

FYSM 1901
Forced Migration and Displacement in Africa
Monday & Wednesday 13:05 - 14:25

❖ **214 Residence Commons**

❖ **NOTE: This syllabus is subject to minor changes for guest speakers, etc.**

Instructor: Dr. J. Amanda Coffie
Office: D694 Loeb
Office Hours: Wednesday 3-4pm
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This course examines displacement processes in Africa. It covers the causes, characteristics, and consequences of forced migration experiences and of the “displacement problem”. In addition, the political, social, and economic context of protection and finding solutions for the millions of displaced persons in Africa are explored. A basic review of international, regional, and national refugee laws will provide an understanding of how refugee and asylum law/policy is interpreted and implemented. Trends vis-a-vis the expansion of the refugee definition will be assessed by studying regional/state approaches to mass flight, gender persecution, Internally Displaced Persons (IDPs) and “development/environmental” refugees within Africa.

Students in this course will gain an understanding of the local and external context that produce refugees and internally displaced persons. They will also examine how social relations and identities of the individual and society are affected by displacement. Attention will be paid to the experience of the refugees through their flight from home, living in exile and in some cases return when the sources of displacement no longer exist.

The course focuses on case studies of displacement and forced migration processes in Africa however, it also draws on the experiences of African refugees settled in Canada. This course is designed to provide students with an understanding of how forced migration is organized in Africa and links with global political, economic and social processes.

A. COURSE REQUIREMENTS

Assignment and Marks Timetable

| Assignments | Marks |
|------------------------------|--------------|
| (Fall 2013) | |
| Review of Assigned Readings | 10% (2x5%) |
| Media Review (Oct. 15) | 10% |
| Mid-Term Exam (Nov. 21) | 15% |
| Attendance and Participation | 5% |

Winter 2014

| | |
|--------------------------------|-------------|
| Group Presentation with report | 10% |
| Research Proposal | 5% |
| Final Research Paper | 20% |
| Final Exam | 20% |
| Attendance and Participation | 5% |
| Total (fall and winter) | 100% |

- ❖ **Students cannot expect to pass this course if they have not completed all the assignments. Please familiarise yourself with Carleton's university regulations in the Undergraduate Calendar, especially for grades.**

B. CONDUCT OF SEMINAR, ASSIGNMENTS AND EVALUATION**Expectations**

First-year seminars have both **academic** and **practical** objectives. Our academic goal is to help you understand how forced migration is organized in Africa and links with the international community. Our practical goal is to help you develop the basic skills you need to be successful as a university student.

You are expected to attend and participation in all sessions of the seminar. The skills and research workshops and related exercises are essential parts of the course to help you achieve the goals and objectives described above.

A sign-book (included in participation mark) will be circulated each day. If you miss more than one class let us know the circumstances, during office hours, by email or by phone. Speak to me, the Institute's administrator or the director, if you feel overwhelmed. Additionally, the University has a number of resources at Carleton to help you through the first year.

Before class, you should read and think about the assigned readings so you can make some contribution during class time. For each class, **jot down 3 (three) comments or observations** you have about the course readings for each day. There are no **"right"** answers so do not be afraid to speak up. We will try to create a setting where participation is informal and non-threatening. People of good will may disagree on some of the issues and energetic debate is an important part of any seminar. Therefore, we expect you to treat one another, the instructor and guest speakers/lecturers, with courtesy and respect at all times.

Grading: *What does it take to get an "A"?*

It is important always to know what is expected of you. For example, **what happens if you miss a whole assignment?** Can you still pass the course? The rules are different in different departments, programs and courses. **FIND OUT!** If the course outline doesn't tell you and/or if you need clarifications...ask.

Communication

Students are encouraged to attend the scheduled office hours if they have any questions related to the course. As well, email is a good way to get specific answers to specific questions. If possible, please use the email associated with the course webpage on CuLearn when communicating with me about this course. I will make my best efforts to respond to all email queries within 24 hours.

Assignments (Fall 2013)

Review: Reviews of the assigned readings should begin with a brief summary of the main argument(s) made by the author(s). They should also include your critical commentary on the readings. Remember: “critical” commentary includes highlighting both strengths and weaknesses. Each review must be no more than one page in length; longer reviews will not be accepted. Students may choose any **TWO** readings on the syllabus, though the first one is due by **October, 2** and the second by **November, 18**. As well, students are only permitted one review per week. Reviews are due at the beginning of the class in which the readings are to be discussed; reviews of readings that have already been discussed in class will not be accepted.

