

## **Violence in Twentieth-Century Africa**

Instructor: Abigail Meert, 125 Bowden

MWF 10:00-10:50, 211 Rich

Office Hours: MW 11:15 – 12:30 or by appointment

This course examines the forces, actors, and sentiments behind violent episodes in twentieth-century African history. Opening with a discussion of issues surrounding the study of conflict in Africa, the course then moves chronologically focusing on violence. We will analyze the colonial and post-colonial periods through a series of case studies from across the continent. Each week, students will consider causes of conflict, the social factors at work within it, and the personal and communal impacts of experiencing and witnessing various forms of violence. We will tackle questions of responsibility in relation to ideas of justice and the problem of 'living together' again post-conflict.

No prior knowledge of African history is required. This course will prepare students to read historical primary sources and scholarly texts critically. It will also teach students to analyze these sources clearly and cogently in discussion and written assignments. In pursuit of these goals, grades will be determined through participation in class discussions, brief presentations on readings, an ongoing 'Class Wikipedia' project, a midterm, and a final examination.

### ***Readings***

All course materials beyond the following texts will be available through Reserves Direct or on the course Blackboard site. Hard copies of the following texts will be on reserve in the library, but should be purchased by students.

#### Required Textbooks

1. Meredith, Martin. *The Fate of Africa*. ISBN: 978-1610390712
2. Adichie, Chimamanda. *Half of a Yellow Sun*. ISBN: 978-1400095209
3. Krog, Antjie. *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*. ISBN: 978-0812931297

### ***Evaluation:***

Your performance in this class will be assessed as follows:

Participation	25%
Map Quiz	5%
Class Wiki	35%
Midterm Exam	15%
Final Exam	20%

Late assignments will not be accepted under any circumstance and will receive a grade of zero.

### ***Participation***

Most of our class meetings will be devoted to discussion of assigned readings and media viewings. Participation in these discussions is mandatory, and attendance alone does not constitute participation. All students should be prepared to contribute to discussions of the assigned readings in a thoughtful and respectful manner. If you have trouble participating—because you are reserved, the material is challenging, or for some other reason—you **MUST** speak to me by the end of Week 3 so we can come to a working solution. If you do not, your participation grade will suffer.

Throughout the semester, students will be called on to introduce different readings. Students will sign up for readings ahead of time, and each two-minute presentation should end with a discussion question posed to the class. These (brief) presentations will factor into your overall participation grade. If you are nervous about your presentation and would like to practice, I am available in office hours or by appointment.

### ***Attendance***

If you miss more than one class for a medical, legal, or other reason, you **MUST** contact the Office of Undergraduate Education (300 White Hall, 404-727-6069) to document the reasons for your absence. **DO NOT EMAIL ME** the reason for your absence. OUE will manage your case and consult me directly. You will not be formally excused from any missed assignments or class meetings until OUE notifies me that they have confirmed your need to miss class. Please note that it is your responsibility to contact OUE and follow up with them on your case.

Note that you may miss one class without providing an excuse. Beyond the first missed class, each unexcused absence will result in a deduction from your overall grade for the course. If you are taking this class Pass/Fail and accumulate more than three unexcused absences, you will receive an F in the course.

### ***Special Needs***

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. Students with any condition or disability such that requirements of this class present a problem are requested to make this known to the instructor in person as soon as possible and to contact the Office of Disability Services for documentation (110 Administration Building, (404) 727 6016, [www.ods.emory.edu](http://www.ods.emory.edu)). All information will be held in the strictest confidence.

### ***Comportment***

Cell phones may not be used in class at any time, for any purpose. Silence all cell phones and keep them out of sight. If you use your phone during class, I will mark you absent for the day.

Laptops and other electronic devices (iPad, Kindle, Nook, tablet, etc.) may not be used in this class at any time. For discussions of electronic readings, please bring in a printout of the reading or detailed notes on the reading. If you use a laptop or other electronic device in class, I will mark you absent for the day. Laptop or electronic device privileges protected by a letter from ADSR are contingent upon my receipt of a copy of the ADSR letter.

### ***Writing Assistance***

I expect that all of your written work will be proofread and checked for errors prior to submission. If you need assistance with your written assignments, writing help is available through the Emory Writing Center. See <http://www.writingcenter.emory.edu/> for details. You may bring drafts of written assignments to office hours for help. Please note that if you email me with a question about an assignment less than 48 hours before the assignment is due, you may not receive a response before the due date/time.

### ***Academic Honor Code***

The Honor Code is in effect at all times. Instances of academic misconduct will be submitted to the Honor Council. Written assignments submitted for this course will be analyzed using plagiarism detection software. Plagiarism includes:

- copying any material (a phrase, sentence, paragraph, entire paper, etc.) verbatim from any other person's work without placing the material in quotes and including a citation indicating where the original work was found.
- the paraphrasing of another's work or ideas without citation.
- the submission of any work not completed by the student (e.g., essays purchased from a vendor; essays produced by a peer or employee of the student submitting the paper, etc.).

