

LAW 831: INTERNATIONAL REFUGEE & ASYLUM LAW & POLICY

Fall 2017, SECTION: M001, 17052

Professor: Dr. Corri Zoli

Class Meetings: Mon & Tues: 1:00-2:15 pm

Class Location: Liberty Seminar Room, Dineen 005

Zoli Office Hours: 2:30-3:30 Mon & Tues and by appointment

Office phone: 315.443.4523

Email: cbzoli@maxwell.syr.edu

INSCT Administrative Specialist: Roxanne Tupper, rmtupper@law.syr.edu

Corri Zoli, Ph.D.

Director of Research | Assistant Research Professor

Institute for National Security & Counterterrorism (INSCT)

College of Law/Maxwell School of Citizenship & Public Affairs

Syracuse University

Syracuse, New York, 13244

INSCT Office phone: 315.443.2284

Office & Hours:

Mon/Tues: 2:30-3:30 pm

300F Dineen Hall

cbzoli@syr.edu

INSCT [WEB](#) | [FACEBOOK](#) |

[ISLAM, LAW & WAR](#) |

[INSCT BLOG ON SECURITY](#)

I. Overview & Course Description:

With more than 60 million refugees and internally-displaced people currently on the move worldwide, we have not witnessed this level of mobility since the interwar and World War II period. As such, there are few topics more relevant today than the legal and policy status of refugees, asylum seekers, and other migrants, as well as how the international community addresses these increasingly complex challenges.

This course introduces students to international refugee and asylum law and to the current modern policy challenges that frame forced migration around the world. The course provides a solid foundation in international and comparative law and norms (e.g. 1951 UN Convention on the Status of Refugees, human rights and humanitarian law) and relevant policy organizations and infrastructures involved in the refugee and asylum arena, both internationally and regionally. The course also introduces students to rigorous interdisciplinary law, policy, and social science approaches for analyzing cross-cutting issues in forced migration globally—conflict and security dynamics, understanding vulnerable and minority populations on the move, human development and humanitarian consequences, and problems of governance and cross-domain cooperation.

By the end of the course, students will be proficient in the core concepts, analytical frameworks, and key scholarly contributions associated with comparative legal studies, international law, and global governance as these apply to forced migration and refugees.

Learning outcomes include:

1. To gain understanding of public international law and its relevant branches for refugees, asylum seekers, and other forced migrants (i.e., International Human Rights Law, International Humanitarian Law, International Migration Law, UN Refugee Convention & Protocol, etc.)

2. To examine the historical, geopolitical, and economic conditions for managing modern problems of forced migration; the ability to distinguish between legal, policy, social science, and empirical approaches to these issues.
3. To explore key status definitions (migrant, refugee, asylum seeker, internally displaced persons) and the main principles of the international refugee regime system and its application in regional and national contexts.
4. Knowledge of key institutions, organizations, stakeholders, and agents working with refugees, including the role of states and governments, intergovernmental (IGOs) and nongovernmental organizations (NGOs), and other institutions in refugee work.
5. Ability to critically assess—verbally and in persuasive writing—the norms and policies associated with international refugee and asylum law and policy to develop an individual perspective on pressing issues and challenges; ability to assess the effects—intended or not—or a given law, policy, or process related to humanitarian and human rights issues involving refugees.
6. Ability to describe source law, structure, processes, and mechanisms in how they operate; ability to and use and cite sources properly; evaluate the extent to which arguments are well reasoned and/or empirically supported; ability to apply concepts and theories to current trends, cases, challenges, and debates in refugee studies; and the ability to explain the justifications for a law, policy, process, or major theory.

II. Course Materials & Readings:

- Guy Goodwin-Gill & Jane McAdam, *The Refugee in International Law* (3rd ed.) [ISBN: 9780199207633]
- Karen Musalo, Jennifer Moore, Richard A. Boswell, *Refugee Law and Policy: A Comparative and International Approach* (4th ed.) [ISBN: 978-1-59460-839-1]
- Blackboard/emailed/publically-available essays.

Books are available online.