Media Review: This is due in class on **October 23**. For this assignment, students are to select a media news report on an issue related to displacement (forced migration) in Africa. The article should have been published during the following period; **July 1 to October 10 2013**. The assignment is a single space one page review of the news item. Your review should include a summary of the article and your critical perspective on the item. You should attach a copy of the publication to your review for submission.

Mid-Term Exam: The exam will be held in class and will cover all topics discussed prior to November 27, 2013.

Assignments (Winter 2014)

Research Proposal: Students will sign up for 15 minutes discussion with the instructor to discuss the selected topic and country/community of interest for the final paper. While this is not a written assignment, students are encouraged to note down their ideas/thoughts to enable them ask questions as well as guide their discussion.

Final Research Paper: The final paper for this course is a Case study of forced migration experience in Africa. This is an 8-10 pages double spaced research paper. Some of the issues to discuss include but not limited to the cause (s) of displacement, flight and asylum experience, responses and impact of forced migration. Further details will be discussed in class.

Group Presentation: Students will be assigned to groups during the last day of class in the **Fall term**. Each group will be assigned a region in Africa to evaluate the refugee situation using the tools learned in this course. The group assignment involves working in small groups to identify and present academic sources, newspaper, magazine, book, journal, television and radio reports about the assigned region of interest. For this purpose, ***the suggested websites below and reading of a good general interest daily newspaper and a newsmagazine and keeping up with current events are helpful.***

Exam: The final exam will be held in class. It will cover the reading materials for the entire course (fall and winter). More details on the format and exact date of the exam will be given in class.

All written assignments will be assessed on the following:

- Grasp (comprehension) of course issues.
- How effectively you state and develop your arguments.
- How well you organize and write your material.
- Choice and adequacy of sources.
- Complete and accurate scholarly reporting (reference notes and bibliographic format).
- Grammar and spelling; proofread your essay (**don't trust the spellchecker!**)

N.B. Not all assignments are done for marks. Several done in class time will help you develop necessary skills including: a base-line writing sample and textual analysis exercises.

Late assignments: A penalty of **5% per day, starting from the next day** will be deducted for all late assignments. **Students are expected to keep an extra copy of their assignments.**

N.B. All papers are due in class and should be handed to me in person. Please do not slide assignments under my office door. Late assignments should be dropped off via the IAS Assignment Drop Box. The cut off time for the drop off box is 4pm. Any paper dropped off after 4pm will be date stamped the following day and will be considered late. In all cases **KEEP A HARD COPY OF YOUR PAPER OR WRITTEN ASSIGNMENTS.** This is necessary in case of lost, misplaced, and stolen or other mishaps with your paper.

Please note that assignments sent via e-mail or fax will not be accepted unless in extenuating circumstances and as approved by the Director of Institute African Studies.

C. LECTURE TOPICS AND READINGS

****There is no assigned textbook for this course. The required readings are listed below. All assigned readings are on reserve in MacOdrum Library. In addition, all the journal articles are available on-line via the Carleton University library system.**

Week 1 (Sept. 9 and 11): Introduction and Overview of Tools and Concepts

Cohen and Deng 1998. "Introduction" *The Forsaken People: Case Studies of Internally Displaced*. (Brookings Institution: Washington)

R. Zetter (1991) "Labelling Refugees: Forming and Transforming a Bureaucratic Identity" *Journal of Refugee Studies* Vol. 4 No. 1: 39-62

Week 2 (Sept. 16 and 18): Scope and Overview of Displacement in Africa

J. Crisp, (1999). 'Who has counted the refugees?' UNHCR and the politics of numbers, *New Issues in Refugee Research*, Working Paper No. 12, UNHCR, Geneva (www.unhcr.ch)

UNHCR, (2006) Chapter 1. "Current dynamics of displacement", *The State of the World's Refugees: Human Displacement in the New Millennium*, Oxford: Oxford University Press, (<http://www.unhcr.org/publ/PUBL/4444afc50.pdf>)

