

**Syllabus: Subject to Change!!!**

→ **Pre-Course Readings:**

1. <https://www.humanrightsfirst.org/blog/what-does-it-mean-be-refugee>
2. <https://amroali.com/2017/04/refugees-essay-hannah-arendt/>
3. <https://www.nrc.no/shorthand/fr/the-worlds-most-neglected-displacement-crises-in-2021/index.html>
4. <https://deeply.thenewhumanitarian.org/refugees/community/2018/06/20/nothing-about-us-without-us-why-refugee-inclusion-is-long-overdue>

**PART ONE OF COURSE: FOUNDATIONS**

**Week 1: Class I: Class Intro + What is a Refugee?**

**Objective: To define and assess the sociological response to the phenomenon of refugees.**

Topics:

- a. Introduction to Course and Requirements
- b. Define who is a refugee v. migrant
  - i. What is it to be exiled? ( Edward Said)
  - ii. Driving factors for departure.
- c. Global North v. Global South
  - i. Refugee project: <https://www.therefugeeproject.org/#/2021>

Readings

1. [https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/Said\\_Reflections-of-Exile.pdf](https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/Said_Reflections-of-Exile.pdf)
2. <https://cms.emergency.unhcr.org/documents/11982/55726/Convention+relating+to+the+Status+of+Refugees+%28signed+28+July+1951%2C+entered+into+force+22+April+1954%29+189+UNTS+150+and+Protocol+relating+to+the+Status+of+Refugees+%28signed+31+January+1967%2C+entered+into+force+4+October+1967%29+606+UNTS+267/0bf3248a-cfa8-4a60-864d-65cdfece1d47>
3. <https://www.unhcr.org/about-us/background/4ec262df9/1951-convention-relating-status-refugees-its-1967-protocol.html>
4. [https://video.vice.com/en\\_us/video/the-major-conflicts-driving-the-worst-refugee-crisis-ever/59493a7631cd5cb922df06f1](https://video.vice.com/en_us/video/the-major-conflicts-driving-the-worst-refugee-crisis-ever/59493a7631cd5cb922df06f1) (video)
5. <https://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>
6. <https://www.refworld.org/docid/5cb474b27.html>

## **Class II: Foundations of International Law and Human Rights**

**Objective: Outline and analyze the international legal actors that apply and influence irregular transmigrational movement. To understand the global response system for refugees.**

- Context of International Humanitarian Law of Displaced Populations
- Refugee definition region protections: 1951 Geneva Conventions
- Role of the UNHCR

Readings:

1. <https://www.unhcr.org/uk/protection/globalconsult/3bbdb0954/signing-difference.html>
2. [https://brill.com/view/journals/gg/26/3/article-p359\\_1.xml](https://brill.com/view/journals/gg/26/3/article-p359_1.xml) (\*\*\*)
3. <https://www.opendemocracy.net/en/openglobalrights-openpage/broader-view-shows-path-to-refugee-reform/>
4. [https://www.kaldorcentre.unsw.edu.au/sites/kaldorcentre.unsw.edu.au/files/Factsheet\\_Global%20Compacts\\_Nov2018.pdf](https://www.kaldorcentre.unsw.edu.au/sites/kaldorcentre.unsw.edu.au/files/Factsheet_Global%20Compacts_Nov2018.pdf)

### **Week 2: Public Health and the Crisis**

**Objective: To assess the various essential public health services and develop a framework for understanding the burden and mechanism of health-related emergencies.**

Class I: Intro to Humanitarian Emergencies and Public Health.

- a. Types of Disasters: An epidemiological Perspective
  - i. Disease Outbreaks: Response, Monitoring, Management
  - ii. Maternal Health and Mortality
  - iii. Infant Health and Mortality
  - iv. Sanitation
  - v. Malnutrition and Food Insecurity

Readings:

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3167650/>

### **Class II: Humanitarian Emergencies/ International Health Regulations**

**Objective: To further explore essential public health services in displaced populations and assess the implementation of international regulatory measures.**

- a. Cont. Types of Disasters
  - i. Reproductive and Sexual Health
  - ii. Global Health Security
  - iii. Implementation of International Public Health Regulations

Readings TBD

**Part 2 of Course: POPULATION CASE STUDY**

### **Week 3: Case Study: Ukraine/ Afghanistan**

Class I: Ukrainian Conflict and Refugees.

Class II: Afghani Crisis

Ukrainian Crisis

- <https://www.bbc.com/news/world-60555472>

Afghani Crisis

- <https://www.unrefugees.org/news/afghanistan-refugee-crisis-explained/>

**Week 4:** Case Study: **Syria/ Yemen**

Class I: Syrian Refugee Crisis

Class II: Yemeni Refugee Crisis

Readings: Syrian Crisis:

- <https://www.unicef.org/emergencies/syrian-crisis>
- <https://www.worldvision.org/refugees-news-stories/syrian-refugee-crisis-facts>
- <https://www.unrefugees.org/news/syria-refugee-crisis-explained/>
- <https://www.mercycorps.org/blog/quick-facts-syria-crisis>
- <https://www.savethechildren.org/us/what-we-do/emergency-response/refugee-children-crisis/refugee-stories>

Yemeni Crisis:

- <https://www.youtube.com/watch?v=Wp3ZNjDwtao>

**Week 5:** Case Study: **Somalia + What next**

Objective:

Class I: Somali Refugees and Conflict.

Somali Crisis.

Readings:

- <https://www.rescue.org/article/crisis-somalia-aid-workers-hampered-needs-rise>
- <https://www.cnn.com/interactive/2017/02/us/somali-minnesota-photos/>
- <https://youtu.be/sVveORLSWxl> (video)

Class II: What's Next For Refugees?

a. Socratic Seminar

Readings: TBD

**PART 3 OF COURSE: PRESENTATIONS.**

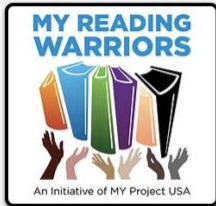
**Week 6:** Presentations + PacksForOurFuture

Class I: Team 1 + Team 2

Class II:Team 3 + Packs

Part 3:

Donation of Packs to children in MyProjectUSA



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Contact us:

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614-598-4336

### **Time Schedule:**

Tentatively 12 Sessions:

From July 25, 2022

10AM EST

Tuesday-Thursday

The main method of communication with students will be via email. All required readings and videos, along with optional readings, will be sent via email prior to the class that they are due.

### **Student Leaders:**

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