

## CURRICULUM VITAE

### Dr Sadia Hassanen

Born in Eritrea, Sadia Hassanen PhD, received her BA in social sciences majoring in Sociology from Umeå University, Sweden, in 1996, her Master Degree in Epidemiology and Public Health Sciences (EPHS), in the International School at Umeå University 1997, and her PhD in Human Geography at Stockholm University in 2007. Between 2009 and 2012, Sadia was a postdoctoral fellow at CEIFO (Centre for Research in International Migration and Ethnic Relations) & Department of Social Anthropology, Stockholm University.

#### Research Interests in Human Mobilities

Horn of Africa peoples and their diasporas, especially in Sweden  
 International migration movements  
 Forced migration, especially refugees and asylum seekers  
 The impact of migration on gender roles, especially among African migrants and refugees  
 Remittance sending from the senders' perspective  
 The role of social and transnational networks on decision making amongst refugee migrants in countries of the North and the South

#### Personal Data

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**Nationality:** Swedish/Eritrean

#### Contact Addresses

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**Languages Spoken:** English (fluent), Arabic (fluent), Swedish (fluent), Tigre (fluent), Tigrinya (fluent), Blin (native fluent) and Amharic (fluent)

#### 1. Education & Self/Skills Development Courses:

**2007:** PhD in Human Geography, Stockholm University, Sweden.  
**1997:** Master degree, Epidemiology and Public Health Sciences (EPHS), International School of Public Health (ISPH), Umeå University(UU), Sweden.  
**1996:** Bachelor of Social Science majoring in Sociology, UU, Sweden.

### ***1.1 Self/Skills Development Courses:***

2012: Post-graduate, education – UP- socialanthpology, department of education (HT 2012)  
4.5 credits  
1996: Evaluation course Course D  
1996: Medical sociology Course D  
1996: Gender and health (course arranged by Swedish international organization (SIDA) with coloration with department of Public Health Umeå University Course D  
1997: Gender and migration  
1993 - English, Course B  
1999 - Computer Course Basic  
1992-1993 - Swedish language course B (umeå university)

### **1. Positions held**

1/2013 – 6/2014:	Assistant Research Fellow, Multicultural Centre, Department of Social Anthropology, Stockholm, Sweden
1/2012 – 12/ 2012 :	Grant to conduct interviews with Botkyrka (Stockholm) municipality staff (leaders) about three year project regarding honour killing, Multicultural Center , Stockholm (see publication below)
3/2009 – 3/2012:	Post-doctoral studies, Centre for Research in International Migration and Ethnic Relations (CEIFO), Stockholm University (SU).
2003-2009:	Tutor in the Department of Human Geography, Stockholm University, I taught about migration, development and livelihoods within refugee contexts in Africa.
2000-2002:	Research Assistant, Centre for Research in International Migration and Ethnic Relations (CEIFO), Stockholm university
1998:	Research Assistant, Uppsala University Hospital, Uppsala
1996-1997:	Research Assistant at the Department of Epidemiology and Public Health, Umeå University

## 2. Publications

### 4.1. Monograph

2007: Hassanen, Sadia. *Repatriation, Integration or Resettlement. The Dilemmas of Migration among Eritrean refugees in Eastern Sudan*. (PhD thesis) published by The Red Sea Press Inc., Trenton, New Jersey, USA:

### 2.2. Book

Westin, Charles & Hassanen, Sadia (Eds.) (2013), *People on the Move. Experiences of forced migration, with examples from various parts of the world*. Red Sea Press Inc. Trenton, NJ.

This book contains the following articles:

Hassanen, Sadia (2013), *Survival and livelihood among Eritrean Refugees in Kassala*, in Westin, C. & Hassanen, S. (Eds.).

Hassanen, Sadia (2013), *Embracing transnational life: Choice of career on work overseas among African immigrants in Sweden*, in Westin, C. & Hassanen, S. (Eds.).

Hassanen, Sadia (2013), *Conceiving home from the experience of forced migrants*, in Westin, C. & Hassanen, S. (Eds.).

Hassanen, Sadia (2013), *Solution to the Refugee Problem Repatriation Experiences in Sweden*, in Westin, C. & Hassanen, S. (Eds.).

Hassanen, Sadia (2013), *The effect of migration on gender among the Blin People in Melbourne*, in Westin, C. & Hassanen, S. (Eds.).

Hassanen, Sadia (2013), *The role of the social support systems, The Swedish case*, in Westin, C. & Hassanen, S. (Eds.).

