

YORK UNIVERSITY
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES
SCHOOL OF PUBLIC POLICY AND ADMINISTRATION

**Course: AP/PPAS 4112 3.0 and GS/PPAL 6040 3.0, International
Refugee Protection Regime II: Research Seminar
(A Global Networked Learning (GNL) Course)**

Term: Winter 2021

Course Instructor: James C. Simeon

Office: Room 224 McLaughlin College

Telephone: 416-736-2100 ext. 77083

E-mail: jcsimeon@yorku.ca

Consultation hours: Please make an appointment by email.

Time: Mondays, 14:30 - 16:30

Location: This is an online course that will be delivered synchronously *via Zoom* and asynchronous on eClass. You will be able to access Zoom through our eClass course website.

Course Description

This research seminar will review, analyze and assess the various proposals intended to address the critical issues and concerns confronting refugees and the international refugee protection regime today. These various reform proposals will be examined from multidisciplinary and interdisciplinary perspectives, including: historical, ethical, legal, sociological, philosophical, political science, public policy and administration, and other disciplinary and analytical perspectives.

There will be an **Experiential Education (EE)** component to this course that will allow students to learn through the experience of being involved with an organization that works directly or indirectly with refugees or persons in need of international protection. Students will be provided with the option of a placement or junior consultancy with an organization, for instance, a Non-Governmental Organization (NGO), an International Intergovernmental Organization, or government agency, and so on, that works directly or indirectly with refugees. The **EE** component of the course will be reflected in the educative learning and practice assignments that the students will be required to do in the course. This is specified in the course Evaluation section below.

The is also a Globally Networked Learning (GNL) course that will allow students to interact with learn with students in other countries taking courses similar to this one that seeks to address refugee issues and concerns.

More specifically, the course will examine the following issues:

International Refugee Protection Regime II: Research Seminar

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- The limitations of the *1951 Refugee Convention* and *1967 Protocol* and regional refugee rights instruments and the proposals for their renewal, reform and replacement;
- The response to the restraints and limitations on the UNHCR and its capacity to impose a common interpretation on the *1951 Refugee Convention* and *1967 Protocol* and who ought to be determined to be a Convention refugee;
- The shortcomings and constraints on the regional human rights commissions and regional human rights courts and the prospects for enhancing their authority;
- Proposals for an International Refugee Court to establish a consistent and harmonized refugee and asylum law jurisprudence;
- Addressing the challenges to the ever growing restrictions on the access to the fundamental right to asylum and to refugee protection and the need to ensure that States do not violate international law principles, practices, and norms;
- Creative responses to the issues of burden sharing and the lack of sufficient resources allocated by States and the international community to addressing the magnitude of the problem of forced displacement on a global scale;
- The inability of the international refugee protection regime to cope with mass influx situations and the solutions proposed by the UN through its “clusters” approach;
- The drive for a common asylum system in the European Union through its “Qualifications,” “Procedures” and other Directives and the challenges to the *1951 Convention* and its *1967 Protocol* – the search for regional rather than international solutions to the provision of refugee protection and what this means to the global refugee rights regime;
- The protection challenges for refugees in Asia, especially, within and amongst those States that are not party to any international refugee rights instruments and the prospects for these States to join the international refugee protection regime;
- Professor James C. Hathaway’s reformulation project for the international refugee protection regime and the various critiques thereof;
- Thoroughly examine and consider the 2016 *New York Declaration for Refugees and Migrants* and the 2018 *Global Compact for Safe, Orderly, and Regular Migration* and assess whether this process will lead to a reformed and better international refugee protection regime.

The course will conclude by examining what the prospects, as evident by the United Nations’ most recent initiatives, are for reforming the international refugee and migration protection regime in order to be better able, meaningfully, to address and to resolve some of the most pressing issues and problems confronting the international refugee protection regime and perhaps more accurately, the international refugee and migration protection regime, today.

