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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Spring 2020

## **African Union Seminar**

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**School of Diplomacy and International Relations  
Seton Hall University  
Course Syllabus (Revised)<sup>1</sup> -- African Union Seminar (DIPL 2144/DIPL 6710)-Spring 2020**

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## **I. Course Description and Objectives**

The beginning of the 21<sup>st</sup> century appears to be an exciting and a hopeful period in Africa. Unlike the 1960-1990, where various indicators pointed to Africa's persistent dismal scores in terms of economic, political, social, and cultural development, the indicators in the last decade point in the opposite direction. These include decreases in the magnitude of war, increases in popular demand for more openness and transparency; popular resistance to extended tenure of long-time leaders, economic progress over the last few years that surpassed many other regions of the world, and increases in the frequency of elections and peaceful transfers of power. This trend, which began in the mid-1990s, continued at a more rapid pace, especially after the African Union (AU) was established in 2000.

This course examines factors that gave rise to positive developments and the sense of optimism that prevails in Africa today, with emphasis on the role of the AU in the resolution and management of conflicts. That is, how does the AU see conflicts in Africa? What is its role in international affairs? How and in what ways does it manage its relationships with international organizations, such as the UN, EU, and the Arab League; and with sub-regional organizations, such as the Inter-Governmental Authority on Development (IGAD), the Economic Community of West African States (ECOWAS), and Southern African Development Community (SADC)? What is the role of IOs, NGOs, and other actors (perhaps in support of and coordination with the AU) in peace, stability, and economic progress in Africa? How does it function as an international organization consisting of more than 50 states, each having different political and economic systems, and national security objectives? How does it face the challenges posed by the plurality of religious, ethnic, and other cultural markers? How does it deal with African countries that have closer ties with western countries than with each other?

Unlike some of the other courses I teach, this course is more policy-oriented. As students of Diplomacy and International Relations, you are also expected and encouraged to think in terms of whether or not the issues you raise have policy relevance. Therefore, the research paper should address policy-related, conflict and conflict resolution-related issues, relevant to the AU and African countries and the US. The instructor hopes that, by the end of the course term, each student will have developed an increased interest in the study of the AU, and how it navigates its way through the rough contours of international diplomacy.

## **II. Required Readings:**

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<sup>1</sup> Revised in light of the cancellation of the trip by the University.

### OAU and AU Documents

OAU Charter

[http://www.africa-union.org/root/au/Documents/Treaties/text/OAU\\_Charter\\_1963.pdf](http://www.africa-union.org/root/au/Documents/Treaties/text/OAU_Charter_1963.pdf)

African Union: Constitutive Act

[http://www.africa-union.org/root/au/AboutAU/Constitutive\\_Act\\_en.htm](http://www.africa-union.org/root/au/AboutAU/Constitutive_Act_en.htm)

Protocol on Amendments to the Constitutive Act of the African

[http://www.africa-](http://www.africa-union.org/root/au/Documents/Treaties/Text/Protocol%20on%20Amendments%20to%20the%20Constitutive%20Act.pdf)

[union.org/root/au/Documents/Treaties/Text/Protocol%20on%20Amendments%20to%20the%20Constitutive%20Act.pdf](http://www.africa-union.org/root/au/Documents/Treaties/Text/Protocol%20on%20Amendments%20to%20the%20Constitutive%20Act.pdf)

Treaty Establishing the African Economic Community

[http://www.africa-union.org/root/au/Documents/Treaties/Text/AEC\\_Treaty\\_1991.pdf](http://www.africa-union.org/root/au/Documents/Treaties/Text/AEC_Treaty_1991.pdf)

African Charter on Democracy, Elections and Governance

<http://www.africa-union.org/root/AU/Documents/Treaties/text/Charter%20on%20Democracy.pdf>

Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa

<http://wgd.au.int/en/content/protocol-african-charter-human-and-peoples-rights-rights-women-africa>

Protocol Relating to the Establishment of the Peace and Security Council of the African Union

<http://www.peaceau.org/uploads/psc-protocol-en.pdf>

### Scholarly Articles

Harbeson, J. Intimations of an African Renaissance: Recent Progress, Long-Term Challenges, in J.W. Harbeson and R. Rothchild (eds.), *Africa in World Politics: Reforming Political Order* (Boulder, CO: Westview, 2009), pp. 3-15.

Young, C. The Heritage of Colonialism, in J. W. Harbeson and R. Rothchild (eds.), *Africa in World Politics: Reforming Political Order* (Boulder, CO: Westview, 2009), pp. 19-38.

Schraeder, P. Sapphire Anniversary Reflections on the Study of United States Foreign Policy towards Africa, *The Journal of Modern African Studies*, 41 (1), 2003, pp. 139-152.

