

**Displaced!**  
**War, Refugees, and Justice**

(a.k.a. the “Complex Problems” course formerly known as “Losing Your Homeland”)

GNE-130, Fall 2016  
Tuesday/Friday 11:20 a.m.-12:35 p.m., Anderson Hall 3K

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Office Hours: Hamilton Building 311, Fridays, 12:45-4:45 p.m., and by appointment  
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Millions of refugees are fleeing war and violence from Syria to Central America and far beyond. This course will examine this global phenomenon as well as one of the world’s least well-known refugee crises—the forced removal of the Chagossian people by the U.S. military base on Diego Garcia, an isolated Indian Ocean island. The class will explore the experience of the Chagossians and other refugees from a wide variety of perspectives and a wide range of disciplines, including anthropology, sociology, history, political science, psychology, economics, medicine, art, literature, and the law, among others. We will investigate topics of global significance including the effects and causes of forced displacement, race and racism, gender and foreign policy, the health consequences of homelessness, gentrification, environmental conservation, war and imperialism, struggles to combat human rights violations, and other social justice movements. Course participants will have opportunities to work and engage with Chagossians.

Structurally, the class will be a discussion-based seminar. This course asks for the active and thoughtful participation of every participant. I expect everyone to be a leader and to work cooperatively as a group in class. For each class, I expect students 1) to complete all the assigned readings, 2) to think about the readings carefully, and 3) to come prepared to discuss the readings and their relevance in the world around us. Following current events via newspapers, books, the internet and social media, magazines, and other sources will assist your preparation and deepen what I expect to be lively discussions.

**RESPECT AND INCLUSIVITY, FREEDOM OF EXPRESSION AND DISSENT**

The classroom will always be a space for passionate, engaged discussion. Everyone will be encouraged to express views freely and to dissent with others—especially me—while recognizing the responsibility to respect others’ right to express themselves freely. Beginning with the syllabus and throughout the semester, participants will have opportunities to shape the direction of the class, choose subjects of discussion, and improve the course design through regular feedback.

In addition to responding to specific questions I will pose, this feedback will be an opportunity to ask any general questions about the class, anthropology, and things that are confusing in the course. You can also use it to give me feedback of any kind about my teaching, ways I could improve the class, and general frustrations or inspiration. I also welcome emailed questions (best

if the question is urgent) as well as anonymous questions or comments placed in my mailbox on the ground floor of the Department of Anthropology's Hamilton Building.

In keeping with commitments to social justice and a public anthropology, the Department of Anthropology and I are committed to ensuring inclusion, diversity, and equality of opportunity for all, regardless of race/ethnicity, sex, gender, sexuality, class, age, religion, nationality, (dis)ability, and intellectual or political viewpoint, among others dimensions of difference. If you have any questions, concerns, or suggestions, please feel free to speak to me or to the Center for Diversity and Inclusion (202-885-3651).<sup>1</sup>

### **PARTICIPATION, ATTENDANCE, AND TECHNOLOGY**

Careful and thoughtful reading, active participation in discussions, and the completion of all assignments are the most important elements of this course. To help prepare for seminar discussions, see the list of suggestions in "Suggestions for Academic Reading" below. I expect advance notice for any classes you will miss, just as I will inform you if I must miss any classes.

*Because this course stresses active participation in class discussions and respect for all course participants, computers, mobile phones, and other personal electronic devices may never be used in the classroom. If there is a good reason to make an exception to this rule (e.g., a learning or disability issue requires such use), please come speak to me. Although I do not encourage the use of e-readers, they may be used in class only if they are used to examine course readings and for no other purposes. If an e-reader or other device is used for other purposes in the classroom, it will no longer be permitted in the classroom. Thanks for your understanding and assistance.*

Anyone interested in working with a non-profit organization off campus and getting one credit for their work through the **Community Service-Learning Program** should speak with me right away. For more information and an application, see: <http://bit.ly/AUCSLP>

### **EMAIL AND COMMUNICATION**

Throughout the semester, I will send emails (via Blackboard or directly to your email) to supplement and clarify class discussions and occasionally to modify readings or other assignments (if necessary). I consider these emails to be an important part of the course and required reading. This means that everyone must ensure you will receive such emails and that you read them in a timely manner. Note, however, that I will not change a mandatory reading or assignment without more than 48 hours' notice.

