

## **POLI120N: Contention and Conflict in Africa**

Instructor: Professor Adida  
cadida@ucsd.edu

University of California San Diego, Winter Quarter 2016  
Tue-Thurs: 2-3.20pm, PCYNH121  
O.H. Tuesdays 11.30am to 1.30pm in SSB389

### **Course description**

This course introduces students to the systematic study of conflict in sub-Saharan Africa. It has three goals: to provide a theoretical and methodological overview of how to study conflict in Africa, to offer a substantive introduction to the various forms of conflict the region encounters, and to provide students with the tools to learn about, understand, and explain a current conflict in sub-Saharan Africa.

### **Course format**

This course meets as a lecture twice a week for the ten weeks of the quarter. Students are expected to attend lecture having completed the readings for that day. Lecture slides are posted online on a weekly basis, at the end of each week. Lectures will not be podcast. If you miss a lecture, it is your responsibility to obtain the material from classmates.

### **Course requirements**

Students will be graded based on a map quiz (20%), a midterm (30%), participation in class (10%), and a group country project (40%).

1. **Map quiz (20%):** Students are expected to be able to identify the 48 sub-Saharan African countries on a map, their capital city, and their ex-colonial power (s). The map quiz will take place during the last 20 minutes of class on **Thursday, January 21**. A study sheet will be provided. A good place to practice is: <http://youdontknowafrica.com/>.
2. **Midterm (30%):** An in-class, closed-note and closed-book exam will be held on **Tuesday, February 2<sup>nd</sup>**. All material from lecture and readings will be fair-game. A study guide will be posted on the class website two weeks in advance.
3. **Participation via iClicker (10%):** I will rely on iClicker to encourage student learning and participation. You can purchase iClickers from the bookstore or on eBay (the bookstore will buy most iClickers back). You can borrow an iClicker from a friend, as long as this friend is not using the same iClicker for the same class during the same quarter. You must register your iClicker on Ted as soon as possible. I will start experimenting with iClicker during Week 1, but will not start officially

recording participation until Week 2. iClicker questions will be geared toward improving your understanding of the lecture and reading material. In other words, questions will either test your knowledge of the reading material for that day, or of the lecture material. Factual questions will count for points (did you get it right or not), while discussion questions will count for participation (did you participate). In the calculation of final grades, I will allow you to miss 20% of iClicker questions without penalty.

4. **Group country project (40%):** Students will be assigned to a group country project by the end of Week 2. They will be expected to present a 20-minute lecture (with slides) to the class on their country project at the end of the quarter. The lecture should describe and explain the conflict in question, applying theories we have learned about in class to the case study. I will provide an example on January 28, when we cover Liberia. I will also reserve some time during class to encourage students to integrate the material presented and to think about how it applies to their case.

- Your country options are: (1) Central African Republic, (2) Burundi, (3) DRC, (4) Nigeria (Boko Haram), (5) South Sudan, (6) Sudan (Darfur). Email your TA by January 14 at 5pm with your top three preferences. We will do our best to accommodate your preferences, but cannot guarantee anything. If you do not meet this deadline, you will be automatically assigned to a country.
- Each group will have to perform a substantial amount of independent work to prepare its group project. I will provide a starting point for background reading for each country conflict. In addition, you will be expected to seek out contemporary sources of information on your own, relying on reputable news sources and blogs. Finally, I will reserve time in class for teamwork on the project (though I do not expect that to be enough to complete the project successfully). Each team will determine how it wants to deliver its lecture. Teams will be graded on the following: (a) depth of understanding of the case; (b) ability to apply theories learned in class; (c) clarity of slides and delivery; (d) originality of slides and delivery.
- I am aware of the fact that group projects can be stressful, because different students have different styles and because some students will inevitably free-ride on the hard work of others. However, these are situations you will inevitably encounter in life, and learning to work in diverse teams is a good skill to build. I am always open to your feedback if you feel that your group-placement is seriously detrimental to your

learning and performance in this class. Although I am highly unlikely to modify group placements once they are set, I will take into account your feedback, as well as your performance on other assignments in my class, when determining your group project grade.