- **Weekly assignments:** excluding the first week, students should write annotated bibliography-based reading journals, short analytical summaries (including questions, thesis, interpretations, critiques), related to the readings before class each week.
- Students **must read all required materials** prior to the class.
- Students are responsible for **visiting Blackboard regularly** for updates, as changes may be made throughout the term in the syllabus and materials.

III. Assessment & Requirements:

Students will be assessed and assigned **grades** in four categories: (1.) participation in the in-class work of the course, including individual and group work (25%); (2.) written commentary on weekly readings and other documents (25%); (3.) research proposals, products, and memoranda (40%); and (4.) final research presentations (10%). Extra-credit is also available for attending relevant lectures in Law, Maxwell & University-wide.

Requirements:

<i>Grade</i>	<i>Percent</i>	<i>Assessment type</i>
Weekly Readings/Discussions	20	Formative

Annotated bibliography/Reading Journal w/ weekly engagement (10)	20	Formative
Final research paper/project proposal (no final exam)	40	Summative
Student Report & final presentation on research/finding (individual, collaborative)	20	Summative
Extra-credit: duplicate any items above; attend Law, Maxwell, SU Lectures (w/ reading journal entry & question)	+	

Explanation of Writing Requirements:

- Your final research paper on an issue relating to international refugee and asylum law will be discussed with me prior to submission and research. A separate, detailed set of instructions on how to write the paper and expectations will be distributed (i.e., heading, other format, abstract, thesis, references, page length, uniform referencing, etc.).
- Students will provide me with a paper proposal and short draft outline for review and comment (with working title, abstract, thesis statement, structure of the paper, and some sources, including primary sources: case law, treaties)
- The paper will demonstrate depth of analysis, critical engagement with the relevant law, ideas, and scholarship of the course, reflection, and revision.
- Assessment criteria will include: strength of argument and analysis; clarity of style; robust academic references properly cited; empirical precision (i.e. correct interpretation and reproduction of factual information); capacity to synthesize arguments and to apply theory to empirical information; clear statements of guiding questions and conclusions.

Explanation of Participation Requirements & In-Class Discussion:

Classroom attendance is required. The success of the class depends upon generous and rigorous collaboration. I reserve the discretion to “bump” your grade by one step (up, but not down) for class participation. This bump is not based on students being particularly vocal or active in class discussion, but rather on being a present, thoughtful, and responsible class citizen. I will “cold call” randomly from my registration list during each class, and I will keep a record of absences and passes (If you must be absent due to illness or other emergency, please email me in advance.)

Assessment in Law School & the Interdisciplinary Classroom: Students in the course include JD, LLM, Masters, and Doctoral students in law, but also in the social sciences and humanities disciplines. As such, I am sensitive to the degree programs within which this course sits, while at the same time the course provides certain universal graduate-level research, writing, analytical and strategic thinking skills. As you craft your research paper and projects, please consult with me about how you see your research project and presentation skills and deliverables meeting your degree goals and career pathways.

IV. Course Structure & Preliminary Schedule:

Please Note:

- ❖ The course *schedule and required readings will change*—case studies will very likely move around on the syllabus. Please monitor your email regularly for announcements of changes.

- ❖ If you have a **disability** that may affect your performance in this class, please contact Assistant Dean of Students, Kelly Curtis (Room 409); also see SU Policies below (Section V) to discuss necessary accommodations.
- ❖ **Extra-credit:** Students will receive extra-credit if they attend any Law, INSCT, and/or Maxwell lectures on relevant subjects. Please send me an email summary of the event attended and a question you posed (or wanted to pose).
- ❖ I will be **available**—online via email, during office hours, and by scheduled appointment—for all questions and discussions.
- ❖ Students are responsible for notifying me of illness, personal issues or any other problem that may prevent one from meeting attendance requirements or paper submission dates.
- ❖ Any student at any time may digitally record course lectures and discussions—the course is a public venue and our comments reside within the public domain.
- ❖ **Internet use during class time is restricted** to classroom-relevant materials.
- ❖ There are no restrictions on food/drink in the classroom, provided students take care to make sure classrooms are left in good condition.
- ❖ As a 3-credit course, students are expected to **spend at least 6 hours per week** (in addition to actual time in class) conducting course-related work.

