

GEOG 170:

CONFLICT AND VIOLENCE IN AFRICA

Dr. Ann Laudati



Location: 254 Sutardja Dai
Class Meetings: Tu Th 3:30-5

Office Hours: Wednesday 1-3:30
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COURSE DESCRIPTION

In mainstream media and popular perception, Africa is regularly depicted as a 'continent in crisis', mired in never-ending conflict, beset by a revolving door of corrupt politicians, greedy warlords, and non-ideologically motivated armed rebel groups. This reading and discussion intensive course aims to introduce students to the causes, consequences, and complexities of violent conflict in contemporary Africa and, through this, equip them with the reflexive and intellectual tools to confront these discourses critically. Opening with a discussion of issues surrounding the study of conflict in Africa, the course then moves chronologically forward starting from the colonial period. The remainder of the course provides participants with an in-depth understanding of the most salient armed conflicts in recent African history, using specific case studies ranging from child soldiers in Uganda; extremist groups in Nigeria; gendered violence in the DR Congo; ethnic conflict in Sudan; resource wars in Liberia; to anti-colonial rebellions in Kenya, as a lens for understanding the distinct and complex dynamics of violence. Each week, students will consider the varied causes of conflict, the factors at work within it, the different actors engaged and who suffer through it as well as the personal and communal impacts of experiencing and witnessing various forms of violence. During the final weeks of the semester, we will tackle questions of international intervention and responsibility in relation to ideas of justice and the challenges of reconciliation and of 'living together' again post-conflict. By the end of the course participants will have acquired a broad knowledge of the concepts, theoretical traditions, and debates in the study of violent conflict while also developing students' research, analytical, writing, and speaking skills through a combination of both oral and written assignments.

COURSE STRUCTURE

This class is an upper level lecture/seminar hybrid course with small teams of students often leading class discussions. In addition to large group discussions, we will occasionally break into small groups for activities and small group discussion, and will sometimes have debates on

course topics in class. The success of this course then depends on student's active participation. Students are thus required to take responsibility for their own learning and to exercise leadership. This also means that every student should be prepared to speak during every class; if you are not presenting, be prepared to answer questions about the readings or pose well-informed questions about them. If you plan to sit quietly in class all semester this is not the course for you!

REQUIRED READINGS

Readings for this course are drawn from a variety of disciplines (geography, anthropology, political science, among others), approaches (rational choice, feminist, constructivist, etc.) and methodologies (qualitative and quantitative). They include both theoretical works and case studies and come from a range of sources including academic articles, policy studies, news articles and blogs. Other resources such as documentary films, Tedtalks, photographs, as well as radio broadcasts will also be used throughout the term. Most readings are available to download either through the course's bcourse site or through the University library's electronic system. Book chapters, unless otherwise noted in the syllabus, have been put on hold under course reserves and are available to check out in hardback form from the Earth Sciences and Map Library located on the ground floor of McCone Hall.

ASSIGNMENTS

Participation (30%): Given the seminar style format of the class, attendance at every class meeting, for the full length of the class, is required and expected. Class participation is not an attendance grade, but instead reflects active participation during class, including asking questions informed from the readings and grappling with arguments, concepts and evidence. In order to capture class engagement on multiple levels, the participation grade is composed of two components. The first component credits students' in-class contributions, while the second component provides space for engagement with the weekly readings and class discussions beyond the walls of the classroom.

For the first component, I will keep a record of participation for each class session, according to the following rubric: 2 points for participation that is active and thoughtful (i.e., makes an original comment or ask a pertinent question about the course material); 1 point for brief participation (i.e., answers a short question); 0 points for no participation or if absent. In order to receive full credit for participation, students need to earn at least 20 points throughout the term, which roughly equates to active participation every other class meeting.