For further definitions and examples of plagiarism, see the Plagiarism link on Blackboard. Ignorance about the definition of plagiarism will not excuse instances of plagiarism. For details on the Honor Code, see: [http://college.emory.edu/home/academic/policy/honor\\_code.html](http://college.emory.edu/home/academic/policy/honor_code.html). Attendance and Participation (25%):

### ***Class Assignments:***

#### Map Quiz

Students will take a map quiz on the countries of Africa.

#### Class Wiki

Rather than completing traditional papers, the class will collaboratively construct a classroom Wikipedia site that explores causes, figures, and moments of conflict in Africa. The wiki will be constructed in three rounds: in the first round, students will work in groups of three to complete entries; in the second, students will work in pairs; and in the third, students will complete entries individually. Ultimately, the wiki should provide a useful study guide for the final exam.

Each entry will follow the same rubric. The rubric will be handed out and discussed in class, as well as made available on the blackboard site.

Due dates for the Wiki Rounds are as follows:

- Round 1: Monday 2/15 (10%)
- Round 2: Friday 3/18 (10%)
- Round 3: Monday 4/18 (15%)

#### Mid-Term Exam

The mid-term exam will be an in-class exam that will feature term identifications, map locations, multiple-choice questions, and short-answer responses. I will hand out a midterm study-guide two weeks prior to the exam date.

#### Final Exam

The final exam will feature term identifications, multiple-choice questions, and two long-answer response questions. I will hand out a list of terms and review questions two weeks prior to the exam date.

#### Extra Credit Opportunities

There will be multiple extra credit opportunities during the semester. Credit can be earned by watching the film designated on the syllabus and turning in a two-page response that connects the film to class discussions. Assignments will be due the Monday after the week that the film is listed.

<b>A 100-93*</b>	<b>A- 92-90</b>	<b>B+ 89-86</b>	<b>B 85-83</b>
<b>B- 82-80</b>	<b>C+ 79-76</b>	<b>C 75-73</b>	<b>C- 72-70</b>
<b>D 69-65</b>	<b>F 64 or lower</b>	<b>*Grades are not rounded up; e.g., 89.6 = B+</b>	

## **Week One: Introduction to Course**

M 1/11: No Class

W 1/13: Overview: Syllabus, Course Aims

F 1/15: Framing Conflict I: Sources, Narratives, and Effects

- Autesserre, "Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences," in *African Affairs* (2012)

## **Week Two: Studying Violence in Africa**

M 1/18: MLK DAY – NO CLASS

W 1/20: Framing Conflict II: Narratives, Effects, and Complexities of Terms

- Kony 2012 video - <https://www.youtube.com/watch?v=Y4MnpzG5Sqc>
- Ugandan Reactions I (<https://www.youtube.com/watch?v=PjYisE8vjv4>) and II (<https://www.youtube.com/watch?v=MTIu-kY2iiM>)
- Oloya, "The Jola Amayo Stories," *Child to Soldier: Stories from Joseph Kony's Lord's Resistance Army* (102-123)

F 1/22: (**Meet in Library, Woodruff 314**) - Class Wiki Practice

*Extra Credit Film Opportunity: Beasts with No Nation (2015)*

## **Week Three: The Violence of Colonial Conquest**

M 1/25 - The Scramble for Africa

- Falola III – Chapter 1 "The Imposition of Colonial Rule" (3-7)
- Harlow and Carter, *Archives of Empire*: Introduction (1-2), "General Act of the Berlin Conference" (SKIM, 28-47), "Africa Shared Out" (80), "Dual Mandate" (417-423), "Africa" (21-28).

W 1/27 - The Scramble on the Ground: Conquest and Resistance

- Falola III – Chapter 1 "The Imposition of Colonial Rule" (7-14)
- Falola III – Chapter 2 "The Consolidation of Colonial Rule" (27-51)

F 1/29 – MAP QUIZ; Case Study: Conquest in Bunyoro (Uganda)

- Doyle, *Crisis and Decline in Bunyoro*: 1-3, 42, 61-93

## **Week Four: The Violence of Colonial Rule**

M 2/1 – Exploitation in the Colonies – Colonialism in the Belgian Congo

- Hochschild, *King Leopold's Ghost* (Photographs)
- Harlow, *Archives of Empire*, Pt. IV - "The Congo" (711-713, 714, 715-727, 741-757)

W 2/3 – Institutional Colonial Violence – Colonial Politics

- Falola III: Chapter 4 "Colonial Political Systems" (71-86)
- Falola III: Chapter 5 "The Political Impact of European Rule" (87-105)