Course Goals

This course will provide students with an in depth review and broad overview of the most innovative and creative durable solutions that have been proposed to resolve the most significant issues and difficulties confronting the international refugee, and, perhaps, migration protection regime today. The course will also provide students with an opportunity to consider and to reflect on how the most significant problems confronting the international refugee protection regime might be addressed to enhance international protection for all those persons who are seeking refuge from persecution.

Expected Learning Outcomes

By the end of the course, students will be able to:

- Describe the difficulties and shortcomings of the international refugee protection regime and the viable solutions that have been offered to try to address these concerns.
- Outline the measures that the UNHCR and other UN agencies have taken to try and deal with the growing global problem of refugees.
- Present a detailed presentation, from either a multidisciplinary and/or interdisciplinary perspective, on one of the durable solutions that have been presented to deal with a critical issue or problem confronting the international refugee protection regime.
- Contribute to individual and group learning on the subject matter of the course by providing constructive observations, commentary and reflections on their colleagues' contribution and work in the course.
- Through a weekly dialogue and exchange demonstrate progressively enhanced skills in listening and engaging in constructive and mutually respectful discussion, debate and cogent argumentation.
- Formulate a clear research question and conduct relevant research on the question and present a thorough analysis, with a coherent set of concise findings, and write a research paper or report on a specific issue and/or problem confronting the international refugee protection regime today and how it might be resolved with durable solution(s).
- Learn through the “personal experience” of being engaged/involved and/or placed with an organization that works directly or indirectly with refugees in Canada.
- Gain relevant research and “work” experience on “real life” refugee issues within the broader community and/or in the field.
- Understand, appreciate and to reflect on *praxis*, the relevance and application of conceptual and theoretical knowledge and information found in the literature, and expounded in the classroom, to what happens in practice in the broader community and within organizations who work with refugees.
- Reinforce and promote a “deeper” learning and understanding of the subject matter and discipline.

- Discover how particular organizations in this field operate in practice, including, such things as, the structural, managerial, and work arrangements, to the cultural, and the interpersonal relationship in this particular work setting.
- Make valuable connections in the field that may lead possibly to future employment opportunities.
- Through sustained reflection and thoughtful consideration try to come to a personal understanding and appreciation of how the experiential education experience has impacted on their learning and comprehension of the various topics and themes covered in the course.

Course Texts

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime*. New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>. (accessed November 9, 2020)

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017, UNHCR and the Inter-Parliamentary Union. <https://www.unhcr.org/3d4aba564.pdf>. (accessed November 9, 2020)

New York Declaration for Refugees and Migrants, October 3, 2016, A/RES/71/1, http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/71/1. (accessed November 9, 2020)

Global Compact for Safe, Orderly and Regular Migration, Final Draft, 11 July 2018, https://refugeesmigrants.un.org/sites/default/files/180711_final_draft_0.pdf. (accessed November 9, 2020)

Global Compact on Refugees, 2 August 2018, https://www.unhcr.org/gcr/GCR_English.pdf. (accessed November 9, 2020)

Course Reading Materials (See the assigned Weekly Readings listed below.)

Recommended:

G. Goodwin-Gill and J. McAdam, *The Refugee in International Law. Third Edition*, Oxford: Oxford University Press, 2007.

James C. Hathaway and Michelle Foster, *The Law of Refugee Status. Second Edition*, Cambridge: Cambridge University Press, 2014.

James C. Simeon, ed., *Forced Migration and the Advancement of International Protection*. 7th World Conference, November 6-9, 2006, International Association of Refugee Law Judges, MultiCopy Haarlem, 2008.

