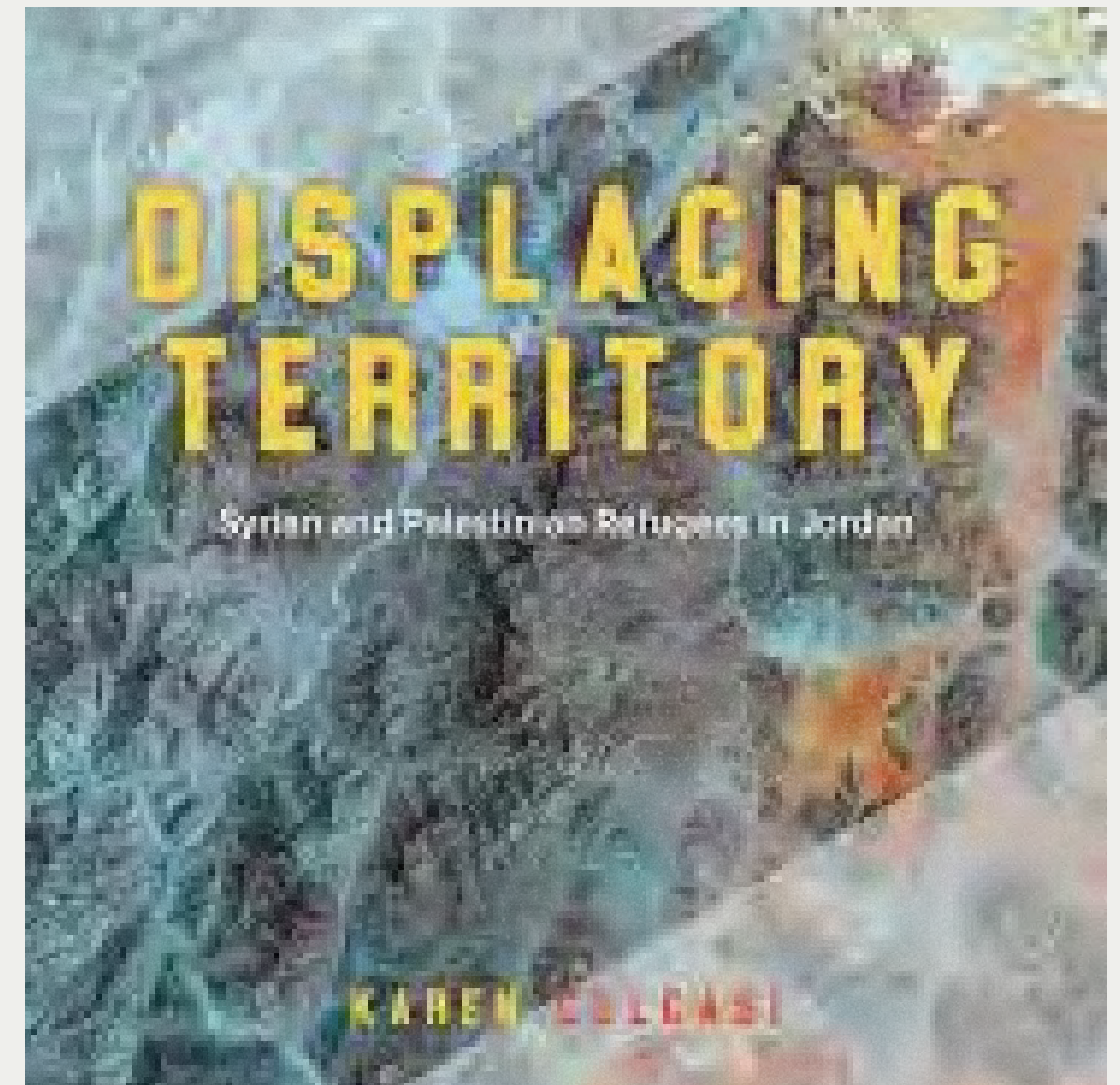


EDUCATOR WORKSHOP

October 14, 2025
UPITT Global Studies



LEARNING ACTIVITIES



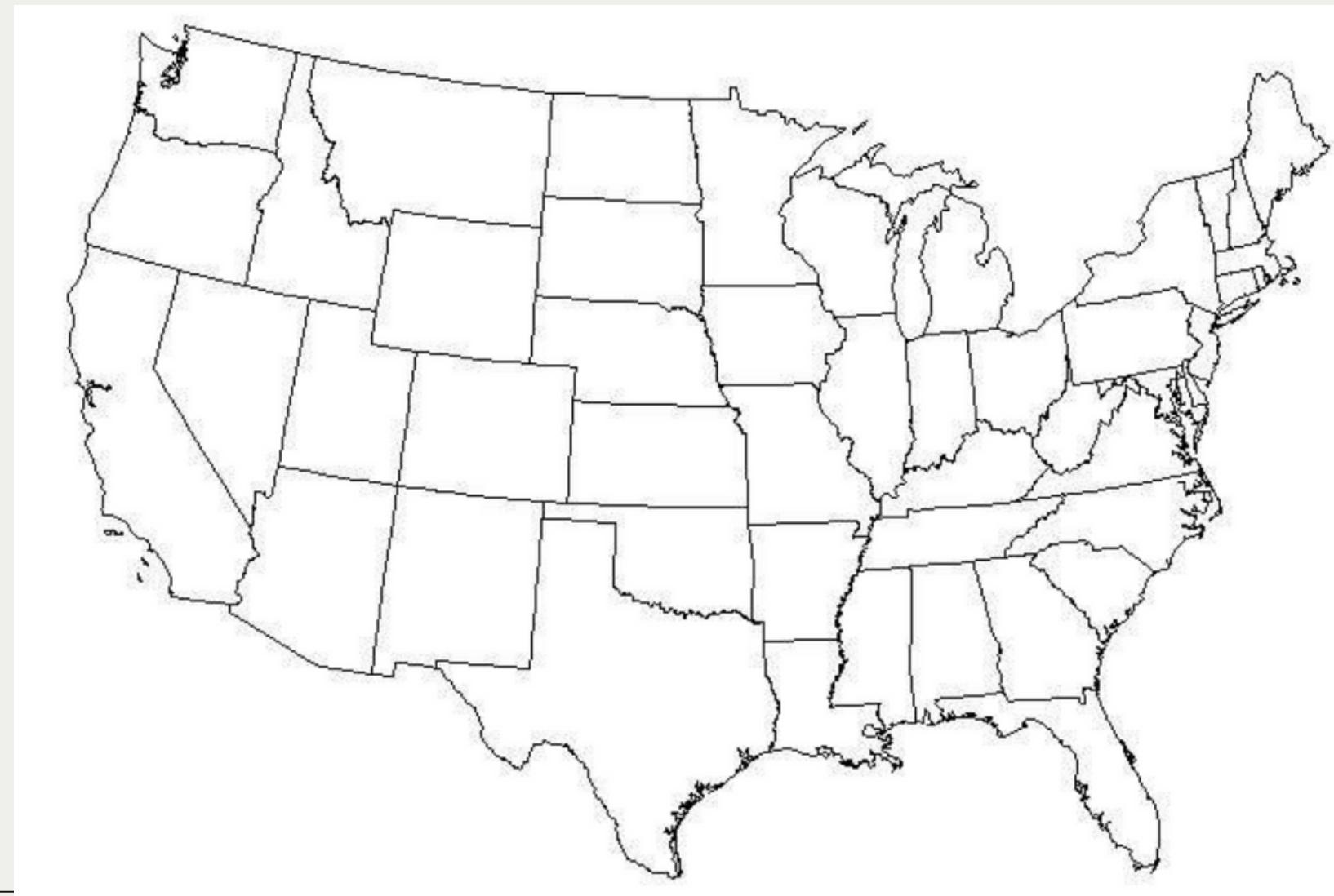
- What is Territory? ○
- The IRR ○
- Jordan and Refugees ○
- Refugees in the Context of Imperialism ○
- Hybrid Territories ○
- State-Territory Nexus ○
- Refugee Camp Territories ○
- Conclusions ○
- Collateral Repair Project ○

WHAT IS TERRITORY?

“An ordering of space, that is formed through the politics of who and what belongs. This definition then logically also means that territory is formed through the politics of who and what are excluded or what would need an invitation or agreement to be included” (Culcasi, 8)

1. FOR STUDENTS:

HAVE THEM DIVIDE THIS MAP INTO AT LEAST FOUR TERRITORIES, LABEL EACH TERRITORY, AND MAKE SURE TO MAKE A KEY.



