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Spring 2021

DIPL 4717 Conflict and Forced Population Movements in Africa

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Course Syllabus
Conflict and Forced Population Movements in Africa (DIPL 4717)
School of Diplomacy and International Relations
Seton Hall University (Spring 2021)

Instructor: Dr. Assefaw Bariagaber

Office: McQuaid 119

Virtual Office Hours: Tuesdays -- 12:00pm-1:30pm, by appointment on Microsoft Teams;

And by appointment at other times on Microsoft Teams or mobile phone.

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I. Course Description

A few years after the decade of independence in Africa, conflicts and the accompanying forced population movements spread dramatically, and the peoples of Africa faced enormous political, security, and economic challenges. The euphoria of independence from colonial powers that began in 1957 with the independence of Ghana and Guinea immediately gave way to dictatorships, political oppression and instability, and endless conflicts. The early optimism, shared by almost all of the newly liberated peoples, was replaced by uncertainty and even hopelessness. While it is true that there were a few countries that fared better, and the state of African states has become more encouraging recently, many still find themselves in a political, social, and economic quagmire from which they could not extricate themselves.

This course is an attempt at exploring the dynamics of conflicts and forced population movements, particularly refugees, in Africa. Included in the course are such issues as colonial legacy and the nature of the present African state, political and economic dependence on outside powers, politicized ethnicity, and foreign interventions. All of these have directly or indirectly contributed to the massive, forced population movements currently. Such movements, overall, have had a negative impact on the individual and on African inter-state relationships.

This course will primarily examine the challenges above but will also briefly interrogate whether such forced population movements have also contributed positively to the well-being of the host nation. To this end, the course examines possible interrelationships between conflicts and forced population movements, settlement patterns, and repatriations. The instructor hopes that, by the end of the semester, each student will have developed an increased interest in the study of forced population movements in Africa, particularly refugee movements, and an awareness of the extent to which these population groups have the potential to negatively affect international peace and security. As students of Diplomacy and International Relations, you are expected to think in terms of policy issues that will contribute to the resolution of “a problem of our time,” -- as aptly described by one scholar a few decades ago, and which is still true today.

Each student will write and present a well-developed, major research paper on any topic related to forced population movements in Africa, either in a specific country (that is, at the national level), or group of countries (that is, at the group or regional level), or at the continental level. You may also conduct a comparative study of a refugee situation in Africa with a conflict and the accompanying refugee situation in other parts of the world. Prior approval of the topic by the instructor is required. The class sessions will conclude with student PowerPoint (PPT) presentation of the research paper.

II. Required Readings

The following book is recommended:

Bariagaber, A. 2006. *Conflict and the Refugee Experience: Flight, Exile, and Repatriation in the Horn of Africa*, Aldershot (UK): Ashgate.

In addition, each student is required to have copies of articles for personal use, which are available through Google searches or through SHU library resources, such as JSTOR. Where unavailable, the instructor will post on Blackboard book chapters and other articles.

Other resources:

Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>
Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>
Data Services Guide (with form to request data support): <https://library.shu.edu/data-services>

For more information, please contact Ms. Lisa de Luca, the Diplomacy Connection Librarian.

III. Course Competencies

- ability to identify and explain refugee crisis wherever it exists
- demonstrated knowledge of factors/variables that contribute to refugee movements
- demonstrated knowledge of the dynamics under which refugees are activated and mobilized to affect the situation in which they find themselves
- ability to argue and explain the extent to which conflict types are co-related to forms of refugee situations
- ability to propose sensible formulas to resolve the present African refugee crisis

IV. Course Activities

The course activities, conducted via Microsoft Teams, include lectures; student PPT presentation, and submission of summary and critique of published articles; PPT presentation of research conducted, submission of completed research paper; and discussion of current refugee/migrant cases as reported in various media outlets.