### **Course policies**

- The use of laptops, cell phones, tablets, or any other type of electronic device is prohibited during class time. Research shows that you learn more and distract others (including me) less if you stick to good old pen and paper: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>.
- If you have a disability that requires special accommodations, please come see me **as soon as possible** and present your certification to me and to Ariane Parkes (aparkes@ucsd.edu).
- Make-up exams will be given only under extraordinary circumstances, and not without **proper written documentation** justifying your absence (i.e., a doctor's note) and **submitted to the instructor at least one week in advance**.
- Please consult <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2> for UCSD's Academic Integrity Policy. Students in this course are expected to comply with this policy. Any student in violation of UCSD's policy will automatically fail this class.
- If you seek a **re-grade**, you must email the TA **within 72 hours** of the assignment being returned to the class, and explain – in that email and in detail – why you believe you deserve reconsideration. The TA then has the ability to review the entire exam, and the authority to increase your grade, decrease your grade, or keep the grade unchanged.
- Sexual Misconduct/Title IX Statement: UC San Diego prohibits sexual violence and sexual harassment and will respond promptly to reports of misconduct. If you wish to speak confidentially about an incident of sexual misconduct, please contact CARE at the Sexual Assault Resources Center at (858) 534-5793. Students should be aware that faculty members are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UC San Diego's Title IX office, the Office for the Prevention of Harassment & Discrimination (OPHD). To learn more about sexual misconduct, visit: <https://students.ucsd.edu/sponsor/sarc/index.html>. To report an incident to the University, please contact OPHD at ophd@ucsd.edu

### **Teaching Assistants**

Brian Engelsma	Dotan Haim
Office: SSB348	Office: SSB350
OH: Friday 12-1pm	OH: Thursday 10.40am-12noon

### **Readings**

All readings are available on the class website:  
<http://pscourses.ucsd.edu/poli120n/>

## **BACKGROUND**

January 5: Introduction

Adichie, Chimamanda. 2009. "The Danger of a Single Story."  
*TED Talk*.

January 7: The Challenge for Africa's Leaders

Binyavanga Wainana. 2005. "How to write about Africa."  
*Granta* 92.

Herbst, J. 2000. State and Power in Africa: Chapter 1.

January 12: The European Imprint on Africa

Herbst, J. 2000. State and Power in Africa: Chapter 3.

Nunn, Nathan. 2010. "Shackled to the Past: The Causes and Consequences of Africa's Slave Trade." Jared Diamond and James A. Robinson, Eds. Natural Experiments of History. Cambridge, MA: Harvard University Press.

January 14: African Independence

Meredith, Martin. 2005. The Fate of Africa: Chapters 8, 9 and 13.

## **THEORIES OF VIOLENCE**

January 19: Ancient Hatreds versus Rational Origins

Kaplan, R. 1994. "The Coming Anarchy." *The Atlantic*.

Fearon, J. 1995. "Ethnic War as a Commitment Problem." Working Paper.

January 21: Economic roots of conflict, and **MAP QUIZ**

Elbadawi, I. and N. Sambanis. 2000. "Why are there so many civil wars in Africa? Understanding and preventing violent conflict." *Journal of African Economies* 9(3).

Herbst, J. 2000. "Economic incentives, natural resources and conflict in Africa." *Journal of African Economies* 9(3).

January 26: Political roots of conflict

Roessler, Phil. 2011. "The Enemy within: personal rule, coups, and civil war in Africa." *World Politics* 63(02): 300-346.

Wimmer, Andreas, Lars-Erik Cederman and Brian Min. 2009. "Ethnic Politics and Armed Conflict: A Configurational Analysis of a New Global Data Set." *American Sociological Review* 74.

January 28: Case Study: Liberia

Berkeley, Bill. 2001. The Graves Are Not Yet Full: Chapter 1.

Anderson, Jon Lee. 1998. "The Devil they Know". *The New Yorker*.

## **CONFLICTS IN AFRICA**

February 2: **MIDTERM**

February 4: Genocide

De Waal, Alex. 2013. "Playing the Genocide Card." *New York Times*: December 18, 2013:  
<http://mobile.nytimes.com/2013/12/19/opinion/playing-the-genocide-card.html?smid=tw-share>

Kasfir, Nelson. 2005. "Sudan's Darfur: Is it Genocide?" *Current History* 104(682)

Lemkin, Raphael. 1946. "Genocide" *American Scholar* 15(2)

Jones, Cara. 2015. "There are signs of renewed ethnic violence in Burundi." *Washington Post Monkey Cage Blog*:  
[https://www.washingtonpost.com/news/monkey-cage/wp/2015/12/15/there-are-signs-of-renewed-ethnic-violence-in-burundi/?wpmm=1&wpisrc=nl\\_cage](https://www.washingtonpost.com/news/monkey-cage/wp/2015/12/15/there-are-signs-of-renewed-ethnic-violence-in-burundi/?wpmm=1&wpisrc=nl_cage)

February 9: Electoral Violence

Arriola, Leonardo and Chelsea Johnson. 2012. "Electoral Violence in Democratizing States." Working Paper.

