidequestions for 1st Kiosking Report/Reflection:

- * Identify and describe in details your experience doing the kiosk: what work/what did not work in the overall experience? Include the dates when and the place where you conducted your kiosks.
- * What new lessons or insights did you learn from the experience in terms of addressing the problem of human trafficking? Do you think you and your group were able to disseminate good and valuable information on/against human trafficking to the Mason community? If so, in what ways? If not, please explain.
- * What did you learn about yourself in light of your kiosking experience? What struggles/challenges did you personally encounter before/during the kiosk, and how do you make sense of them? How did you address them?
- * What struggles/challenges did your group encounter before/during the kiosk, and how do you make sense of them? How did your group address them?
- * How would you do it differently next time?

Note:

Please highlight specific examples: actual conversations, etc to support your statements and claims. Examples help substantiate your explanation and discussion.

Report and reflection must include the dates when kiosks were held, including names of kiosk members.

Due: The week after kiosk.

Guidequestions for 2nd Kiosking Report/Reflection:

- *What is unique about your 2nd kiosking compared to the first? Did you address the challenges/difficulties you and your group previously encountered? Please explain.
- * What are your high moments from your second kiosking? What new lessons and insights did you learn from the experience in terms of addressing the problem of human trafficking?

* How has the kiosk experience impacted you as a college student? What new commitments do you have when it comes to addressing the human trafficking problem?

Note:

1. Please highlight specific examples: actual conversations, etc to support your statements and claims. Examples help substantiate your explanation and discussion.

2. Report and reflection must include the dates when kiosks were held, including names of kiosk members.

Due: The week after kiosk.

Attendance during Final Day

25 points

Course Summary
Community Celebration
University/Class evaluations

Total

1000 points

Note:

- Bonus points for using recycled paper or both sides of a paper in all your drafts.

Grading Scale

980 – 1000 = A+	600 – 669 = D
930 – 979 = A	Below 599 = F
900 – 929 = A-	
870 – 899 = B+	
830 – 869 = B	
800 – 829 = B-	
770 – 799 = C+	
700 – 769 = C	
670 – 699 = C-	

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Weekly Schedule of Activities

January 26 (Week 1)

Welcome/Community-building Exercises

Introduction

Presentation of the Course Syllabus

Sharing of expectations/Setting up of community guidelines

- Group assignment for the Research Paper project

Who are the Refugees? the Internally Displaced Persons (IDPs)? the Stateless populations?

Understanding the Nature and Dynamics of Displacement: settings/causes/effects

Assignment for next week:

Visit www.unhcr.org (The UN Refugee Agency)

- Write a 2-page report (Essay 1). Describe the information found on the website: What does it tell you about refugee and the overall displacement issue? Which item in the website do you find most interesting and why? What are the major lessons learned from this assignment? – 25 points

February 2 (Week 2)

*Who are the Refugees? the Internally Displaced Persons (IDPs)? Stateless Populations?
Understanding the Nature and Dynamics of Displacement: settings/causes/effects.*

Reading for Today (online):

Protecting Refugees, Questions and Answers. February 1, 2002

<http://www.unhcr.org/publications/brochures/3b779dfe2/protecting-refugees-questions-answers.html>

Brookings Institution on Internal Displacement. 1999. *Handbook for Applying the Guiding Principles on Internal Displacement*. United Nations Office for the Coordination of Humanitarian Affairs (**Read pp. 1-19**)

https://www.ochaopt.org/documents/opt_prot_brookings_handbook_for_applying_the_guiding_principles_internal_displacement_1999.pdf

On Statelessness

<http://www.unhcr.org/un-conventions-on-statelessness.html>

Due: Essay 1 (2-page UNHCR report).

