

AS 100.444
Migrants and Refugees in Africa
Fall 2019

Professor

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Class Meeting Time & Place

Wednesdays @ 3-5 pm, Gilman Hall 400

Scope, Themes, and Purpose

This is an upper-level undergraduate seminar on the history and contemporary situation of African migrants and refugees. Migrants are persons who move within and between countries in search of livelihood enhancement and/or protection. Historically, migration and global economic development have been closely linked, for increasing income in a country often leads to greater emigration and movement of its citizens, not less. Migrants' earnings abroad are often invested in education and/or economic enhancements in migrants' home countries, boosting economic development there. The countries that migrants immigrate to (or at least certain portions of their populations) also typically benefit in various ways—economically, culturally, socially—from the presence of migrants, their labor, and their initiatives.

Refugees and asylum seekers are subsets of migrants, ones whose movements are typically compelled by some more immediate human, political, or natural disaster. In Africa, as more broadly, refugees and asylum seekers represent *only a small minority* of migrants. We will focus on the history, experiences, and specific characteristics of refugees during the week of October 30. More broadly, refugees share many of the objectives and experiences of migrants more broadly and will appear alongside migrants in many of our readings and considerations over the semester. The term “mixed migration” is often employed to designate the complex, diverse, and intertwined movements of migrants, refugees, and asylum seekers.

The readings for this course are informational, on the one hand, and academic and analytical, on the other. They consist of: 1) documents about the current situation of African migrants produced by expert and international advocacy organizations that study and work with migrants, and 2) academic studies of migration and migrants produced by historians, anthropologists, sociologists and other scholars whose focus is analytical, observational, and theoretical. Some of the readings contain recommendations for best migration policy practices, and one of the goals of the course is for students to understand the nature and sources of these recommendations, and the data and reasoning on which they are based.

Migration has been a significant reality of our globally connected world for some centuries now. The intensity of migration has recently increased, however, with increasing economic development and other recent events, such as war or the weakening of colonial migration controls. Migration is involving and affecting ever larger numbers of people, despite (and also because of) efforts in many receiving countries to stop incoming migratory movements. As a result, migration has also become a hot political issue within Africa as it has in Western countries and elsewhere, throwing up political opposition as well as continuing to create benefits and opportunities.

Students taking this course will acquire in-depth knowledge and understanding of African migration and refugee issues. However, knowledge of the forces underpinning migration gained in this course are relevant well beyond Africa and can be applied in a wide variety of situations globally.

Learning Goals

Students who successfully complete this course will be able to:

- articulate orally and in writing basic facts about migration, migrant flows, and migrant stocks in Africa and of Africans, and analyze migration and Africa within a global framework of migration.
- describe the relationships between migration and development typically observed in Africa and elsewhere, and predict where and why migration might rise or fall over time.
- discuss and analyze the historical and contemporary experiences of African migrants, and identify the various challenges they and African governments and societies face in living as migrants or dealing with both immigration and emigration.
- describe the unique features of particular African migrant flows and experiences, as well as assess the specific politics surrounding them, especially:
 - eastward migrations from West & North Africa toward Sudan, the Arabian Peninsula and the Arabian Gulf
 - the experiences and challenges of Malian migrants in the modern city of Brazzaville
 - southward migrations into modern Côte d'Ivoire and their repercussions
 - pre- and post-Apartheid immigration to South Africa
 - African emigration to Europe & the United States
- identify and discuss the typical policy recommendations of international organizations, economists, practitioners, and scholars with respect to global and African migrants and refugees, and assess the appropriateness of those recommendations and the assumptions behind them.

Required Book (for purchase at the JHU Bookstore or elsewhere)

- Bruce Whitehouse, *Migrants and Strangers in an African City: Exile, Dignity, Belonging* (Bloomington, Ind.: Indiana University Press, 2012). [This book is also available electronically for free via the MSEL library catalog]
- All other required reading materials are available electronically for free (as is the required book).

Course Requirements (All written assignments to be uploaded at Blackboard)

- Attendance and participation. I expect you to attend every class and to participate in the discussions. Any absence from class should be explained before class, not after it. I do not require a doctor's or other practitioner's note for absences—just responsible adult behavior by informing me before you miss a class. The "Professor's Assessment" will be based largely on attendance and verbal participation.
- Weekly Journal Posts. Each week, students will upload short responses to the assigned reading. Short means no more than one page of text (single-spaced), generally 2-3 paragraphs. Your journal should take the following form. **The first paragraph answers the question: What was the main argument of the assigned reading? (A strong paragraph on the argument is essential!)** The rest of the journal should address any or all of the following questions: What do you think about the argument, and why? What did you find interesting, enlightening, difficult, problematic, or surprising about the reading? How does the reading relate to other works we have read? What questions do you have for in-class discussion? Journal posts are due before the beginning of each class (you will be unable to post your comments after class has begun). You may wish to bring a hard or soft copy of your journal comments to class and use them as a basis for your verbal participation.
- A take-home Midterm Exam, 7 pages, Due as an upload to Blackboard on Saturday, October 12 before or by 11 pm. The midterm exam question will be provided two weeks before the exam due date.
- Critical Film Assessment, Due as an upload to Blackboard on Saturday, November 23 at 11 pm, 7 pages. The film is required viewing for November 13.
- A take-home Final Exam, 7 pages, Due as an upload to Blackboard at the end of the JHU Registrar-scheduled final exam time for the class. The question will be provided at the final class, on December 4.