Course Assignments: Personal Worksheet

<i>Item</i>						<i>Dates of Note</i>
Small group meetings						
Research project proposal & feedback						Week 7 proposal Week 9 outline
Final research project portion/deliverables						
Student Report & Final presentations						Opens Week 8

Academic Calendar & Dates of Note:

COLLEGE OF LAW	MAXWELL/MAIN CAMPUS
Student; LLM Orient. M-F Aug 7-18; 14-18 Late Reg. Aug. 14 (2L 3L) 1st day Classes: M Aug. 21 Last day to Add: Aug. 25 Labor Day: no classes: M Sept. 4 Spring Registration: M-Sa Nov 6-Dec 2 Thanksgiving: Sun-Sun Nov. 19-26 Last Day Classes: Mon, Dec. 4 Reading & Exams: Dec. Tu-W 5-6; Th-F Dec. 7-15	1st day Classes: M Aug 28 Add Deadline: Sept 6 Financial Drop: Sept 19 Midterm: M Oct. 16 Spring Reg: Nov. 8-Jan 23 Reg. Winterlude: W Nov.8 Last Day Classes: F Dec. 8 Reading & Exams: Dec 9-14; 11-14 Winterlude begins: M Dec. 18 Final grades due: Th Dec. 21

COURSE SCHEDULE

Week 1: Aug. August 21/22

Introduction to the Course: Geopolitical Trends— Understanding the Current Landscape

As a foundation-building course, we begin with two orientations: (1.) the broad issue of international migration, its empirical causes and effects, and the critical differences (empirical, legal, and policy) between voluntary and involuntary migration; and (2.) the public international law and policy regime covering these issues, including hard and soft law, norms, and models. From there, we dive into specific elements of the law (treaties, cases, some statutes), the history, drivers, and mechanics as these norms interact with our world today, creating both tensions and potential solutions. Against this backdrop, we will probe current international debates regarding the adequacy or strength of refugee protections, questions of reform, and challenges to the regime, given current conflict and refuge trends.

Readings & Assignments:

- *Clemens Höges and Claas Meyer-Heuer* “[Deadly Dilemma: EU Leans on Libyan Military to Stop Migrants](#),” *Der Spiegel*, June 22, 2017.
- Stephen Walt, “Choose Your Own Adventure: The Future of the World,” *Foreign Policy* (Aug 21, 2016)
 - **Next week:** Begin to develop your reading journal (annotated bibliography) to class with thesis, key points & analysis from the readings.
 - **Questions:** What is the difference between migration and forced migration? Is this distinction meaningful? What does such mobility tell us about challenges in this domain?

Week 2: Aug. 28/Aug. 29 Public International Law I: Introduction to Relevant Branches & Theories

In the second week of class, we focus on the international law system, public international law, its history, evolution, actors, its reason for being, and the respective branches and sources of law that bear on refugee status.

Readings & Assignments: Assemble sources in Refugee Law by using

- ❖ [Goodwin-Gill Oxford UP companion website](#)
- ❖ **Refworld:** <http://www.refworld.org/docid/3be01b964.html>
- [Goodwin-Gill, Ch1: The Refugee in International Law \(pp. 1-14\)](#);
- [United Nations Refugee Convention 1951](#) (begin); [Refworld](#)
 - Bring your reading journal (annotated bibliography) to class with thesis, key points & analysis
 - **Question:** “Basic instruments” or hard/soft law? Policy? Organizational entities?

Week 3: Sept. 4 (no classes)/5

Understanding the “Basic Instruments”

- [United Nations Refugee Convention 1951](#); [Refworld](#)
- Irial Glynn, *The Genesis and Development of Article 1 of the 1951 Refugee Convention*, 25 J. OF REFUGEE STUD. 134 (2012).
- Goodwin-Gill Basic instruments:
 - 1946 Constitution of the International Refugee Organization – Extracts

- 1948 Universal Declaration of Human Rights—Extracts: [UDHR](#) (especially Arts. 13, 14, 15);
- 1950 Statute of the Office of the United Nations High Commissioner for Refugees

Week 4: Sept 11/12 **Refugee Law in Context: The Evolution of International Refugee Protection**

In week three & four lectures and discussions we recall the historical development of refugee law, the evolution and expansion of the international rights and protections of the 1951 Refugee Convention and 1967 Additional Protocol, and the various legal and policy regimes that cover involuntary migrants, including the role of the international community in providing a protection regime and the obligations of receiving countries. We then begin to dig deeper—beyond IHRL—into various legal traditions and ideas that shape international refugee law, focusing on humanitarian law (next week), natural rights and positive rights. We discuss how one can study international refugee law, and why comparative legal and global governance approaches (despite limitations) are helpful.