Hassanen, Sadia (2013), *Transnationalism, Networks And Remittances Among Refugee Communities In The Town Of Kassala In Eastern Sudan*, paper submitted to Oxford Journal of Refugee Studies

### 4.3 Articles

2013: Edström Nina & Hassanen, Sadia: Att förebyggahedersrelaterat våld och förtryck, (preventing owner-related violence and oppression) Multicultural centre, Stockholm (academic report written for Botskyrka municipality)

2009: Hassanen, Sadia: *Return, Resettlement or Reintegration in the Aftermath of Conflict. Migration and Displacement in Sub-Saharan Africa*. The Security-Migration Nexus II, brief 39, Germany, Bonn international centre for Conversion.  
[http://www.bicc.de/uploads/tx\\_bicctools/brief39.pdf](http://www.bicc.de/uploads/tx_bicctools/brief39.pdf)

2002: Hassanen, Sadia, *The Impact of migration on gender roles*. Conference paper presented at Karlstad University, This article is peer-reviewed and will be submitted

1998: Hassanen, Sadia, *The impact of Female Genital Mutilation on Women's Health. Some experiences from Sweden*. Report written for Uppsala Academic Hospital.

1997: Hassanen, Sadia, *Female Genital Mutilation in eastern Africa with special reference to Eastern Sudan*. MSc. EPHS, International School of Public Health, UU.

### **2.3. Peer –reviewed article and book**

1997: Hassanen, Sadia, *Female Genital Mutilation in eastern Africa with special reference to Eastern Sudan*. MSc. EPHS, International School of Public Health, UU. Published at Umeå University, department of Epidemiology and public health, peer reviewed by Nordic African institute Uppsala

2008: Hassanen, Sadia, *Repatriation, Integration or Resettlement, the dilemmas of Migration among Eritrean refugees in Eastern Sudan*. (PhD thesis) published by The Red Sea Press Inc., New Jersey, USA: The book is peer reviewed by Oxford Journal of Refugee Studies: <http://jrs.oxfordjournals.org/content/21/3/412.full>

## **3. Other writings and seminar papers**

### **5.1. Theses/projects**

1995: Hassanen, Sadia, *Eritreans at the Work Place*, a report for the Department of Sociology UU (BA Thesis, Umeå Sweden)

1994: Hassanen, Sadia, *The History of Bag-Bolle*, a report for the Department of Human Geography, UU (BA Thesis, Umeå Sweden)

2006: Hassanen, Sadia, Early child marriage issues among refugee Muslim communities in eastern Sudan, Report drafted for a Norwegian NGO, seminar held in Kassala and Khartoum for the staff of the organisation

2008: Hassanen, Sadia, Coping with new trends of livelihoods and traditional values in modern society: the weight of remittance sending among African immigrants in Sweden, (draft paper) presented at Centre for Research in International Migration and Ethnic Relations (CEIFO)

2009: Sadia Hassanen, Globalisation, Migration and Care, research proposal presented at CEIFO

2006: Hassanen, Sadia, The Impact of Migration on Gender Roles among Eritrean women in Sweden, seminar draft presented at women`s day in Sweden

2005: Sadia Hassanen, The Effect of Migration on the Decision of Repatriation among African Refugees in Sweden and Sudan: from a culture and Gender perspective, seminar paper prepared to be presented at Nordic African institution

#### 4. Selected conference participation

Conference arranged by Bonn International Centre for Conversion (BICC), On Migration and Displacement in Sub-Saharan Africa, Security and Migration Nexus II at Deutsche Welle, Bonn, February 2009 (Guest Speaker and Panel list on Current Trends in the Migration-Security Discourse ). *Paper presented: Return, Resettlement or Reintegration in the Aftermath of Conflict. Migration and Displacement in Sub-Saharan Africa.*

#### 5. Popular science works

Sadia Hassanen (2012) *Refugee as Our World's Homo Sacer*.  
<http://awate.com/category/gedab-news/>

*Hassanen, Sadia (2010) Home is where someone feels respected and recognised*  
<http://awate.com/category/gedab-news/>

Hassanen, Sadia (2011) *Happy anniversary Hurya and Nazanet: Cheering the frustrated Eritrean independence day*: <http://www.mahta.net>

The International Community and its Policies the UNHCR Permanent solutions

Sadia Hassanen (2010) *Reflections on gender and nationalism in Eritrea*,  
<http://awate.com/category/gedab-news/>

Hassanen, Sadia (2010) [Home is where someone feels respected and recognised. Sweden told to embrace diversity, http://assenna.com](http://assenna.com)

