

**AFS: 190 Violence and Memory in Contemporary Africa**  
**Pamela Scully and Erin Tunney**  
**T/TH: 8:30-9:45, Room 123 Candler Library**

**Dr Scully's Office Hours: Tues 4-5pm and Thurs: 9:45-11:00 and by appointment**  
**Erin Tunney's Office Hours: Mondays 1-2:30**

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This course explores moments of great political and social violence in contemporary Africa: Apartheid and its dissolution in South Africa; the crisis in Somalia in the early 1990s, the genocide in Rwanda in the 1994 and its ongoing legacy, and contemporary violence in the Sudan. We will examine the factors leading to violence and political instability, the trauma experienced as a result of political and social violence as well as the ways in which various states and people have sought to remember and reconcile themselves with terrible histories. We will also look analyze different media and perspectives on violence in contemporary Africa.

### **Texts**

Jillian Edelstein, Michael Ignatieff (Introduction) and Pumla Gobodo-Madikizela (contributor). *Truth and Lies: Stories from the Truth and Reconciliation Commission in South Africa*. New Press, 2002. ISBN: 1565847415

Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families*. Picador USA, 1999. ISBN: 0312243359

Antjie Krog, *Country of My Skull: Sorrow and the Limits of Forgiveness in the New South Africa*. Three Rivers Press, 2000. ISBN: 0812931297

Mahmood Mamdani, *When Victims become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton Univ Pr; (August 12, 2002) ISBN: 0691102805

Peterson, *Me against my brother: at war in Somalia, Sudan and Rwanda*. Routledge, 2001. ISBN: 0415930634

Jok Madut Jok, *War and Slavery in the Sudan (The Ethnography of Political Violence)*. University of Pennsylvania Press, 2001. ISBN: 0812217624

Jay Spaulding and Stephanie Beswick, eds., *White Nile, Black Blood: War, Leadership, and Ethnicity from Khartoum to Kampala*. Red Sea Press, 1999. ISBN: 156902099X

Other readings are on **Reserves Direct** and **Blackboard**. Additional readings will be added as necessary.

### **Class Particulars:**

We will spend much time in class discussing how to take notes, read a book efficiently and with understanding, and we do a lot of writing.

#### Class Participation: 20%

*Attendance* is mandatory although each student may miss 2 classes at their own discretion: no excuses necessary. More than 2 absences will negatively affect the final grade.

*This course has a Blackboard web page.* The address is <http://classes.emory.edu> The site contains information from this syllabus. I will post announcements and other information when necessary. I will expect you to read the Blackboard page regularly to keep up with discussion assignments and other issues. Links to newspapers are put on the page. I expect you to read the newspapers daily.

*Every student has to participate verbally in class on the basis of informed reading.* If you are shy please come and talk to me. I am keen for everyone to feel comfortable. If you have not done the reading do not attend class.

*Being Informed about the news:* Every student will be expected to keep up with the daily news on Africa. We will discuss the news every meeting. This will be counted as part of class participation. Read at least one of the following online sources:

- The BBC: <http://news.bbc.co.uk/2/hi/africa/default.stm>
- All Africa Global Media: <http://allafrica.com/>

There are many other sites also. Feel free to peruse, and let us know if you find a great source! While you read, be on the lookout for good articles on the crisis in Darfur. We will use these for our discussions in the last section of the course. Please copy any relevant articles, or email them to me. Thank you.

*Notebook:* Each student will keep a notebook of responses and notes on the reading. Notebooks will be handed in on a regular basis and must be brought to class each class period.

Note: Every student will be expected to see the film *Black Hawk Down*. I will arrange a showing but if you wish to see it at home that is also fine.

#### Writing: 70%

This is essential to being educated in the modern world. To help develop writing confidence the class has a number of different venues to work on writing. The journals

should help each student gain confidence in writing. In addition there are more assignments demanding more formal prose.