If you send me an email and do not get a response within a few days, I apologize in advance. My delay is likely because I have gotten overwhelmed by the large quantity of email that faculty receive daily. If the issue is pressing, please call me on my mobile phone or talk to me in class.

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<sup>1</sup> With thanks to Leena Jayaswal, American University, "Statement of Inclusivity," 2016.

### **CRITICAL REACTION PARAGRAPHS AND FEEDBACK**

For each class period, I expect you to submit a 1-paragraph “critical reaction” paper in response to that day’s assigned readings. The critical reaction must be submitted on Blackboard’s Discussion Board by 11a.m. on the day of class. Your reaction should offer thoughtful reflection about each of the readings. While briefly summarizing the main points of each reading will be helpful, go beyond this to offer your own original thoughts about the texts. In this way, the reactions should help you work through and organize your thinking about the readings and clarify the issues you want to discuss each week. In other words, they will help ensure that you are an active participant in class.

The paragraphs can include your ideas, critiques, questions, challenges, inspirations, uncertainties, connections, comparisons, concerns, applications, implications, and any other original thoughts about the reading(s). The reactions will not be graded, but thoughtful, focused papers will indicate effort and engagement in the course. Unlike other academic writing, you do not need to cite any of the assigned readings other than by indicating page number(s) when you quote or discuss an author’s ideas.

**You are permitted to miss four reaction papers throughout the course of the semester without it affecting your final grade,** although you will still be responsible for all assigned material.

The reaction is also an opportunity to ask any general questions about the class, anthropology, and things that are confusing in the course. You can also use it to give me feedback of any kind about my teaching, ways I could improve the class, and general frustrations or inspiration.

### **CLASS LEADERSHIP**

Once during the semester, you will be responsible for leading part of our class discussion (generally at the start of class). You should 1) briefly summarize the day’s readings; 2) discuss what you see as the significance of the readings to our class and the wider world; and 3) most importantly, offer one especially provocative and important question raised by the text(s) to provide a lively springboard for discussion and critical thinking. It may help to have backup questions to probe and prompt deeper discussion, but *do not* read an unfocused list of questions. You will have *five minutes maximum* to present material before posing your central question.

Think about how best to creatively engage the class, and don’t be afraid to take risks. Do not, however, offer a perfunctory powerpoint, simply tell us what you liked and didn’t like, or substitute a long video clip for a thoughtful presentation. Remember, too, that your goal is to lead and facilitate an energetic conversation, not to dominate the conversation. I highly recommend practicing your presentation. If you have any concerns or questions, please come to office hours to discuss the assignment.

You may use visuals and other supplementary materials to help your facilitation. If you need to use the overhead projector, you should arrive early to class to allow sufficient time for set-up.

## **SUGGESTIONS FOR ACADEMIC READING**

I generally believe that underlining/highlighting and note-taking are essential parts of reading assigned academic texts. Another useful way to help you read carefully and ensure that you are prepared for class is to answer the following questions for each reading assignment. I strongly suggest writing out the answers and other thoughts inspired by a reading. These notes will help with assignments later in the semester. They will also help with future classes, research, and teaching (to this day, I use notes from my college classes), so *keep your notes!*

### **Suggested Questions to Ask of Each Reading**

- 1) What is the main argument or thesis of the reading? (What was the author's goal in writing?)
- 2) What evidence does the author provide to support the main argument? What methods did the author employ to collect evidence?
- 3) Are you convinced by the author's argument? Why or why not?
- 4) What is the significance of the reading—both for academic thought and the larger world?
- 5) What questions does the reading raise for you? What other thoughts, ideas, inspiration?

I also recommend maintaining an organized bibliography of your readings using Zotero, Endnote, or other bibliographic organization software. It will greatly assist your research and writing, now and in the future.

## **WRITING REQUIREMENTS AND HELP WITH WRITING**

All writing assignments must be turned in on paper (i.e., *not electronically*) at the beginning of the class on which they are due, unless indicated otherwise (e.g., critical reactions). If there is a legitimate reason why you must turn in a paper late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements.

All written assignments should begin with your name and the date. Please also make sure that assignments are double spaced, with 12-pt. font, 1-inch margins on all sides, and include the page number and your name on each page. For guidance on generally accepted rules of writing, style, and proper academic citation, see:

*Chicago Manual of Style* (available online through the library):

[http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentTy](http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentType%2CNewspaper+Article%3At%29&q=chicago+manual+of+style)  
[pe%2CNewspaper+Article%3At%29&q=chicago+manual+of+style](http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentTy)

*MLA Style Manual and Guide to Scholarly Publishing*

*Little, Brown Handbook*

For help with your writing, please take advantage of the following resources:

### **AU Writing Center**

Bender Library First Floor; 885-2991 for appointments

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand

the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11a.m.-9p.m. Monday-Thursday; 11a.m.-6p.m. Friday. Meanwhile find handouts, information, and a weekly writer's blog at the Writing Center website and on Facebook.