Evaluation

Research Project Proposal	15% (Due February 1st)
Seminar Presentations	15% (Various)
Seminar Participation	15% (Ongoing)
Reflective Learning Journal	10% (Due Feb. 22th & April 12th)
Research Project Report/Paper	30% (Due April 12th)
Research Summary (2 pages)	5% (Due April 12th)
(Knowledge Mobilization (KM), See as an example of the two page template at the following URL:	
https://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/29168/00089.pdf?sequence=1&isAllowed=y.	
Community Partner Feedback (Formative and Summative)	10% (Various)

Grading

For the graduate students, assignment grades are awarded in accordance with York University's Faculty of Graduate Studies' grading system:

LETTER GRADE	GRADE DESCRIPTION	PERCENTAGE MARK
A+	Exceptional	90 – 100
A	Excellent	85 – 89
A-	High	80 – 84
B+	Highly Satisfactory	75 – 79
B	Satisfactory	70 – 74
C	Conditional	60 – 69
F	Failure	Below 60
I	Incomplete	
W	Withdrawn	

For the undergraduate students, the grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2012-2013/academic/grades/>.)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received

on the due date specified for the assignment. Assignments are to be handed in as a Word document to my York University email address.

Lateness Penalty: Assignments received later than the due date will be penalized **two grade point per day** that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Experiential Education (EE)

Experiential Education (EE) is a form of engaged learning that blends theory and course work with practical, “hands on” experience. As part of their academic studies, Faculty of Liberal Arts and Professional Studies students will apply key course concepts, theories and knowledge in their activities with organizations outside the university setting in the broader local, national, regional and international community. This course will emphasize a Community Service Learning (CSL) or Community Based Learning (CBL) model, where students will have an opportunity to widen their academic experience through a short-term placement and/or junior consultancy with a course relevant organization in the broader community.

The Experiential Education Office will be providing the necessary support for the EE component for this course. Karlene Davis, Officer, EE Office in the LA&PS Faculty, will assist in providing students with a broad range of EE options for this course, including, placements with various organizations that work with refugees in the Greater Toronto Area. The EE Office will help to ensure that all students who are enrolled in this course will be able to make the most of the EE component and their “personal learning experiences” from this course. For further information on EE in general please visit the following website, <https://www.yorku.ca/laps/get-experience/>.

Students are also strongly advised to consult the various resource tools offered by the EE Office to assist in their preparation for their placement, junior consultancy and/or other EE activities. For instance, see the EE Office's “Experiential Education: Strategies for Success,” “EE Roadmap/Project Template,” and “Experiential Education: Tips for Facilitating a Conference Call.” These documents can be found on our eClass course website.

Please note that an ‘EE component’ embedded in this course will not increase your workload. However, you have to be ready, willing and able to work consistently and effectively across the duration of the semester in a manner that is different than a non-EE offering. Specifically, as there will be community based refugee organizations integrally involved, you will be accountable and responsible to them in addition to the Course Director, Professor James C. Simeon. Across all fronts and from course start to semester's end, the EE Office will support you in this novel learning endeavor.

Academic Integrity

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Cheating and plagiarism are extremely serious academic offenses that will result in severe sanctions. See SPARK, Student Papers & Academic Research Kit at <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>.

All students are urged to visit York University's Academic Integrity Web Page and to read and to become familiar with its content. <https://www.library.yorku.ca/web/research-learn/academic-integrity/>.

Ethics Review Process

York students are subject to the York University's Senate Policy on *Research Involving Human Participants*, <https://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/>.

See also the Office of Research Ethics website at <https://research.info.yorku.ca/research-ethics/>.

In addition, please see the following document, *HPRC Guidelines – Ethics Review and Experiential Education (EE)*, <https://www.yorku.ca/research/wp-content/uploads/sites/39/2020/07/Guidelines-Experiential-Education.pdf>.

Students proposing to undertake research involving human participants (e.g., interviewing the director of a non-profit organization, staff at a government board, agency or commission, having students complete a questionnaire, conducting a focus group, etc.) are required to submit an “Informed Consent Form” at least one month before they plan to begin their research. Please see the following website, <https://comn.laps.yorku.ca/ethics/informed-consent-form-template/>.

If you are in doubt as to whether this requirement applies to you, please contact the Course Director as soon as possible.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class presentation or the due date for an assignment pose such a conflict for you, please let the Course Director know within the first three weeks of class. Similarly, should an assignment to be completed as part of your EE placement pose such a conflict, please let me know as soon as possible.