Readings & Assignments:

- [United Nations Refugee Convention 1951](#); [Refworld](#)
- Goodwin-Gill, Chapter 2: Refugees Defined and Described (15-50)
- Musalo et al., Ch1: The International Origins of Refugee Law (3-36)
 - Bring your reading journal (annotated bibliography) to class with thesis, key points & analysis
 - **Question:** Is a “rights” regime enough?

Week 5: Sept. 18/19 **Public International Law II: Branches & Theories (IHL/LOAC)**

Readings & Assignments:

- Musalo et al., Ch1: The International Origins of Refugee Law (37-63)
- **Selections from International Humanitarian Law (IHL) & Criminal Law:** [Geneva Convention relative to the Protection of Civilian Persons in Time of War of 12 August 1949](#) (GIV); Common Article 3; [Protocols I & II](#); [Rome Statute](#) establishing the International Criminal Court
- [UN, Human Rights Indicators: Guide to Measurement & Implementation](#) (skim—get familiar)
 - Bring your reading journal (annotated bibliography) to class with thesis, key points & analysis
 - **Questions:** Which regimes seem most compelling to guarantee basic protections for refugees? Why? Differences? Conditions?
 - **Research project & group presentation:** Begin to think about what you might like to work on—individually, collaboratively?

Week 6: Sept 25/26 **International Norms, International Human Rights Law & State Practice**

Readings & Assignments:

- [1967 Protocol relating to the Status of Refugees](#); [1967 United Nations Declaration on Territorial Asylum](#)

Readings & Assignments:

- David Kosao, *Inclusion before Exclusion or Vice Versa: What the Qualification Directive and the Court of Justice Do (Not) Say*, 25 INT’L J. REFUGEE L. 87 (2013).
- Musalo et al., Ch 3: Degrees of Risk and Standards of Proof (204-239)
- Musalo et al., Ch 4: Persecution—Forms & Sources (241-261+)
 - Bring your reading journal (annotated bibliography) to class with thesis, key points & analysis
 - ***Research Paper Outline due:***
 - ***Student Report: Open*** _____

Week 10: Oct. 23/24

Asylum, Non-Refoulement & Complementary Protections

Non-refoulement lies at the heart of refugee law prohibiting the return of refugees to where their lives or freedoms are threatened. We will take a historical approach noting the debates that occurred at the Conference of Plenipotentiaries on the Status of Refugees and Stateless Persons as it links with a core issue faced by many today’s illegal clandestine crossings, among other issues.

Readings & Assignments:

- Goodwin-Gill, Ch 5: Non-Refoulement in the 1951 Conventions (201-277);
- Seline Trevisanut, *The Principle of Non-Refoulement and the De-Territorialization of Border Control at Sea*, 27 LEIDEN J. INT’L L. 661 (2014)
- Musalo et al., Ch 5: Nexus Requirement (301-373)
- Reread: UN Refugee Convention Art. 3
 - Bring your reading journal (annotated bibliography) to class with thesis, key points & analysis
 - ***Student Report: Open*** _____

Week 11: Oct. 30/31

Norms and Actors I: The Evolution of UNHCR & New Situations of Displacement

UNHCR was created in the post-World War II period with the mandate to help Europeans displaced by the war by providing protection and support. We review its Statute, mandate and structure; its relation with states (advocates inclusion before exclusion, at odds with states). While distinctive, UNHCR offers a window into the boisterous range of actors in the refugee domain, the tensions and roles of NGOs, IGOs, states, and the evolution of refugee advocacy, research, and humanitarian work—in ways that creates challenges for actors (including states).

Much of this intensifying field of forced migration teaches us lessons about contemporary global governance challenges, created by globalization, and the need for new international theories to account for such shifting dynamics (geopolitical, economic, with stressors on the horizon).