### **AU Academic Support Center Writing Lab**

MGC 24; appointments: <https://american.mywconline.com>

The Writing Center and the [Writing Lab](#) are two separate offices providing similar services to all AU students. If there are no appointments available in one location, please try the other.

### **ACADEMIC INTEGRITY**

By registering for this class and at the university, you have acknowledged your awareness of the Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm> or see the “Student Handbook and Planner”). You are responsible for familiarizing yourself and complying with all its standards of academic conduct, including those related to plagiarism. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university’s Academic Integrity Code closely and ask me if you have any questions.<sup>2</sup>

*Special Note:* In addition to plagiarizing others, it is possible to plagiarize oneself when using your own previously written material without proper citation. To avoid self-plagiarism and related academic dishonesty, you must cite any and all material that you have written for any purposes other than this class. If you want to use material written for another class in this course, you must ask for advance permission to do so.

### **MY RESPONSIBILITIES**

I pledge to the best of my ability to make this as enriching and exciting an academic experience as possible for everyone; to come prepared to lead engaging class sessions; to create a safe and nurturing academic environment in the classroom that encourages the free exchange of ideas; to remain open to—and encourage—all dissent, critique, suggestions about the class, and other feedback; to adapt the course as appropriate in response to feedback; to meet personally with course participants during my office hours and at other times by appointment or otherwise to discuss any aspect of the course; to read carefully and return all written assignments as quickly as possible; and to be fair in my evaluation and grading.

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<sup>2</sup> Michael Manson, Academic Affairs Administrator, College of Arts and Sciences, American University, Washington, DC, email communication, January 8, 2009.

## **CLASS SCHEDULE**

All assignments and readings are due on the date indicated. All required readings will be available on Blackboard, on the internet, or in class. I have listed texts below in the suggested reading order.

### Notes for where to find texts

B=Book

BBc=Blackboard "Course Reserves"

BBo=Blackboard "Other Readings"

*If you cannot find a reading on Blackboard or if a link does not work, please: 1) Look again on Blackboard (perhaps looking for the title or an editor's name or looking in another folder); 2) use your research skills to try to find the text elsewhere and send it to the class if you find it; and 3) let Anthony and me know immediately if you still cannot find the reading.*

## **8/30: INTRODUCTIONS AND COMMUNITY BUILDING**

### **9/2: REFUGEES TODAY**

*Due: Migration map for you and/or your family. Read course syllabus carefully.*

UNHCR. "Global Trends: Forced Displacement in 2015." New York: United Nations, 2016. Pp. 1-11. <https://s3.amazonaws.com/unhcrsharedmedia/2016/2016-06-20-global-trends/2016-06-14-Global-Trends-2015.pdf>

View map here: <http://www.unhcr.org/en-us/global-trends-2015.html>

Read the following and at least one of the articles in the series via links in the article below:

Silverstein, Jake. "The Displaced." *New York Times Magazine*.

[http://www.nytimes.com/2015/11/08/magazine/the-displaced-introduction.html?\\_r=0](http://www.nytimes.com/2015/11/08/magazine/the-displaced-introduction.html?_r=0)

This American Life. "Are We There Yet?" WBEZ, July 29, 2016.

<http://www.thisamericanlife.org/radio-archives/episode/592/are-we-there-yet>

Review <http://www.thisamericanlife.org/greece/>

*Optional:* John Oliver, "Migrants and Refugees," *Last Week Tonight*, HBO, 2015.

<https://www.youtube.com/watch?v=umqvYhb3wf4>

### **9/6: THE CHAGOSSIANS**

Vine, David. "Introduction." In *Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*, 1-19. Princeton, NJ: Princeton University Press, 2009. BBo

Jeffery, Laura. "Introduction: Forced Displacement and Onward Migration." In *Chagos Islanders in Mauritius and the UK: Forced Displacement and Onward Migration*, ix-13. Manchester: Manchester University Press, 2011. BBo

Carey, Sean. "Fifty Years after Being Displaced, the Chagossians Still Hope to Return Home." *World Weekly*, June 17, 2016. <http://www.theworldweekly.com/reader/view/magazine/2016-06-17/fifty-years-after-being-displaced-the-chagossians-still-hope-to-return-home/8369>.

