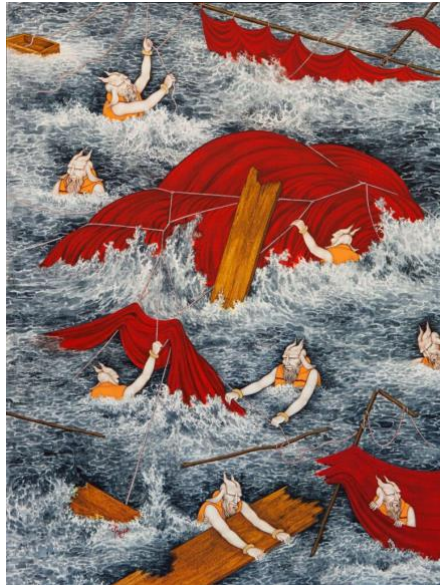


History 5N
The Global Refugee Crisis
Introductory Seminar
3 Units
Autumn 2022-23



Khadim Ali (Afghanistan/Australia), *Untitled* (2017)

Monday/Wednesday 10:30-11:50
Bldg. 460, Rm. 334

Robert Crews
History Corner 29

rcrews@stanford.edu

Office Hours: Wednesdays 12:15-1:30 and by appointment.

Worldwide there are more refugees and displaced people today than in any other period of human history. More than 100 million people across the planet have been forcibly displaced from their homes in recent years. How do we account for this crisis? And how might we imagine altering its trajectory?

This course explores the varied forces, from war to climate change to narcotrafficking, that have uprooted these populations. It also seeks to understand the politics of migration by focusing on the experiences of refugees

narrated by themselves. We analyze films, memoirs, historical documents, and scholarly literature across various disciplines.

Ways Certifications:

This course has been certified for the following *Ways of Thinking/Ways of Doing* breadth requirements: 1) Exploring Difference and Power and 2) Social Inquiry.

Learning Goals:

1. Students will advance their capacity to engage in social inquiry, close reading, and critical thinking about the past and present and deepen their ability to think about how structures of power and difference operate in modern times.
2. They will gain an understanding of key themes in the history of migration from a global perspective, including:
 - What it means to deploy the term “crisis” to a political phenomenon
 - How people have come to be defined as “refugees” – and how race, ethnicity, religion, gender, and nationality shape applications of this label
 - The emergence and evolution of refugee law
 - Controversies around practices of seeking and granting asylum
 - Shifting media representations of refugees and migrants
 - Causes of forced migration
 - How states and international organizations have sought to manage mobile populations since 1945
 - How people who have been forced to become refugees have made sense of their experience – and how their voices might generate alternatives to the status quo

Assignments:

Attendance and preparation:

You are expected to read and view films in advance of the class meeting for which they are assigned.

Reading Guide

When approaching our assigned readings/films for our discussion and papers, we will read with the following questions in mind:

- 1) what is the author's central argument?
- 2) how does the author arrive at this analysis? (what kinds of sources and interpretive frameworks does the author reply upon?)
- 3) is the interpretation convincing - and how does it relate to other works we have encountered in this course?

Class attendance is an important factor in assessing participation. Please be in touch with me should you have to miss class.

Presentations:

Each student will be responsible for one 15-minute presentation (as an individual or part of a group) on a topic chosen in consultation with the instructor.

Final projects:

You are invited to explore one of our themes in greater depth through an independent research project.

Your work should focus on close analysis of a primary source document that illuminates some central aspect of the theme that you are investigating. By “primary source,” we mean an historical text produced by the actors whose history you are reconstructing. This could potentially be anything from an international treaty to a poem, painting, film, or novel, etc.

You have the option of producing an 8-10 page paper or an audio/visual project. Please consult with me about your topic by the conclusion of Week Four. The project may be submitted at any point in the semester between Week Six and December 12.

Grading:

1. Class participation (attendance, presentation, and contributions to class discussion):
50%

I will post weekly participation grades on our Canvas website.

2. Final project: 50%

Students with Documented Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, <http://studentaffairs.stanford.edu/oae>).