For the second component, students are asked to write a total of 15 memos throughout the term broken down into: 5 reading memos; 5 class reflection memos; and 5 peer response memos. Reading, class reflection, and peer response memos must be submitted for different days for a total of 15 separate submissions starting the second week of the term. **Reading memos** must consist of two or more questions or points that the student is interested in raising for discussion or clarification during class and draw on at least two of the readings required for that day. Reading memos are due by midnight the day before the relevant class. **Class reflection memos** allow students to weigh in on ideas/arguments raised during the actual class period. Each reflection memo must include at least two points which can be in the form of: clarifying questions of arguments/ideas raised during class, or statements/questions that engage the topic of the discussion further and raise new questions/points. Class reflection memos are due within 24

hours of the end of the relevant class. Class reflection memos written in response to a Tuesday class are due the following day on Wednesday by 5pm and memos written for a Thursday class are due the next day on Friday by 5pm. **Peer response memos** require students to engage and respond to either their peers' reading memo or class reflection memo postings. Peer response memos can seek to answer questions, build upon and contribute to them, or challenge them. Peer response memos are due within 48 hours of the end of the relevant class. This means that peer response memos written for a Tuesday class are due Thursday by 5pm and those written for a Thursday class are due Saturday by 5pm. Students cannot write memos for the class they are facilitating. Classes with less than two readings, including the final day of instruction, are not eligible to be used for a reading memo. All reading and class reflection memos should be cut and pasted directly into a new discussion thread in the 'discussion' folder on the course website with a heading that includes the memo type; the number of the week as outlined in the syllabus; the class meeting day; and the student's last name – in that order. An example would be Reading_Week1_Tues_Laudati. Peer response memos should be similarly titled but pasted directly onto the memo being addressed via the 'reply' button and not as a new thread. While memos will not be marked according to a traditional grading scale, memos of low quality that demonstrate superficial effort will not count toward the final grade.

Class Facilitation (10%): Students will be divided into small groups (of approximately 2-3 people, depending on the class size) at the beginning of the semester. Starting the third week of the semester until Thursday, 17th of November, each class meeting (with the exception of days with guest speakers; film/radio screenings/broadcasts; or when student essays are due) will begin with one student group giving a presentation on the topic of the day. The presentation should feature at least three important points or questions to help generate the wider classroom discussion. These presentations are not summaries of the readings but should highlight questions or critiques that cut across themes in several readings, or that relate the readings to other relevant course concepts. The presentation should include a short exploration of a relevant case or draw on additional academic sources. The use of multimedia material is strongly encouraged. For example, groups may wish to distribute a news article or to screen a brief video that might inspire a debate in the class. Following this presentation, students, together with the instructor, will help facilitate the discussion for the day. Students will be responsible for facilitating one class throughout the semester and dates will be assigned at the beginning of the course. In addition to the oral presentation, each group should prepare Powerpoint slides (one per reading, additional resources exempted) summarizing each of the lecture's readings. Within 24 hours of your presentation, please post your group's Powerpoint slide(s) under the 'files' folder in the course website as a resource for all students in the course. Powerpoint file headings should include the week of the presentation, the date, the topic, and the presenter's names - in that order, (i.e. Week2_Aug30_FramingViolence_Laudati). It is strongly encouraged that each group communicate with the instructor prior to their facilitation date to ensure a productive session.

Essay (30%): During the course of the term, you are asked to write two 5-7 page essays written in relation to a weekly theme that allows students to engage with the topic to a deeper extent than the limits of our classroom time allows. You will then be asked to briefly present your findings to the class the week the essay is due. Essays must consist of a minimum of six additional academic (peer-reviewed) publications outside of classroom resources, and students must put their analyses in conversation with other arguments made and viewpoints found in the academic

literature. Work is expected to be double spaced and typed, using Times/Arial (or equivalent) and 12- point font and one inch margins. In addition to proper paper headings (Student's Name; Paper Title etc.) the use of subheadings to help structure the paper are highly encouraged.

