Conflict in Africa

Professor: Matt Carotenuto
Office: Piskor 116
Office Hours: 2:30-4pm T/Th
(and by appointment)
Email: MCarotenuto@stlawu.edu
Phone: 229-5456

Course Schedule
HIST 252/AFS 252
History/African studies Fall 2015
Carnegie 114
T/TH- 12:40-2:10pm.

Introduction and Course Objectives

Conflict is a word that often comes to mind in contemporary discussions about the African continent. For instance Genocide in Darfur and war in the Congo frequently fills the headlines of African related coverage in the international media. Much discussion of the nature of violent struggles in Africa is often attributed to the politics of identity and ethnicity. But what do we mean by conflict in Africa? Is conflict always as violent and pervasive as the media portrays? And most importantly, what are the historical roots of contemporary conflict throughout the African continent?

This course will explore a very loose and fluid definition of conflict over an examination of case studies from the last 100 years of African history. We will focus on both internal and external issues associated with the African continent and explores the ways these conflicts are represented in scholarly writing but also film, literature and even a graphic novel. Topics will cover various historical and social themes that contribute to such struggles, such as ethnicity, gender, colonialism, nationalism and human rights…. A special focus of this course is to examine how global political, social and economic forces have been at the root of many struggles throughout the last 100 years of African history. Ultimately I expect students in this course to come away with a broad understanding of social and political conflict in Africa and how contemporary unrest is neither a primordial static trait nor a complete invention of the present.

Throughout the course, we will explore these questions in an open academic environment. Students will not be spoon-fed facts and figures in merely lecture format. On the contrary students will be challenged throughout the semester to develop their own answers to some of these questions and flesh out their thoughts and arguments through discussion, research and writing. Therefore a secondary benefit to learning the "content" of this course is to develop the skills to enable students to better research and articulate their thoughts on the subject. Students will be given the opportunity to act as their own instructor in many circumstances, by leading class discussions, presenting their research findings, and developing their thoughts through written analysis. These skills will not only enable students to gain a new perspective on African history and society, but also develop important life skills, which they can carry on with them throughout their academic and professional lives.

Course Policies

Due to the intense nature of student participation in this class, students are expected to have assigned readings done before the scheduled class period so that they will gain the most out of class discussions and lectures. Thus students will be expected to attend all class sessions and will be penalized for excessive un-excused absences. Students will also be required to turn in all
Conflict in Africa

course assignments on or before the specified due date/time. Failing to do so will result in a 10% penalty on the assignment grade for everyday late (up to 3 days then the assignment will not be accepted).

A note on classroom etiquette (Please refrain from the following in this course)

1. Coming to class habitually late (this will affect your engagement grade)
2. Having your cell phone go off in class or using it for text messaging.
3. Not having assignments printed and stapled when they are due.

* Note, Laptops will not be permitted in class unless special accommodation is needed. Please see the instructor in advance if you need an accommodation.

Grading and Assignments: (Total grade will be calculated out of 1000 points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Assignments/Course Engagement</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>Map Quiz</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Discussion leader (1)</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Analytical Papers (2)</td>
<td>40%</td>
<td>400 points</td>
</tr>
<tr>
<td>Reading Quiz (1)</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Presentation/Annotated Bibliography</td>
<td>15%</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam/Essay</td>
<td>20%</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

Grading Scale used course work

<table>
<thead>
<tr>
<th>Assignment Grades</th>
<th>Final Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>940-1000</td>
</tr>
<tr>
<td>91-93</td>
<td>910-930</td>
</tr>
<tr>
<td>88-90</td>
<td>880-900</td>
</tr>
<tr>
<td>85-87</td>
<td>850-870</td>
</tr>
<tr>
<td>82-84</td>
<td>820-840</td>
</tr>
<tr>
<td>79-81</td>
<td>790-810</td>
</tr>
<tr>
<td>76-78</td>
<td>760-780</td>
</tr>
<tr>
<td>72-75</td>
<td>720-750</td>
</tr>
<tr>
<td>69-71</td>
<td>690-710</td>
</tr>
<tr>
<td>66-68</td>
<td>660-680</td>
</tr>
<tr>
<td>63-65</td>
<td>630-650</td>
</tr>
<tr>
<td>60-62</td>
<td>600-620</td>
</tr>
<tr>
<td>58-60</td>
<td>580-600</td>
</tr>
<tr>
<td>0-58</td>
<td>000-580</td>
</tr>
</tbody>
</table>