## **ANDERSON FILMSCREENING TBA**

### **9/9: MODES OF UNDERSTANDING**

**Due: Ungraded Answers to "Questions for Academic Reading" (maximum 2 pp.)**

Wolf, Eric. "Introduction." In *Europe and the People without History*, 3-23. Berkeley: University of California Press, 1982. BBo

### **9/13: HUMAN MIGRATION**

Massey, Douglas S., et al. "New Migrations, New Theories." In *Worlds in Motion: Understanding International Migration at the End of the Millennium*, 1-16. Oxford: Oxford University Press, 2005[1998]. BBo

International Organization for Migration. "Global Migration Trends Factsheet 2015." Report, Berlin, Global Migration Data Analysis Centre, 2015. [https://publications.iom.int/system/files/pdf/global\\_migration\\_trends\\_2015\\_factsheet.pdf](https://publications.iom.int/system/files/pdf/global_migration_trends_2015_factsheet.pdf).

### **9/16: WHO IS A "REFUGEE"?**

**Due: Meeting with David**

Lewis, James R. and Carl Skutsch, eds. *The Human Rights Encyclopedia* vol. 3, 859-868. New York: Sharpe Reference, 2001. BBo

United Nations. *Convention Relating to the Status of Refugees*. Geneva, July 28, 1951. Preamble and Article 1. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/StatusOfRefugees.aspx>.

Zolberg, Ariside R., Astri Suhrke, and Sergio Aguayo. "Who Is a Refugee?" In *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*, 3-33. New York: Oxford University Press, 1989. BBo

For definitions of key terms, see: <https://www.iom.int/key-migration-terms>

**9/20: BORDERS AND THE NATION**

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 1-8. London: Verso, 2006. BBo

Anzaldúa, Gloria, "The New Mestiza," In *Social Theory: The Multicultural and Classic Readings*, edited by Charles Lemert, 626-632. Boulder, CO: Westview Press, 1993. BBo

See also: "The Nationalism Project." [www.nationalismproject.org](http://www.nationalismproject.org)

**9/23: HISTORY, POLITICAL ECONOMY, AND "RACE"**

Gillem, Mark. *America Town: Building the Outposts of Empire*, xx-6. Minneapolis: University of Minnesota Press, 2007. BBc

Vine, David. "From the Birth of the *Ilois* to the 'Footprint of Freedom': A History of Chagos and the Chagossians. In *Eviction from the Chagos Islands: Displacement and Struggle for Identity against Two World Powers*, edited by Sandra J.T.M. Evers and Marry Kooy, 11-36. Leiden, Netherlands: Brill, 2011. BBo

Vine, *Island of Shame*, 47-54, 63-68. BBo

**9/27: MILITARY BASES AND EMPIRE?**

Harkavy, Robert E. "Introduction." In *Strategic Basing and the Great Powers, 1200-2000*, 1-6, 11-15. New York: Routledge, 2007. BBc

Pettyjohn, Stacie. Summary and Introduction. In "U.S. Global Defense Posture, 1783–2011," xi-xvi, 1-13. Santa Monica, CA: RAND Corporation, 2012.

[http://www.rand.org/content/dam/rand/pubs/monographs/2012/RAND\\_MG1244.pdf](http://www.rand.org/content/dam/rand/pubs/monographs/2012/RAND_MG1244.pdf)

Johnson, Chalmers. "Imperialisms Old and New" and "The Spoils of War." In *The Sorrows of Empire: Militarism, Secrecy and the End of the Republic*, 15-37, 187-215. New York: Metropolitan Books, 2004. BBc

For Your Information (FYI): Vine, David. "Introduction." In *Base Nation: How U.S. Military Bases Overseas Harm America and the World*, 1-14. New York: Metropolitan/Holt, 2015. BBo

**9/30: WHO OWNS DIEGO GARCIA?**

Jeffery, Laura. "Mobilisation in Exile." In *Chagos Islanders in Mauritius and the UK*, 37-53. BBc

Carey, Sean. "The Point of Return Beckons for Chagossians." *New African Magazine*, February 9, 2015. <http://chagosrefugeesgroup.org/about/key-articles/>

Robertson, Geoffrey. "Who Owns Diego Garcia? Decolonisation and Indigenous Rights in the Indian Ocean." *University of Western Australian Law Review* 36, no. 1 (2012-2013): 1-30. BBo

Mundil, Kishore, et al. "Declaration of Grande Riviere on Chagos," Mauritius, Lalit de Klas, November 3, 2010, republished July 18, 2016.