Readings & Assignments:

- Goodwin-Gill, Chapter 7: The Concept of Asylum (355-414)
- UN High Commissioner for Refugees (UNHCR), *Guidelines on International Protection No. 11: Prima Facie Recognition of Refugee Status*, 24 June 2015, HCR/GIP/15/11

- Alexander Betts, *Regime Complexity and International Organizations: UNHCR as a Challenged Institution*, 19 GLOBAL GOVERNANCE, 69 (2013).
 - **Optional:** Tom Clark and James C. Simeon, *UNHCR International Protection Policies 2000–2013: from cross-road to Gaps and Responses*, 33 REFUGEE SURVEY Q. 1 (2014).
 - **Question:** Is such current mobility telling us something about governance limits—the limits of current laws & policies to meet new challenges?
 - Questions & Reading Journal
 - **Student Report:** International Review of the Red Cross (IRRC No. 875) [“Displacement”](#) _____

Week 12: Nov. 6/7 **Persecution II: Political Opinion; Religion; Race, Nationality & Social Group**

Readings & Assignments:

- Musalo et al., Ch 6 & 7:
 - Questions & Reading Journal
 - **Student Report: Open** _____

Week 13: Nov. 13/14 **Protection and Solutions: Detention, IDPS & Treaty Integration into National Law**

Readings & Assignments:

- Musalo et al., Chs 8-9 Political Opinion & Religion (skim 527-687)
- Goodwin-Gill, Ch 6, 8 & 9: Protection under IHRL & IL (skim 285-345; 421-502)
 - **Student Report: Open** _____

Week 14: Nov. 20/21 (Thanksgiving vacation) **Withholding of Removal and Convention against Torture—CAT Protection**

Many unsuccessful asylum seekers base their petitions for protection on the grounds that they will be subject to torture or cruel, inhuman, and degrading treatment. The weeks readings cover the role of the Convention against Torture and the Committee against Torture in protecting refugee rights, including the principle of *non-refoulement*.

Readings & Assignments: catch up and review

Week 15: Nov. 27/28 **Innovation: Sexual and Gender Based Violence in Comparative Perspective**

Women and girls lives and broader questions of gender have influenced international refugee law—though successful integration of gender is still debated. We examine 2002 UNHCR Gender Guidelines that raise awareness of the gendered dimensions of refugee processes and gender-related persecution claims by both women and men, including those based on sexual orientation and gender identity, and how shortcomings here increases vulnerability.

Readings & Assignments:

- Musalo, et al., Ch. 10 Gender & Refugee Status

- Optional: Bethany Lobo, *Women as a Particular Social Group: A Comparative Assessment of Gender Asylum Claims in the United States and United Kingdom*, 26 GEO. IMMIGR. LJ 361 (2011).
 - **Student Report: Open** _____

Week 16: Dec. 4 (last day of classes) Conclusions & Future Challenges: [Rule of Law and Transitional Justice](#)

In many ways, the root causes of forced migration must be addressed. Part of that task entails increasing respect for the rule of law and human rights—these are the basis for refugee protection and the resettlement of returnees and stateless persons. What solutions are available here? Are there out of the box approaches that have not been adequately considered? Is this a collective action problem involving UNHCR and states? How can we make progress?

Readings & Assignments:

- Musalo, et al., Ch. 14 Current and Future Challenges in Refugee Protection

V. Topics/Ideas for Research Papers (Many Covered in Less Detail in Readings):

- **Case Study—African Union (AU) and the Definition of Refugee:** Recognizing that international lawyers and scholars need to be tuned in to regional developments, the AU Refugee Convention has served as an interesting cornerstone of refugee protection in the region, expanding the definition of refugee and acknowledging the need for share protection and responsibilities.
- Ryan Bubb, Michael Kremer & David I. Levine, *The Economics of International Refugee Law*, 40 J. LEGAL STUD. 367 (2011): BB
- **Case Study—European Protection of Refugees via the ECHR and other regional instruments:** How has Europe, first through the EU system, addressed refugee policy? What about distinctions between “rights” and “principles” with the former placing a positive obligation on Member State to respect ‘rights’ whereas the latter must only be “observed” (Arts. 51/52)? How has international refugee law been transformed in Europe—is there a political limit to such reforms? In many respects, the importance of the Court has become more significant in the post-Lisbon period as the Lisbon Treaty provides that the EU shall accede to the European Convention on Human Rights (Art. 6) and the Court has greater jurisprudence as to refugee and asylum cases.
- Dean, Meryll. *Bridging the Gap: Humanitarian Protection and the Convergence of Laws in Europe*, 20 EUROPEAN LJ. 34 (2014)
- UN High Commissioner for Refugees (UNHCR), *Note on the Integration of Refugees in the European Union*, May 2007
- **Case Study—Detention Centers:** More than 7 million of the world’s refugees remain “warehoused” under conditions of confinement, raising serious human rights issues about those fleeing oppression, often defended as a mechanism for managing unsuccessful asylum seekers. Detention is increasingly a management substitute for ineffective or unworkable policies, even a deterrence tool, and an stop-gap for public fears.
- UN High Commissioner for Refugees (UNHCR), *Guidelines on the Applicable Criteria and Standards relating to the Detention of Asylum-Seekers and Alternatives to Detention*, 2012
- Mary Crock and Daniel Miller, *Mandatory Detention of Asylum Seekers in Australia*, 22 HUM. RTS. DEFENDER 17 (2013).

- María-Teresa Gil-Bazo, *Introduction: The Role of International Organizations and Human Rights Monitoring Bodies in Refugee Protection*, 34 REFUGEE SURVEY Q. 1 (2015).
- **Case Study—Children & Refugee/Asylum Status in Comparative Perspective:** Children comprise an increasingly large number of refugees, particularly of those fleeing unstable conflict or postconflict zones. In the process, children face ubiquitous challenges and harm from a pervasive culture of mistrust that often results in authorities denying the legitimacy of children’s claims for asylum. Are there gaps or voids in the refugee system when it comes to children in which children are funneled through an adversarial system that violates their human rights and ignores their best interests? What are some better policy-level solutions?
- Jacqueline Bhabha, *Seeking Asylum Alone: Treatment of Separated and Trafficked Children in need of Refugee Protection*, 42 INT’L MIGRATION 141 (2004).
- Benjamin H. Harville, *Ensuring Protection or Opening the Floodgates: Refugee Law and Its Application to Those Fleeing Drug Violence in Mexico*, 27 GEO. IMMIGR. LJ 135 (2012).
- UN High Commissioner for Refugees (UNHCR), *A Framework for the Protection of Children*, 26 June 2012.
- *CAT—Suarez-Valenzuela v. Holder*, 714 F.3d 241 (4th Cir. 2013)
- Phillip Machedze [British case dealing with a former member of the Zimbabwean Central Intelligence Organization. Machedze admitted committing a host of violent acts (torture) and yet he was allowed to claim (and he received asylum in the UK) on the grounds that if he returned to Zimbabwe he would be killed by his former associates.
- Fernando M. Mariño Menéndez, *Recent Jurisprudence of the United Nations Committee against Torture and the International Protection of Refugees*, 34 REFUGEE SURVEY Q. 61 (2015).

VI. Syracuse University Policies

The Syracuse University **Academic Integrity Policy** holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. For more information and the complete policy, see <http://academicintegrity.syr.edu>. If I find that you violated the integrity policy, you will receive an F on that assignment, possibly for the course. You have a right to appeal the charge of violation.

Students who are in need of **disability-related academic accommodations** must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services <http://disabilityservices.syr.edu/>

Religious holidays: SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. We will adjust oral presentations around any holidays that you miss, pending your submission through the on-line process.

VI. Scholarly Resources:

- [Immigration Law Commons: http://network.bepress.com/law/immigration-law/](http://network.bepress.com/law/immigration-law/)
- Oxford UP Companion Website: The Refugee in International Law: <http://global.oup.com/booksites/content/9780199207633/>
- Journals: [International Journal of Refugee Law](#); [Journal of Refugee Studies](#); [Refugee Survey Quarterly](#)
- UDHR Research Guides: <http://libraryresources.unog.ch/c.php?g=462664&p=3162951>
- UNHCR: [Handbook for Determining Refugee Status](#) and Guidelines on International Protection
- Refworld