Course Due Dates (please put these reminders on your calendar)

- Weekly Journals: must be uploaded to Blackboard before class starting time each week; the link for uploading will disappear at exactly 3 pm.
- Midterm, Saturday, October 12, 11 pm.
- Film Critical Assessment, November 23, 11 pm.
- Final Exam, at the end of the JHU Registrar-scheduled final exam time for the class (consult <https://studentaffairs.jhu.edu/registrar/>).

Grading

Assessment Instrument	Points
Midterm	250
Film Critical Assessment	200
Final Exam	250
Weekly Journals	200
Professor's Assessment	100
Total	1,000

Important Statements

Academic Ethics: Students are expected to abide by the JHU Academic Ethics for Undergraduates (<https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>). I expect you not to cheat, lie, or plagiarize. You should not help another student cheat or engage in unfair competition. Students in my classes, where writing is important, are sometimes tempted to plagiarize their writing assignments. The JHU Academic Ethics for Undergraduates policy defines plagiarism as “representing someone else’s information, ideas, or words as your own by failing to acknowledge the source.” For example, copying from books, articles, or internet sites and passing the work off as your own by not citing it and/or placing it in quotation marks is the most frequent mistake students make. I will deal with suspected plagiarism through the relevant policies set out by Johns Hopkins University. For more information on these, please visit the website link at the beginning of this paragraph.

Mental Health: The University and instructors are aware that many students experience anxiety, depression, and other emotional challenges. If you would like to speak to a professional counselor, please visit the campus Counseling Center. Information is available on the Counseling Center's website: <https://studentaffairs.jhu.edu/counselingcenter/>

Class Schedule (Weekly readings must be completed by class time on Monday)

September 4: Introduction to the class

September 11. Africa & International Migration: The Current Data/Situation

- The International Organization for Migration, the UN Migration Agency, *2018 World Migration Report* (https://publications.iom.int/system/files/pdf/wmr_2018_en.pdf). Read pp. 1-54 of the PDF report and use the material to answer the set of questions provided to you by the professor.

September 18. Migration and Development in Africa: Patterns & Misconceptions

- Marie-Laurence Flahaux and Hein de Hass, "African Migration: Trends, Patterns, Drivers," *Comparative Migration Studies* 4,1 (2016), pp. 1-25.
- Oliver Bakewell, "'Keeping Them in their Place': The Ambivalent Relationship between Development and Migration in Africa," *Third World Quarterly* 29,7 (2008), pp. 1341-1358.
- Michael A. Clemens, "Migration is a Form of Development: The Need for Innovation to Regulate Migration for Mutual Benefit," New York: United Nations Population Division, Technical Paper No. 2017/8, 2017, read the entire paper (<https://www.un.org/en/development/desa/population/migration/publications/technicalpapers/docs/TP2017-8.pdf>).

September 25. Eastward-Heading Emigration

- Gregory Mann, *From Empires to NGOs in the West African Sahel: The Road to Nongovernmentality* (Cambridge, Eng.: Cambridge University Press, 2015), chapter 3, titled "French Muslims in Sudan," pp. 93-119.
- Kennedy Atong, Emmanuel Mayah, and Akhator Odigie, *Africa Labour Migration to the GCC States: The Case of Ghana, Kenya, Nigeria and Uganda, An African Trade Union Overview* (African Regional Organisation of the International Trade Union Confederation, 2018), read pp. vii-x, 2-18 (end at the top of p. 18, before "Overview of Labour Migration Governance") (https://www.ituc-africa.org/IMG/pdf/ituc-africa_study-africa_labour_migration_to_the_gcc_states.pdf).
- Susan O'Brien, "Pilgrimage, Power, and Identity: The Role of the Hajj in the Lives of Nigerian Hausa Bori Adepts," *Africa Today* 46,3-4 (Summer/Autumn 1999), pp. 11-40.

October 2. Malians in Brazzaville 1

- Bruce Whitehouse, *Migrants and Strangers in an African City: Exile, Dignity, Belonging* (Bloomington, Ind.: Indiana University Press, 2012), introduction-chapter 3 (first half).

October 9. Malians in Brazzaville 2

- Whitehouse, *Migrants and Strangers in an African City*, chapter 4-epilogue (second half).

October 16. Migration, Economy, Politics, War, and Citizenship in Côte d'Ivoire

- Francis Akindès, *The Roots of the Military-Political Crises in Côte d'Ivoire* (Uppsala: Nordiska Afrikainstitutet, 2004) (<https://www.files.ethz.ch/isn/95521/128.pdf>).