Klopp, J.M. and E. Zuern. "The Politics of Violence in Democratization: Lessons from Kenya and South Africa." *Comparative Politics* 39.

February 11: Solutions to Electoral Violence

M. D. 2012. "How to Save Votes." *The Economist*.

Fisman, R. 2011. "A Picture of Democracy." *Slate*

February 16: Secession

Englebert, P. and Hummel. 2005. "Let's stick together: understanding Africa's secessionist deficit." *African Affairs*. 104(416).

"Emeka Ojukwu". 2011. *The Economist*

February 18: The Secessionist Origins of the Malian Crisis

Whitehouse, B. 2013. "Understanding Mali's 'Tuareg Problem'." *Bridges from Bamako* blog.

Zachary, G.P. 2012. "Mali's Crisis, Obama's Opportunity." *The Atlantic*.

February 23: Climate change & agricultural adaptation (Professor Burney, GPS)

2010. "Adapting to Climate Change; Facing the Consequences." *The Economist*

February 25: Climate Change and Conflict

Burke, M. et al. 2009. "Warming increases the risk of civil war in Africa." *PNAS* 106(49).

Hendrix, Cullen and Idean Salehyan. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49(1).

March 1: Terrorism: readings TBD

March 3: Conclusion and Group Study Session

March 8: Group presentations

March 10: Group presentations

## Group Country Project Sources: A Starting Point

### **(1) All groups**

- Africa Confidential: <http://www.africa-confidential.com/news>
- Africa: South of the Sahara country entry
- Annual Human Rights Reports (State Department): <http://www.state.gov/j/drl/rls/hrrpt/>
- BBC Africa Country Profiles
- International Crisis Group: [www.crisisgroup.org](http://www.crisisgroup.org)
- The Economist Africa section
- allafrica.com

### **(2) Central African Republic**

- Lombard, Louisa. 2015. *Making Sense of the Central African Republic*. Zed Books.

### **(3) Burundi**

- Curtis, Devon. 2013. "The international peacebuilding paradox: power sharing and post-conflict governance in Burundi." *African Affairs* 112(446): 72-91.
- Colombo, Andrea et al. 2014. "From rebellion to electoral violence: evidence from Burundi." Working Paper: <http://www.oliviadaoust.com/wp-content/uploads/2014/12/JMP-ODAoust-From-Rebellion-to-Electoral-Violence.pdf>
- Lemarchand, R. 1996. *Burundi: Ethnocide as Discourse and Practice*, Woodrow Wilson and Cambridge.
- Reyntjens, F. 2006. "Briefing: Burundi: a peaceful transition after a decade of war?" *African Affairs* 105(418): 117-135.

### **(4) DRC**

- Autesserre, S. 2010. *The Trouble with the Congo*. Cambridge University Press.
- Stearns, J. 2011. "Dancing in the Glory of Monsters."

### **(5) Nigeria**

- Adesoji, Abimbola O. 2011. "Between Maitatsine and Boko Haram: Islamic Fundamentalism and the Response of the Nigerian State." *Africa Today* 57(4): 99-119.
- Hammer, Joshua. 2015. "The Rule of Boko Haram." *New York Review of Books*, July 9, 22-6.
- Walker, Andrew. 2012. "What is Boko Haram?" *USIP Special Report*: <http://www.usip.org/sites/default/files/SR308.pdf>

### **(6) South Sudan**

- Anderson, Jon Lee. 2012. "A History of Violence." *The New Yorker*
- de Waal and Mohammed. 2014. "Breakdown in South Sudan." *Foreign Affairs*.

### **(7) Sudan (Darfur)**

- Flint, Julie and Alex de Waal. 2008. *Darfur: a new history of a long war*. Zed Books.
- Prunier, G. 2005. *Darfur: the ambiguous genocide*. Cornell University Press.