<http://www.lalitmauritius.org/en/newsarticle/1861/diego-garciachagos-declaration-of-grande-riviere-on-chagos/>

Review Diego Garcia conference on Lalit de Klas website at <http://www.lalitmauritius.org/>

FYI: Vine, David. "What If You Can't Protest a Base? The Chagossian Exile, the Struggle for Democracy, and the Military Base on Diego Garcia." *South Atlantic Quarterly* 111, no. 4 (2012): 847-856. BBo

#### **10/4: MID-SEMESTER REVIEW**

#### **10/7: MID-SEMESTER REVIEW IN-CLASS ESSAY**

#### ***10/8-9: Department of Anthropology Public Anthropology Conference***

Please attend Chagossian session, date and time TBD.

#### **10/11: GENDER, POWER, AGENCY**

Enloe, Cynthia. "Base Women." In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 125-173. Berkeley: University of California Press, 2014. BBo

Cohn, Carol. "'Clean Bombs' and Clean Language." In *Women, Militarism, and War: Essays in History, Politics, and Social Theory*, edited by Jean B. Elshtain and Sheila Tobias, 33-55. Savage, MD: Rowman & Littlefield, 1990. BBo

#### **10/14: MID-SEMESTER SELF-EVALUATION DUE**

#### **10/18: WAR AND REFUGEES: THE MIDDLE EAST, EUROPE, AND THE US**

Bennis, Phyllis. "What America Owes the Refugees Pouring into Europe: Here's How the U.S. Can Leverage Its Wealth, Safety, and Diplomacy to Serve the Refugees It Helped to Create." *Foreign Policy in Focus*, September 11, 2015. <http://fpif.org/what-america-owes-the-refugees-pouring-into-europe/>

Bacevich, Andrew. *America's War for the Greater Middle East: A Military History*. New York: Random House, 2016, xiii-32. BBc

**10/21: WAR AND REFUGEES: THE MIDDLE EAST, EUROPE, AND THE US**

Taub, Amanda. "Europe's Refugee Crisis Explained." *Vox.com*, September 15, 2015.

<http://www.vox.com/2015/9/5/9265501/refugee-crisis-europe-syria>

Niarchos, Nicholas. "An Island of Refugees," *The New Yorker*, September 16, 2015,

<http://www.newyorker.com/news/news-desk/an-island-of-refugees>

This American Life. "Don't Have to Live Like a Refugee," WBEZ, August 5, 2016.

<http://www.thisamericanlife.org/radio-archives/episode/593/dont-have-to-live-like-a-refugee>

**10/25: WAR AND REFUGEES: THE MIDDLE EAST, EUROPE, AND THE US**

*Guardian*. "Protests Grow as Greece Moves Refugees to Warehouses 'Not Fit for Animals.'" *The Guardian*, May 28, 2016. <https://www.theguardian.com/world/2016/may/28/greece-refugee-warehouses-not-fit-for-animals>

*The Guardian*, May 28, 2016. <https://www.theguardian.com/world/2016/may/28/greece-refugee-warehouses-not-fit-for-animals>

Alderman, Liz. "Greece Tries to House Migrants as Other Gates Close," *New York Times*, March 2, 2016. <http://www.nytimes.com/2016/03/03/world/europe/greece-scrambles-to-respond-to-migrants-in-limbo-and-more-arriving.html?login=email&mtrref=www.nytimes.com>

*New York Times*. "A 'High Degree of Miserable' in Refugee-Swollen Greece." *New York Times*, March 18, 2016. <http://www.nytimes.com/2016/03/18/world/europe/greece-idomeni-refugees.html>

**10/28: WAR AND REFUGEES: MEXICO, CENTRAL AMERICA, AND THE US**

De Leon, Jason. *In the Land of Open Graves*, 1-21. Berkeley: University of California Press, 2015. BBo

Review <http://undocumentedmigrationproject.com/>

View photo essay at <http://www.sapiens.org/culture/prevention-through-deterrence/>

Baptiste, Nathalie. "Child Migrants Are Refugees the U.S. Helped Create." *NACLA*, July 21, 2014. <http://nacla.org/news/2014/7/21/child-migrants-are-refugees-us-helped-create>

Brigden, Noelle K. "'Like a War': The New Central American Refugee Crisis." *NACLA*, <https://nacla.org/node/8695/devel/token>

Planas, Roque, and Ryan Grim. "Here's How The U.S. Sparked A Refugee Crisis On The Border, In 8 Simple Steps." *Huffington Post*, July 18, 2014.