#### 6. Collaboration and networks

2013:	African Studies Association (ASA, USA)
1975- current :	Eritrean Students Association
2004:	Gender and Development Network (GADNET)
1996:	Academic Staff Union in Sweden (SULF)
2013:	The Swedish Society for Anthropology and Geography (SSAG)
2013:	Social policy and family dynamics (SPaDE), Research network, Stockholm University

## 7. Selection of Invitations to Present at Conferences

2003: The poor and the rich, a conference arranged by the Swedish international development agency (SIDA), Lund, Univ, 9-11 January 2003,

2005: Conference arranged by European organisation, the National Thematic Network on Asylum & Integration in Sweden, paper presented; how refugees survive while they are waiting for their status; what is the role of social and transnational network in their survival?

2007: International Migration and Social (IMISCO) annual conference arranged by university of Sussex, paper presented, the notion of home from forced migrant's perspective

2009: Arranged by CEIFO as member of IMISCO, Conference theme, *Discrimination of migrants and of ethnic/religious minorities is the most serious obstacle to integration and social cohesion in the European Union.*

**2012:** Conference arranged by Eritrean academicians in London England, paper prepared to be presented, Eritrean refugees and repatriation: Conceiving political and social opposition as a home

2013: Rethinking the notion of home: Eritrean and Chilean migrants beyond the nation state, paper to be presented by Professor Erik Olsson and Dr Sadia Hassanen at CoHaB conference, at September, 2013, Munster West Germany

## 8. Research funding

1994-1995:	Kempe Memorial Fund for Scholarships
1996-1997:	Swedish international development agency (SIDA) Research cooperation (SAREC)
1998-2000:	Indirect fund from Swedish international development agency (SIDA) Research cooperation (SAREC)
2001-2002:	Swedish international development agency (SIDA) Research cooperation (SAREC)
2002-2007:	Swedish international development agency (SIDA) Research cooperation (SAREC) (PhD)
2008-2009:	European Integration Fund
2010-2012:	Swedish science Council
2013-2014:	Stockholm University Centre on Social Policy and Family Dynamics (Spade)

**10. Research grant applications (submitted to different research funders in Sweden) , Swedish research council, FORMAS, Swedish foundation for Humanities and Social Sciences, RJ, Swedish research council for health, working life and welfare, FORTE**

- 2011-03: Duties and responsibilities: Remittances from Migrants in Sweden
- 2010-01: Muslim women labour market Participation in Sweden, Role of Political, Economic and Social Perspectives
- 2009: Distance care of seniors in transnational settings
- 2007-04: Coping with new trends of livelihoods and traditional values in modern society: the weight of remittance sending among African immigrants in Sweden
- 2007: Defining and Measuring the notion of home among Eritrean refugees in Eastern Sudan

### **11. Selection of evaluations commissioned by international agencies**

- 2009: Hassanen, Sadia: Refugee voluntary repatriation program, evaluation commissioned by Swedish Red Cross, Stockholm branch
- 2009: Hassanen, Sadia: Refugee integration into Swedish society program, evaluation commissioned by Swedish Red Cross, Stockholm branch
- 2010: Hassanen, Sadia: Women`s development program in Ethiopia, evaluation commissioned by Swedish International development agency (SIDA)

### **12. Article review**

- Review 2011: Sadia Hassanen: The link between the transnational behaviour and integration of the second generation in European and American cities: Does the context of reception matter? Authors: Tineke Fokkema, Netherlands Interdisciplinary Demographic Institut. Laurence Lessard-Phillips, Institute for Social Change, University of Manchester. James D. Bachmeier, Pennsylvania State University. Susan K. Brown, University of California, Irvine.
- Review 2014: Sadia Hassanen: Between Compulsion and Choice: “The living contexts and motives of returning migrants in the host country” for the international Journal of Social Welfare.

### **13. Selected projects**

**13.1            *The Effect of Migration on the Decision of Repatriation among African Refugees in Sweden and Sudan: from a culture and Gender perspective***

**13.1 A.        *Survival and livelihood among Eritrean refugees in Kassala:***  
( funded by SIDA )

This project that later become part of my PhD project, sought to generate information about survival and livelihood among Eritrean refugees in the region of Kassala in eastern Sudan. How Eritrean urban refugees in the Sudanese town of Kassala manage to earn a living and conditions that obstruct or facilitate securing a livelihood. What are the factors that help the refugees to survive? The results of the study showed that refugees survive in the town by using several different social networks that are associated with religion, border clan affiliation and by bribing local governments and receiving remittances from relatives who reside in countries of the North and UAE countries as well as Saudi Arabia.

