

Canada's Capital University

AFRI 2003: The Great Lakes Region of Africa Summer Term 2016

When: Tuesday and Thursday: 11:35 am – 2:25 pm Room: Paterson Hall 133

Instructor: Decky Kipuka Kabongi

Office hours: by appointment at: deckykipukakabongi@cmail.carleton.ca

PLEASE NOTE THAT THE USE OF CELLPHONES IS STRICTLY PROHIBITED DURING THE CLASS MEETINGS.

Course Description

This course examines critical issues related to the contemporary political economy of the African Great Lakes region (AGLR). The focus of the course will be on such countries as Burundi, the Democratic Republic of Congo, Rwanda, and Uganda and regional dynamics stemming from domestic politics. For so long periods of time, this sub-region of the African continent has been marked by such events as prolonged political instability, recurrent civil wars, and genocide (e.g. of Rwanda in 1994). All these events have had adverse effects on the prospects of socio-economic development at national and regional levels. Against this background, this course examines the factors that have caused the occurrence of such events, the development challenges they pose on states and populations, and the regional dynamics they engender in terms of security and development.

Course Objectives

This course aims to provide students with a clear and deep understanding of causal mechanisms of contemporary phenomena that have occurred in countries located in the African Great Lakes region and their regional implications. By the end of this course, students should be able to critically evaluate the role played by colonial powers, citizenship/ethnicity, political leadership and institutions, demography, and access to natural resources on the dynamics of conflict in the region and the socio-economic implications of such dynamics.

Course Evaluation: There are three components to the course's evaluation.

- 1. Participation: 20 % of the final grade. Students will be assessed on the quality of their participation in class. You are therefore expected to: i) attend all classes and ii) complete the required reading before coming to class to ensure that you make substantive contribution to the class discussions. Halfway through the course, the instructor will provide students with feedback on their performance in terms of participation in the course. You are therefore strongly encouraged to make efforts to successfully participate in the course. You are able to get participation marks in ten of the twelve classes. Unless you make a prior arrangement with the professor, if you come into the class an hour or more after it started, your participation mark will be worth 0.5 marks for that class.
- **2. In-class Mid-Term Exam: 40 % of the final grade.** You will write a close-book midterm exam for this course. You will have to answer both multiple choices questions and two long-answer questions asking you to demonstrate your understanding of readings and topics discussed in class. You are responsible to write the mid-term exam by your own without any external assistance.
- **3. Final Term Paper: 40 % of final grade.** You will have to write a term paper examining a key issue related to one of the themes discussed in class. The term paper should cover one country of the African Great Lakes region. The paper should be between 10 and 15 pages length, excluding the bibliography. You will have to submit a hard copy and an electronic copy of your paper to the instructor by 4:30 pm on June 19th. No late submission will be accepted unless the student has made prior arrangements with the instructor. A valid reason, commensurate with Carleton University regulations must be given (e.g. sickness with valid medical proof, etc.).

The aim of the term paper is for you to examine different understandings of and perspectives on a particular topic in African Great Lakes Region. Drawing on some of the readings and lectures, you need to critically examine different views of a topic of interest concerning the African Great Lakes Region. The minimum requirements are:

- 1) You must discuss <u>at least</u> two different views of the topic at hand. For each perspective on the topic, you need to explain its strengths and weaknesses. You must explicitly draw on arguments and perspectives discussed in class, including citing at least one of the required readings.
- 2) You must use and cite <u>at least</u> 6 academic works (e.g., articles from academic journals, chapters in edited academic books, or academic books themselves). <u>At least</u> three of them need to have been <u>first</u> published after 2000.

Outline: By Monday May 23, you need to submit an outline, which includes:

- i) a paragraph outlining your topic, including the (at least) two different views of it;
- ii) an annotative bibliography of three works a short paragraph for each, describing their main argument;

This is worth 5% of the final paper.

Evaluation Criteria: Your paper will be evaluated by your ability: to synthesize material from various sources; to carry an argument through your discussion of the material; to write clearly; and consistent citation style.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A + = 90 - 100	B+ = 77-79	C + = 67 - 69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html

Requests for Academic Accommodations:

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

♣ *What are the Procedures?*

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Instructors and/or departmental chairs prepare documentation.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: www.carleton.ca/wts

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://portal.carleton.ca/

Required Readings: Although there is no required textbook for this course, the following materials offer a thorough treatment of case studies and important issues that we will cover in the course. Students are therefore encouraged to familiarize themselves with at least the content of one of these books.

- 1. Omeje, Kenneth and Redeker Herpner, Tricia M. (Editors) (2013). Conflict and Peacebuilding in the African Great Lakes Region (Bloomington, Ind.: Indiana University Press). Chapter 1.
- 2. Lemarchand, R. (2009). The Dynamics of Violence in Central Africa (Philadelphia: University of Pennsylvania Press),
- 3. Reyntjens, P. (2006). The Great African War: Congo and Regional Geopolitics, 1996-2006. This is an electronic book available at http://books2.scholarsportal.info.proxy.library.carleton.ca/viewdoc.html?id=4016 05#tabview=tab1
- 4. Prunier, Gerard. (2009). From Genocide to Continental War: The Congolese Conflict and the Crisis of Contemporary Africa (London: HURST Publishers)

CLASS AND READING SCHEDULE

Week 1

Introduction to the course

- Presentation of the course objectives, outline, and participants
- Introduction to the African Great Lakes region
- Critical issues of the political economy of the region

