



**UNSW** | Arts and  
THE UNIVERSITY OF NEW SOUTH WALES | **Social Sciences**

School of Social Sciences and  
International Studies



**SOCW7881**  
**International Protection Tools for  
Refugees and IDPs**

**Semester 2, 2011**

## Course Outline

1. Location	
Faculty	Faculty of Arts and Social Sciences
School	School of Social Sciences and International Studies
Course Code	SOCW7881
Course Title	International Protection Tools for Refugees and Internally Displaced Persons
Semester/Year	Semester 2, 2011

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3. Staff contact details	
<b>A. Course Coordinator</b>	
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Contact time and availability	Tuesday 4.15pm- 4.45pm - Please email to organise an appointment time.
<b>B. Other Teaching Staff</b>	
Name	Geraldine Doney
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4. Course details	
Credit Points	6 units of credit
Summary of the Course	International Protection Tools for refugees and internally displaced persons (IDPs) is both a core and an elective course in the Master of Social Development. Using a rights based approach, the course is designed to examine and critique the international protection tools available to respond to the needs of refugees and IDPs from their initial flight through to resettlement. It introduces students to the knowledge base and skills required for working with IDPs and refugees in a variety of contexts. The course considers contemporary debates relating to the international protection environment. Current protection trends and tools from UNHCR and other stakeholders are analysed, and alternative responses explored. Drawing on case studies and field research, the experiences of refugees and IDPs in both camp and urban settings and those seeking asylum and resettlement are considered. With a strong practice based component,

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	students are encouraged to understand the impact of displacement through the identification of the particular needs of at-risk individuals and groups, and the development and application of appropriate protection tools of response.
<b>Aims of the Course</b>	1. The aim this course is to introduce and critique the international protection tools and responses to IDPs and refugees. It aims to examine some of the key challenges in the implementation of such responses and to consider alternatives across a range of displacement situations.
	2. This course aims to explore the key risks and challenges experienced by IDPs and refugees at all stages of displacement. Students will examine the impact of compounded risk in displacement and will explore its relevance to the implementation of protection strategies.
<b>Student Learning Outcomes</b>	At the conclusion of this course the student will be able to:
	1. Understand and critically analyse the international protection tool responses to refugees and IDPs
	2. Identify risks experienced by individuals, families and communities during displacement and demonstrate an understanding of the compounded impact of risks encountered.
	3. Apply an understanding of the gendered impact of displacement
	4. Conceptualize responses to the protection needs of refugee and IDP groups at all stages of displacement.
<b>Graduate Attributes</b>	The students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.
	1. the skills involved in scholarly enquiry
	2. the capacity for analytical and critical thinking and for creative problem-solving
	3. a capacity to contribute to, and work within, the international community
	4. a respect for ethical practice and social responsibility.

### 5. Rationale for the inclusion of content and teaching approach

This is a post-graduate course, and students are expected to undertake a significant amount of independent research into the issues under consideration. There is an expectation that students will use an analytical approach to their work, and show the ability to apply theory and to think critically. Evidence of this must be provided in all written work submitted for assessment.

An adult approach to learning is taken; that is students are responsible for the pace and amount of reading and extra research they do as well as attendance at classes, and for raising with the coordinator issues or problems with their learning. Students are also expected to take a participatory approach in classes so that knowledge is shared, questioned, debated and appropriated individually and in groups. Participation is not graded. However, it is a course expectation that assigned readings will be read by all participants prior to each seminar

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### 6. Teaching strategies

Seminars may include presentations by the lecturers and guests and/or participants, group exercises, group discussion of assigned readings and audio-visual materials. Participation in regular classes is not graded.

### 7. Course schedule

An all day seminar will be held on Saturday 23<sup>rd</sup> of July from 9.30am-3.30pm. The Saturday seminar is compulsory for all students and is held in lieu of class in Week 1 and 2. Students enrolled in SOCW 7857 will also attend this seminar.