The first essay, due during week 4 requires that you select and investigate an insurgency group and present the following: (a) a brief history of the conflict context in which the group emerged; (b) a history and the cited motivation(s) behind the group's emergence; and (c) a critical analysis of the group's role within the region's violent landscape. The second essay, due during week 14, asks that you select and research a peacebuilding initiative and present the following: (a) a brief history of the conflict context in which the initiative was created; (b) a brief history and description of the initiative and its aims; (c) a critical review of the possibilities, results, and challenges/limitations of the initiative; and (d) an analysis of the initiative in relation to other peacebuilding initiatives and its position within current scholarly debates. Each essay should conclude with a reflection that speaks to the student's own engagement with the topic. In addition to general requirements of the assignment, clarity of writing and critically engaging with scholarly texts (from class as well as additional outside sources) in your response is an essential component to these assignments.

The following websites provide useful advice that may be helpful for researching and writing your essays:

- <http://www.nd.edu/~dlindley/handouts/handoutlinks.html> (plenty of handouts including how to make a theoretically informed argument)
- <http://www.library.ualberta.ca/guides/plagiarism/handouts/index.cfm> (you can find hundreds of useful tips on research and writing)
- <http://owl.english.purdue.edu/owl> (the sections on "The Writing Process", "General Academic Writing", "Research and Citations", and "Grammar and Mechanics" are especially helpful).
- <http://chrisblattman.com/2010/02/17/how-to-write-an-essay/> (tips for essay writing) –
- http://www.themonkeycage.org/2010/02/good_writing_in_political_scie.html (tips for essay writing)
- <http://www.dianahacker.com/resdoc/> (rules and examples on how to reference your sources) - <http://www.wsu.edu/~brians/errors/errors.html#errors> (common errors to avoid)

All students are strongly encouraged to take advantage of the writing services provided by the Berkeley Student Learning Center. Information on the SLC Writing Center can be found at: <http://slc.berkeley.edu/writing>.

A Synthetic and Participatory Final Exam (30%): During the official examination period, students will be given an essay exam consisting of no less than two and no more than four essay questions. Questions will be selected by the instructor from a list of questions created and crowd-sourced from the students and the instructor. Students may bring ONE page of notes in preparation for the exam. At least 50% of the final exam will consist of the "crowdsourced" questions. Prior to the final exam, each student is required to submit two exam questions to a google docs file found on the course canvas website under 'collaborations'. Students can then

modify their peer's questions and offer suggestions of how their peer's question can be improved. During the last week of instruction, students will have the opportunity to vote for the best question(s) to be included in the exam. While not required, students should begin thinking about how they would answer those questions. Drafted or bulleted ideas for answers can also be uploaded on the same google doc allowing the wider class to weigh in and contribute their own ideas/improvements. Note that the instructor will not be providing any feedback on the answers posted/suggested.

COURSE POLICIES

Missed classes: This course requires that you manage your time well, keep track of the assigned readings and, most importantly, attend and participate actively in every class session. Plan your schedule around the class meeting; avoidable conflicts such as doctor's appointments or job interviews are not excused absences. If you will be absent for a total of two full weeks or more over the course of the semester due to non-emergency and/or avoidable reasons (including vacations, travel or training), you may be ineligible to take this course. Please let me know in the first week of the course if you have planned an extended absence. Note that the final class meeting is mandatory as it is a necessary component of the final exam.

Extensions: In the interest of fairness to your colleagues, the deadlines in the syllabus are firm. Extensions for assignments and/or makeup exams will not be granted except in the case of serious illness, family emergency or religious observance (see below). Late papers will lose a half letter grade for each 24 hours or portion thereof.

Grading concerns: Students are encouraged to consult with me during office hours about questions on an assignment prior to submitting the assignment. In the event of a low grade on an assignment, students will not be allowed to rewrite or to resubmit an assignment for an improved grade, except in rare—and extraordinary—circumstances. If you have faced an extraordinary circumstance that resulted in a lower grade on an assignment and you would like the opportunity to resubmit an assignment, students must contact me within one week of receiving your grade. If you feel that there was an error in the calculation of your grade, you may submit a re-grading request within one week of receiving your grade. All such requests must be submitted to me in writing, along with a memo explaining where you believe an error was made. If you elect to have an assignment re-graded, please be aware that it may result in a lower final grade on the assignment.