F 2/5 - Institutional Colonial Violence – Case Study

- Doyle, *Crisis and Decline*: 94-110, 164-182

## **Week Five: Wars of Decolonization, pt. 1: The Mau Mau Rebellion (Kenya)**

M 2/8: The Rise of Nationalism in Africa

- Falola IV: Chapter 1 "Trends and Patterns in African Nationalism" (3-27)

W 2/10 – The Mau Mau Rebellion in Kenya

- Read: Ngugi, *A Grain of Wheat* (Selections)
- Watch in Class - BBC Documentary: "Kenya: White Terror"  
<<https://www.youtube.com/watch?v=d3y3zccaj8w>>

F 1/12: After-effects: Independence and Problems Unsolved (Conflicting Views)

- Radiolab Podcast – “Mau Mau” - <http://www.radiolab.org/story/mau-mau/>
- *Telegraph* – “The British must not rewrite the History of the Mau Mau Revolt” - <http://www.telegraph.co.uk/news/worldnews/africaandindianocean/kenya/10103371/The-British-must-not-rewrite-the-history-of-the-Mau-Mau-revolt.html>
- Ngugi, *Matigari* (brief sections)

### **Week Six : Wars of Decolonization, pt. 2: The Algerian War (Algeria)**

M 2/15: Militant Nationalism and the Algerian War pt. I

- Falola IV: Chapter 4 “Radical Nationalism and Wars of Liberation” (63-71)

W 2/17: Militant Nationalism and The Algerian War pt. II

- Meredith, Chapter 3 “Land of the Setting Sun” (44-57)
- Meredith, Chapter 4 “L’Afrique Noire” (58-74)

F 2/19: Aftermath and Paradoxes of the Algerian War

- Shephard, *The Invention of Decolonization* (Selections)
- *Study guides for midterm will be handed out on this day*

*Extra Credit Film Opportunity: The Battle of Algiers (1966)*

### **Week Seven: Civil War: The Biafran War (Nigeria)**

*By this week, students shall have read Chimamanda Adichie’s Half of a Yellow Sun in full.*

M 2/22: From Independence to Civil War

- Biafra’s Declaration of Independence (1967) <http://www.blackpast.org/biafras-declaration-independence-1967>
- Use Adichie to piece together different causes and events of the Biafran War

W 2/24: Experiencing Civil War and its Aftermath: Kwashiorkor, Poverty, and Child Soldiers

- Class Discussion: Adichie, *Half of a Yellow Sun* (cont...)

F 2/26: Framing Conflict and Understanding Legacy

- Class Discussion: Adichie, *Half of a Yellow Sun* (cont...)
- “The Story Behind the Book,” <<http://chimamanda.com/books/half-of-a-yellow-sun/the-story-behind-the-book/>>

*Extra Credit Film Opportunity: Half of a Yellow Sun (2013)*

### **Week Eight: The Cold War in Africa**

M 2/29: Cold War v. Hot War – Africa as Battleground

- “The Story of Africa: Southern Africa: The Cold War,” <<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/12chapter8.shtml>>
- Perlez 1992, “AFTER THE COLD WAR: Views From Africa; Stranded by Superpowers, Africa Seeks an Identity,” *New York Times* <<http://www.nytimes.com/1992/05/17/world/after-cold-war-views-africa-stranded-superpowers-africa-seeks-identity.html?pagewanted=all>>
- Angola, *Rainy Season* (Selections)

W 3/2: The Assassination of Patrice Lumumba – The Cold War and its Aftermath in Zaire

- Meredith, Chapter 6 “Heart of Darkness” (93-115)
- Patrice Lumumba’s last letter
  - <http://www.blackpast.org/patrice-lumumbas-letter-pauline-lumumba-1960>
- Meredith, Chapter 17 “The Great Plunderer” (293-308)

F 3/4: **MIDTERM (In-Class)**

### **Week Nine: Spring Break**

### **Week Ten: Military Rule and Political Terror**

M 3/14: The Rise of Big Men in the Postcolony

- Meredith, Chapter 13 "The Coming of Tyrants" (218-238)

W 3/16: Case Study: Uganda - Obote I, Amin, Obote II, and the Luwero War

- Ugandan Commission of Inquiry into Violations of Human Rights Final Report (Selections from "Background," "Murders and Arbitrary Deprivation of Life," "Arbitrary Arrests, Detention, or Imprisonment," "Subjection of Persons to Torture, Cruel, Inhuman, and Degrading Punishment," and "Recommendations")

F 3/18: Sustained by Violence – Uganda Case Study (cont...)