**13.1 B.        *Conceiving and rethinking the notion of home from the experience of forced migrants in Sudan: (funded by SIDA)***

The central theme of this study is how diverse the concept of home is. The notions of exile and home are continuously negotiated, contested and transformed in accordance with the ever-changing socio-economic and political situations in the country of asylum and in the country of origin. It is common knowledge that many people leave their countries of origin against their will, and that people, over time, can develop new identifications, requests and perspectives that can influence their conceptions and understandings of home which may be substantially different from the ones they upheld when they first fled their countries of origin. The results from the project show that the notion of home and the feeling of “individual migrants” towards it is more multidimensional than how international community, local governments and the definition of home that is linked to a geographical area imply.

**13.1 C.        *Transnationalism, networks & remittances among refugee communities the town of Kassala in eastern Sudan: (funded by SIDA)***

The goal of this study is to analyse refugees’ search and struggle for resettlement beyond identity politics, paying special attention to the significance of remittances as a survival and resistance strategy. The results illustrate the undeniable significance of remittances in the life of their recipients and, additionally, the unintended effect of generating new ideas about how the recipients should live their lives by nourishing hopes about resettlement in a third country.

The study is about the deconstructions and complex trajectory of remittances and the chain effects that remittances have for recipients at a material and psychological level. Based on the experience of Eritrean refugees in Sudan, the study demonstrates how remittance sending enables informal refugees to disregard the host country's policy of discouraging the integration of Eritrean migrant into Sudanese society

#### ***13.1.D Duties and responsibilities: Remittances from Migrants in Sweden***

The aim of this study was to raise the understanding of social and economic consequences involved in migrants' sending off remittances. Why do those who send remittances carry on with this duty and how the sending experience, the duty of supporting self, one's own family in diaspora (in this case Sweden) and sending abroad, is experienced by the sender. What are the trade-offs the sender needs to achieve or accomplish this duty is the central question that this study answers. The results of the study show that sending remittances is a double responsibility, thus the sender must make many social and economic adjustments to fulfil this duty.

#### ***13.1E The role of the social support systems. The Swedish case (funded by Swedish integration fund, NTG Asylum)***

The aim of this study is to analyse the social and economic strategies asylum seekers use to survive while they are waiting for the decision of the Swedish Migration Board regarding their applications for residence permits. The main objective of the study was to highlight some of the roles of different but parallel systems of support and livelihood these refugees use while they are waiting. The systems are: 1. The official reception system run by the Migration Board. 2. The system of support formed by the Association of Eritrean Asylum-Seekers in Stockholm (AEASS) and 3. The informal system that is assumed to exist but of which little was known but is used intensively by the asylum seekers. The first two systems are formal in as much as they are officially recognized and known as means of support for asylum-seekers. The third system, assumed to exist, must, by the very fact that it was not officially registered, be regarded as informal. Thus the central aim of the project was to study whether in fact such a system exists, and if so, to find out about its operations. The results of the study showed that the informal system existed and was built amongst compatriots, namely the Eritrean diaspora, and it was as useful as the other two formal systems.

***13.1.F Embracing transnational life: the choice of carrier or work overseas among African migrants in Sweden (Shared project with Professor Erik Olsson, department of social anthropology Stockholm university)***

This study is part of a project that was carried out among ‘second generation’ migrant students in Sweden, whose parents originally migrated from the Horn of Africa and Chile. My study group was those who had migrated from the Horn of African. The aim of the whole project was to increase understanding of transnationalism and how ‘second generation’ migrants are involved in transnational activities; to identify and describe the factors that affect the choices of education and careers among these groups. The research questions – How do second generation migrants embrace transnational ties compared to their parents? How do they perceive their life in Sweden? How do these perceptions connect with their transnational status? Do the problems they face in Sweden make them choose or embrace a transnational lifestyle? The results of the study show second generation migrants (whose parents originally migrated from the horn of Africa) embrace transnational ties but not necessarily at the same level as their parents do. Furthermore, the study stresses that being involved in such activities is determined by the way the informants relate to the socio-cultural and economic position of their parents in Sweden. As for themselves, the informants feel that Sweden is their home. This is where they have grown up, where they were in childcare and went to school: (funded by the research Swedish council).