Religious conflicts: Students may ask for reasonable and timely accommodations for religious observances. Please review the syllabus closely to determine if religious obligations will present scheduling conflicts with any of the assignments. Students must inform me of any conflicts within the first two weeks of the semester.

Accommodations: In compliance with University of California policy, I will provide appropriate accommodations for students with documented disabilities. Please provide your accommodations letter (LOA) to me as soon as you have it available, within the first two weeks of the semester. In accordance with DSP guidelines, "It cannot be emphasized enough that it is the responsibility of the student to sit down and meet with faculty at the beginning of each semester, prior to any potential misunderstandings, to review the LOA conditions, and faculty

curriculum requirements. Faculty are not responsible for providing retroactive accommodations. Faculty responsibility for complying with accommodation provisions begins upon receipt of the LOA.” For further information, please see the UC Berkeley Disabled Students' Program (DSP) available at: <http://dsp.berkeley.edu/resources/services-programs>

Academic integrity: Plagiarism and cheating are absolutely unacceptable and will be pursued to the fullest extent of the University’s policies in accordance with the Berkeley Code of Conduct. It is necessary and expected that all work turned in by student’s is their own, and that they have fully and accurately cited every written source, including web-based sources, used in their writing and comply with Berkeley rules and definitions on academic integrity. For more information, see: <http://sa.berkeley.edu/conduct/integrity>.

The following websites provide useful information on intellectual property, citing and documenting sources, avoiding disasters, etc. (And of course don’t hesitate to ask me if you have any doubts or questions):

- <http://www.library.ucla.edu/b Bruinsuccess> (the tutorial is fun and very useful)
- <http://owl.english.purdue.edu/owl/resource/589/01> (another very helpful site on avoiding plagiarism)
- <http://www.dartmouth.edu/~sources> (very detailed information about how and why to cite sources)

Laptop and mobile device policy: The use of laptops (or Ipads, or other kinds of electronic equipment) in the classroom is only permitted for taking notes on the class lectures and discussions. I ask that you disconnect your wireless access if you choose to take notes on your computer, and to refrain from using cell phones and other mobile devices except for emergencies. Violations of this policy will result in a reduction in your class participation grade or a classroom ban of laptop use. (Note that research has found that students better absorb class material when taking notes by hand than on a computer.)

Office Hours and Email: I encourage you to see me during office hours with any questions or comments. Please plan to attend office hours for any questions relating to course content or assignments; in person discussion is far preferable to email. I hold weekly office hours on Wednesdays from 1:30-3:00 p.m. in McCone Hall Room 193. Email should generally be used for brief questions only. I will generally respond to email within a 24-hour period except over weekends and holidays.

Schedule of Topics and Readings*

Note that while I encourage each student to read all the resources listed under each day, students who are not facilitating class discussion will only be expected to read **TWO** articles for any particular

day. At least one reading but sometimes two readings will be required reading for the entire class. If only one reading is requisite, students can then choose between the remaining readings for their second required reading. Required readings are distinguished by a [*]. Readings that students must choose their second reading from are marked by a [◇]. Optional readings that are listed to provide students new to the topic some additional background are marked by a [+].

Week 1: The Anatomy of Violence

Thursday, 25 August: Introduction to the Class and the State of African Conflicts

Assignment: Read through the syllabus before class and come prepared with questions.