Written Work: General guidelines

All written work is expected to be double-spaced and typed, using 12 font and one inch margins. All assignments are expected to have a clear introduction with a defined thesis, followed by a well structured body and conclusion. Students are reminded to carefully proof-read their work, as mere computer spell checking cannot detect all grammatical and structural errors.
Conflict in Africa

Also, all sources consulted are expected to be cited in footnotes using proper style guidelines. In terms of grading the following scale will be used in evaluating written assignments

20% - Overall style and creativity of the work
40% - Structure and Argument
40% - Reading of Sources, use of Evidence and Citation

Short Assignments/Course Engagement: 10%: Student participation in this class is **expected and required.** This means coming to class with the readings done, asking questions and actively participating in class discussions. **If you plan to sit quietly in class all semester this is not the course for you!** With this in mind however, I do not expect course engagement to simply mean always contributing “brilliant and innovative ideas.” On the contrary by simply asking questions when you are confused, coming to my office to discuss course materials or engaging your colleagues in small group discussion are all perfect ways you improve your course engagement. A portion of this grade will also be calculated from periodic short assignment from the course readings used during discussion.

**Rubric for Course Engagement:**

3.25-4.0 - Student came to class each day fully prepared (see below) to discuss the assigned reading, and frequently contributed to classroom discussions on his/her own initiative and regularly asked questions when he/she when course materials were unclear.

2.0-3.0 - Student came to class prepared to discuss and/or ask questions about the assigned reading. The student responded to directed questions by the instructor but did not take much initiative to engage with the class discussion on his/her own.

Below 2.0 - Student came to class only partially prepared to discuss the readings (ex. participated in discussing only one of the assigned readings for the day). Student often sat quietly during classroom discussion and took little or no initiative to offer his/her own input.

**Tips on being prepared for class**

1. Finish all readings before class.
2. Bring each reading to class with you and be prepared to refer to specific passages.
3. Try to highlight the author’s argument and be able to summarize it in a few sentences.
4. Jot down any gaps, weaknesses or disagreements you may have with the author’s argument
5. Take notes on each of the readings, write down questions you have and underline passages which are unclear.
6. Be a true historian and examine the footnotes, citations and bibliographies of readings to have a sense of the types of sources author’s use to back up their arguments.
Conflict in Africa

Map Quiz: (5%) A basic knowledge of African geography is essential for students to be able to gain the most out of this course. Map Quiz Guide: The Map quiz will be held on September 8th at the beginning of class. You are responsible for all the current country names, capital cities and the following names of former colonies. On the 8th you will be asked to place a representative sample of countries and cities (25 items total) on a blank map. (For a sample map see page 9). For a map web resource see the University of Texas map collection at http://www.lib.utexas.edu/maps/africa.html

Former colonial names of current countries
Northern Rhodesia Southern Rhodesia Belgian Congo
Tanganyika Nyasaland Beuchuanaland
Southwest Africa Gold Coast

Discussion Leader (5%): Each student will be a discussion leader once during the semester. These student leaders will be in charge of facilitating small group discussions on the readings for that day. In addition discussion leaders will submit a 2-3 page summary of the readings and lesson plan with questions for facilitating class discussion.

Papers (2) 40%: For two of the books we read in this course you will be asked to write a 5-7 page response paper. You will be given the topic and question for the response paper before we read each book. Clarity of argument and critically engaging the text in your response is an essential component to these assignments. (Note we will also discuss some basic writing tips for these papers prior to the assignment)

Reading Quiz: (5%): A basic content quiz on the historical novel in this course will be given on the day the novel is due. The quiz will consist of a series of short answer questions about the story and characters of the book. Basically if you read the novel carefully and understand the story and characters you should do well on these quizzes. Note that make-up quizzes will not be given without a legitimate documented excuse.

Group Presentation/Paper 15%: Within our unit on Rwanda you will complete a group presentation and individual paper about of reconciliation and rebuilding after the 1994 Genocide.

Final Exam: (20%): The Final exam will be in the form of a take home essay. The topic for the exam will cover a comparative theme which will require using examples from a number of different case studies throughout the course (so it is important to keep detailed notes throughout the semester).