February 9 (Week 3)

Considerations and Pressing Questions

Reading for Today (blackboard):

Marfleet, Philip. 2006. *Refugees in a Global Era*. NY, NY: Palgrave, Macmillan. (**Read Foreword-17; Displacement, pp. 191-215**)

Orientation by Students Engaged in Ending Displacement (SEED) and Freedom Connection:
Against Human Trafficking

February 16 (Week 4)

Climigration and Displacement

Reading for Today:

The impact of climate change on tribal communities in the US: displacement, relocation, and human rights by Julie Koppel Maldonado; Christine Shearer; Robin Bronen; Kristina Peterson; and Heather Lazru (**Read Introduction only**) - online and on blackboard

<http://search.proquest.com/pqrl/docview/1433066505/F7E36D05D82648E7PQ/4?accountid=14541>

Climate Change and Displacement: Multidisciplinary Perspectives (**Read pp. 3-10**) – blackboard

5 islands in the Solomons no covered by sea
<http://phys.org/news/2016-05-sea-level-islands-solomons.html>
Youtube
<https://www.youtube.com/watch?v=xWH-lBBIHcg>

Adoption of the Paris Agreement on Climate Change (Nov. 11-Dec. 15, 2015)
<http://unfccc.int/resource/docs/2015/cop21/eng/l09.pdf>

February 23 (Week 5)

War/armed conflict causes displacement: Two cases- Karen Refugees on the Thai-Burmese border and the IDPs of Mindanao, Philippines.

Reading for Today (ProQuest database):

Fuertes, *Background Information of the IDPs in Mindanao and the Karen refugees*
(Read pp. 73-131).

Fuertes, *War and Displacement* (Read pp. 132-172).

Marfleet, "Displacement," pp. 193-215

Note: To access Fuertes' material, go to **ProQuest Dissertations and Theses Global** of the PatriotWeb (look for Articles and Databases and click on letter "P" for ProQuest, scroll down and click on ProQuest Dissertations and Theses Global)) and type in "Community-based Warviews, Resiliency and Healing among the Internally Displaced Persons in Mindanao and the Karen refugees on the Thai-Burmese Border." You can download the entire document.

Due: Component #1 of Research project
(group discussion)

March 2 (Week 6)

Refoulement and Non-refoulement
Socio-economic, religio-cultural and political implications and
considerations of displacement

Reading for Today (online and blackboard):

Refoulement and Non-Refoulement

<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/refoulement/>

The Scope and Content of the principle of non-refoulement: Opinion by Sir Elihu Lauterpacht and Daniel Bethlehem

<http://www.unhcr.org/419c75ce4.html>

Due: Component #2 of Research project
(group discussion)

March 9 (Week 7)

Visit and Interview Re. any organization (government/non-government) that works on displacement issues (See listing on pp. 15-18).

Reflection and Report due on March 23.

March 16 (Week 8) – SPRING BREAK (No class)

March 23 (Week 9)

*Repatriation (voluntary/forced), Reintegration, Rehabilitation and Reconstruction
Displacement and People's Resilience (Individual and Societal)*

Reading for Today:

The 4Rs: Repatriation, Reintegration, Rehabilitation, and Reconstruction (**Read: Module One: Part A**) – online and blackboard
<http://www.unhcr.org/411786694.html>

Fuertes (**Read pp. 304-394**) – ProQuest database

Due: Report/Reflection on NGO/GO Visit and Interview

March 30 (Week 10)

*Asylum and People's Sense of Identity
Narratives of Displaced Persons*

Reading for Today

Help provide safety and security to asylum seekers like Khadija and her daughter Ayah - online
<http://asylumseekerscentre.org.au/help-provide-safety-security-asylum-seekers-like-khadija-daughter-ayah/>

Illegal Immigrants Seeking Asylum Face a Higher Bar: Newcomers Are Less Likely to Be Deemed Eligible Amid Tighter Standards - online
<http://www.wsj.com/articles/illegal-immigrants-seeking-asylum>

Fuertes, *War and Displacement Narratives* (**Read pp. 186-200**) – ProQuest database

Lynch, M. 2004. *Forced Back, International Refugee Protection in Theory and Practice*. Refugees International, Washington DC. www.refugeesinternational.org
(**Read Survivors Stories, pp. 7-12**) – online and blackboard

Fuertes, *Effects of War and Displacement on People's Identity* (**Read pp. 233-268**) – ProQuest database – EVERYONE MUST READ THIS MATERIAL.