***13.1.G. The role of transnational network in knowledge on social polices among African immigrants in Sweden (Sadia Hassanen & Karen Haandrikman) (project funded by Linnaeus center on social policy and family dynamics in Europe ,SPADE)***

The aim of the study is to explore the motivation of African migrants in choosing their migrant destination after the initial settlement in western countries, and to examine the role of knowledge of social policies, employment opportunities and family situations, on the subsequent migration decisions among African groups in Sweden. Our point of departure is migrants who have strong transnational social networks have superior knowledge about local social policies in different countries compared to those who lack transnational links.

**14.Selected Teachings, examining undergraduate, post graduate and phd students & Courses developed and submitted to department of social anthropology for further processing**

## **14.1. Selected Teachings, examining undergraduate, post graduate and phd students**

2012: Hassanen, Sadia, examiner to PhD student, Pull Olivia, My story with the Sahel Project: dialectic of livelihood diversification and greening in the rural Sahel, case studies from Niger and Burkina Faso. Stockholm Resilience center, Stockholm University

2009: Hassanen, Sadia, higher education course, empirical applications of discrimination and intersectionality, theory and practice. 7.5 credits (master level), Centre for Research in International Migration and Ethnic Relations and the Department of Education, Stockholm University

2009: Hassanen, Sadia, Gender and ethnicity-Life Situations In multicultural society 7.5 credits, (BA level), Centre for gender studies, Centre for Research in International Migration and Ethnic Relations and the Department of Education, Stockholm University

2008: Hassanen, Sadia, Development, Globalisation and Environment, 7.5 credits, (BA level) institution for natural geography, Stockholm University

2008: Hassanen, Sadia, Gender and Ethnicity, 7,5 credits, (BA level) . Department of Education, Stockholm University

2007: Development, Globalization and Environment, 7.5 credits, (BA level) Department of Human Geography, Stockholm University

2005: Global processes and change, 5 credits (BA level) Department of Human Geography Stockholm University

2004: Global processes and change, 5 credits (BA level) Department of Human Geography, Stockholm University

*2004 to date: University lecturer on- refugee policies in the countries of north and south*

*2004 to date: university lecturer on-refugee survival strategies in countries of north and south*

### **14.1.1 Courses developed and submitted to department of social anthropology for further processing**

#### **14.1.A Masters Degree in Courses in social sciences**

## **14.1B The Nation State & International Migration: engaging the challenges of globalization & development (15 credits)**

### **General Course Description**

Two concurrent processes in the era of globalization that on one hand reflect our world and on another reflect its tensions are migration and the nation-state. This master's degree course in Social Anthropology, *the Nation State & International Migration: engaging the challenges of globalization*, is conceived to address the main perspectives and concepts in research and the real challenges in the face of continued migration across borders of nation states. The objective of the course is to give opportunity for critical and reflective interrogation of the concepts and relationships of the nation-state with migration in the context of globalisation.

The course will deal with the significance of the nation-state in perceptions, politics, policy and direction of migrations in the contemporary world. An important conceptual concern of the course is the significance of the nation-state reflecting the politics of territoriality in identity formation in the face of diverse factors, meanings and components in international migration, conceptions of home, Transnationalism, Diaspora and remittances. The central interest is in migration, its various meanings and components and how the nation state relates to these meanings and components of the phenomenon. An underlying perspective of the course is to use reflexive theories and tools that facilitate a nuanced analysis of the relationship. To achieve a nuanced view, concrete examples of South-South, South-North, etc conceptions and deconstruction of nation-state, migration flows, etc will be utilised.

The course is approached from a combination of learning-base and problem-based perspectives. This means that the course gives equal weight to theories and empirical cases of analysis. The course will employ diverse forms of teaching formats/methods such as lectures, seminars, as well as study visits and films as part of the empirical problem-based approach. All formats of teaching/learning require a preparatory reading of written materials, which students will seek themselves as part of the learning-based approach.

### **Entry Qualification**

To qualify for admission into the course a candidate must have obtained a 40c/60 credit in social science subject or the humanities or its equivalent from a reputable university recognised by the University of Stockholm. In addition a candidate must have obtained a Sweden's B level English language qualification of its equivalent from another country to qualify for entry.