2. “SCATTERGORIES type game”

Have teams come up with different ways to order spaces that are not the state-territory nexus (try doing this for school, home, work...)



INTERNATIONAL REFUGEE REGIME

AS EMMA HADDAD (2003, 297) STATES QUITE SIMPLY, “WITHOUT THE MODERN STATE, THERE COULD BE NO REFUGEES. (CULCASI, 22)

1. Group students into three main groups and have them research each term, also linking them to other terms in the column..
2. Have students share out. Groups 1 and 2, imaging how refugees would be impacted if you took one or more terms/agencies away.
3. Then have Group 3 share out the Durable solutions. What in Groups 1 and 2 complicate Durable Solutions? What other options might exist?

Group 1

INTERNATIONAL REFUGEE
REGIME (IRR)

UNHCHR

1933 CONVENTION ON
STATUS OF REFUGEES

1951 REFUGEE
CONVENTION

INTERNALLY DISPLACED
PERSONS

Group 2

HUMANITARIAN GROUPS
AND AID WORKERS

STATE GOVERNMENTS

SECURITY AND DETENTION
CENTERS

DEVELOPMENT GROUPS

LABOR

Group 3

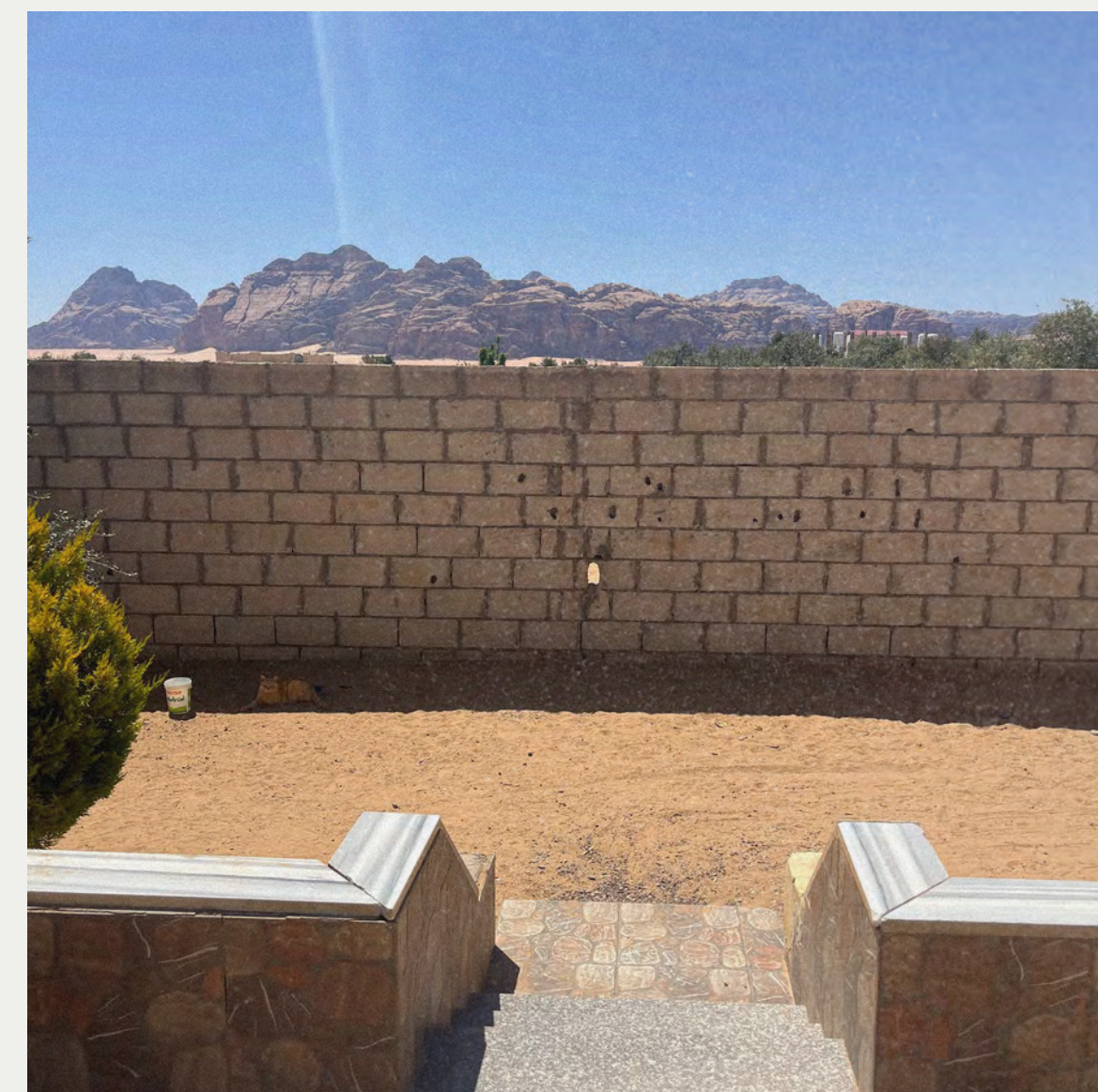
DURABLE SOLUTIONS

REPATRIATION

INTEGRATION

RESETTLEMENT

2018-19 REGIONAL
REFUGEE AND
RESILIENCE PLAN



JORDAN'S RULES FOR REFUGEES

Simulation

PART A:

Students can be handed out one of the following roles of a refugee in Jordan:

- 1948 Palestinian Refugee
- 1967 Palestinian Refugee
- 2003 Iraqi Refugee
- 2014 Syrian Refugee

They need to research their status and rights then create a website for other refugees to give them information what life will be like in Jordan.