For your information, please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (April/May), students must complete a Religious Accommodation Agreement form, which can be obtained from online

at <https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.pdf>.

Students with Disabilities

The York University Senate has adopted a Policy Regarding Academic Accommodation for Students with Disabilities which provides that the University “shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.” There are a number of different resources available to assist students with disabilities at York University. For further information you may wish to contact the Learning Disability Services <https://mhw.info.yorku.ca/organization/learning-disability-services-lds-through-counselling-and-disability-services/> and Student Accessibility Services <https://accessibility.students.yorku.ca/>.

Students who feel that there are extenuating circumstances which may interfere with the successful completion of any course requirements are encouraged to discuss the matter with the Course Director as soon as possible to make appropriate arrangements.

Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Course Director early in the course so that appropriate arrangements can be made.

Student Conduct

Students are expected to maintain the highest standards of moral and ethical conduct and proper decorum at all times while enrolled at York University. Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behavior by students in academic situations is available on the York University website at <https://secretariat-policies.info.yorku.ca/policies/disruptive-and-or-harassing-behaviour-in-academic-situations-senate-policy/>.

Students should also be mindful of the York University “Code of Student Rights & Responsibilities” that is also available on the York University website, <https://oscr.students.yorku.ca/csrr>.

Weekly Schedule and Required Readings

Week 1 – January 11 – *Welcome and Course Scheduling, Proposals to Renew, Reform and Replace the 1951 Refugee Convention and 1967 Protocol*

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime*. New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>.

Introduction

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Introduction: Using this Handbook.

Recommended:

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 1

Hugo Storey, “International Law Instruments and Refugee Law,” *Forced Migration and the Advancement of International Protection*, pp. 154-164.

Week 2 – January 18 – *Addressing the UNHCR’s Inability to Impose (or the International Community’s Failure to Impose) a Common Interpretation on the 1951 Refugee Convention and 1967 Protocol*

Guest Lecturers: Meeting the Community Partners who will be part of the EE component of the course (TBA)

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 1: The international legal framework protecting refugees.

Recommended:

Catherine Branson and Paulah Dauns, “The Notion of State Protection,” *Forced Migration and the Advancement of International Protection*, pp. 322-348.

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 2

Week 3 – January 25 – Enhancing the Authority of Regional Human Rights Instruments and Institutions

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime*. New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>.

Chapter 1: The Inconvenient Refugee

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 2: Roles and Responsibilities of Protecting Refugees

Recommended:

Judge President Bernard Ngoepe, “Status Determination and the Protection of Refugees in Africa,” *Forced Migration and the Advancement of International Protection*, pp. 165-7 and Ahmed Arbee, “The Salient Aspects of the OAU Convention and its Significance and Relevance as a Regional Remedy in the African Continent,” *Forced Migration and the Advancement of International Protection*, pp. 168-9.

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 3

Week 4 – February 1 – The Case For and Against an International Refugee Court*

Rt. Hon. Lord Justice John Dyson, “The Interpretation of the Refugee Convention: Idiosyncrasy v. Uniformity” in *The Asylum Process and the Rule of Law*. The International Association of Refugee Law Judges. New Delhi: Manak Publications PVT Ltd., 2006, pp. 21-45.

Justice A. M. North and Joyce Chiara, “Towards Convergence in the Interpretation of the Refugees Convention – A Proposal for the Establishment of an International Refugee Court,” *The Asylum Process and the Rule of Law*. The International Association of Refugee Law Judges. New Delhi: Manak Publications PVT Ltd., 2006, pp. 72-136.

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 4

***Research Project Proposal Due**

Week 5 – February 8 – Ensuring Access to the Fundamental Right to Seek Asylum and to Refugee Protection

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.*

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 3: Acceding to international instruments protecting refugees and building State asylum systems

Francois Crepeau, “International Migration: Security Concerns and Human Rights Standards,” *The Asylum Process and the Rule of Law*. The International Association of Refugee Law Judges. New Delhi: Manak Publications PVT Ltd., 2006, pp. 62-79.