[http://www.huffingtonpost.com/2014/07/18/refugee-crisis-border\\_n\\_5596125.html](http://www.huffingtonpost.com/2014/07/18/refugee-crisis-border_n_5596125.html)

### **11/1: GENTRIFICATION IN WASHINGTON, D.C.**

Williams, Brett. *Upscaling Downtown: Stalled Gentrification in Washington, D.C.* Ithaca, NY: Cornell University Press, 1988. Pp. 1-23. BBo

Asch, Chris Myers and George Derek Musgrove. “‘We Are Headed For Some Bad Trouble’: Gentrification and Displacement in Washington, D.C., 1920-2014.” In *Capital Dilemma: Growth and Inequality in Washington, DC*, edited by Derek Hyra and Sabiyha Prince, 107-136. New York: Routledge, 2015. BBc

Crockett, Stephen A., Jr. “The Brixton: It’s New, Happening and Another Example of African-American Historical ‘Swagger-Jacking.’” *Washington Post*, August 3, 2012.

[https://www.washingtonpost.com/blogs/rootdc/post/the-brixton-its-new-happening-and-another-example-of-african-american-historical-swagger-jacking/2012/08/03/b189b254-dcee-11e1-a894-af35ab98c616\\_blog.html](https://www.washingtonpost.com/blogs/rootdc/post/the-brixton-its-new-happening-and-another-example-of-african-american-historical-swagger-jacking/2012/08/03/b189b254-dcee-11e1-a894-af35ab98c616_blog.html)

See also: <http://www.governing.com/gov-data/washington-dc-gentrification-maps-demographic-data.html>

### **11/4: THE EFFECTS OF FORCED DISPLACEMENT**

Fullilove, Mindy Thompson. *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do about It*, 1-20. New York: One World, 2004. BBc

Cernea, Michael M. “IRR: An Operational Risks Reduction Model for Population Resettlement.” N.p. N.d. [2008]. <http://www.nepjol.info/index.php/HN/article/viewFile/883/975>

Vine, David, Philip Harvey, and S. Wojciech Sokolowski. “Executive Summary: *Dérasiné: The Expulsion and Impoverishment of the Chagossian People.*” Unpublished report summary, Washington, DC, April 11, 2005. BBo

FYI: *Island of Shame*, chapter 8. BBo

### **11/8: DISPLACEMENT AND STRUCTURAL VIOLENCE**

Farmer, Paul. “On Suffering and Structural Violence: A View from Below.” In *Social Suffering*, edited by Arthur Kleinman, Veena Das, and Margaret Lock, 261-283. Berkeley: University of California Press, 1997. BBo

Farmer, Paul. “An Anthropology of Structural Violence.” In *Partner to the Poor: A Paul Farmer Reader*, edited by Haun Saussy, 350-375. Berkeley: University of California Press, 2010. BBo

FYI: *Island of Shame*, chapter 9. BBo

**11/11: CRITICAL MEDICAL ANTHROPOLOGY AND DOUBLE DISPLACEMENT**

Singer, Merrill and Hans Baer. "Confronting Juan Garcia's Drinking Problem: The Demedicalization of Alcoholism. In *Critical Medical Anthropology*, 301-328. New York: Baywood Publishing Company, 1995. BBc

Jeffery, Laura. Chapters 5-6. In *Chagos Islanders in Mauritius and the UK*, 95-128. BBo

FYI: *Island of Shame*, chapter 10. BBo

**11/15: CUBAN AND VIETNAMESE IMMIGRATION TO THE US**

Readings TBD.