*Weekly papers:* There will be weekly papers on the reading. These should be 2-3 pages long, and analytic, not descriptive. They should be a sustained analytic discussion of the issues, or one major issue raised by the reading. They must be footnoted according to the Chicago style. Writing must be formal with proper grammar and punctuation. The essays must be handed in at the beginning of class on the due date. 50%

**Essays will be assessed according to the following general criteria:**

- the ability to use various readings and to produce your own analysis, not a summary.
- relevance of the argument or thesis
- ability to provide appropriate examples
- correct grammar and spelling.
- Essays must be written in FORMAL English.

**Evaluation**

- An essay that is a good summary of the reading, but where the author provides no real insights of their own, or which has grammatical or referencing errors is a: C- to C+.
- An essay that is well written, well referenced, and moves beyond merely summarizing to providing insights is a B- to B+.
- An outstanding essay with innovative insights and criticism and which is very well written and referenced is an A- to A: this is generally only possible after having written at least one rough draft before the final version.

*Be sure to cite ALL information including quotes, information, and any argument taken from elsewhere including online sources. Use the Chicago Style. Failure to do correct citations of information will severely detract from the grade. Plagiarism is very severely punished so always reference if in any doubt.*

*Final Assignment:* Paper of 10 pages 20%. This will be on a topic of your choice on the theme of memory and/or violence in contemporary Africa. We will have individual discussions about sources etc. during the semester. The same rules for writing weekly papers apply here.

Roundtable 10%

We will hold a round table on contemporary Sudan and the violence in Darfur. Students will be evaluated on their knowledge of contemporary issues in Sudan, their ability to place these in historical context, and their awareness of the complexities relating to violence in contemporary Africa: ie this serves as a capstone to the course. I will be looking at the materials you bring to the roundtable in assessing your grade.

Note: I will have individual consultations with each student at mid semester and at the end of the semester. We will discuss how each student grades their own performance and my evaluation of their progress. During the semester feedback will be given on papers and class participation in such a way that we can focus on developing skills and knowledge.

### **Class Schedule**

#### **PART ONE: INTRODUCTIONS**

Week of August 23: Introductions

Th: Introduction

Week of August 30: Getting our Bearings

T: Geographies, histories, discussion of the news media

Th: Working on writing and reading

Week of September 6: Concepts

T: Tribes"; colonial histories and the modern nation state

Read: Chris Lowe, "Talking About Tribe" On Blackboard site under Course Documents.

\* 2-3 page essay due on what you have learned up to now, including Lowe's article.

Th: Apartheid, a short history

#### **PART TWO: APARTHEID AND SOUTH AFRICA**

Week of Sept 13: Apartheid

T: The "people's struggle": Read: excerpts from newspapers at the time, Professor Scully to distribute. Also read the TRC hearing entries on *Fort Calata* and *Matthew Goniwe*, and *Ashley Kriel*, which are on the blackboard page under Course Documents.

Th: The Truth and Reconciliation Commission.

Read: Krog, *Country of My Skull*, introduction and chps 1-2.

The excerpts on Tony Weaver; Aron Magam; Shirley Gunn, and Women's Day from the TRC (Blackboard under Course Documents/TRC).

\*2-3 page essay due on the week's readings.

**NOTE: YOU SHOULD BE LOOKING FOR READINGS ON CONTEMPORARY SUDAN.**

Week of Sept 20: The Truth and Reconciliation Commission I

T: Read: *Truth and Lies*. The whole book except pages 43-53.

Th: Reporting on the TRC

Read: Krog, *Country of My Skull*, chps 3, 5, 6, 9.

\* 2-3 page essay due.

Week of Sept 27: The Truth and Reconciliation Commission II

T: Gendered Violence and Apartheid Legacies in South Africa

Read: Krog, chp21 and epilogue;

Articles in Robert Morrell, ed., *Changing Men in Southern Africa* ( University of Natal Press: Pietermaritzburg, 2001)

\*Thokozani Xaba "Masculinity and its Malcontents: The Confusion between 'Struggle Masculinity' and 'Post-Struggle Masculinity' (1990-1997).