PART B:

Students can write an in-class essay comparing rights of two of the groups.



REFUGEES IN THE CONTEXT OF IMPERIALISM

PRE-IMPERIALISM

Bilad al-Sham
(Greater Syria)

ANTI-IMPERIALISM

al Wattan al-Arabi
Arab Homeland

Have students do additional research to create a 1-page poster supporting the idea of either *Bilad al-Sham* or *al Wattan al-Arabi* from the perspective of either a Palestinian or Syrian in Jordan. This should emphasize the benefits as well as the perspective of the author.



HYBRID TERRITORIES

HAVE STUDENTS RESEARCH THE FOLLOWING THINGS IN THE LEVANT REGION , SPECIFICALLY PALESTINE/ISRAEL, JORDAN, SYRIA, AND IRAQ.

HOW DOES THIS CREATE BONDS? HOW DOES IT CREATE NEW (OLD?) TERRITORY?



WORK

MUSIC

FOOD

HISTORICAL

DANCE

MANDATES

DABKE

JOBS

CLOTHING

STATE-TERRITORY NEXUS

CREATE 1-pager that includes:

- history of current borders– including who drew current borders and why
- numbers of migrants/refugees over time
- markers of territory as “homeland”

- Students can share out and then write or dialogue to compare and contrast between the territories

JORDAN

PALESTINE

SYRIA

IRAQ

IRAQ



Printing date: 04 Aug 2025 Sources: UNCS, UNHCR Author: UNHCR - Jordan Feedback: asghar@unhcr.org Filename: Jordan Situation



CLOUDS OVER SIDRA

by Gabo Arora & Chris Milk



- Regional Bureau
- Country Office
- Sub-Office
- Field Office
- Refugee Camp
- Capital