Documentary film: *Invisible Children*

Due: Components #3 and #4 of Research project
(group discussion)

April 6 (Week 11)

The Role of NGOs, Local Governments and the International Community

Reading for Today (blackboard)

Lynch, *Human Rights: International Protection...*, (**Read pp. 13-17**) and *State Responsibility and Practice* (**Read pp. 17-24**).

(ProQuest database):

Fuertes, *The 3Ds in Helping...*, (**Read pp. 397-442**).

(Just a literature review) *Legal Instruments Related to IDPs*
<http://www.refworld.org/idps.html>

April 13 (Week 12)

(Cont.) Displacement and the Role of NGOs, Local Governments and the International Community

UN Declaration of Human Rights document; Rights of Children Document

Note: We will meet and hold our session today in our respective refugee shelters/evacuation centers – as part of the Displacement Day event.

Reading for Today (download or bring a hard copy for access during class)

How the International Community Failed Haiti

<http://www.counterpunch.org/2013/01/07/how-the-international-community-failed-haiti/>

Due: Component #5 of Research project

April 20 (Week 13)

Documentary film, “Nickel City Smiler” (Karen families as they are resettled in the US)

(In-class writing: A 1-page response paper on one aspect of the story that made you think twice about the reintegration program of the US government, at least, in this context. Give a specific example from the film to support your response ---- 25 points.)

April 27 (Week 14)

Group Presentation #1
Group Presentation #2
Group Presentation #3
Group Presentation #4

Due: Final Research Paper

Note: Include in your final submission ALL the drafts from various components which you have submitted before with your professor's comments.

Due: Displacement Day Reflection Essay

May 4 (Week 15)

- Community Celebration
- Culminating Activities
- University/Course Evaluations

Presentation by Jacqueline Blanchard on her work experience inside a Karenni Refugee Camp along the Thai-Burmese border, and what we can learn from Jacqueline.

THANK YOU VERY MUCH – AI

Possible Organizations to visit and interview within Washington DC/Northern VA area that work on Displacement-related Issues

1. UNHCR
< <http://www.unhcr.org/cgi-bin/texis/vtx/contact?iso=VGB>>
2. Intercultural Counseling Connection
(A Resource for Refugees in the Greater Baltimore Area)
<http://www.interculturalcounseling.org/community-resources>
3. International Rescue Committee (IRC)
<http://www.rescue.org/program/how-you-can-help-washington-dc>
4. US Committee for Refugees and Immigrants
Arlington, VA
https://www.google.com/?gws_rd=ssl#q=US+Committee+for+refugees+and+immigrants
5. ASHA, Inc-Asian Women's Self-Help Association
P.O. Box 2084 Rockville, MD 20847
Phone: 202-207-1248/ Fax: 202-296-2318 Hotline: 1-888-417-2742
Website: www.ashaforwomen.org
ASHA, which means "Hope" in several South Asian languages, is a non-profit women's organization committed to ending all forms of violence against women and enhancing the status of South Asian women living in the metropolitan Washington, DC area. (South Asia includes Bangladesh, Indian, Pakistan, Nepal, Sri Lanka and Bhutan.)
6. Center for Multicultural Human Services
701 W. Broad St., Suite 305
Falls Church, VA 22046
Phone: 703-533-3302/ Fax: 703-237-2083
Website: www.cmhs.org
This organization provides a broad range of mental health and social service related services primarily for immigrants and refugees. Services are provided for children, adolescents, adults and families. Clients should call the Referral Line to complete a preliminary screening over the telephone and receive detailed information about services.
7. Boat People SOS
6066 Leesburg Pike, Suite 100
Falls Church, VA 22041
Phone: 703-538-2190
Website: www.bpsos.org
This organization's mission is to assist Vietnamese refugees and immigrants in their search for a life in liberty and dignity by empowering, equipping and organizing Vietnamese American communities in their progress toward self-sufficiency.
8. Catholic Charities Diocese of Arlington
< http://www.ccda.net/about_job.php>
9. ANERA (Improving Lives of Palestinian Refugees)
< <http://www.anera.org/?gclid=CI6z9IvWi8kCFYI8gQodiEIG0A>>