- * Carolyn Nordstrom. 2004. "Finding the Front Lines," In: *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*. University of California Press: 45-53. [course website]
- ◇ Paul Williams, 2011. "Counting Africa's Conflicts." In: *War and Conflict in Africa*. Polity Press: 15-34. [course reserves]
- ◇ Scott Straus. 2012. Wars Do End! Changing Patterns of Violence in sub-Saharan Africa, *African Affairs*, 111: 443: 179-201. [course website]

Week 2: Framing Violence in Africa

Tuesday, 30 August: A New Barbarism?

- + Robert Kaplan. 1994. The Coming Anarchy: How scarcity, crime, overpopulation, and disease are rapidly destroying the social fabric of our planet, *Atlantic Monthly* (Feb): 44-76. [Background reading only for those who have not yet come across this seminal early piece]
- ◇ Catherine Besteman. 1996. Representing Violence and "Othering" Somalia, *Cultural Anthropology* 11(1): 120-133.
- ◇ Rosalind Shaw. 2003. "Robert Kaplan and 'Juju Journalism' in Sierra Leone's Rebel War: The Primitivizing of an African Conflict," In: *Magic and Modernity: Interfaces of Revelation and Concealment*. Stanford University Press: 81- 102. [course reserves]
- * Séverine Autesserre. 2012. Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences. *African Affairs* 11 (443): 202-222.

Thursday, 1 September: Case Study: Kony (Uganda)

In class Film: Kony 2012 + Class Discussion

- * Gerald Bareebe and Kristof Titeca. 2012. "Simplified Campaign Narratives on Civil War: Case Study of 'Kony 2012'." In: *L'afrique Des Grands Lacs. Annuaire 2011-2012*. L'Harmattan: 131-156. [course website]

Week 3: Violent Histories

Tuesday, 6 September: The Violence of Colonial Rule

- * Benjamin Brower. 2009. "Understanding Violence in Colonial Algeria," In: *A Desert Named Peace: The Violence of France's Empire in the Algerian Sahara, 1844-1902*. Columbia University Press: 1-26 [Library e-book; course reserves]
- * Gregory Mann. 2009. What was the *Indigénat*? The Empire of Law in French West Africa. *Journal of African History* 50(3): 331-353.
- + Adam Hochschild. 1998. *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*. Houghton Mifflin Company. Peruse Photographs. [course reserves]

Thursday, 8 September: Case Study Mau Mau

In Class: Radiolab Podcast – "Mau Mau"

- * David Anderson 2005. "Prologue: The Hanged" and "Crimes of Punishment," In: *Histories of the Hanged: Britain's Dirty War in Kenya and the End of the Empire*. Weidenfeld and Nicolson: 1-8 and 289-327. [course reserves]

Week 4: Insurgencies

Tuesday, 13 September: Insurgents, Rebels, and Guerilla Warfare

- ◇ Vincent Foucher 2007. "Senegal: The Resilient Weakness of Casamançais Separatists," In: *African Guerrillas: Raging against the Machine*. Lynne Rienner: 171-197. [course website; course reserves]
- * Jeremy Weinstein. 2006. "Recruitment" and "Control," In: *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press: 96-159. [course reserves]
- * Morten Bøås and Kevin Dunn. 2007. "African Guerrilla Politics: Raging Against the Machine?" In: *African Guerrilla Politics: Raging Against the Machine?* Lynne Rienner: 9-38. [course reserves]
- ◇ Michael Watts. 2007. Petro-Insurgency or Criminal Syndicate? Conflict & Violence in the Niger Delta. *Review of African Political Economy* 34 (114): 637-60.