Date	Topic	Lecturer	Lecture Content	Location
Week 1 – Class 1 & 2  Saturday 23 <sup>rd</sup> July  9.30am-3.30pm  Note: There are no classes on Tuesday 19 <sup>th</sup> July or Tuesday 26 <sup>th</sup> July	Introduction and overview	Linda Bartolomei/ Geraldine Doney	This session introduces different categories of displaced people, and the legal and policy frameworks governing their protection. It provides an overview of who and where displaced populations are, and the conditions they live in. The seminar will briefly introduce the concept of protection as well as the key stakeholders involved in protection of displaced populations. It will also define the 'durable solutions' available to different populations.	CLB3
Week 2 Tuesday 26 <sup>th</sup> July No Class			No classes this week. Readings to prepare for subsequent classes.	
Week 3 Class 3  Tuesday 2 <sup>nd</sup> August	The meaning and practice of protection for displaced populations	Geraldine Doney	The meaning and practice of protection in the context of displacement is explored in more detail. Issues of protection responses and service provision for different refugee and IDP groups will be explored with practical small group activities. Notions of a participatory rights-based approach and evidence-based practice will be introduced.	Webster 250
Week 4 Class 4  Tuesday 9 <sup>th</sup> August	Identifying and responding to at risk individuals and group	Geraldine Doney	This session provides an overview of those individuals and groups most at risk at all stages of displacement including women and girls, children, older refugees and LGBT. Through the use of case studies and role plays, the	Webster 250

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			UNHCR risk assessment and response tool will be tested and critiqued.	
Week 5 Class 5  Tuesday 16th August	Protection tools in refugee camps: Applying the camp management toolkit	Geraldine Doney	This session explores the protection options in the context of camp settings for both refugees and IDPs. The effectiveness of current tools and implementation strategies are examined and the camp management toolkit trialled through an in class exercise.	Webster 250
Week 6 Class 6  Tuesday 23rd August	Urban protection: Applying the urban refugee policy	Geraldine Doney	This session examines risks for persons of concern in urban areas. The relevance of the urban refugee policy is explored and case examples used to critique its implementation. NGO and refugee community led responses in urban areas are also discussed.	Webster 250
Interested students are welcome to attend a class with students of SOCW 7857 on regional asylum issues:  Wednesday 24 <sup>th</sup> August	Asylum and Detention: Regional protection	Guest speaker	This session explores current debates and practices concerning asylum seekers including the practice of detention. It will examine the regional protection framework and its effectiveness in responding to the needs of displaced populations.	Webster 251
Week 7 Tuesday 30 <sup>th</sup> August	Reading Week		No classes this week.	
5 <sup>th</sup> – 10 <sup>th</sup> September	Mid semester break		No classes this week.	
Week 8 Class 7 Tuesday 13 <sup>th</sup> September	Resettlement and Settlement: Settlement models and community led responses	Rebecca Eckert	This session examines risks for resettled individuals, families and communities and explores models of settlement support. Drawing on the UNHCR Reception and Integration Handbook, international models of good practice are reviewed and critiqued. Community led settlement responses in countries of resettlement are also discussed and students encouraged to build on these practices using a rights based approach.	Webster 250

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Week 9 Class 8 Tuesday 20 <sup>th</sup> September	Gender and Protection Working with Women and Men	Rebecca Eckert plus Guest Speaker	This session explores strategies for working to respond to the protection needs of women and men. It examines the gendered impacts of displacement and outlines good practice models of response.	Webster 250
Week 10 Class 9  Tuesday 27 <sup>th</sup> September	Working with Families, Children and Young People	Rebecca Eckert	This session examines the particular needs of displaced families, children and young people. It shares the specific risks faced by these groups and identifies responses to meet their protection concerns.	Webster 250
Week 11 Class 10  Tuesday 4 <sup>th</sup> October	Presentations	Rebecca Eckert	Class presentations.	Webster 250
Week 12 Class 11  Tuesday 11 <sup>th</sup> October	Presentations	Rebecca Eckert	Class presentations.	Webster 250
Week 13 Class 12  Tuesday 18 <sup>th</sup> October	Presentations + Course Evaluation	Rebecca Eckert	Class presentations, course wrap up and evaluation.	Webster 250