Elsbeth Guild, “Protecting the Rights of Migrants and Asylum-Seekers: A Perspective from the EU – Refugees and Migrants,” *The Asylum Process and the Rule of Law*. The International Association of Refugee Law Judges. New Delhi: Manak Publications PVT Ltd., 2006, pp. 44-51.

Recommended:

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 5

Week 6 – February 18 – *Reading Week -- No Classes*

Week 7 – February 22 – *Providing Adequate Resources to Address the Problem of Forced Migration**

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.*

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 4: Managing the border and regulating the entry of refugees

NGO Participation Arrangements at the UN and in Other Agencies of the United Nations
[http://www.itu.int/council/groups/stakeholders/Resources/Non-Paper%20on%20NGO%20Participation%20in%20the%20UN%20System3%20_CONGO .pdf](http://www.itu.int/council/groups/stakeholders/Resources/Non-Paper%20on%20NGO%20Participation%20in%20the%20UN%20System3%20_CONGO.pdf)

Voluntary funds administered by the United Nations High Commissioner for Refugees
Financial report and audited financial statements, For the year ended 31 December 2019
and Report of the Board of Auditors, General Assembly, Official Records.

<https://www.unhcr.org/excom/announce/5f5b631e4/financial-report-audited-financial-statements.html?query=Voluntary%20funds%20administered%20by%20the%20United%20Nations%20High%20Commissioner%20for%20Refugees%202020>.

Gil Loescher, “The Limitations of the International Refugee Regime,” in *Beyond Charity: International Cooperation and the Global Refugee Crisis*, pp. 129-151.

Recommended:

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 6

***First Installment of the Reflective Journal is due.**

Week 8 – March 1 -- Addressing Mass Influx Situations

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime*. New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>.

Chapter 2, The International Protection Regime

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 5: Receiving asylum-seekers and refugees

Alexander Betts, “International Cooperation between North and South to Enhance Refugee Protection in Regions of Origin”, *Working Paper*, no. 25, (Oxford: Refugees Studies Centre, 2005), pp. 40–63.

<https://www.rsc.ox.ac.uk/files/files-1/wp25-international-cooperation-north-south-2005.pdf>.

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 7

Week 9 – March 8 – A Common Asylum System in the European Union

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 6: Determining who needs international protection

European Commission, “The European Union Policy towards a Common European Asylum System,”

<https://www.refworld.org/pdfid/4c6249a52.pdf>.

He´le`ne Lambert, Francesco Messineo, and Paul Tiedemann, “Comparative Perspectives of Constitutional Asylum in France, Italy, and Germany, *Requiescat in Pace?*” *Refugee Studies Quarterly*, 27 (3): 16. (2008), pp. 16-32.

[https://academic-oup-](https://academic-oup-com.ezproxy.library.yorku.ca/rsq/article/27/3/16/1515082?maxtoshow=&HITS=10&)

[com.ezproxy.library.yorku.ca/rsq/article/27/3/16/1515082?maxtoshow=&HITS=10&](https://academic-oup-com.ezproxy.library.yorku.ca/rsq/article/27/3/16/1515082?maxtoshow=&HITS=10&)

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Recommended:

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 8

Week 10 – March 15 – Protection Challenges and Solutions in Asia

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 7: Making asylum procedures fair and efficient

S. Davies, 'The Asian Rejection?: International Refugee Law in Asia', *Australian Journal of Politics and History*, vol. 52, no. 4 (2006), pp. 562–575.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8497.2006.00433a.x/pdf>.

A. Betts, *Comprehensive Plans of Action: Insights from CIREFCA and the Indo-Chinese CPA*, New Issues in Refugee Research, Working Paper No. 120 (2006).

<http://www.unhcr.org/43eb6a152.pdf>.

Andreas Schloenhardt, 'Immigration and Refugee Law in the Asia-Pacific Region', *Hong Kong Law Journal*, vol. 32, no. 3 (2002), pp. 519–548.

[Access this journal article through the York University online libraries' collection.]