Thursday, 15 September- DUE Student Essay # 1

No Assigned Readings

Week 5: The Problem of the African State

Tuesday, 20 September: State Sovereignty

- * Paul Williams. 2011. "Sovereignty," In: *War and Conflict in Africa*. Polity Press: 94-112. [course reserves]
- ◇ Martin Meredith. 2011. "The Coming of Tyrants," In: *The Fate of Africa: A History of the Continent Since Independence*. The Perseus Books Group: 218-238. [course website – note that the pdf is of the entire book!]
- ◇ Sverker Finnström. 2009. "Fear of the Midnight Knock: State Sovereignty and Internal Enemies in Uganda," In: *Crisis of the State: War and Social Upheaval*. Berghahn Books: 124-142. [course website]

Thursday, 22 September: Neopatrimonialism and Big Men

- * Paul Williams. 2011. "Neopatrimonialism," In: *War and Conflict in Africa*. Polity Press: 55-71. [course reserves]
- ◇ Koen Vlassenroot. 2006. "A Societal View on Violence and War: Conflict and Militia Formation in Eastern Congo," In: *Violence, Political Culture and Development in Africa*. Oxford:49-65. [course reserves]
- ◇ Mats Utas. 2012. "Bigmanity and Network Governance in African Conflicts," In: *African Conflicts and Informal Power: Big Men and Networks*. Zed Books: 1-21. [course reserves]

Week 6: Identity and Belonging

Tuesday, 27 September: Sons of the Soil

- * Kevin Dunn. 2009. 'Sons of the Soil' and Contemporary State Making: Autochthony, Uncertainty and Political Violence in Africa. *Third World Quarterly* 30(1): 113-127.
- ◇ Judith Verweijen. 2015. From Autochthony to Violence? Discursive and Coercive Social Practices of the Mai-Mai in Fizi, Eastern DR Congo. *African Studies Review* 58(2): 157-180
- ◇ Ruth Marshall-Fratani. 2006. The War of Who Is Who: Autochthony, Nationalism, and Citizenship in the Ivoirian Crisis. *African Studies Review* 49(1): 9-44.

Thursday, 29 September: Case Study: Sudan

Guest Speaker: Elsadig Elsheikh

- * Sharon Hutchinson, and Jok Madut Jok. 1999. Sudan's Prolonged Second Civil War and the Militarization of Nuer and Dinka Ethnic Identities. *African Studies Review* 42 (2): 125-145.
- * Alex De Waal. 2005. Who are the Darfurians? Arab and African identities, violence and external engagement. *African Affairs* 104 (415): 181-205.

Week 7 – Economic Dimensions

Tuesday, 4 October: Resource Wars

- ◇ Paul Williams. 2011. "Resources," In: *War and Conflict in Africa*. Polity Press: 72-93. [course reserves]
- * Philippe Le Billon. 2001. The Political Ecology of War: Natural Resources and Armed Conflicts. *Political Geography* 20 (5): 561–84. [course website]
- * Paul Collier and Anke Hoeffler. 2004. Greed and Grievance in Civil War. *Oxford Economic Papers* 56(4): 563-595.

Thursday, 6 October: Case Study: DRC

- * Ann Laudati. 2013. Beyond minerals: broadening 'economies of violence' in eastern Democratic Republic of Congo. *Review of African Political Economy* 40 (135): 32-50. [course website]

Week 8 – Youth and Work

Tuesday, 11 October: Violence as Occupation

- ◇ Henrik Vigh. 2006. "Social Death and Violent Life Chances," In: *Navigating Youth, Generating Adulthood: Social Becoming in an African Context*. Nordiska Afrikainstitutet: 30-60. [course reserves]
- * Daniel Hoffman. 2011. Violence, Just in Time: War and Work in Contemporary West Africa. *Cultural Anthropology*, 26 (1): 34-57.
- ◇ Marielle Debos. 2011. Living by the Gun in Chad: Armed Violence as a Practical Occupation. *Journal of Modern African Studies*, 49 (3): 409-428.