10. Women for Women Refugees
< http://www.womenforwomen.org/what-we-do?gclid=CKenxq_Wi8kCFdQ2gQodUTQLVQ>
11. Lutheran Immigration and Refugee Services
< <http://www.give.org/charity-reviews/national/human-services/lutheran-immigration-and-refugee-service-in-baltimore-md-2892>>
12. Empowering Refugees and Immigrants since 1983
< http://www.ecdcus.org/About_Us/our_Story.html>
13. Arlington Diocese Refugee Services
< <http://www.idealists.org/view/nonprofit/KFkbNZ6CNbJd/>>
- 14. Immigration Assistance Organizations**
<<http://www.fairfaxcounty.gov/library/ell/organizations.htm>>

These are some local non-profit organizations that provide immigration assistance:

AFKA

Languages: Korean, Spanish, English
2750 Gallows Road
Vienna, VA 22003
703-208-0828

Arlington Resettlement Office

Languages: Amharic, Arabic, Farsi, Portuguese, Somalian
80 North Glebe Road
Arlington, VA 22204
703-524-2154
<http://www.arlingtonrefugeeservices.com/>

AYUDA

Languages: Spanish, French, Polish
2755 Hartland Road, Suite 100
Falls Church, VA 22043
703-444-7009
<http://www.ayuda.com>

Boat People SOS

Languages: Vietnamese
6066 Leesburg Pike, Suite 100
Falls Church, VA 22041
703-538-2190
<http://www.bpsos.org/>

Boat People SOS

Languages: Vietnamese
1452 Park Road NW 2nd floor
Washington, DC 20010

202-234-3598
<http://www.bpsos.org/>

Catholic Charities Immigration Legal Services Archdiocese Washington

Languages: Will attempt to find a translator for any language
924 G Street, NW
Washington, DC 20001
202-772-4356
<http://www.catholiccharitiesdc.org/ils/>

Central American Resource Center

Languages: Spanish
1459 Columbia Road, NW
Washington, DC 20009
202-328-9799
<http://www.carecendc.org/>

Ethiopian Community Development Council INC.

Languages: Amharic, Arabic, French, Bosnian, Somalian, Tigrinya
1038 South Highland Street
Arlington, VA 22204
703-685-0510
<http://www.ecdcinternational.org/>

Hispanic Committee of Virginia- Comite Hispano de Virginia (now merged with Northern Virginia Family Service)

Languages: Spanish
<http://www.nvfs.org>

Hogar Hispano

Languages: English, Farsi, Pashto, Spanish
6201 Leesburg Pike
Falls Church, VA 22044
703-534-9805
http://www.cdda.net/programs_hogarhispano.php

Just Neighbors

Languages: Spanish, Arabic, French
5827 Columbia Pike, Suite 320
Falls Church, VA 22041
703-979-1240
<http://www.justneighbors.org/>

Korean Community Service Center of Greater Washington, Inc.: Virginia Office

Languages: Korean
7700 Little River Turnpike
Suite 406
Annandale, VA 22003
703-354-6345

Fax: 703-354-6391
<http://www.kcscgw.org>

Lawyers Committee for Human Rights

Languages: English, French, Spanish
499 South Capitol Street, SW, Suite 508
Washington, DC 20003
202-547-5692
<http://www.humanrightsfirst.org/>

Lutheran Social Services of the National Capital Area, Inc

Languages: Amharic, Arabic, French, Bosnian, Somalian
4406 Georgia Avenue, NW
Washington, DC 20011
703-723-3000
<http://www.lssnca.org/>

Newcomer Community Service Center

Languages: Vietnamese, Spanish, Chinese
6131 Willston Drive, Rm 8
Falls Church, VA 20044
703-241-0300
http://www.newcomerservice.org/actual_web/

Newcomer Community Service Center

Languages: Chinese, English, Spanish, Thai
1628 16th Street, NW
Washington, DC 20009
202-462-4330
<http://www.newcomerservice.org>

Spanish Catholic Center Incorporated

Languages: Spanish
1015 University Boulevard, East
Silver Spring, MD 20903
301-431-3773

Tahirih Justice Center

Languages: English, French
6066 Leesburg Pike Suite 220
Falls Church, VA 22041
703-575-0070
<http://www.tahirih.org/>