

History 291 African Conflicts and Conflict Resolution

Fall, 2008 Moravian College

TTh 10:20-11:30 AM in Memorial 303

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610-865-3015 (home, evenings)
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Office location: top floor of Reeves Library near elevator in Video/DVD
Collection Room
Office hours: I will announce my office hours and post them on my office
door.

Topics

Africa's many historical conflicts provide ample sources for studying the origins and nature of human conflict and conflict resolution. In this course we will investigate a number of well-known African conflicts including the struggle for independence (e.g., Mau Mau, Algeria, South Africa), post-independence turmoil (e.g., Biafra, the Congo), and more recent crises (e.g., Sierra Leone, Rwanda, Darfur, Congo, Nigeria, Kenya). Each student will analyze an African conflict in terms of its complex evolution and resolution.

Goals

- *Develop a complex perspective on the causes of African conflict in the period since the Second World War
- *Develop a complex perspective on ways to resolve contemporary African conflicts
- *Utilize skills in primary and secondary research to study a specific African conflict
- *Distill research materials into an original history thesis
- *Effectively communicate historical research
- *Give and receive constructive criticism related to scholarly communication

Texts:

Martin Meredith, *The Fate of Africa: From the Hopes of Freedom to the Heart of Despair. A History of 50 Years of Independence*, (New York: Public Affairs, 2005).

Lansana Gberie, *A Dirty War in West Africa. The RUF and the Destruction of Sierra Leone* (Bloomington IN: Indiana University Press, 2005)

Christina Fisanick, *The Rwanda Genocide* (Farmington Hills, MI: Greenhaven Press, 2004) ISBN 0-7377-1986-9

Julie Flint and Alex de Waal, *Darfur: A Short History of a Long War* (New York: Zed Books, 2008)

Additional readings will be on reserve in the library or on Blackboard.

Class

Reading assigned for a class is to be completed before that class. Reading the material before the class is essential for understanding and for useful discussions. I recommend

taking notes and outlining (rather than highlighting or underlining). I also recommend spending time at every study session quickly reviewing lecture and reading notes.

Students are encouraged to speak to me about academic or other subjects. Office hours will be announced and they are posted on my office door. You may also make an appointment. If you try to call me in my office and there is no answer during weekdays, let my phone ring for voice mail. Or, call me evenings or weekends at home. I am also on the network during most weekdays.

Participation in class is an important part of this course and of college education; attendance will be taken regularly and your speaking in class is encouraged.

Evaluation

Evaluation will be based on a map quiz (10%), a paper (30%), class participation (including preparation, 20%), and two examinations (20%, 20%). The second examination is not cumulative, except as it assumes general knowledge of the first half of the course.

Makeups for quizzes or exams are given with great reluctance, and only when an arrangement has been made with me prior to the test or for verifiable emergencies. Late papers will be penalized. On paper assignments, some papers will be returned for rewriting.

Attendance does not receive a grade, but after 2 absences each absence will result in 2 points being subtracted from your final grade.

Plagiarism will be treated consistent with the Student Handbook and may result in failure in the course. As with all courses, you are expected to keep all notes and drafts until the final grade is assigned.

While I intend to follow the syllabus closely, it is sometimes helpful or necessary to change schedules, assignments, or evaluation procedures. Thus I reserve the right to do so.

Paper

Your task is to write a 12 – 15 page paper on conflicts in a Sub-Saharan African country. Some of the countries available have had little conflict and thus can help us understand factors that work for peace. Some countries have had crisis after crisis and can help us understand either how people have struggled to reestablish peace or how situations have spiraled into utter chaos. If your country has more than one crisis period, you may concentrate on one.

In preparing your paper it will be tempting to spend a great deal of time just describing the conflict. Be careful. History is more than description. It needs to go somewhere and mean something. Find a thesis that describes what you intend to show in your paper. Analyze the many factors that went into causing the conflict and into keeping it going (pre-colonial, colonial, postcolonial; personal, economic, political, social, cultural; ethnic, national, international...). Analyze the different perspectives of your sources. Assess the way the conflict was managed and resolved. Explore how this conflict can help us understand other conflicts.

Historians use a number of citation styles, but the most common is found in the Chicago Manual of Style. The whole manual is in the library. There are simpler excerpts in the text you used for Writing 100 or online on a number of university sites. You can also use a recent copy of the favorite: Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. I prefer footnotes or in-text citations to endnotes. Include a Works Cited list at the end.