<http://www.jstor.org/stable/pdfplus/3876193.pdf>

Ekwealor, C. The African Union and the International Criminal Court: Lessons from Sudan for Africa, 7 (1), 2018, pp 31-48.

<https://search.proquest.com/docview/2063815837/fulltextPDF/29F95578295B44CDPQ/1?accountid=13793>

Levitt, J. I. Conflict Prevention, Management, and Resolution: Africa-Regional Strategies for the Prevention of Displacement and Protection of Displaced Persons: The Cases of the OAU, ECOWAS, SADC, and IGAD. *Duke Journal of Comparative and International Law*, Vol. 11. 39 (2001), pp. 39-79.

[http://www.drjeremylevitt.com/files/Conflict\\_Prevention\\_Management\\_and\\_Resolution.pdf](http://www.drjeremylevitt.com/files/Conflict_Prevention_Management_and_Resolution.pdf)

Levitt, J. I. 785 Pro-Democratic Intervention in Africa, *Wisconsin International Law Journal* (Fall 2006), pp. 1-40.  
[http://www.drjeremylevitt.com/images/uploads/Pro-democratic\\_Intervention\\_in\\_Africa.pdf](http://www.drjeremylevitt.com/images/uploads/Pro-democratic_Intervention_in_Africa.pdf).

### III. Course Requirements

Relevant topics include (1) the various bodies of the AU and their functions, (2) comparison of OAU and AU institutional structures and functions, (3) US national security imperatives in Africa, and (5) US-AU relationships.

#### 1. Student PowerPoint Presentation (20 points) :

- a. First Meeting (Diplomacy Room): Course description (nature and scope, requirements, etc...); group assignment.  
Assignment of topics for presentation by students during the second meeting
- b. Second Meeting: Student presentation (Diplomacy Room): PowerPoint presentation of assigned topics by each student, where individual grades will be awarded out of a maximum of 20 points. The time allocated for each student is 13 minutes. Therefore, make sure you will be able to finish your presentation within the time allocated. In addition, **each student MUST make the presentation on the date to be decided after consultation with each of you.**

#### 2. Critical review of Articles (30 points):

Each group (of two students) is required to:

- i. Choose two articles from the readings in the list, NOT including the articles presented by either student (in III.1.b. above);
- ii. Submit a 3-page (double-spaced, font size 12, and 1 in margins on all sides) critical review on each article. You are required to describe, critically analyze and evaluate each. The due-date for the critical reviews, to be e-mailed electronically as an email attachment, is April 5, 2019. Each of the two students in a group will receive a common grade.

#### 3. Research paper (40 points):

- i. Each student group will write a well-developed research paper on a topic selected by the students in the group and approved by the instructor. Ideally, the paper should focus on the AU and its activities, although U.S. and Ethiopian security interests could be raised, as necessary. I will send you the agenda topics the AU, ECA, UNDP, and the American Embassy had prepared just in case you find them helpful/useful.

- ii. The length of the paper should be between 17 and 20 pages for graduate students and between 12 and 15 pages for undergraduate students. Papers must be double-spaced, with font size 12 and 1 inch margins on all sides. The due-date for the research paper, to be mailed electronically as an email attachment, is April 19, 2019. Each of the two students in a group will receive a common grade. It is important to have sufficient and varied sources.

4. Participation **(10 points)**:

Final course grade will be awarded according to the following scale:

93-100 = A
89-92 = A-
85-88 = B+
81-84 = B
77-80 = B-
73-76 = C+
69-72 = C
65-68 = C-
61-64 = D+
57-60 = D
53-56 = D-
< 53 = F

**Remarks**

1. It is important that students complete all the readings and assignments and take notes.
2. Presentations may not take longer than 13 minutes.
3. It is important that the research paper is completed and emailed **on time** as Word attachment. The instructor will have the option of deducting significant points and/or rejecting any project not handed on time. The penalty for late submission increases with each day after the due-date (that is, only if the instructor decided to accept late submissions).
4. Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:  
<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>  
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
5. The topic for research paper must be selected and agreed to by both students in the group, subject to the approval by the instructor. Please see me as soon as possible to discuss topic selection.
6. Students will be held responsible for materials covered in the readings.

7. Policy on Incompletes: Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “F” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

8. It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at [\(973\) 313-6003](tel:973-313-6003) or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

9. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.

### **Important note for graduate and undergraduate students**

The requirements for graduate and undergraduate students in terms of attendance and participation, PowerPoint presentation, critical review papers, and final research paper are the same. However, I expect longer and more analytical research papers and thoughtful critical review papers by graduate students as compared to undergraduate students. I will not assign graduate and undergraduate students to the same group.