\*Jacklyn Cock, "Gun Violence and Masculinity in Contemporary South Africa"

\*Teboho Maitse, (in conjunction with Jen Marchbank). "Revealing Silence: Voices from South Africa." *States of Conflict: Gender, Violence and Resistance*. Jacobs, Susie, Ruth Jacobson and Jen Marchbank, eds. Zed Books: London, 2000.

\*Judith Herman, *Trauma and Recovery: The Aftermath of Violence--from Domestic Abuse to Political Terror*, pp 33-95 **On Reserves Direct**.

Th: Trauma and Apartheid: Winnie Mandela

Read: *Truth and Lies*, 43-53; Krog, *Country of My Skull*, chps 14, 16, 20.

\*2-3page essay due on the week's reading

*By now everyone should have watched the film black hawk down.*

### PART THREE: WAR AND GENOCIDE IN THE 1990S

Week of October 4: The 1990s

T: Discussion of class project on Sudan.

Everyone must have brought readings to share with the class.

Th: War in Africa: the 1990s

Read: Peterson, *Me Against my Brother*

Read it for quick overview. It is painful however.

\*2-3 page essay due

Week of October 11: Rwanda

T: October Break

Th: Individual Meetings to discuss writing and essay.

Week of October 18: Identity and Violence in Rwanda

T: Individual Meetings with Dr Scully to discuss writing and essay.

Th: Rwanda

Lecture: History and Ethnicity in Central Africa

\*Read Mamdani, *When Victims Become Killers*, introduction and chp 3.

Week of October 25: Voices of the Dead

T: Read Gourevitch, *I wish to inform you*, part 1

Th: Video: *The Triumph of Evil*

\*2-3 page essay due on Mamdani and Gourevitch

Week of November 1: Trauma and Memory

T: Explaining Genocide? Discussion

Read: Gourevitch, *We Wish To Inform You*, Part Two, chps 12-16, 18, 21-22

Th: Genocide and its Legacies in Rwanda

Read: Amnesty international report on Women and Genocide in Rwanda

<http://web.amnesty.org/library/index/engaf470072004>

Read: [http://hrw.org/reports/2003/rwanda0403/rwanda0403-06.htm#P793\\_178313](http://hrw.org/reports/2003/rwanda0403/rwanda0403-06.htm#P793_178313), a human rights watch report on children as victims of the genocide.

Read: [http://www.madre.org/sisterorg\\_rwanda.html](http://www.madre.org/sisterorg_rwanda.html) (shows efforts women are making to stop violence. (also on Blackboard Course Documents page under Rwanda)

NOTE: You should be gathering information from newspapers and human rights organizations etc. on the violence in Sudan, all in preparation for our discussions and for our group presentations.

PART FOUR: SUDAN

Week of November 8

T: Violence and history

VISITOR; Professor An-Na'im,

Read: Spaulding and Beswick, *White Nile, Black Blood* chaps by:

\*Ahmad Alwad Sikainga, "Military Slavery and the Emergence of a Southern Sudanese Diaspora in the Northern Sudan, 1884-1954"

\*Damazo Dut Majak, "Rape of Nature: Environmental Destruction and Ethnic Cleansing in the White Nile Basin"

\*Duany and Duany, "Genesis of the Crisis in the Sudan"

Essay 5 page on Rwanda

Th: Slavery in the Sudan

Read Jok, *War and Slavery*, intro, chps 1, 2, 4, 6 and conclusion. Samantha Powers, "Dying in Darfur" *The New Yorker*, August 30, 2004. **Blackboard under Sudan.**

Week of November 15

T: Film: *Nuba Conversations*

Th: Come prepared with readings on your Group topic. We will get into groups to discuss presentations etc. 5 page Essay on Sudan

Week of November 22

T: Legacies of Genocide in the Post-Rwandan World

Read: Mamdani, *When Victims Become Killers*, chap 7 through conclusion

\*2-3 page essay due on Jok, Powers, and Mamdani readings

Th: THANKSGIVING

Week of November 29: What is to be done?

- T: Group presentations
- What is going on in Darfur
  - Economics and Health

- Th: Group presentations
- Women
  - International intervention?

Week of December 6: Conclusion

- T: Last Day of Class: Evaluations and reflections