### **Structure of the course**

The 15credits course will be run as two parts 7.5 courses:

- 2. Home and diaspora: transnationalism challenges of the nation state (7.5)**
- 3. Grassroots and development: remittance across borders (7.5)**

Details of these courses are attached to this document

## 14.2 A The Nation State & International Migration: engaging the challenges of globalization (15 credits)

**Part I - Home and diaspora:** transnationalism challenges of the nation state (7.5)

### Course Description

The nation state as a hard physical and geo-political border has been central to the conceptions and discourses of migration. The nation state as a territorial entity is a against which the movement of people across states is measured and defined. *Home and diaspora: transnationalist challenges of the nation state* will engage the academic discourse surrounding the perspectives and conceptions of migration that take their point of departure from the nation-state. The course will unravel the measures and definitions used to categorise people in accordance with their transgression across those ‘amorphous’ territorial borders. The course will critically engage with the how nation-state border, as the nexus of perspectives and concepts of home, Transnationalism and Diaspora are formulated and lived.

The course deals with viewpoints on migration and the idea of the nation-state using concepts and perspectives established by researchers based on territorial bordering of states. The nation-state as bordered entity is central to the conception of categorising migrants as internally displaced persons, legitimate and illegitimate refugees, economic refugees, bogus refugees and international migration. This perception of migration entails imprinting the territorial border of the nation-state on the migrant’s identity and conduct. This is exacerbated by the fact that migrants/refugees are ‘othered’ by virtue of non-belonging to host societies. The global policy of repatriation as the most durable solution is based on the othering of the migrant – where the host country is not ‘home’, so the migrant should repatriate ‘home’. The course therefore seeks to critically address the application of these concepts and their trajectory.

### Anticipated Learning Outcomes

After completion of the course the student shall be able to:

- Analyse the meaning of concepts in migration and nation-state studies;
- Present the major arguments concerning the academic debates on home, transnationalism and diaspora;
- Critically and independently discuss the linkages of the different theoretical approaches to real migration processes;
- Problematise the meanings and implications of specific concepts (home, transnationalism and diaspora);

### Teaching/Learning Formats

Several teaching and learning methods including lectures, tutor-led and student-led seminars discussions, group work, film viewing and study visits will be applied. Discussion is a form of learning method that cuts across all the other formats. Lectures and tutor-led seminars are

intended to broaden the perspective of participants in the course. Student-led seminars are important because it requires active engagement of the student in the search for literature, discussions, dialogue, reflective engagement and the ability to cooperate with others. These seminar skills are also useful when students engage in study visits and film viewing. The sum total of these methods is essential for attaining the learning outcome rather than each individually. The literature forms an essential springboard for broad guides for the learning process in the course.

### **Examination and Grading (European Credit Transfer Accumulation System ECTS)**

Grades will be assigned according to a seven goal-related grading scale that ranges from A to F. Those who receive the grade Fx or F (i.e. fail) will be given occasions to complement the failed assignment. Supplemented or late submitted assignments can be rated with a maximum grade C. (Exceptions can be made if there are special reasons, if the Director of Studies agrees).

Students who fail at either grade Fx or F in an examination are entitled to re-take an examination for a maximum of four additional occasions, but only far to allow a student obtain an E grade.

The minimum pass grade in the course is E on the 7 scale grade system.

Students who obtain a grade of E may not retake the examination for a higher grade.

Students who obtain the grades Fx or F in an examination twice on the same course may apply to the Departmental Board of Education for change of examiner.

### **Examination & Grading (Swedish Equivalent of ECTS)**

Examination in this course will include both written essays and seminar presentations. Essays are marked and graded on individual basis. Seminar will be based and graded on group work and presentation (see details below).

#### *Grade scale*

Written essays will be graded according to Swedish higher education grading system:

VG – Very Good or excellent (ECTS equivalents A or B) from 70% of total mark for Part I, and the same applies for Part 2.

G – Good (ECTS equivalents C, D or E) from 50% - 69% of total mark for Part I 7.5, and the same applies for Part 2.

UG – Fail (ECTS equivalents F or Fx) from 0-49% of total mark for Part I, and the same applies for Part 2.

To obtain a VG in the overall 15Credits course, a student must obtain a VG in Part I.

#### *Condition of obtaining grades:*

A G (ECTS equivalents C, D or E) in this course means that a student has fulfilled the minimum requirement set out in the objectives of the course in the particular assignment, and has used and accredited all sources of information used in the assignment in an academic manner. A G grade also means that the written graded

assignment shows a clear understanding of the concepts and theories of the course, and it reflect that the data/information has been presented in a critical and reflective manner. The use of formal and grammatically correct language is important for ease of comprehension.

For a VG (ECTS equivalents A or B) the assignment being graded must show, apart from the requirements for a G, that autonomous thinking and judgement has also been employed. The assignment should show reflectiveness, good judgement and incorporation of points of view or arguments other than your own in a well flowing discussion and comprehensible language.

