History 291 African Conflicts and Conflict Resolution  
Fall, 2008  Moravian College  
TTh 10:20-11:30 AM in Memorial 303

Curtis Keim  610-861-1685 (office)  
610-865-3015 (home, evenings)  
cekim@moravian.edu  
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:
Lansana Gberie, A Dirty War in West Africa. The RUF and the Destruction of Sierra Leone (Bloomington IN: Indiana University Press, 2005)  
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
Wallensteen, “Geopolitik, Realpolitik, Idealpolitik and Kapitalpolitik,” 87-90
Wallensteen, “The Seven Mechanisms,” 99-106
Wallensteen, “Conflict Resolution in Civil Wars,” 121-152

October

2 Examination

7 Perspectives on conflict and conflict resolution

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


Preliminary paper bibliography due

14 Rwanda
Fisanick: Keane, Fergal, “President Habyarimana’s Government was Responsible for the Genocide,” 17-28
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: 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: Hamilton, Heather B., “Women are Playing a Central Role in the Reconstruction of Rwanda,” 100-112

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

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
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
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
Meridith, “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, “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