**11/18: ENVIRONMENTAL CONSERVATION AND DISPLACEMENT**

*Due: Final Essay Outline*

Jeffery, Laura. "'We Are the True Guardians of the Environment': Human-Environment Relations and Debates about the Future of the Chagos Archipelago." *Journal of the Royal Anthropological Institute* 19, no 2. (2013): 300-318. BBc

Hughes, Simon. "A Response from the Chagos Conservation Trust to Laura Jeffery." *Journal of the Royal Anthropological Institute* 19, no 4. (2013): 876-878. BBc

Review Chagos Conservation Trust website: <http://www.chagos-trust.org/about/chagos-marine-reserve>

Vine, David. "WikiLeaks Cables Reveal Use of Environmentalism by US and UK as Pretext to Keep Natives from Returning to Diego Garcia." *Foreign Policy in Focus*, December 3, 2010. [http://fpif.org/wikileaks\\_cables\\_reveal\\_use\\_of\\_environmentalism\\_by\\_us\\_and\\_uk\\_as\\_pretext\\_to\\_keep\\_natives\\_from\\_returning\\_to\\_diego\\_garcia/](http://fpif.org/wikileaks_cables_reveal_use_of_environmentalism_by_us_and_uk_as_pretext_to_keep_natives_from_returning_to_diego_garcia/)

Orwell, George. "Politics and the English Language," 1946. BBo

**11/22: THE ECONOMICS OF MIGRATION & MIGRATION AS A HUMAN RIGHT?**

Tabbarok, Alex. "The Case for Getting Rid of Borders." *The Atlantic*, October 10, 2015. <http://www.theatlantic.com/business/archive/2015/10/get-rid-borders-completely/409501/>

Gene Callahan. "The Open Borders Fantasy." *American Conservative*, October 21, 2015. <http://www.theamericanconservative.com/articles/the-open-borders-fantasy/>

Freakonomics Radio. "Is Migration a Basic Human Right?" Podcast, December 17, 2015. <http://freakonomics.com/podcast/is-migration-a-basic-human-right-a-new-freakonomics-radio-podcast/>

## **11/25: NO CLASS, THANKSGIVING BREAK**

### **11/29: SOCIAL MOVEMENTS AND SOLUTIONS?**

Péchaud, Antoine, and Paul de Guchteneire. Foreword by Pierre Sané and “Introduction: The Migration without Borders Scenario.” In *Migration without Borders: Essays on the Free Movement of People*, edited by Antoine Péchaud and Paul de Guchteneire, ix-30. Paris: UNESCO Publishing, 2007. BBc

No Borders Thessaloniki. “Calling.” Thessaloniki, Greece, N.d. [2016].  
<https://noborder2016.espivblogs.net/callout/>

Materials about refugee organizations TBD.

### **12/2: SOCIAL MOVEMENTS AND SOLUTIONS?**

**Due: Final Essay Draft (6-10 pp.) and Op-Ed/Blog Post Abstract (1 paragraph)**

Vine, David. “Decolonizing Britain in the 21<sup>st</sup> Century? Chagos Islanders Challenge the Crown, House of Lords, 30 June-3 July 2008.” *Anthropology Today* 24, no. 4 (2008): 26-28. BBo

FYI: *Island of Shame*, chapter 12 and epilogue. BBo

### **12/6: JUSTICE?**

Coates, Ta-Nehisi. “The Case for Reparations.” *Atlantic*, June 2014.

<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Nevins, Joseph. “Migration as Reparations.” *NACLA*, May 24, 2016.

<http://nacla.org/blog/2016/05/24/migration-reparations>

## **12/9: SEMESTER REVIEW**

### **12/13: FINAL DISCUSSIONS (CLASS MEETS 11:20AM-1:50PM)**

**Due: Final Essay (6-10 pp.) and Op-Ed/Blog Post (maximum 800 words)**

## **MAJOR SEMINAR LEARNING OBJECTIVES**

By the end of the semester, my objective is that each of us will be able to:

- Work cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive learning environment;
- Discuss, debate, and analyze displacement, refugees, and other major related phenomena;
- Become a better critical analyst of the world and major contemporary issues generally;

- Read, analyze, and critically discuss works of from a variety of social sciences, the arts and humanities, and beyond;
- Improve one's writing and write more effectively about major contemporary issues;
- Improve one's public speaking skills and ability to communicate original ideas to others.

### **GENERAL EDUCATION PROGRAM**

This course is part of General Education Area 3, The Global and Cross-Cultural Experience. As a part of the "Complex Problems" program, this course has the following learning goals:

#### **Diverse Perspectives:**

- a. Identify complexity, or gray areas, within issues or contexts.
- b. Demonstrate an appreciation of perspectives beyond one's own, which includes the ability to demonstrate self-awareness about one's own cultural biases (e.g., perspectives, beliefs, and opinions).
- c. Demonstrate civility through argumentation.