V. Course Requirements and Grading

Class sessions will combine lectures, presentations, and discussions of assigned readings by the instructor and students. Students will receive grades based on the following:

1. A PPT class presentation of instructor-assigned article (about 15 minutes to be followed by class discussion) – 15 points.
2. A 2–3-page summary and critique of the article in #1, to be submitted within 24 hours after the PPT presentation – 15 points.
3. A PPT class presentation of the final research paper (13 minutes maximum to be followed by 3 minutes of Q/A) to occur on a date as indicated in the Course Schedule below – 20 points.
4. A well-developed, major research paper to be submitted on the date indicated in the Course Schedule below – 40 points. Instructions on the structure of the paper will be provided by the instructor.
5. Class participation – 10 points.

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

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

94 – 100 = A

89 – 93 = A-
86 – 88 = B+
82 – 85 = B
79 – 81 = B-
76 – 78 = C+
70 - 75 = C
< 70 = F

Remarks

1. Coronavirus Safety: In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. No mask, no class. The pledge can be found here: <https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm> CAPS:
2. As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>
3. Students are expected to attend classes regularly – in person as well as remotely -- and will be held responsible for any communications made, instructions provided, and materials covered in class sessions. I intend to give all students -- whether attending in-person or remotely -- equal opportunity to participate in class discussions, to pose questions, to make comments, etc. Attendance will be taken at the beginning of each class. A high rate of attendance will be an asset in determining borderline grades.
4. It is the responsibility of students to obtain any communications made or instructions provided in class during their absence. Attendance will be taken at the beginning of each class.
5. It is important that any class presentation or assignment (article presentation, article summary and critique, research paper class presentation and submission, etc.) are completed and submitted on **time**. The instructor will have the option to deduct significant points and/or reject project not handed on time (and that means a zero point for the project). If you are unable to submit on time, the sooner you submit the better it is because the penalty for late submission increases each day after the due date. I do not accept any assignment submitted four or more days after the due date.
6. All written submissions must be typed (font size = 12), double-spaced with one inch margin on all sides. You must include page numbers!
7. Each student is required to discuss the topic of his/her research paper and get approval from the instructor well in advance of the due date. The research paper should be between 16 and 18 pages long, including footnotes and bibliography, and must be handed by the due date *electronically, as Word attachment. The submission of an electronic copy will help guard against any possible plagiarism.*

8. Each student must make PPT class presentation of a published article review/summary/critique on the date agreed at the time the article is assigned by the instructor. Similarly, each student must make PPT presentation of the research paper on her/his scheduled day of presentation, which will be determined after the course add/drop date. [For the research paper PPT presentation, the class will be divided into three groups of students, each group presenting on a specified date, and each student in a group making his/her presentation in alphabetical order by last name as per SHU's class roster. When preparing PPT presentation, it is important that the slides are clear and readable from a distance, the oral presentation must explain well beyond reading of what is written on the slides and must be presented with confidence.]
9. It is important that students make their class presentations according to schedule or risk getting zero, as it is virtually impossible to ask students to attend a class session outside of those indicated in the course syllabus. Please remember, the presentation a student makes is made to the *entire class and not to the instructor only!!*
10. 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. Please consult University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
11. 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 "FI" (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.
12. 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 or by e-mail at DSS@shu.edu.
13. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.
14. It is very important that students maintain high class etiquette.

VI. Course Schedule and Readings

Week 1 (Jan 28) -- General introduction

Requirements, grading, readings, etc.

Introduction to the study of conflicts and forced population movements

Why study refugee issues? Refugee studies as part of International Relations

Current refugee statistics

Course organization

Week 2 (Feb 4) – Political Violence and Refugee Situations

Definitions of concepts -- Migrant v. refugee -- any conceptual distinction?

Conventions governing refugee issues

Conflicts, refugee situations, and the refugee experience

Readings:

United Nations, Convention Relating to the Status of Refugees, *UN Treaty Series*, 1951, 189:2545.

Organization of African Unity. *OAU Convention Governing Specific Aspects of the Problem of Refugees*, 1969, OAU, Addis Ababa, Ethiopia.

Flahaux, M. and H. De Haas. African Migration: Trends, Patterns, Drivers, *Comparative Migration Studies*, 2016, 4:1-25.

Anthony, C. Africa's Refugee Crisis: State Building in Historical Perspective, *International Migration Review*, 1991, 25:574-591.

Week 3 (Feb 11) – Conflicts, Refugee Formations, and Conflict-Refugee Nexus

Readings:

Bariagaber, A. Chapters 1 and 2 (lecture by instructor).