Week 3 (Sept. 23 and 25): Research Skill Workshop: Reading and Writing

Week 4 (Sept. 30 and Oct. 2): Causes of Displacement: Historical Overview

G. Kibreab (1985) *African Refugees: Reflections on African Refugee Problem* (Africa World Press: Trenton)

C. Veney, (2007) Chapter 1. *Forced Migration in Eastern Africa: Democratization, Structural Adjustment and Refugees* (Palgrave Macmillan, New York)

Week 5 (Oct. 7 and 9) Causes of Displacement: Contemporary Dimensions

R. Capelon. (1995) "Gendered War Crimes: Reconceptualising Rape in Times of War." In Peter and Wolpe (eds.) *Women's Rights, Human Rights: International Feminist Perspectives* (Routledge: New York)

M. M Cernea, (1990). "Internal Refugee Flows and Development-Induced Population Displacement" *Journal of Refugee Studies* Vol. 3 No.4: 320-339

Week 6 (Oct.14 and 16): Flight Experience

E. Kunz, 1973. "The Refugee in Flight: Kinetic Models and Forms of Displacement" *International Migration Review* No. 7: 125-146

A. Lindley (2010) "Leaving Mogadishu: Towards a Sociology of Conflict-Related Mobility" *Journal of Refugee Studies* Vol. 23 No.1: 2-22.

Week 7 (Oct. 21 and 23) Response to Refugee Situations: International/Regional Actors- (OAU/AU/ and UN)

R. Murray, (2005) "Refugees and Internally Displaced Persons and Human Rights: The African System" *Refugee Survey Quarterly* Vol. 24 No. 2: 56-66

1951 Convention relating to the Status of Refugees (included in:

<http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>)

1967 Protocol relating to the Status of Refugees (included in:

<http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>)

1969 Convention on the Specific Aspects of Refugee Problems in Africa (http://www.africa-union.org/Official_documents/Treaties_%20Conventions_%20Protocols/Refugee_Convention.pdf)

Fall Break (October 28 to November1); Classes Suspended

Week 9 (Nov. 4 and 6): Response Cont.: African states and local communities

K. Jacobsen (1996). "Factors influencing the policy responses of host governments to mass refugee influxes" *International Migration Review*, Vol 30. No. 3: 655-678

A. Coffie (2012) Chapter 7. "Asylum Policy and Practices in Ghana" in Ohemeng et. al. (eds) *The Public Policy Making Process in Ghana: How Politicians and Civil Servants Deal with Public Problems* (Mellen Press: New York)

Week 10 (Nov 11 and 13) Response Cont.: Canada

C Pereira, BN Adams, M Bristow, (1978) "Canadian beliefs and policy regarding the admission of Ugandan Asians to Canada" *Ethnic and racial studies*, Volume 1, Issue 3

M. Lacroix (2004) "Canadian Refugee Policy and the Social Construction of the Refugee Claimant Subjectivity: Understanding Refugeeeness" *Journal of Refugee Studies* Vol. No. 2. 147-166

Week 11 (Nov. 18 and 20) Work shop: Time management, Test and exam preparation**Week 12 (Nov 25 and 27) Consultation**

Week 12 (Dec.2 and 4) Mid-term exam, term review & winter updates. ROUND TABLE! Full class group discussion

Winter 2014**Week 1 (Jan. 6 and 9) Introduction and Presentation Preparation****Week 2 (Jan. 13 and 15) Asylum Experience (Camp Settlement)**

M. Smith "Warehousing of Refugees" 2006

K. Jacobsen (2005) chapter 2. *The Economic Life of Refugees* (Kumarian Press: Boulder)

P M Kagwanja (2000) "Refugee Camps or Cities? The Socio-economic Dynamics of the Dadaab and Kakuma Camps in Northern Kenya" *Journal of Refugee Studies* Vol. 13 No. 2: 205-222

Week 3 (Jan 20 and 22) Asylum Experience Cont. (Urban and non-camp settlement)

K. Jacobsen (2006) "Refugees and Asylum Seekers in Urban Areas: A Livelihood Perspective" *Journal of Refugee Studies*, 19 (3): 273-286.

K. Grabska (2006) "Marginalization in Urban Spaces of the Global South: Urban Refugees in Cairo" *Journal of Refugee Studies* 2006 19 (3): 287-307.