#### **(Inter)Disciplinary Awareness:**

- a. Explain the concept of a discipline and explain that disciplines differ (e.g., research methods, ways of knowing, writing conventions, etc.)
- b. Integrate sources or insights from multiple disciplines to support a compelling essay or assignment.

#### **Communication:**

- a. Complete assignments (written, oral, visual, etc.) that demonstrate audience awareness, including context and purpose.
- b. Formulate a thesis or project plan relevant to the intended purpose and of an appropriate scope.
- c. Use sources and evidence appropriate for the student's purpose and subject to support a compelling essay or assignment.
- d. Demonstrate control of skills appropriate for the assignment (e.g., Writing: grammar, syntax and mechanics; Oral Presentation: tone, poise, language; Visual Presentation: image quality, production quality, concision).

#### **Critical Reading:**

- a. Articulate the concept of "texts" to include written, visual, spatial, or creative works, etc.
- b. Accurately summarize a given text or texts.
- c. Assess the context and quality of the text, which might include the following: author's purpose or approach, design, what has been left unsaid, quality of supporting evidence, etc.
- d. Make analytical connections among different texts and with prior knowledge.

#### **Incorporating Feedback:**

- a. Alter content, approach, organization, or by clarifying or strengthening an assignment.
- b. Address stylistic concerns (e.g., transitions, introductions, conclusion, syntax, etc.).
- c. Improve grammar, mechanics, references and citations.

## **EVALUATION (AND, UNFORTUNATELY, GRADING)**

My evaluation and (what I hope you will find to be) constructive feedback on your work will primarily come in the form of written comments returned to you on your assignments. Because AU requires me to assign final grades, I will do so primarily based on class participation, the quality of and energy devoted to assignments, and improvement over the course of the semester. I will assign grades in accordance with the following distributions and AU guidelines:

Participation (in class and out, minimum 17 critical reaction paragraphs, meeting with me): 40%  
Leadership of one class discussion: 5%  
Mid-semester review essay: 10%  
Mid-semester self-evaluation: 5%  
Final essay: 25%  
Final op-ed/blog post: 10%  
Final self-evaluation and grading self-assessment: 5%  
Improvement and effort: 5% [yes, this totals 105%]

A: Superior, original, thoughtful work in completion of all course requirements;  
B: Very good work in completion of course requirements;  
C: Satisfactory work in completion of course requirements;  
D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements;  
F: Failure to meet minimum course standards for assignments, participation, attendance.<sup>3</sup>

## **LEARNING AND LIFE RESOURCES**

If you experience any difficulty this semester for any reason that affects your participation in the course, please don't hesitate to speak with me. *If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can address your needs.* Disability Support Services: 885-3315 (V/TDD), MGC 206, [www.american.edu/ocl/dss](http://www.american.edu/ocl/dss).

The university also offers a variety of learning and life resources. See: <https://my.american.edu/content.cfm?load=includes/help.cfm> or the following:

[Academic Support & Access Center](#) MGC 243, 202-885-3360 supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as managing the college workload, stress management, time management note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and [The Writing Lab](#) are also available.

[Counseling Center](#) MGC 214, 202-885-3500 is here to help students make the most of your university experience, both personally and academically. We offer individual and group

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<sup>3</sup> See "Guideline of a General Education Syllabus," online document, available at <http://www.american.edu/academics/gened/faculty.htm>.

counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insights needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

[Center for Diversity & Inclusion](#) MGC 201 and 202, 202-885-3651 is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

[OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence](#) 202-885-7070 provides free and confidential advocacy services for anyone in the campus community who is impacted by sexual violence (sexual assault, dating or domestic violence, and stalking).

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety (202-885-2527) or the [Office of the Dean of Students](#) 202-885-3300 [dos@american.edu](mailto:dos@american.edu). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

[International Student & Scholar Services](#), Butler Pavilion, Rm. 410. Resources to support academic success and participation in campus life including academic counseling, [support for second language learners](#), response to questions about visas, immigration status and employment and intercultural programs, clubs and resources.

[Services for New Undergraduates](#): [www.american.edu/newstudents](http://www.american.edu/newstudents).

[Student Conduct and Conflict Resolution Services](#): 202-885-3328, Butler Pavilion 409.

[Student Health Center](#): 885-3380, McCabe Hall 1<sup>st</sup> Floor.

## **EMERGENCY PREPAREDNESS**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university

community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([american.edu/emergency](http://american.edu/emergency)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.