Zolberg, A. Suhrke, A. and Aguayo, S. International Factors in the Formation of Refugee Movements, *International Migration Review*, 1986, 20:151-169.

Imagining Emanuel – YouTube Documentary

Week 4 (Feb 18) -- Refugees in Flight

Dynamics of refugee flight (or kinetics) – more on Migrant vs. refugee; conceptual distinctions

Links between conflicts and refugee flight dynamics

Readings:

Bariagaber, A. Chapters 3 and 4 (lecture by instructor)

Bariagaber, A. Globalization, Imitation Behavior, and Refugees from Eritrea. *Africa Today*, 2013, 60 (2): 2-18.

Bariagaber, A. Linking Political Violence and Refugee Situations in the Horn of Africa: An Empirical Approach, *International Migration*, 1995, 33:209-234.

Out of Norway – YouTube Documentary (this video is a sequel to *Imagining Emanuel*)

Week 5 (February 25) -- Refugees in Exile

Patterns of settlement in exile

Possible links between the nature of settlements and diffusion of conflicts

Readings:

Van Damme, W. How Liberian and Sierra Leonean Refugees Settled in the Forest Region of Guinea (1990-96), *Journal of Refugee Studies*, 1999, 12:36-53.

Powles, J. Home and Homelessness: The Life History of Susanna Mwana-uta, an Angolan Refugee, *Journal of Refugee Studies*, 2002, 15: 81-101)

Kids in Camps -- Documentary

Week 6 (Mar 4) -- Refugees in Exile (cont.)

Relationships between refugees, the host community, and international agencies

Factors for and against integration in the host community

Readings:

Jacobsen, K. Refugees' Environmental Impact: The Effect of Patterns of Settlement, *Journal of Refugee Studies*, 1997, 10:19-36.

Cromwell, G. Field Report: Note on the Role of Expatriate Administrators in Agency-assisted Refugee Programmes, *Journal of Refugee Studies*, 1988, 3/4: 297-307.

Chaulia, S. The Politics of Refugee Hosting in Tanzania: From Open door to Unsustainability, Insecurity and Receding Receptivity, *Journal of Refugee Studies*, 2003, 16:147-166.

Week 7 (Mar 11) – Refugee Repatriation

Actors in Repatriations Endeavors

Refugee-Development Nexus

Readings:

Repatriation in Namibia – *instructor remarks*.

Clark, P. Bringing Them All Back Home: The Challenges of DDR and Transitional Justice in Contexts of Displacement in Rwanda and Uganda, *Journal of Refugee Studies*, 2014, 27: 234-259.

Week 8 (Mar 18) – Refugee Repatriation and Refugee-Development Nexus

Readings:

Omata, N. Repatriation and Integration of Liberian Refugees from Ghana: The Importance of Personal Networks in the Country of Origin, *Journal of Refugee Studies*, 2012, 26: 266-282.

Jacobsen, K. Can Refugees Benefit the State? *Journal of Modern African Studies*, 2002, 40: 577-596.

Week 9 (Mar 25) -- One-on-one discussion on the topic for research with each of the first one-third of students (in alphabetical order). The meeting will be held during class time via Teams. The instructor will allocate about 20 minutes for each student.

Last day for instructor approval of research topic for the first one-third of students.

Week 10 (Apr 8) – One-on-one discussion on the topic for research with each of the second one-third of students (in alphabetical order). The meeting will be held during class time via Teams. The instructor will allocate a maximum of 20 minutes for each student.

Last day for instructor approval of research topic for the second one-third of students.

Week 11 (Apr 15) – One-on-one discussion on the topic for research with each of the last one-third of students (in alphabetical order). The meeting will be held during class time via Teams. The instructor will allocate about 20 minutes for each student.

Last day for instructor approval of research topic for the last one-third of students.

Week 12 (April 22) -- Student research PPT presentation (first group of students).

Week 13 (Apr 29) -- Student research PPT presentation (second group of students).

Week 14 (May 6) – Student research PPT presentation (last group of students).

Week 15 (May 13) – Research paper due! You must email the electronic copy, as Word attachment, by 5pm.