Thursday, 13 October: Case Study: Child Soldiers and the LRA (Uganda)

- * Bernd Beber and Christopher Blattman. 2013. The Logic of Child Soldiering and Coercion. *International Organization* 67 (1): 65-104. [course website]
- ◇ Myriam Denov. 2008. Girl Soldiers and Human Rights: Lessons from Angola, Mozambique, Sierra Leone and Northern Uganda, *International Journal of Human Rights* 12(5): 813- 836.
- ◇ Opiyo Oloya. 2012. "The Jola Amayo Stories," In: *Child to Soldier: Stories from Joseph Kony's Lord's Resistance Army*. University of Toronto Press: 102-123. [course reserve]
- ◇ Christopher Blattmann, and Jeannie Annan. 2009. "On the nature and causes of LRA abduction: What the abductees say." In: *The Lord's Resistance Army: War, Peace and Reconciliation in Northern Uganda*. Zed Books: 31 pages. [course website]

Week 9 – Gendered Violence

Tuesday, 18 October: Female Soldiers and Bush Wives

- * Chris Coulter. 2009. "From Rape Victims to Female Fighters," In: *Bush Wives and Girl Soldiers: Women's Lives Through War and Peace in Sierra Leone*. Cornell University Press: 125-153. [library e-book and course reserve]
- ◇ Mats Utas. 2005. Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman's Social Navigation of the Liberian War Zone. *Anthropological Quarterly* 78(2): 403-430.
- ◇ Maria Eriksson Baaz and Maria Stern. 2013. Fearless Fighters and Submissive Wives: Negotiating Identity Among Women Soldiers in the Congo (DRC). *Armed Forces and Society* 39(4): 711-739.

Thursday, 20 October: Case Study: Rape and The Democratic Republic of Congo

- ◇ Jonathan Zilberg, 2010. "Mass Rape as a Weapon of War in the Eastern DRC," In: *Narrating War and Peace in Africa*. University of Rochester Press: 113-140. [course website]
- * Maria Eriksson.Baaz and Maria Stern. 2010. *The Complexity of Violence: A Critical Analysis of Sexual Violence in the Democratic Republic of Congo (DRC)*. Sida: 7-55. [course website]
- * Laura Heaton. 2013. What happened in Luvungi? Foreign Policy (Mar/Apr) 199: 32-36. Available at: <http://foreignpolicy.com/2013/03/04/what-happened-in-luvungi/>

Week 10 - Extreme violence

Tuesday, 25 October: Case Study: Mass Genocide (Rwanda)

- * Scott Straus. 2006. In: *The Order of Genocide: Race, Power and War in Rwanda*. Cornell University Press: Chapters 1-3 OR pp. 1-40; and 224-246. [course reserve]
- ◇ Lee Ann Fujii. 2009. "The Power of Local Ties," In: *Killing Neighbors: Webs of Violence in Rwanda*. Cornell University Press: 128-153. [course reserve]
- ◇ Philip Verwimp. 2005. An Economic Profile of Peasant Perpetrators of Genocide. *Journal of Development Economics* 77: 297-323.

Thursday, 29 October: Case Study: Terrorism and Boko Haram (Nigeria)

- ◇ Marc-Antoine Pérouse de Montclos. 2014. "Boko Haram and Politics: from Insurgency to Terrorism," In *Boko Haram: Islamism, politics, security and the state in Nigeria*. African Studies Centre: 135-157. [course reserves; course website – Note: this is the pdf for the entire book!]
- * Kyari Mohammed. 2014. "The Message and Methods of Boko Haram," In: *Boko Haram: Islamism, politics, security and the state in Nigeria*. African Studies Centre: 9-32. [course reserves; course website – Note: this is the pdf for the entire book!]
- ◇ Iro Aghedo, 2014. Old Wine in a New Bottle: Ideological and Operational Linkages between Maitatsine and Boko Haram Revolts in Nigeria, *African Security* 7 (4): 229-250.

- + Caitriona Dowd. 2015. Grievances, governance and Islamist violence in sub-Saharan Africa. *Journal of Modern African Studies* 53(4): 505-531.