### 8. Resources for students

**A readings list will be provided to students in Week 1. All set readings will be available online through Blackboard. Instructions for how to access the reading list will be given in the first week.**

The readings provided are given as preliminary background reading. Each has been selected to provide an introduction to the key course theoretical and practical principles. It is expected that students will have read the nominated readings prior to the scheduled class and that they will draw on these in their written assignments. However, students are expected to do their own research at the library **additional to** the course reading and class handouts. Students wishing to obtain high grades for assessment will have to demonstrate individual research and application of theory to descriptions of policy and practice. Unless using references for historic purposes, never use books or articles older than ten years, the more recent the better, and ensure that documents you are discussing are current.

**The texts listed below are recommended as general background reading:**

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Textbook details (Title; publisher; edition; year of publication)	Additional readings	Recommended websites
There is no set textbook for this course.	<p>The following additional readings are recommended:</p> <p>UNHCR Refugee Resettlement: An International Handbook to Guide Reception and Integration: <a href="http://www.unhcr.org/4a2cfe336.html">www.unhcr.org/4a2cfe336.html</a></p> <p>UNHCR Resettlement Handbook: <a href="http://www.unhcr.org/4a2ccf4c6.html">http://www.unhcr.org/4a2ccf4c6.html</a></p> <p>UNHCR Handbook for the Protection of Women and Girls: <a href="http://www.unhcr.org/protect/PROTECTION/47cfae612.html">www.unhcr.org/protect/PROTECTION/47cfae612.html</a></p>	<p>UNHCR – The United Nations High Commissioner for Refugees is a valuable source of information. <a href="http://www.unhcr.org">www.unhcr.org</a></p> <p>For web based research, see Centre for Refugee Research Website at <a href="http://www.crr.unsw.edu.au">www.crr.unsw.edu.au</a> – useful links page.</p> <p>The Refugee Council of Australia has a range of useful information and a wide selection of weblinks related to refugee protection. <a href="http://www.refugeecouncil.org.au">www.refugeecouncil.org.au</a></p> <p>The Settlement Council of Australia offers specific resources and information on refugee settlement: <a href="http://www.scoa.org.au">www.scoa.org.au</a></p>

9. Assessment					
Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Topic Outline for essay	Half Page	Hurdle requirement	1,2,3,4	1,2,3,4	Week 6
Essay	2000 words	40%	1,2,3,4	1,2,3,4	Week 8
Presentation plus Paper	30 minute presentation 2 page handout 1500 word paper	60%	1,2,3,4	1,2,3,4	Week 11,12 or 13

Details of Assessment Tasks
<p>Final grades in this course will be based on these assessment tasks:</p> <p>Please note assignments which vary more than 10% from the prescribed word limit WILL be penalized.</p> <p><b>NOTE: Students studying both SOCW7857 and SOCW7881 should choose different displaced populations/ stages of the refugee/IDP journey, to focus each of their assignments on.</b></p>

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### **Assignment 1: Essay, 2,000 Words: 40%** **Essay Due Week 8, Essay topic outline due week 5**

#### **Essay Topic Outline**

Please note students are required to email a **half page outline of their** assignment to Rebecca Eckert at [rebecca.eckert@unsw.edu.au](mailto:rebecca.eckert@unsw.edu.au) in **Week 5**. This should briefly describe:

- (a) The protection tool you have chosen to write on
- (b) the reason you have selected this particular tool
- (c) the contexts in which the tool may be applied.

*This will be returned to you in Week 6. It is a hurdle requirement, designed to assist you in refining your topic and as such will not be awarded a mark.*

Critically examine an existing protection tool/response to a refugee/IDP population. Critique and analyse the effectiveness and impact of the chosen protection tool/response. In your assignment you may choose to make reference to a particular refugee or IDP population including specific at risk groups or to a particular countries implementation of the chosen protection tool or response.