#### *Condition of grading seminar*

All group work and seminar presentations will be graded only with a G or UG grade. If a student fails to participate in the preparatory meetings with the group and the presentation, the individual will obtain a UG grade. If a student participates in preparatory discussion but fails to be at the presentation, they could get an occasion to present another assignment individually. If a student fails to attend the preparatory and the presentation, they would be offered on request a choice of another assignment in negotiation with the course coordinator.

#### *Re-takes*

Students will be offered a maximum of four more occasions to re-take failed examinations and assignments in accordance with the law for a total of four opportunities. These occasions will also be offered in line with the university rules i. e. 8 weeks after the previous examination, except during the summer holidays.

## **14.2 B The Nation State & International Migration: engaging the challenges of globalization (15 credits)**

### **Part 3 - Grassroots and Development: remittance across borders (7.5)**

#### **Course Description**

In the last few decades billions worth of financial support have been transferred through state actors and other financial agencies for the purposes of development in the countries in the South. The transfer of monetary assistance by individual migrants to their families has begun to exceed the amount sent by institutional agencies in some countries. Remittances as they are called have become important factors in the budgets of families, alleviating some of the rough edges of poverty in some countries of the South. Remittances are a key component of migrants' broader transnational connections with their countries of origin and co-ethnic migrant communities and individuals elsewhere. This trend constitutes currently the predominant type of economy and has a profound implication for those who receive it. Moreover, remittances

are about migrants having broader transnational connection with their countries of origin and elsewhere where kin and others within for instance ethnic communities live. Furthermore remittances have been considered as an aid support from migrants. This course will provide an insight about the phenomena of remittances and the issues that surrounds it and is intended to contribute to the understanding of the issue in relation to transnational migration, social network as well as international aid. The course will especially highlight the role of modern technology in facilitating remittances and issues related to it.. Moreover, the course will stimulate students on research that includes remittances as livelihood and transnational phenomena.

### **Anticipated Learning Outcomes**

After completion of the course the student shall be able to:

Analyse the meaning of concepts in livelihood and migration

Present the major arguments concerning the academic debates on remittances regarding development and poverty reduction

Critically and independently discuss the linkages of the remittances theoretical approaches to real livelihood and development processes;

Problematize the meanings and implications of remittances as poverty reduction phenomena specific concepts in migration.

### **Teaching/Learning Formats**

Several teaching and learning methods including lectures, tutor-led and student-led seminars discussions, group work, film viewing and study visits will be applied. Discussion is a form of learning method that cuts across all the other formats. Lectures and tutor-led seminars are intended to broaden the perspective of participants in the course. Student-led seminars are important because it requires active engagement of the student in the search for literature, discussions, dialogue, reflective engagement and the ability to cooperate with others. These seminar skills are also useful when students engage in study visits and film viewing. The sum total of these methods is essential for attaining the learning outcome rather than each individually. The literature forms an essential springboard for broad guides for the learning process in the course.

### **Examination and Grading (European Credit Transfer Accumulation System ECTS)**

Two types of assignments will be used to examine student's performance: written essays, and group work and seminar presentations.

Grades will be assigned according to a seven goal-related grading scale that ranges from A to F. Those who receive the grade Fx or F (i.e. fail) will be given occasions to complement the the failed assignment. Supplemented or late submitted assignments can be rated with a

maximum grade C. (Exceptions can be made if there are special reasons, if the Director of Studies agrees).

Students who fail at either grade Fx or F in an examination are entitled to re-take an examination for a maximum of four additional occasions, but only far to allow a student obtain an E grade.

The minimum pass grade in the course is E on the 7 scale grade system.

Students who obtain a grade of E may not retake the examination for a higher grade.

Students who obtain the grades Fx or F in an examination twice on the same course may apply to the Departmental Board of Education for change of examiner.

### **Examination & Grading (Swedish Equivalent of ECTS)**

Examination in this course will include both written essays and seminar presentations. Essays are marked and graded on individual basis. Seminar will be based and graded on group work and presentation (see details below).

#### ***Grade scale***

Written essays will be graded according to Swedish higher education grading system:

VG – Very Good or excellent (ECTS equivalents A or B) from 70% of total mark for Part I, and the same applies for Part 2.

G – Good (ECTS equivalents C, D or E) from 50% - 69% of total mark for Part I 7.5, and the same applies for Part 2.

UG – Fail (ECTS equivalents F or Fx) from 0-49% of total mark for Part I, and the same applies for Part 2.

To obtain a VG in the overall 15Credits course, a student must obtain a VG in Part I.