Course Materials:

The following books will be available for purchase at the Stanford bookstore and on reserve at Green Library:

Ben Rawlence, *City of Thorns: Nine Lives in the World's Largest Refugee Camp*
Picador; Reprint edition (2017)
ISBN-10: 141973511X
ISBN-13: 978-1419735110

Behrouz Boochani, *No Friend But the Mountains: Writing from Manus Prison*
Anansi International (2019)
ISBN-10: 1487006837
ISBN-13: 978-1487006839

The remainder of the readings and films are available via library.stanford.edu.

Week One – What’s a “Refugee Crisis”? – September 26 and 28

For Sept. 28:

Documentary Film: [Eldorado](#) (2018)

Daniel Trilling, “How the Media Contributed to the Migrant Crisis,” [The Guardian](#), August 1, 2019.

Supplementary Reading (optional):

Seth M. Holmes and Heide Castaneda, “Representing the ‘European Refugee Crisis’ in Germany and Beyond,” [American Ethnologist](#) 43, no. 1 (2019): 12-24.

Week Two – Who’s a “Refugee”? – October 3 and 5

October 3

Peter Gatrell, [The Making of the Modern Refugee](#) (2013), introduction.

The 1951 Refugee Convention and the 1967 Protocol, <https://www.unhcr.org/en-us/1951-refugee-convention.html>

October 5

Terence Wright, “Moving Images: The Media Representation of Refugees,” [Visual Studies](#) 17, no. 1 (2002): 53-66.

Shahzad Bashir, “[Refugee Horizons](#),” in *A New Vision for Islamic Past and Futures* (2022).

Deborah Anker, “The History and Future of Gender Asylum Law and Recognition of Domestic Violence as a Basis for Protection in the United States,” [American Bar Association](#), April 27, 2020.

Week Three – Do Borders Create Violence? – October 10 and 12

Begin reading Behrouz Boochani, *No Friend But the Mountains: Writing from Manus Prison* (2018)

October 10

Monica Muñoz Martinez and Karl Jacoby, "[Borders Don't Stop Violence – They Create It.](#)" *Public Books*, July 7, 2021.

October 12

Mica Rosenberg, Kristina Cooke and Daniel Trotta, "[The Border's Toll](#)," *Reuters*, July 25, 2022.

Week Four – When Migration Becomes a “Crime” – October 17 and 19

Boochani, *No Friend But the Mountains*

Week Five – Movement and Survival – October 24 and 26

October 24

finish Boochani, *No Friend but the Mountains*

October 26

Documentary Film: [Midnight Traveler](#) (2019)

Week Six – A Problem to be “Managed”? – November 2

begin Ben Rawlence, *City of Thorns: Nine Lives in the World's Largest Refugee Camp* (2016)

Week Seven – “Caring” for Refugees – November 7 and November 9

November 7

Liisa H. Malkki, “Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization,” [Cultural Anthropology](#) 11, no. 3 (1996): 377-404.

Heath Cabot, “The Business of Anthropology and the European Refugee Regime,” [American Ethnologist](#) 46, no. 3 (2019): 261–275.

November 9

complete Rawlence, *City of Thorns*

Week Eight – Cruelty and the “Undeserving” – November 14 and 16

November 14

Documentary Film: [Which Way Home](#) (2009)

November 16

Lam Thuy Yo, “Germany’s Second-Class Refugees: Afghan Asylum-Seekers Stuck in Limbo,” [World Policy Journal](#), 33, no. 4 (Winter 2016/2017): 61-67.

Maria Cristina Morales, “The Manufacturing of the US-Mexico Border Crisis,” [The Oxford Handbook of Migration Crises](#) (2019)

Gabe Shivone, “Death as ‘Deterrence’: the Desert as a Weapon,” [Alliance for Global Justice](#) (n.d.)

Jawziya F. Zaman, “Why I Left Immigration Law,” [Dissent Magazine](#), July 12, 2017.

Week Nine – When Will We Become ‘Climate Refugees’? – November 28 and 30

November 28

Documentary Film: [Climate Refugees](#) (2010)

November 30

Abrahm Lustgarten, “[The Great Climate Migration](#),” *New York Times*, July 23, 2020.

Week Ten – Imagining Alternatives to the “Refugee Crisis” – December 5 and 7

Viet Than Nguyen, ed., [The Displaced: Refugee Writers on Refugee Lives](#) (2018)

***Final projects due December 12.**