Your paper should reflect the following:

1. Background and overview of the protection tool/response
2. An analysis of the implementation and effectiveness of the protection tool/response
3. An examination of the impact of the protection tool or response on refugees and/or IDPs
4. Rights based analysis

It should be based on the theory presented in the course from Classes 1 to 7.

### **Assignment 2: Group class presentation plus paper: 60%** **Due Date: Weeks 11, 12 or 13**

Working in groups of 4 to 5 students, design a protection tool to respond to the needs of one of the following groups:

- For use with IDPs
- Refugees in urban or camp settings
- Asylum seekers
- Resettled refugees

The group will make a 30 minute presentation to the class. The presentation should be participatory and interactive and should draw on knowledge and theory applied in class to date. This should demonstrate an understanding of the current protection environment including the specific risks and protection concerns facing particular individuals/groups, knowledge of existing protection responses and the challenges facing the implementation of protection tools in the chosen context. Students will be required to prepare their presentation as though delivering their model to a chosen protection agency and include an outline of how the protection agency and the refugee/IDP community may be involved in the implementation of the tool. Students may use a case study to demonstrate the effectiveness and aims of their protection tool. Students must provide evidence in their presentation of how the protection tool incorporates a rights based approach and should incorporate a solid gender analysis. This should include a consideration of how the tool responds to and incorporates the needs of the specific group. In consultation with the course coordinator students may choose to develop a new protection tool or to build upon an existing tool.

A two page briefing document should be distributed to the class.

Group mark for the research, design and presentation of the protection tool – 20%

Individual mark for evidence of research and input into the presentation – 10%

Individual analysis of why the tool was designed in the way that it was, the key areas which it seeks to address and how it seeks to address these. In your analysis you should link the protection tool developed to the needs generated by refugee/IDP populations. Describe how the model you propose can be seen to respond to their protection needs through a rights based approach. Your analysis should reference relevant course theory as appropriate - 1500 words– 30%

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**Marking Guide: Marks will be awarded depending on how well you address each of the assignment criteria. A detailed marking guide will be provided in class closer to the due date.**

### Submission of Assessment Tasks

Assignments are to be submitted in both hardcopy and electronically to Blackboard.

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in submission box with the appropriate course code. There will be a separate box for late submissions. Only late submissions will be stamped by the School Office with the receipt date.

All assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments). These are available from outside the School Office, above the assignment submission boxes. It is the student's responsibility to keep a copy of their work in case of loss.

Students are required to submit an electronic copy of the assignment on Blackboard. All electronic submissions will be accompanied by an Assignment Declaration statement. Prior to final submission, students must submit their assignments through Turnitin on Blackboard and review the Turnitin report to ensure all content has been appropriately referenced. Numerous versions of your assignment can be submitted prior to the final due date for checking. Assignments will not be marked unless they have first been submitted through Turnitin.

**BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED BY 5PM ON THE DUE DATE TO AVOID A LATE PENALTY.**

### 10. Course evaluation and development

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course. The course content, teaching and assessment methods are regularly reviewed and updated taking student feedback into account. Based on student feedback through CATEI the lecture schedule and content has been revised to include a more practice based focus and expanded to incorporate an exploration of protection concerns for internally displaced persons.

## COURSE POLICIES

### 11. Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that "provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students' dealings with fellow students, staff, the University, and the national and international community." (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html>

A related document is the UNSW Student Misconduct Procedures (2009):

<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>

Integrity in academic work is one of the main expectations of all students and staff. It is the student's responsibility to understand and achieve this. There are several resources to help them:

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- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/aboutpop.html>)
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

### 12. Class attendance and communication

Students are expected to attend seminars. A satisfactory attendance record of at least 80% is expected. Lecturers will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

### 13. Extension for submission of work

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

### 14. Special consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

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### 15. Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

### 16. Occupational health and safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

### 17. Student support services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at

<http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at [www.studentequity.unsw.edu.au/](http://www.studentequity.unsw.edu.au/)