Week 11: International Interventions

Tuesday, 1 November: Aid and Violence

- * Paul Williams. 2011. "Aid," In: *War and Conflict in Africa*. Polity Press: 205-228. [course reserve]
- * Sarah Lischer. 2003. Collateral Damage: Humanitarian Assistance as a Cause of Conflict. *International Security* 28 (1): 79-109.
- ◇ Marc Le Pape. 2011. "In the Name of Emergency: How MSF Adapts and Justifies Its Choices," In: *Humanitarian Negotiations Revealed: The MSF Experience*. Columbia University Press: 237-249. [course reserve]
- ◇ Alex De Waal. 2009. Mission without end? Peacekeeping in the African political marketplace. *International Affairs* 85(1): 99-113.

Thursday, 3 November: US Security Assistance to and from Africa

- * Mary Moran. 2015. Surviving Ebola: The Epidemic and Political Legitimacy in Liberia *Current History* 114 (772): 177-82.
- * William Miles. 2012. Deploying Development to Counter Terrorism: Post-9/11 Transformation of U.S. Foreign Aid to Africa *African Studies Review* 55 (3): 27- 60.
- ◇ Maya Christensen 2015. The Underbelly of Global Security: Sierra Leonean ex-militias as private security contractors in Iraq. *African Affairs* 115 (458):23-43

Week 12: What happens after wars end?

Tuesday, 8 November: Consequences of violence

- ◇ Chris Blattmann and Jeannie Annan. 2009. From Violence to Voting: War and Political Participation in Uganda *The American Political Science Review* 103 (2): 231-247.
- ◇ John Bellows and Edward Miguel. 2009. War and Local Collective Action in Sierra Leone *Journal of Public Economics* 93(11-12):1144-1157.
- * Elisabeth Wood. 2008. The Social Processes of Civil War: The Wartime Transformation of Social Networks *Annual Review of Political Science* 11(1): 539-561.

- ◇ Mariam Persson 2012. “Demobilized or Remobilized? Lingerin Rebel Structures in Post-war Liberia,” In: *African Conflicts and Informal Power: Big Men and Networks*. Zed Books: 101-18. [course reserves]

Thursday, 10 November: Peacebuilding Beyond the State

- * Laurent Goetschel and Tobias Hagmann. 2009. Civilian peacebuilding: peace by bureaucratic means? *Conflict, Security and Development* 9 (1): 55–73.
- * Bernhard Helander 2005. “Who Needs a State? Civilians, Security, and Social Services in North-East Somalia,” In: *No Peace No War: An Anthropology of Contemporary Armed Conflicts*. Ohio University Press: 193-206. [course reserves]
- ◇ Richardo Soares de Oliveira, Ricardo. 2011. Illiberal Peacebuilding in Angola. *Journal of Modern African Studies*, 49(2): 287-314.

Week 13: Reconstructing Rwanda

Tuesday, 15 November: Remembering and Reconciliation

- * Filip Reyntjens. 2011. Constructing the truth, dealing with dissent, domesticating the world: Governance in post-genocide Rwanda. *African Affairs* 110 (438): 1–34
- * Elizabeth King. 2010. Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding. *Genocide Studies and Prevention* (5): 293-308.
- ◇ New York Times, “Portraits of Reconciliation”
<http://www.nytimes.com/interactive/2014/04/06/magazine/06-pieter-hugo-rwandaportraits.html>

Thursday, 17 November: Transitional Justice and the ICC

Guest Speaker: Helene Silverberg

Readings TBD

Week 14: Peacebuilding Initiatives

Tuesday, 22 November: Peacebuilding Initiatives

Student Presentation (Essay #2 DUE)

No Readings

Thursday, 24 November: NO CLASS (Thanksgiving)

Week 15: The Future of African Conflicts

Tuesday, 29 November: Course Wrap Up/Course Evaluations

- * Will Reno. 2011. "Conclusion: The Past and Future of Warfare in Africa," In: *Warfare in Independent Africa*. Cambridge University Press: 242-55. [course reserve]

Thursday, 1 December: Final Exam Preparation

In Class Activity: Crowd Source Final Exam Questions

Attendance Mandatory

**Note: This syllabus is subject to change.*