#### ***Condition of obtaining grades:***

A G (ECTS equivalents C, D or E) in this course means that a student has fulfilled the minimum requirement set out in the objectives of the course in the particular assignment, and has used and accredited all sources of information used in the assignment in an academic manner. A G grade also means that the written graded assignment shows a clear understanding of the concepts and theories of the course, and it reflect that the data/information has been presented in a critical and reflective manner. The use of formal and grammatically correct language is important for ease of comprehension.

For a VG (ECTS equivalents A or B) the assignment being graded must show, apart from the requirements for a G, that autonomous thinking and judgement has also been employed. The assignment should show reflectiveness, good judgement and incorporation of points of view or arguments other than your own in a well flowing discussion and comprehensible language.

#### ***Condition of grading seminar***

All group work and seminar presentations will be graded only with a G or UG grade. If a student fails to participate in the preparatory meetings with the group and the presentation, the individual will obtain a UG grade. If a student participates in preparatory discussion but fails to be at the presentation, they could get an occasion to present another assignment individually. If a student fails to attend the preparatory and the presentation, they would be offered on request a choice of another assignment in negotiation with the course coordinator.

***Re-takes***

Students will be offered a maximum of four more occasions to re-take failed examinations and assignments in accordance with the law for a total of four opportunities. These occasions will also be offered in line with the university rules i. e. 8 weeks after the previous examination, except during the summer holidays.

**Ph.D ABSTRACT**

Repatriation, Integration and Resettlement

The Dilemmas of Migration Among Eritrean Refugees in Eastern Sudan

Academic dissertation

for the degree of Doctor of Philosophy in Human Geography at Stockholm University

publicly defended on 2/4/2007

by

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**Abstract**

**Sadia Hasanen: *Repatriation, Integration and Resettlement: The dilemmas of Migration Among Eritrean refugees in Eastern Sudan***

The refugee problem continues to be a major international concern. This study was based on the situation of Eritrean refugees in the town of Kassala in the Sudan providing some general insights to the on-going debate about the notions of home, transnationalism, citizenship, integration and return migration. The thesis examines the factors that influence the decision of Eritrean refugees in Kassala concerning return migration.

Different sources of data and several methods of data collection were used. These included participant observation as well as 24 interviews with refugees and 8 with selected officials.

A central question is: what or where is “home”? The notions of home and of exile are continuously negotiated, contested and transformed in the context of ever-changing socio-economic and political conditions in the refugees’ country of asylum and their country of origin. The study shows that the decision concerning return migration is not only influenced by socio-economic conditions, but also by human rights violations in both countries, the arrival of new asylum-seekers, and the hope for resettlement in countries of the North.

One of the most significant findings was that whether refugees return to their country of origin or not has little or nothing to do with the initial factors that prompted them to flee. In this case study, one of the major factors that influenced the refugees’ decision to return is the extent to which they had become integrated into Sudanese society. The study shows that integration of the Eritrean refugees in Kassala town is a multi-faceted and complex process. The main factors that influence their integration are length of time in exile, language, religion, ethnicity and shared norms and values with the host population. Length of time in exile is of little significance compared with the other factors. Global connections with refugees settled in third countries also affect decisions concerning return migration.

*Keywords:* Religion, ethnicity, protracted refugee situation, human rights violations, local integration, Sudan, Eritrea, resettlement to third country, gender,

## **Book Summary**

### **The Dilemmas of Migration among Eritrean Refugees in Eastern Sudan**

Return migration is perceived by most of the official institutions involved with refugees as the most durable solution to the global refugee problem. If the policy of UNHCR is to succeed, the view of the refugees with regard to the policy must be an important consideration. One of the complexities that the return policy does not seem to acknowledge is the changes and experiences that the refugees have undergone after many years in exile, in quite a few individual cases amounting to several decades.

Once people flee and settle elsewhere for a lengthy period of time they undergo changes in terms of identities, life styles, frames of reference and social position. Return of refugees to their countries of origin after the elimination of the factor that prompted them to flee, has to

do with the political changes that have taken place in their area of origin, but also with intersecting factors linked to the country of asylum and personal changes refugees undergone in exile. Whether refugees choose to return or not is the outcome of multiple and complex political, economic and social issues that continuously change and shift.

In this study Sadia Hassanen speaks frankly about this important subject of regional and global concern. By using qualitative methods of interviews and observations, Sadia analyses decision-making among Eritrean refugees. In this book, she provides some general insights to the on-going debate about the notions of home, transnationalism, citizenship, integration and return migration.