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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2021

## **Conflict and Forced Population Movements in Africa**

Assefaw Bariagaber Ph.D.

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**Conflict and Forced Population Movements in Africa (DIPL 6717)**  
**School of Diplomacy and International Relations**  
**Seton Hall University (Fall 2021)**

Instructor: Dr. Assefaw Bariagaber

Office Hours: Tuesdays, 7:00-8:00pm; Thursdays 3:00-4:00pm on Microsoft Teams or mobile phone calls; and by appointment at other times

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### **I. Course Description**

A few years after the African decade of independence (the 1960s), 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, which was shared by almost all of the newly-liberated peoples, was replaced by uncertainty and even hopelessness. While it is true that there have been a few countries that had fared better than, and the state of African nations has become increasingly more encouraging recently, many still find themselves in a political, social, and economic quagmire from which they could not easily extricate themselves. An important consequence of this is the massive human migration and refugee exodus from their countries of nationality.

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 of the present and of the recent past. Such movements, on the whole, have posed enormous challenges and have had a more negative impact on the individual and on African inter-state relationships. This course will primarily examine these challenges but will also briefly interrogate whether or not 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, including migrant and 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 the seemingly intractable problem.

Each student will write and make a PowerPoint (PPT) presentation of a well-developed 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 conduct a comparative study of a conflict and accompanying 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 presentation of the study.

## II. Required Readings

Each student must have access to copies of journal articles for personal use from JSTOR or other library sources. That is, it is your duty to locate and make copies of the journal articles. If unavailable, the instructor will post copies of book chapters and other articles in the Course Blackboard.

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.

## III. Course Competencies/Objectives

- ability to identify and explain refugee and migrant 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

- lectures and presentations by the instructor as well as students
- final examination
- research paper
- research paper PPT presentation
- student presentation of summary and critique of course articles
- current refugee-related news/issues as reported in the media

## 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. An in-class final examination carrying a maximum total of 50 (40%) points occurring on the date indicated in the course schedule below.
2. The instructor will assign each student an article from the Course Schedule and Readings section below for PPT class presentation. The student will then write a 2-3page summary and critique of the article carrying a maximum of 10 points (8%), which is due within 48 hours after the presentation.
3. A well-developed research paper carrying a maximum total of 40 (32%) points due on the date indicated in the course schedule below. The research paper must be submitted in hard copy and electronically, as Word attachment.
4. PowerPoint presentation of the research paper carrying a maximum total of 15 (12%) points to occur on a date as indicated in the course schedule below.
5. Class participation carrying a maximum total of 10 (8%) points.

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

- 115 – 125 = A
- 110 – 114 = A-
- 105 – 109 = B+
- 100 – 104 = B
- 95 – 99 = B-
- 90 – 94 = C+

85 – 89 = C  
80 – 84 = C-  
75 – 79 = D+  
70 – 74 = D  
< 70 = F

**Remarks**

1. Final in-class examination questions will be based on class lectures and reading assignments. It is imperative that students take class notes and do all the readings and assignments.
2. Absence from an examination will result in a **zero** point for that examination unless the student is able to provide convincing evidence for his/her absence. In the latter case, a make-up examination will be administered at a time suitable to the student and the instructor. This make-up examination will most likely be different from the first.
3. The research paper will make an in-depth study of a topic to be selected by the student and approved by the instructor. The length of the paper, of course, depends on the issue(s) raised: therefore, there is no set limit on the length. However, it is preferred that the paper is between 20 and 22 double-spaced pages, with font size of 12, and a one-inch margin on all sides. The instructor will provide additional guidance on the research paper in due course.
4. All work must be completed and submitted on **time**. The instructor will deduct significant points or may decline to accept any project not handed on time. In the event that the instructor decided to accept a late submitted paper, *the amount to be deducted will be 10% of the points/mark for each calendar day after the due date*. No paper will be accepted if submitted 5 days after the due date, and that means zero point for that paper.
5. It is important that students make their PPT 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. That is, the presentations are *class* presentations!!! This is especially so for the PPT presentation of the research paper.
6. Students are expected to attend classes regularly and will be held responsible for materials covered in class. Attendance will be taken at the beginning of each class. A high rate of attendance will be an asset in determining borderline grades. In addition, I encourage class participation in the form of posing questions, commenting on student work, and making other observations and suggestions that will contribute to the overall learning process.
7. Disability Services Statement -- 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](mailto:DSS@shu.edu).
8. 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.