October 23. Africans Heading to Europe: History and Current Patterns

- Gregory Mann, *From Empires to NGOs in the West African Sahel: The Road to Nongovernmentality* (Cambridge, Eng.: Cambridge University Press, 2015), chapter 4, titled "Well-Known Strangers: How West Africans Became Foreigners in Postimperial France," pp. 120-161.
- Hein de Haas, "The Myth of Invasion: The Inconvenient Realities of African Migration to Europe," *Third World Quarterly* 29,7 (2008), pp. 1305-1322.
- Julien Brachet, "Movements of People and Goods: Local Impacts and Dynamics of Migration to and through the Central Sahara," in James McDougall and Judith Scheele, eds., *Saharan Frontiers: Space and Mobility in Northwest Africa* (Bloomington, Ind.: Indiana University Press, 2012), pp. 238-256.
- Listen to this 50-minute radio program about African migrants crossing through Libya on their way across the Mediterranean to Europe (click on "Listen" above the picture): <https://www.revealnews.org/episodes/across-the-desert-and-the-sea/>. Do take notes!

October 30. Refugees & Internally Displaced Persons in African Migrations

- Brett Shadle, "Refugees in African History," in William H. Worger, Charles Ambler and Nwando Achebe, eds., *A Companion to African History* (Hoboken, N.J.: Wiley-Blackwell, 2019), pp. 247-264.
- Catherine Besteman, *Making Refuge: Somali Bantu Refugees and Lewiston, Maine* (Durham, N.C.: Duke University Press, 2016), chapter 2 (only), pp. 57-76, titled "The Humanitarian Condition." This chapter discusses refugee camps as a key way in which refugees are managed by the UNHCR and the international community as part of the so-called "international refugee regime"; it focuses on "Somali Bantus" (*jareer* in Somali) (see Wikipedia for more information about them), their experiences in Kenyan refugee camps from about 1991, and their resettlement to the United States from 2002.
- Internal Displacement Monitoring Center, *2019 Global Report on Internal Displacement*, read pp. 1-19 (<http://www.internal-displacement.org/sites/default/files/publications/documents/2019-IDMC-GRID.pdf>).

November 6. Southern Africa in the Post-Apartheid Era

- World Bank Group (authors: Hovhannisyan, Baum, Ogude, & Sarkar), *Mixed Migration, Forced Displacement, and Job Outcomes in South Africa* (Washington, D.C.: World Bank, 2018), read pp. 13-46 (<http://documents.worldbank.org/curated/en/247261530129173904/pdf/127706-v2-WP-P163910-main-MixedMigration-ForcedDisplacement-and-Job-Outcomes-in-South-Africa-Final-June-2018-PUBLIC-Volume-2-1.pdf>).
- Didier Fassin, Matthew Wilhelm-Solomon, and Aurelia Segatti, "Asylum as a Form of Life: The Politics and Experience of Indeterminacy in South Africa," *Current Anthropology* 58,2 (April 2017), pp. 160-176 (you don't need to read the commentaries beginning at the bottom of p. 176 that follow the article text).
- Lauren Landau et. al., "Free & Safe Movement in Southern Africa: Report to Inform Advocacy Promoting Safe and Unencumbered Movement of People Across Southern

Africa's International Borders," Conducted by the African Centre for Migration & Society, University of the Witwatersrand, Johannesburg, on behalf of The Open Society Foundation, 2018. Please read pp. 4-14 of this document (the executive report) (https://osisa.org/wp-content/uploads/2019/04/REPORT_Free-and-Safe-Movement-in-Southern-Africa.pdf).

November 13.

- No readings/meeting.
- Privately watch the documentary "God Grew Tired of Us" (2007): <https://www.youtube.com/watch?v=t3YdAcMENbk>. You may also check out the DVD in MSEL library or watch on a paid streaming service.
- Then watch John Bul Dau in his own words, in more recent times, part motivational speaker, part stand-up comedy, refugee immigrant: <https://www.youtube.com/watch?v=flrhaAMAhW8>

November 20.

- No readings/meeting.

December 4. African Migration to the United States & Relations with African Americans

- Randy Capps, Kristen McCabe, and Michael Fix, *Diverse Streams: Black African Migration to the United States* (Washington, D.C.: Migration Policy Institute, 2012) (<https://www.migrationpolicy.org/research/CBI-african-migration-united-states>).
- Listen to these two media programs below about an emerging route for irregular & asylum-seeking African migrants to the US.
 - <https://www.npr.org/2019/06/20/733682502/african-migrants-are-becoming-a-new-face-of-the-u-s-border-crisis>.
 - <https://www.foxnews.com/us/africa-san-antonio-mexico-border-illegal-immigration>
- "BlacknBlack," the Movie. I am attempting to arrange a screening for the class. (<http://blacknblackthemovie.com>)