Texts and Course Materials

Conflict in Africa

Course Schedule: The specific readings for this course are listed below in the course schedule. Students are expected to finish the readings for each day before class. This point is essential for your ability to do well in this course, as the course continually builds upon ideas and if you fall behind in your reading it will be extremely difficult to fully understand subsequent lectures and discussions.

Part I: Introduction: African History and Notions of Conflict

8/27- Course introduction- Class introductions and review of course set-up, materials and guidelines

9/1- Introduction to African History- Myth and Reality.
   - Read syllabus carefully and come with questions
   - *Africa a Very Short Intro*- 1-47.
   - Group Discussion—Bring laptops to class

9/3- Sources and Methods in African History & Debating the Causes of “Conflict” in Contemporary Africa
   - *Africa a Very Short Intro*- 48-70
   - Sakai- Zeleza- “The Causes and Costs of War in Africa”

9/8- African Societies at the turn of the 20th century (Map Quiz)

Part II: Abolition, Gender and Social Change in Colonial Africa

9/10- Creating Colonial Africa: Labor and Violence
   - *Africa a Very Short Intro*- 91-114.
   - Sakai- “The Congo Free State”

9/15- Abina I: Slavery, Gender and Historical Representation
   - *Abina*- 1-82, 113-131
   - For more about the book see [http://abina.org/resources/](http://abina.org/resources/)
   - Student Led Discussion

9/17- Abina II: Slavery, Gender and Historical Representation
   - [http://abina.org/resources/additional_court_cases/](http://abina.org/resources/additional_court_cases/) and read the introductory paragraph as well as “Testimony of Cudjoe and Yowah”, “Testimony of Moosoomakkery”, and “Testimony of Alagi, Ramato (enslaved) and Lance Sgt Banoo Grunshie”.
   - Student Led Discussion

Papers Due Friday 9/18 by 4pm
Conflict in Africa

9/22- Social Conflict in Colonial Africa
- Charles Ambler Alcohol, Racial Segregation and Popular Politics in Northern Rhodesia

**Part II: Violence and the Legacy of the Independence Struggle**

9/24- African Nationalism

9/29- Crisis in Colonial Kenya I
  **Student Led Discussion**

10/1- Crisis in Colonial Kenya II
  **Student Led Discussion**

10/6- Crisis in Colonial Kenya III
- *History of the Hanged*: 181-289
  **Student Led Discussion**

10/8- Crisis in Colonial Kenya IV
  **Student Led Discussion**
  - **Paper II due Friday 10/9 by 4pm**

**Part III: Contemporary Conflict and Reconciliation: Rwanda**

10/13- The Colonial Legacy in Africa

**Fall Break**

10/20- A Literary Critique of Post-Colonial Politics (**Reading Quiz**)
- Achebe- *A Man of the People*

10/22- Genocide in Rwanda I

**CLR James Lecture: Post Genocide Rwanda 7pm**

10/27- Genocide in Rwanda II:
- Film and Discussion (Ghosts of Rwanda)
Conflict in Africa

10/29- Genocide in Rwanda III:
• Film and Discussion continued

11/3- Conflict in Central Africa—From Rwanda to Congo

11/5- Reconciliation in Rwanda I: Governance---Peace, Security and International Critique
• Reyntjens, Filip “Rwanda, Ten Years on: From Genocide to Dictatorship.” African Affairs 103 (2004): 177-210. (JSTOR)
• Film and Discussion Rwanda: The Untold Story

11/10- Reconciliation in Rwanda II: Justice and Security

11/12- Reconciliation in Rwanda II: History, Monuments and Development
• Primary Source excerpts TBA
• Elizabeth King “Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding” in Genocide Studies and Prevention, 5, 2010: 293-308. (Project Muse)
• Poster Presentations submitted by Friday

11/17—Group Project Preparations: Reconciliation in Rwanda
• Meet in ODY (Room TBA)

11/19—African Studies Association Conference (No class—meet with groups to finalize projects/presentations)

Thanksgiving Break

12/1- Group Presentations: Reconciliation in Rwanda
• Individual Research Papers Due

12/3- Group Presentations continued

12/8- Review: Take Home Final discussion
• Question to be discussed in class
• Take home final due 12/15 by 4pm via email

12/10- Last Day of Classes