Recommended:

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 9

Week 11 – March 22 – Refugee Protection in Situations of Armed Conflict

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime*. New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>.

Chapter 3: Principles of Protection

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 8: Respecting the rights and dignity of refugees

Refugee Rights Project, University of Cape Town, South Africa, “Roundtable on International Protection of Persons Fleeing Armed Conflict and Other Situations of Violence,” 13 and 14 September 2012, <http://www.refworld.org/pdfid/50d32e5e2.pdf>.

Olubenga Shoyele, “Armed Conflicts and Canadian Refugee Law and Policy,” *International Journal of Refugee Law*. Vol. 16, No. 4, 547-583.
<http://ijrl.oxfordjournals.org/content/16/4/547.full.pdf>.

Week 12 – March 29 -- *Professor James C. Hathaway’s Reformulation Project for the International Refugee Protection Regime*

Frances Nicholson and Judith Kumin, *A Guide to International Refugee Protection and Building State Asylum Systems*. Handbook for Parliamentarians, No., 27, 2017. UNHCR and the Inter-Parliamentary Union.

<https://www.unhcr.org/3d4aba564.pdf>.

Chapter 9: Securing durable solutions

James C. Hathaway, “Toward the Reformulation of International Refugee Law,” *Refuge, Special Issue on Reformulation of International Refugee Law*, Vol. 15, No. 1, (January 1996), pp. 1-4.

<http://pi.library.yorku.ca/ojs/index.php/refuge/article/viewFile/21860/20529>.

James C. Hathaway, “Can Refugee Law be Made Relevant Again?” in *Reconceiving International Refugee Law*, edited by James C. Hathaway, The Hague: Martinus Nijhoff Publishers, 1997, pp. xvii-xxix.

http://books.google.ca/books?hl=en&lr=&id=ucd_T1WBFc8C&oi=fnd&pg=PR9&dq=reconceiving+the+international+refugee+protection+regime+j-hathaway&ots=bXQ05ZcAB-&sig=U0uVCtJrt7_Sjso4VIJljF9p5pA#PPP1,M1

Recommended:

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 10 (506-527)

Week 13 – April 5 – *The Global Compacts – A New Beginning in Refugee Protection?*

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime*. New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>.

Chapter 4: For Whom is International Protection Warranted?

New York Declaration for Refugees and Migrants, October 3, 2016, A/RES/71/1, http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/71/1.

Global Compact for Safe, Orderly and Regular Migration, Final Draft, 11 July 2018,
https://refugeesmigrants.un.org/sites/default/files/180711_final_draft_0.pdf.

Global Compact on Refugees, 2 August 2018,
https://www.unhcr.org/gcr/GCR_English.pdf.

UNHCR, *The Global Compact on Refugees, website,*
<https://www.unhcr.org/the-global-compact-on-refugees.html>.

Week 14 – April 12 -- *Prospects for Real Change to the International Refugee Protection Regime in the Short, the Medium and the Long-Term**

Leah Zamore and Alex Aleinikoff, *The Arc of Protection: Toward a New International Refugee Regime.* New York University, Centre on International Cooperation, May 2018. <https://cic.nyu.edu/news/arc-of-protection-refugees-zamore>.

Conclusion: Reform

Bimal Ghosh, “Towards a New International Regime for Orderly Movements of People,” *Managing Migration: Time for a New International Regime?* Oxford: Oxford University Press, 2000.

<https://global.oup.com/academic/product/managing-migration-9780198297642?cc=ca&lan.>

Bill Frelick, “Paradigm Shifts in the International Responses to Refugees,” *Fear of Persecution: Global Human Rights, International Law, and Human Well-Being.* Edited by James D. White and Anthony J. Marsella, Lexington Books, 2007, pp. 33-55.
<http://books.google.ca/books?hl=en&lr=&id=YeSKaWWGGAAC&oi=fnd&pg=PA33&dq=Prospects+for+Real+Change+to+the+International+Refugee+Protection+Regime&ots=BIUK7F26jx&sig=sY25-cIGiZDm55TuAAQLYKORcrw#PPA33,M1>

Recommended:

<https://global.oup.com/academic/product/managing-migration-9780198297642?cc=ca&lang=en&>

Goodwin-Gill & McAdam, *The Refugee in International Law*, Third Edition, Chapter 10 (528-556)

***Final Research Paper/Report, two-page Research Summary, and the final installment of the Reflective Journal are due on Monday, April 12th.**

Additional required readings will be assigned and provided electronically and posted on the Moodle course website.