The sources for your paper will likely be varied. For most topics there are primary sources in the form of contemporary first-person accounts; memoirs; and contemporary news, scholarship, and commentary. Likewise, there are more recent analysis in books and peer-reviewed journals. And for most conflicts there are official studies completed by government agencies, here in the US or abroad, by NGOs, or by international agencies such as the United Nations. Our text *The Rwanda Genocide* gives you an idea of the variety of perspectives on one African conflict.

How many sources? For most topics you could find hundreds of sources if you spent enough time (and learned enough languages), but you're not writing a book or a dissertation. What you need to do is demonstrate that you have taken your topic seriously and have come to understand its basic issues. That might be done with a cogent analysis of one official report on the conflict, bringing in the viewpoints of other sources that you have found. Investigating newspaper reports over several years might also do it. More conventionally, you might gather fifteen or so good sources and weave them into your narrative of the conflict.

Paper topics

Senegal

Kenya

Tanzania

Cote d'Ivoire

Congo (Kinshasa)

Nigeria

Zimbabwe

Uganda

Liberia

August

26 Introduction

Keim, "They Live in Tribes, Don't They?"

How to read

28 The colonial era and after

Meredith, "Introduction," 1-28

Meredith, "The Gold Coast Experiment," 17-29

September

2 The colonial era and after

Meredith, "L'Afrique Noire," 58-74

Meredith, "Winds of Change," 75-92

- Meredith, "Heart of Darkness," 93-115
 Meredith, "Feet of Clay," 179-192
- 4 The colonial era and after
 Meredith, "The First Dance of Freedom," 162-178
 Meredith, "A House Divided," 193-205
 Meredith, "The Coming of Tyrants," 218-248
 Meredith, "The Slippery Slope," 275-292
 Meredith, "The Great Plunderer," 293-308
- 9 Conflict and conflict resolution in small-scale societies—Paxton / Keim
Map Quiz
- 11 The colonial era and after
 Meredith, "The Lost Decade," 368-377
 Meredith, "The Struggle for Democracy," 378-411
 Meredith, "Black Hawk Down," 464-484
 Meredith, "Where Vultures Fly," 524-544
- 16 Library – bibliographic instruction
- 18 The colonial era and after
 Meredith, "No Condition is Permanent," 574-587
 Meredith, "A Degree in Violence," 615-646
 Meredith, "Somewhere Over the Rainbow," 647-675
 Meredith, "Out of Africa," 676-688
- 23 Conflict and conflict resolution in pre- and early-modern states, kingdoms, and empires—Glew / Skalnik
- 25 Perspectives on conflict and conflict resolution: ethnicity – Lalande
 Harff and Gurr, "The World of Ethnopolitical Groups," 19-33
 Harff and Gurr, "Using Social Science Theories to Explain Ethnopolitical Conflict," 98-116
 Harff and Gurr, "Responding to Ethnopolitical Challenges: Five Principles of Emerging International Doctrine," 181-195
- 30 Perspectives on conflict and conflict resolution– Chapman
 Wallenstein, "Geopolitik, Realpolitik, Idealpolitik and Kapitalpolitik," 87-90
 Wallenstein, "The Seven Mechanisms," 99-106
 Wallenstein, "Conflict Resolution in Civil Wars," 121-152
- October*
- 2 **Examination**
- 7 Perspectives on conflict and conflict resolution
 Pommerolle, Marie-Emmanuelle, "Universal Claims and Selective Memory: A Comparative Perspective on the Culture of Opposition in Kenya," *Africa Today* 53, 2) (Winter 2006) 75-93
 Goulding, Marrack, "The United Nations and Conflict in Africa Since the Cold War," *African Affairs* 98 (1999) 155-166
 Pottier, Johan, "Rights Violations, Rumour, and Rhetoric: Making Sense of Cannibalism in Mambasa, Ituri (Democratic Republic of Congo)," *Journal of the Royal Anthropological Institute* 13 (2007) 825-84
- 9 Rwanda
 Meredith, "The Graves are Not Yet Full," 485-523

Rosoux, Valerie, "The figure of the righteous individual in Rwanda," *International Social Science Journal* 58, 189 (Sept 2006), 491-499
Power, Samantha, "Bystanders to Genocide," *The Atlantic* (Sept 2001)
<http://www.theatlantic.com/doc/print/200109/power-genocide>.