- Museveni, *What is Africa's Problem?* (Selected Speeches)
- Kobusingye, *The Correct Line? Uganda Under Museveni* (Selection)

*Extra Credit Film Opportunity: The Last King of Scotland (2006)*

### **Week Eleven: Dark Side of Democracy (South Africa)**

M 3/21: The Rise of the Apartheid State

- Williams, *From the South African Past* ("Toward a White-Dominated State" 141-147, 148-150, 159-161, 173-183, 216-220; "The Rise of the Apartheid State" 239-245, 252-256, 267-272)

W 3/23: Life under Apartheid and the Rise of Opposition

- Williams, *From the South African Past* ("The Years of Nonviolent Protest" 260-262, 276-282, 282-286; "The Republic of South Africa and the Armed Struggle" 286-289, 297-310, 311-321)

F 3/25: Opposing Apartheid and the Rise of the Rainbow Nation

- Williams, *From the South African Past* "Toward a Democratic South Africa" 323-329, 337-349, 354-356, 357-360, 374-378, 390-398

*Extra Credit Film Opportunity: List of Films Will be Announced on M 3/21*

### **Week Twelve: Ethnic Conflict and Genocide (Rwanda)**

M 3/28: Colonial Legacy and Lead-Up to the Genocide

- Mamdani, *When Victims Become Killers* (Selections from "Racialization of the Hutu/Tutsi Difference under Colonialism" 76-102)
- Meredith, Chapter 27 "The Graves Are Not Yet Full" (484-507)

W 3/30: 100 Days of Violence in Rwanda

- Mamdani, *When Victims Become Killers* (219-229)
- Gourevitch, *We Wish to Inform You that Tomorrow We Will be Killed With Our Families* (Selections)
- Watch (at least) 2 testimonies from the Genocide Archive of Rwanda (watch two in different categories) <<http://genocidearchiverwanda.org.rw/index.php/Category:Testimonies>>

F 4/1: Aftermath of the Genocide: Justice, Refugees, and Continued Violence in Burundi

- Gourevitch, *We Wish to Inform You that Tomorrow We Will be Killed With Our Families* (Selections)

*Extra Credit Film Opportunity: Sometime in April (2005)*

### **Week Thirteen: Determining Justice**

M 4/4: Determining Justice Post-Conflict: Retributive Justice and the Ethiopian Red Terror

- Meredith, Ch. 13 “The Coming of Tyrants” (243-248), Ch. 19 “Red Tears” (341-343)
- Tronvoll, *The Ethiopian Red Terror Trials*, Ch. 1 “The ‘Red Terror’ Trials: The Context of Transitional Justice in Ethiopia”

W 4/6: Alternative Forms of Justice

- Minow, *Between Vengeance and Forgiveness* Ch. 1 (Selection)
- Hayner, *Unspeakable Truths* Ch. 2 “Confronting Past Crimes” (10-23)

F 4/8: Restorative Justice and the South Africa and the Truth and Reconciliation Commission pt. I

- Krog, *Country of My Skull* (Selections)

### **Week Fourteen: Restorative Justice Across the Continent**

M 4/11: South Africa and the Truth and Reconciliation Commission pt. II

- Krog, *Country of My Skull* (Selections)

W 4/13:- Uganda and the Commission of Inquiry into Violations of Human Rights

- Quinn, “Constraints: The Un-Doing of the Ugandan Truth Commission”
- “What Next for Uganda? Between Besigye and Museveni, Uganda’s Struggles are Far from Over,” <http://www.theeastafrican.co.ke/magazine/What-next-for-Uganda--Besigye-versus-Museveni--/-/434746/2598552/-/item/0/-/e18nd1z/-/index.html>

F 4/15: Rwanda and State-Sponsored Commemoration

- Longman and Rutagengwa, “Memory, Identity, and Community in Rwanda”
- King, “Memory Controversies in Post-Genocide Rwanda”
- (IN CLASS) *New York Times*, “Portraits of Reconciliation”  
<<http://www.nytimes.com/interactive/2014/04/06/magazine/06-pieter-hugo-rwanda-portraits.html>>

### **Week Fifteen: Resource Wars (Mano River/ Congo)**

M 4/18: Resource Wars and the Politics of the Belly

- Williams, *War and Conflict in Africa*, Ch. 4 “Resources” (72-93)
- Bayart, *The Politics of the Belly* (Selection)

W 4/20: Resources and Rebels in the Mano River Region, 1989 – 2003

- Williams, Ch. 3 “Neopatrimonialism” (67-70)
- Sawyer, “Violent Conflicts and Governance Challenges in West Africa: The Case of the Mano River Basin Area” (2004)

F 4/22: Resources and Rebels in Nigeria

- Adunbi, *Oil Wealth and Insurgency in Nigeria* (Selection)

### **Week Sixteen: Review**

M 4/25: Last Day of Class

- Reno, *Warfare in Independent Africa*: “Conclusion: The Past and Future of Warfare in Africa”
- Class Review for Final Exam