RESEARCH PROJECT PROPOSAL *(15% of the Final Grade)*

The research project proposal on your research team's research project will be based on the research requested by one of our course community partners. The EE Office will provide students with a range of options for engaging with various organizations that work directly or indirectly with refugees. Given the nature of the EE option selected students will prepare a research project proposal based on the needs of the organization that they are engaged with. The research project proposal will vary with the nature of the assignment and the organization they have selected, for instance, whether the student has selected a placement or a junior consultancy, and so on.

Ideally, the research project proposal will be related to one of the topics covered in the course; specifically, how an issue or problem within the international refugee protection regime ought to be addressed and resolved. The course text and other reading materials will be able to provide suggestions or ideas for how to approach your research project proposal. *It is important that your objective should be to ensure that your proposed research project is feasible, practical and doable within the limited timeframe of this course.*

Your research project proposal will require, of course, online library and other web-based research and should also include a bibliography. For information on how to prepare a bibliography and a research project proposal, please see York University's Library Research Guides, <https://researchguides.library.yorku.ca/?b=s>, and the Academic Research & Resource Guide, <https://www.library.yorku.ca/web/research-learn/academic-research-guides/>.

The length of the research project proposal will vary depending on the nature of the organization that you will be engaged with and the research that you will be doing, but, as a general guide, it should be at least **seven to ten type double spaced pages or 2,800 to 4,000 words in length, not including the bibliography.**

SEMINAR PRESENTATIONS *(15% of the Final Grade)*

Each student will be expected to make **two** in-class seminar presentations. One will be on an assigned weekly course required reading and another will be on their research project final report/paper, this will be a group presentation. The two seminar presentations will be equally weighted (7.5% each). The EE component of this grade will, of course, be for the seminar presentation on the research project final report/paper.

SEMINAR PARTICIPATION

International Refugee Protection Regime II: Research Seminar
School of Public Policy and Administration, York University
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(15% of the Final Grade)

Students will be expected to attend and actively listen and participate in each of our online synchronous seminar classes. Five percent (5%) of the seminar participation grade will be for attendance. Attendance will be taken at each online seminar class.

Ten percent (10%) of the seminar participation grade will be assigned for active “quality” participation that stimulates or provokes active learning in class, through participation in class discussions, debates, asking or raising questions, answering questions posed, stimulating a relevant exchange and/or general conversation, and so on.

REFLECTIVE LEARNING JOURNAL

(10% of the Final Grade)

You will be required to keep a reflective learning journal on a weekly basis. The entries should not exceed one and half double spaced pages in length for each week of the course. Your reflections can be on any aspect of the course such as the lectures, class presentations, reading materials, your placement experience, or any combination of these. ***Your journal should remark on key aspects of your learning experiences throughout the course.*** I will be looking for how you perceived your learning experiences and the insights that you have gained throughout the course and how you developed your knowledge and understanding of the readings, and how your own research and writing helped to further your understanding of how the international refugee protection regime works both in theory and in practice.

RESEARCH PROJECT REPORT/PAPER GUIDELINES

(30% of the Final Grade)

The research project report/paper must be professional in all aspects. As such, it must have a cover page, title, table of contents, a number of sections (such as, introduction, conclusion, etc.), bibliography and, if you wish, appendices. You are encouraged to use a few visual aids – graphs, charts, photos, diagrams and tables – that must be clearly labeled and referenced. The research project report/paper should be a holistic work that demonstrates considerable research and reflection, and strong writing skills. For further online information on preparing research papers and reports visit York Libraries Research and Learn page, <https://www.library.yorku.ca/web/research-learn/>.