9. Academic Integrity & Dishonesty -- Plagiarism and other forms of academic dishonesty will be reported to the administration, and this 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> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. Resources for academic integrity are on the course Blackboard page. Plagiarism and other forms of academic dishonesty will be reported to the administration, and this 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> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
10. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are posted in the course Blackboard.
11. It is very important that students maintain high class etiquette.

**Other Important Items:**

**Coronavirus Safety:**

As of right now, our mask mandate is mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

**CAPS:**

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>

**VI. Course Schedule and Readings**

**Week 1 (Sept. 2) -- General Introduction**

Requirements, grading, readings, etc.

General Introduction to the Global Refugee Crisis - Refugee statistics

Why study refugee issues?

**Week 2 (Sept. 9) – Political Violence and Refugee Situations**

Migrant v. refugee – concept definitions. Any conceptual distinction?

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.

Bariagaber, A. *Conflict and the Refugee Experience: Flight, Exile, and Repatriation in the Horn of Africa* (Chapter 1, pp. 3-20; Chapter 2, pp. 21-37).

**Week 3 (Sept. 16) – Refugees in Flight**

International refugee instruments/conventions

Linking conflict types and refugee flight dynamics

Readings:

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

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

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

**Week 4 (Sept. 23) -- Refugees in Exile**

Patterns of settlement in exile

Possible links between the nature of settlements and diffusion of conflicts

Readings:

Hansen, A. Refugee Dynamics: Angolans in Zambia 1966-1972, *International Migration Review*, 1981: 15: 175-194.

Rogge, J. Africa's Resettlement Strategies, *International Migration Review*, 1981, 15: 195-212.

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.

**Week 5 (Sept. 30) -- Refugees in Exile (cont.)**

Relationships between refugees, the host community, and international agencies;

Factors for and against integration in the host community

Readings:

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. 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.

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

**Week 6 (Oct. 7) -- Refugees in Exile (cont.)**

"Imagining Emanuel + Out of Norway" – Documentary

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

**Week 7 (Oct. 14) – No class – Instructor Conference....**

**Week 8 (Oct. 21) -- Refugee Repatriation and Re-integration**

Readings:

Simon D. and Preston R. Return to the Promised Land: The Repatriation and Resettlement of Namibian Refugees. In *Geography and Refugees: Patterns and Processes of Change*, R. Black and V. Robinson (eds.), 1993, 46-63, Belhaven Press, London.

Bariagaber, A. States, International Organizations, and the Refugee; Reflections on the Complexity of Managing the Refugee Crisis in the Horn of Africa, *Journal of Modern African Studies*, 1999, 37: 597-619.

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 9 (Oct. 28) – Repatriation (cont.)**

Refugees and Benefits to the Asylum State

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 10 (Nov. 4) – Final Examination (in class, closed book examination).**

**Week 11 (Nov. 11) -- Individual consultation on research topic.** The instructor will be in his office to address student questions on student research. Please make an appointment!! Each student will have 15-20 minutes for the meeting.

**Research topic must be approved by this date.**

**Week 12 (Nov. 18) -- PowerPoint presentation of research (about 20 minutes for each student).** The schedule of presentations will follow the class roster (1<sup>st</sup> half of the class).

**Week 13 (Nov.25) – No class – Thanksgiving Day**

**Week 14 (Dec. 2) – PowerPoint presentation of research (about 15-20 minutes).** The schedule of presentations will follow the class roster (2<sup>nd</sup> half of the class).

**Week 15 (Dec. 9) – Research paper due.** You must drop off the hard copy of the paper at the instructor's office between 5:00pm - 6:00 pm. Electronic copies must be emailed (as Word attachment) on the same day by 7:00 pm.