Preliminary paper bibliography due

14 Rwanda

Fisanick: Keane, Fergal, "President Habyarimana's Government was Responsible for the Genocide," 17-28

Fisanick: Jefremovas, Villia, "Socioeconomic Conditions, Not Ethnic Hatred Led to the Genocide," 29-39

Fisanick: Salzman, Todd, "Tutsi Favoritism by the Catholic Church Contributed to the Genocide," 40-46

Fisanick: Uvin, Peter, "Rwanda's Lack of Resources and Extreme Poverty Provided the Breeding Grounds for Genocide," 47-57

16 Rwanda

Fisanick: Khan, Shaharyar M., "The United Nations Dismissed the Warning Signs and Failed to Stop the Genocide," 58-67

Fisanick: Riza, Iqbal, "The Disaster in Somalia Influenced the United Nations to Delay Intervention in Rwanda," 68-77

Fisanick: Power, Samantha, "Bystanders to Genocide: Why the United States Let the Rwanda Tragedy Happen," 78-88

21 Rwanda

Fisanick: Clinton, Bill, "The International Community Must Work Together to Rebuild Rwanda," 89-95

Fisanick: Ndereyimana, Joseph, "Hutus Must Apologize to Surviving Tutsis Before Rebuilding Can Begin," 96-99

Fisanick: Hamilton, Heather B., "Women are Playing a Central Role in the Reconstruction of Rwanda," 100-112

Fisanick: Human Rights Watch, "The Rwandan Government Must Deliver Justice to Its Juvenile Prisoners," 113-126

Fisanick: New Republic, "The United Nations is Failing to Bring Justice to Rwanda," 127-130

Reyntjens, Filip, "Post-1994 Politics in Rwanda: Problematising 'Liberation' and 'Democratisation'," *Third World Quarterly* 27, 6 (Sept 2006) 1103-1117

23 Sierra Leone

Meredith, "Blood Diamonds," 545-573

Gberie, "Introduction: The RUF Phenomenon," 1-16

Gberie, "Sierra Leone: from Independence to State Recession," 17-38

Gberie, "The Making of the Revolutionary United Front, 39-69

28 Sierra Leone

Gberie, "War and State Collapse," 70-96

Gberie, "Not just a Coup: the AFRC Takeover of 1997," 97-117

Gberie, "'Operation No Living Thing' and Terror as Warfare," 118-155

Gberie, "From 'U-Nasty' to 'Model Peacekeeping'," 156-179

Coulter, Chris, "Female Fighters in the Sierra Leone War: Challenging the Assumptions?" *Feminist Review* 88 (2008) 54-73

- Maclure, Richard and Myriam Denov, "I Didn't Want to die So I Joined Them"
 Structuration and the Process of Becoming Boy Soldiers in Sierra Leone,"
Terrorism and Political Violence 18, 1 (Spring 2006) 119-135
- 30 Sierra Leone
 Gberie, "Diamonds and the RUF's War," 180-196
 Gberie, "Epilogue: the Reckoning," 197-215
 Kelsall, Tim, "Truth, Lies, and Ritual: Preliminary Reflections on the Truth and
 Reconciliation Commission in Sierra Leone," *Human Rights Quarterly* 27, 2
 (May 2005) 361-391
 Documentary: "Long Night's Journey into Day"
- November*
- 4 Sierra Leone
- 6 Sudan
 Meredith, "The Honor of Living," 588-599
 Flint and de Waal, "The People of Darfur," 1-32
 Flint and de Waal, "The Sudan Government," 16-32
- 11 Sudan
 Flint and de Waal, "The Janjawiid," 33-70
 Flint and de Waal, "The Rebels," 71-115
- 13 Sudan
 Flint and de Waal, "A War of Total Destruction, 2003-04," 116-149
 Flint and de Waal, "Wars Within Wars, 2005-06," 150-166
- 16 Sudan
 Flint and de Waal, "International Reaction," 167-200
 Flint and de Waal, "The Abuja Peace Talks," 200-229
- 18 Sudan
 Flint and de Waal, "Endless Chaos," 230-276
- 20 **Examination**
- 25 Paper presentations
- Thanksgiving
- December*
- 2 Paper presentations
- 4 Paper presentations
- 9 Paper presentations