

## **History 291 Conflict and Conflict Resolution in Tropical Africa**

Fall, 2009 Moravian College

MW 11:45-12:55; HILL 410

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Office location: top floor of Reeves Library near elevator

Office hours: M: 2:30-4:00; T: 3:00-4:30; Th: 3:00-4:00

### **Topics**

Tropical 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), post-independence turmoil (e.g., Biafra, Congo), and more recent crises (e.g., Sierra Leone, Rwanda, Darfur, Congo, Nigeria, Zimbabwe). 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)

Mamdani, Mahmood, *Saviors and Survivors. Darfur, Politics, and the War on Terror* (New York: Pantheon Books, 2009)

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 are as listed above. 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 required.

### **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. Late papers will be penalized.

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.

Attendance does not receive a grade, but after 2 absences each absence will result in 2 points being subtracted from your final grade. Consistently late arrivals will be considered subjectively but fairly by the instructor and may result in 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.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

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 conflict. 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 and their development over time (historiography). 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 synopses in the text you used for Writing 100, History 270, 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 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 analyses 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**

Angola  
Cote d'Ivoire  
Congo (a failed state?)  
Congo (Ituri/Kivu)  
Eritrea  
Guinea (Conakry)  
Kenya (Mau Mau)  
Kenya (the continuing crisis)  
Liberia  
Nigeria (religious massacres in the north)  
Nigeria (Biafra)  
Somalia (1990 crisis)  
Somalia (the continuing crisis)  
Uganda (LRA or Amin era)  
United Nations in Africa  
Zanzibar

### **Class schedule**

*August*  
31 Introduction  
    Syllabus

Keim, "They Live in Tribes, Don't They?"  
Hollar, Julie, "'Tribal' Label Distorts African Conflicts," *Extra!* May/June 2008  
at <http://www.fair.org/index.php?page=3409>

"The Reckoning"

[http://www.pbs.org/pov/reckoning/watch\\_the\\_film.php](http://www.pbs.org/pov/reckoning/watch_the_film.php)

How to read

### *September*

#### 2 The colonial era and after

Meredith, "Introduction," 1-14

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

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

Meredith, "Winds of Change," 75-92

#### 9 The colonial era and after

Meredith, "Heart of Darkness," 93-115

Meredith, "Feet of Clay," 179-192

Meredith, "The Birth of Nations," 141-161

Meredith, "The First Dance of Freedom," 162-178

#### 14 The colonial era and after

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

#### 16 Conflict and conflict resolution in small-scale societies—Paxton / Keim

##### **Map Quiz**

##### **Paper assignments**

#### 21 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

#### 23 Conflict and conflict resolution in pre- and early-modern states, kingdoms, and empires—Glew / Skalnik

Watch videos at home:

<http://www.youtube.com/watch?v=VOqx3ES3gbA>

<http://www.youtube.com/watch?v=i0lij9QrGrY>

<http://www.youtube.com/watch?v=d1rwH0HQF-I>

<http://www.youtube.com/watch?v=HOGaqr08x00>

<http://www.youtube.com/watch?v=uRIZbi-xnYE>

[http://www.youtube.com/watch?v=Sjm\\_ZJZGctw&feature=related](http://www.youtube.com/watch?v=Sjm_ZJZGctw&feature=related)

<http://www.youtube.com/watch?v=ZVsDvdGJtmk&feature=Playlist&p=65A185C6CE9E0745&index=6>

#### 28 Library – bibliographic instruction

Meredith, "No Condition is Permanent," 574-587

Meredith, "Out of Africa," 676-688

#### 30 Perspectives on conflict and conflict resolution: ethnicity

Harff, Barbara and Ted Robert Gurr, *Ethnic Conflict in World Politics* (2<sup>nd</sup> ed., 2004), "Using Social Science Theories to Explain Ethnopolitical Conflict," 98-116

Fisanick (textbook): "Introduction," 8-15

Fujii, Lee Ann, *Killing Neighbors. Webs of Violence in Rwanda* (2009) 1-16, 73-75, 123-127, 185-189

#### October

5 Conflict and conflict resolution among modern European states—Lempa

Perspectives on conflict and conflict resolution: civil wars

Wallensteen, Peter, *Understanding Conflict Resolution. War, Peace and the Global System* (2<sup>nd</sup> ed., 2007), "The Seven Mechanisms," 99-106; and "Conflict Resolution in Civil Wars," 121-152

7 **Examination due**

12 **Fall Break**

14 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

Rosoux, Valerie, "The figure of the righteous individual in Rwanda," *International Social Science Journal* 58, 189 (Sept 2006), 491-499

19 Sudan

**Preliminary paper bibliography due**

Meredith, "The Honor of Living," 588-599

"Who are Sudan's Darfur rebels?" BBC News at <http://news.bbc.co.uk/2/hi/africa/7039360.stm>

Mamdani, "Introduction [selection]," 8-12

Mamdani, "Globalizing Darfur, 19-47

21 Sudan

Mamdani, "The Politics of the Movement to Save Darfur," 48-71

Mamdani, "Writing Race into History," 75-108

26 Sudan

Mamdani, "Sudan and the Sultanate of Dar Fur," 109-144

Mamdani, "A Colonial Map of Race and Tribe: Making Settlers and Natives," 145-170

28 Sudan

Mamdani, "Building Nation and State in Independent Sudan," 171-205

Mamdani, "The Cold War and Its Aftermath," 206-226

#### November

2 Sudan

Mamdani, "Civil War, Rebellion and Repression," 232-270

Mamdani, "Conclusion: Responsibility to Protect or Right to Punish," 271-300

4 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

9 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

11 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

16 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

18 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

23 Sierra Leone

**Map Quiz**

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

25 Thanksgiving

30 **Papers due**

*December*

2 Paper presentations

7 Paper presentations

9 Paper presentations

14 **Examination due**