The research project report/paper must be at least 15 typed pages in length using double-spacing or about 3,500 words, not including your bibliography or any appendices. Grades will be deducted for grammatical errors. You must have the paper read (edited) by others before submitting it.

RESEARCH SUMMARY OF THE RESEARCH PROJECT REPORT/PAPER
(5% of the Final Grade)

For this two-page assignment, please use the template that is found in the following example: **Knowledge Mobilization (KMb)**, <https://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/29168/00089.pdf?sequence=1&isAllowed=y>.)

Please note that this assignment is due at the same time as your Research Project Report/Paper and it must be submitted to your Community Partner along with your research report or paper assignment for the Community Partner.

COMMUNITY PARTNER FEEDBACK
(10% of the Final Grade)

Your Community Partner will be responsible for this portion of your overall final grade in this course based on a number of criteria: your responsiveness to your community partner; what your group brought to the research project; the quality of the communications with your community partner; and, your overall performance on the assignment for your Community Partner.

BIBLIOGRAPHY

There are many books dealing with the international refugee protection regime and refugees in general. Here is a sample of some of these books and other materials that you may find helpful for this course.

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Web-Based Information Sources

Considerable information on the international refugee protection regime is available to students and others from web-based sources. Below is a small sample of weblinked sites that students in the area of international refugee law, refugee policy and administration and forced migration studies and/or refugee studies might wish to be familiar with.

UNHCR, The UN Refugee Agency
<http://www.unhcr.org/cgi-bin/texis/vtx/home>

IOM – International Organization for Migration
<http://www.iom.int/jahia/jsp/index.jsp>

Refugees International
<http://www.refugeesinternational.org/>

European Council on Refugees and Exiles

<http://www.ecre.org/>

U.S. Committee for Refugees

<http://www.refugees.org/>

British Refugees Council

<http://www.refugeecouncil.org.uk/>

Canadian Council for Refugees

<http://www.ccrweb.ca/eng/engfront/frontpage.htm>

Norwegian Refugee Council

<http://www.nrc.no/>

Student Action for Refugees

<http://www.star-network.org.uk/>

Centre for Gender and Refugee Studies

<http://cgrs.uchastings.edu/>

Research Workshop on Critical Issues in International Refugee Law

<http://www.yorku.ca/ciirl/>

Forced Displacement, Protection Standards and the Supervision of the 1951 Convention and its 1967 Protocol and Other International Instruments

<http://www.yorku.ca/fdpss/>

War Crimes and Refugee Status Research Workshop

<http://www.yorku.ca/wcrs/>

International Rescue Committee

<http://www.rescue.org/holiday-gifts-that-save-lives>

International Committee of the Red Cross (ICRC)

<http://www.icrc.org/>

Centre D'Etudes et de Recherches Internationales (CERIUM)

<http://www.cerium.ca/>

Forced Migration Online

<http://www.forcedmigration.org/>

Refugees Studies Centre

<http://www.rsc.ox.ac.uk/>

Centre for Refugee Studies

<http://www.yorku.ca/crs/>

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Critical Issues in International Refugee Law II: Research Workshop

<http://www.yorku.ca/ciirl/>

War Crimes and Refugee Status: Conference

<http://www.yorku.ca/wcrs/conference/>

CARFMS - Online Research and Teaching Tool and Practitioners Forum Website

<http://rfmsot.apps01.yorku.ca/>

Sudan/South Sudan Symposium

<http://www.yorku.ca/soss/>

IndoChinese Refugee Movement (ICRM) Project Hub

<http://indochinese.apps01.yorku.ca/>

The Indo-Chinese Refugee Movement 1975-1980 and the Launch Canada's Private Sponsorship Program Conference

<http://indochinese.apps01.yorku.ca/conference/>

Serious International Crimes, Human Rights and Forced Migration Symposium

<https://sichrfms.info.yorku.ca/>