Week 4 (Jan 27 and 29): Group Presentations**Week 5 (Feb 3 and 5): Impact of Forced Migration (Host State and Local Communities)**

K. Jacobsen. (2002) "Can Refugees Benefit the State? Refugee Resources and African Statebuilding" *The Journal of Modern African Studies* Vol. 40 Issue 04: 577 -596

B. Whitaker (2002) "Refugees in Western Tanzania: The Distribution of Burdens and Benefits among Local Hosts" *Journal of Refugee Studies* Vol. 15 No.4: 339-358

Week 6 (Feb 10 and 12): Gender Dimension of Displacement

UNHCR (2002) “The World of Refugee Women at a Glance: The Lost Girls of Sudan.”

A Ager, W Ager and L Long (1995) “The Differential Experience of Mozambican Refugee Women and Men” *Journal of Refugee Studies* Vol. 8 No. 3: 265-287

S Gururaja (2000) “Gender dimensions of displacement” *Forced Migration Review*, No.9.

Feb 17-21: Winter Break, Classes Suspended

Week 7 (Feb 24 and 26): NGO’s and Refugees (Guest Lecture/Trip to CIC Refugee Reception Center, Ottawa)

R Zetter (1996) “Refugee survival and NGO project assistance: Mozambican refugees in Malawi” *Community Development Journal*, Vol. 31 No.3: 214-229.

Week 8 (March 3 and 5) Research Paper Consultation

Week 9 (March 10 and 12): Internally Displaced Persons

L. Lee (1996) “Internally Displaced Persons and Refugees: Toward a Legal Synthesis?” *Journal of Refugee Studies* Vol. 9 No.1: 27-42.

E Mooney (2005) “The concept of internal displacement and the case for internally displaced persons as a category of concern”

<http://www.brookings.edu/~media/research/files/articles/2005/9/fall%20humanrights%20mooney/9>

Week 10 (March 17 and 19): The Search for Solutions

B. Stein (1986) “Durable solutions for Developing Country Refugees” *International Migration Review*, Vol. 20, No. 2: 264-282.

W Smyser (1985) “Refugees: a never-ending story” *Foreign Affairs*, Vol. 64, No. 1: 154-168

Week 11 (March 24 and 26): Protracted Refugee Situations

J. Crisp (2005) “No Solution in Sight: The problem of protracted refugee situations in Africa” in *Displacement Risks in Africa* pp. 17-42

Week 12 (March 31 and April 2): End of Refugeehood (Transnational citizens and Returnees)

F Cornish, K Peltzer, M MacLachlan (1999) “Returning Strangers: The Children of Malawian Refugees Come ‘Home’?” *Journal of Refugee Studies* Vol.12 No.3: 264-283.

H. Muggeridge and G. Dona, (2006) ‘Back Home? Refugees’ Experiences of their First Visit back to their Country of Origin’ *Journal of Refugee Studies* Vol.19 No.4: 415-432

Week 13. (April 7) Review and overview of course

Web-sites of interest

Forced Migration On-line: <http://www.forcedmigration.org>

PRS Project (Oxford): <http://www.prsproject.org>

United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org>

UN Office for the Coordination of Humanitarian Affairs: <http://www.reliefweb.org>

US Committee for Refugees: <http://www.refugees.org>

REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies

and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

| | | |
|------------------|-----------------|-----------------|
| A+ = 90-100 (12) | B = 73-76 (8) | C - = 60-62 (4) |
| A = 85-89 (11) | B - = 70-72 (7) | D+ = 57-59 (3) |
| A - = 80-84 (10) | C+ = 67-69 (6) | D = 53-56 (2) |
| B+ = 77-79 (9) | C = 63-66 (5) | D - = 50-52 (1) |

F Failure. No academic credit

WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 9. The last date to withdraw from Fall/Winter and Winter term courses is April 8, 2014.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608,

every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 8, 2013 for the fall term and March 7, 2014 for the winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

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|--|-----|
| Student Academic Success Centre (7850) Tory | 302 |
| Paul Menton Centre (6608) Unicentre | 500 |
| Learning Support Services – Study Skills, Writing Tutorial Service (1125) 4th fl Library | 4th |

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES

(613-520-2600, phone ext.)

| | |
|------------------------------------|-----|
| Inst. of African Studies (2220) PA | 439 |
| Registrar's Office (3500) Tory | 300 |

Application for Graduation Deadlines

Spring Graduation (June): March 1

Fall Graduation (November): September 1

Winter Graduation (February): December 1