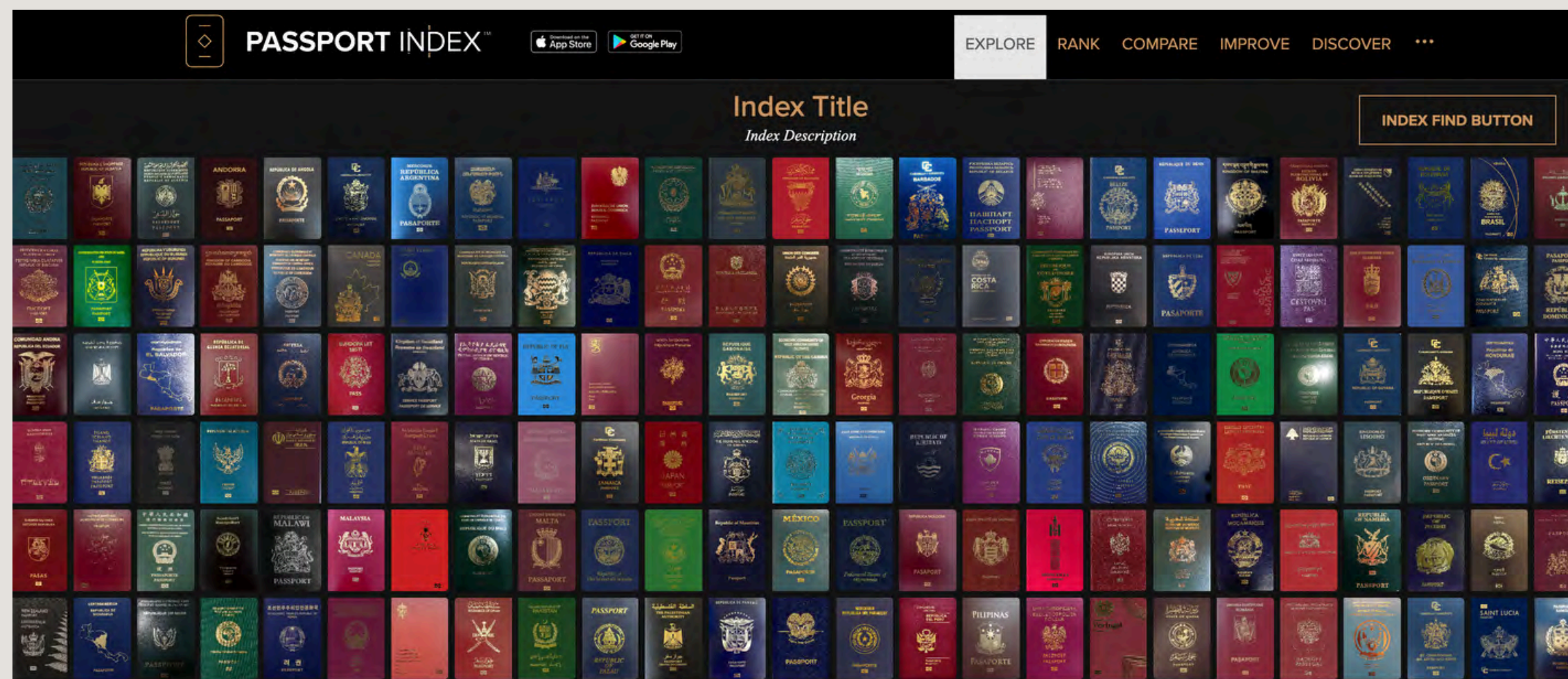
FOR STUDENTS:

virtual reality experience



REFUGEE CAMP TERRITORIES

“OUR WORLD OF SECURITIZED TERRITORIAL STATES MAKES MOVEMENT IN MIGRATION ACROSS INTERNATIONAL BORDERS EXCEEDINGLY DIFFICULT FOR MOST PEOPLE WHO DO NOT HAVE POWERFUL WESTERN PASSPORTS IN THE WORLD TO TRAVEL AND MOVE” (CULCASI, DISPLACING TERRITORY, 143).



Students can:

1. Take 10 minutes to search through, then discuss conclusions
2. Randomly assign students countries along the passport index (high to low) and have them respond to the following: what does your passport say about your mobility? your ability to do business globally? If you were a citizen of this country and had to leave abruptly, what do you think your options would be?

“RECOGNIZING THAT PEOPLE MAINTAIN DIFFERENT AND MULTIPLE CONNECTIONS BESIDES THOSE TO STATE TERRITORIES CAN HELP PEOPLE FACILITATE MEANINGFUL CHANGES TO POLICY AND PRACTICE THAT WOULD ALLOW DISPLACED PEOPLE MORE MOBILITY AND MORE OPPORTUNITIES TO SETTLE AND RESETTLE AND VARIETY OF PLACES” (CULCASI, DISPLACING TERRITORY, 147).

MEET THE IOC REFUGEE OLYMPIC TEAMS



IOC Refugee Olympic Team Paris
2024



IOC Refugee Olympic Team Tokyo
2020



IOC Refugee Olympic Team Rio 2016

Students can:

1. Research about Refugee Olympic Teams
2. Have students brainstorm other connections and opportunities for settlement.

COLLATORAL REPAIR PROJECT



896
AVERAGE
PARTICIPANTS IN
PROGRAMS EVERY
MONTH

~9000
COMMUNITY
MEMBERS SERVED
EVERY YEAR

274
FAMILIES ASSISTED
WITH FOOD
VOUCHERS EVERY
MONTH

~70
CLASSES,
WORKSHOPS &
ACTIVITIES
OFFERED EACH MO

**THANK
YOU**
