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School of Diplomacy and International Relations

Fall 2015

Conflict and Forced Population Movements in Africa

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Course Syllabus
Conflict and Forced Population Movements in Africa (DIPL 6717)
School of Diplomacy and International Relations
Seton Hall University (Fall 2015)

Instructor: Dr. Assefaw Bariagaber

Office Hours: Tuesdays: 10:00 am – 11:00 am AND 6:30 pm – 7:30 pm

Thursdays: 10:00 am – 11:00 am

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 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 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 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, 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 -- in the words of one scholar -- “a problem of our time.”

Each student will write and present 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 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 copies of articles for personal use. Where necessary, the instructor will make available numerous book chapters and articles from scholarly journals on conflicts and refugee formations for student use. 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

- 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

- lectures
- examination
- research paper
- research paper presentation
- student presentation and summary and critique of 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. A 2-3 page summary and critique of an article presented in class by the student carrying a maximum of 10 points (8%).
3. A well-developed research paper carrying a maximum total of 50 (40%) points due on the date indicated in the course schedule below.
4. PowerPoint presentation of the final paper carrying a maximum total of 10 (8%) points as indicated in the course schedule below.
5. Class participation carrying a maximum total of 5 (4%) 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 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. It is very important that the research paper is completed and handed on **time, both in hard copy and electronically** (as an email attachment). The instructor will deduct significant points and/or reject any project not handed on time. Moreover, each student is required to discuss the topic of his/her proposal with the instructor well in advance of November 17 due date. Failure to make presentations on the assigned date will result in a zero point for the presentation.
3. The research paper must be an **individual** endeavor. If not, it is a case of pure plagiarism -- an academic offence of the highest order. 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 read university and school standards for academic conduct in the following websites:
<http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
4. 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 18 and 22 double-spaced pages, with font size of 12, and a one-inch margin on all sides. The instructor will give more guidance on the research paper in due course.

5. 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.
6. Absence from an examination will result in a **zero** point for that examination unless the student is able to provide a 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.
7. Request for an “Incomplete” grade may be granted only for legitimate reasons. Such request must be made by the student and, if the request is granted, all paper work completed by the student by November 20. Please read university policy regarding this.
8. Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at [\(973\) 313-6003](tel:9733136003). You are required to notify and bring the documentations to the course instructor.
9. It is very important that students maintain high class etiquette.

VI. Course Schedule and Readings

Week 1 (Sept 1) -- General introduction

Requirements, grading, readings, etc.

Introduction to the study of conflicts and forced population movements

Why study refugee issues?

General Introduction to the Global Refugee Crisis - Refugee statistics

Week 2 (Sept 8) – Political Violence and Refugee Situations

Definitions of concepts

Conventions governing refugee issues

Refugee situation as an International Relations issue

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.

Bascom, J. The New Nomads: An Overview of Involuntary Migration in Africa. In *The Migration Experience in Africa*, J. Bascom, and T. A. Aina (eds.), 1995, 196-219.

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

Week 3 (Sept 15) – Conflicts and Refugee Formations
Conflict-Refugee Nexus

Readings:

Bariagaber, A. Chapter 2, pp. 21-37.

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

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

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

Week 4 (Sept 22) -- Refugees in Flight

Migration perspectives -- analytical tool in the study of refugees

Differentiating between migrants and refugees

Dynamics of refugee flight

Links between conflicts and refugee flight dynamics

Readings:

Kunz, E. The Refugee in Flight: Kinetic Models and Forms of Displacement, *International Migration Review*, 1973, 7:125-146.

Kunz, E. Exile and Settlement: Refugee Theory, *International Migration Review*, 1981, 15: 42-51.

Bariagaber, Chapter 3, pp. 41-77.

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

Week 5 (Sept 29) -- 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.

Kaiser, T. Between a Camp and a Hard Place: Rights, Livelihood and, Experiences of the Local Settlement System for Long-term Refugees in Uganda, *Journal of Modern African Studies*, 2006, 44(2): 597-621.

Bariagaber, A. Chapter 5, pp. 81-94.

Week 6 (Oct 6) -- 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. 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.

Kibreab, G. Pulling the Wool over the Eyes of Strangers: Refugee Deceit and Trickery in Institutionalized Settings, *Journal of Refugee Studies*, 2004, 17:1-26.

Week 7 (Oct 13) – No Class – Fall Break

Week 8 (Oct 20) Refugee Repatriation

Actors in Repatriations Endeavors

Refugee-Development Nexus

Readings:

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.

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.

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

Week 9 (Oct 27) – **No formal class.** The instructor will be in his office to discuss issues and answer questions from students on the final examination. **Please make an appointment.**

Week 10 (Nov 3) -- **Final Examination** (in class).

Week 11 (Nov 10) -- One-on-one discussion on the topic for research with each of the first half of students (in alphabetical order). The meeting will be held during class time in the instructor's office. The instructor will allocate about 20 minutes for each student.

Week 12 (Nov 17) --- One-on-one discussion on the topic for research with each of the second half of students (in alphabetical order). The meeting will be held during class time in the instructor's office. The instructor will allocate about 20 minutes for each student.

Research Topic must be approved by this date.

Week 13 (Nov 24) -- **No class.** The instructor will be attending a professional conference overseas.

Week 14 (Dec 1) – Student paper presentation.

Week 15 (Dec 8) – Student paper presentation.

Week 15 (Dec 15) – **Research paper due.** You must drop off the hard copy of the paper at the instructor's office between 4:00 and 5:00 pm. Electronic copies must be emailed (as Word attachment) by 6:00 pm.