Introductory reading:

- Mamdani, Mahmood. (2003). "African States, Citizenship and War: A Case-Study," *International Affairs*, Vol. 78 (93), pp. 493-506.
- Reyntjens, P. (2006). The Great African War: Congo and Regional Geopolitics, 1996-2006. This is an electronic book available at http://books2.scholarsportal.info.proxy.library.carleton.ca/viewdoc.html?id=4016 05#tabview=tab1, Introduction and Chapter I.
- Mamdani, Mahmood. (2001). When Victims Become Killers (Princeton, N.J.: Princeton University Press). See the introduction to the book here: http://press.princeton.edu/chapters/s7027.pdf
- Omeje, Kenneth and Redeker Herpner, Tricia M. (Editors) (2013). Conflict and Peacebuilding in the African Great Lakes Region (Bloomington, Ind.: Indiana University Press). Chapter 1.

Week 1: May 2nd Competing Theories on the Political Economy of the AFGLR

During this session, we will discuss different theories of causes of conflict in the African Great Lakes Region. The recurrence of violent armed conflicts and political instability in the region requires a clear understanding of the drivers of such unfortunate events. Therefore, the objective of this session is to help students understand how different theories explain the factors driving the dynamics of conflict in the African Great Lakes Region. We will discuss the following issues: citizenship and ethnicity, colonial legacy, institutional failures, horizontal inequality, and natural resources.

4 Required Readings

• Mamdani, Mahmood. (2003). "African States, Citizenship and War: A Case

- Study," International Affairs, Vol. 78 93), pp. 493-506.
- Fearon, James D. and Laitin, David. (2003). "Ethnicity, Insurgency, and Civil War," *The American Political Science Review*, Vol. 97 (1), pp. 75-90.
- Denny, K. E. and Walter, F. B (2014). "Ethnicity and Civil War," Journal of Peace Research, Vol. 51(2) 199–212.
- Ross, Michael, "The Natural Resource Curse: How Wealth Can Make You Poor," in Ian Bannon and Paul Collier (eds.), *Natural Resources and Violent Conflict: Options and Actions*, 2003, Ch. 2, pp. 17-42.
- Collier, Paul. "Economic Causes of Civil Conflict and their Implications for Policy," in Crocker A., C. et al. (Eds.). Leashing the Dogs of Wars (Washington, DC: United States Institute of Peace Press) also available here: http://users.ox.ac.uk/~econpco/research/pdfs/EconomicCausesofCivilConflict-ImplicationsforPolicy.pdf

Week 2: May 09 Leadership, States and Institutions in the African Great Lakes

The objective of this session is to address the following key questions? How does the state function in the African Great Lakes region? Is it different from other Sub-Sahara African countries? What is the quality of institutions and governance in the AFGLR?

Required reading:

- Rotberg, Robert (2003). State failure and state weakness in a time of terror (Washington, DC: Brooking Institutions Press), <u>chapter 1: Failed States</u>, <u>Collapsed States</u>, <u>Weak States: Causes and Indicators</u>, available here: http://www.brookings.edu/press/books/chapter_1/statefailureandstateweaknessinatimeofterror.pdf.
 - Rotberg, Robert (2012). Transformative Political Leadership: Making a Difference in the Developing World. (Chicago and London: University of Chicago Press). **First two chapters only.**

 Lemarchand, René (2007). "Consociationalism and power sharing in Africa: Rwanda, Burundi, and the Democratic Republic of the Congo," African Affairs 106, 422

Weeks 3: May 16

Case # 1

The Dynamics of Conflict in Rwanda

Required readings

- Reyntjens, F. (1996). "Rwanda: Genocide and Beyond," *Journal of Refugee Studies*, Vol. 9, No. 3, pp. 240-250.
- Mamdani, Mahmood. (2003). "African States, Citizenship and War: A Case-Study," *International Affairs*, Vol. 78 93), pp. 493-506.
- Segal, A. (1964). "Rwanda: The Underlying Causes," *Africa Report*; April, Vol. 9 (4), pp.3-6
- Mackintosh, Anne. (1997). "Rwanda: Beyond Ethnic conflict," Development in Practice, Vol. 7 issue 4, pages 464-474
- Brandstetter, Anna-Maria.(1997). "Ethnic or Socio-Economic Conflict? Political Interpretations of the Rwandan Crisis," *International Journal on Minority and Group Rights*, Vol. 4, pp. 427-449.

Suggested Readings:

- Prunier, G. (1995). The Rwandan Crisis (New York: Columbia University Press). Chapters 1, 2, 5, and 7
- Lemarchand, R. (2009). The Dynamics of Violence in Central Africa (Philadelphia: University of Pennsylvania Press) **Chapter 4.**

Week 4

Case # 2

Dynamics of Conflict in the DR Congo

Required Readings

- Reyntjens, P. (2006). The Great African War: Congo and Regional Geopolitics, 1996-2006. This is an electronic book available at http://books2.scholarsportal.info.proxy.library.carleton.ca/viewdoc.html?id=4016 05#tabview=tab1 Chapters 1 (section 1.2), 2, 4 and 7.
- Marysse, S. and Reyntjens, F. (Eds.) (2005). The Political Economy of the Great Lakes Region in Africa. The Pitfalls of Enforced Democracy and Globalization (New York, Palgrave) online at

http://www.okapimedia.com/Temp_Reads/The%20Political%20Economy%20of%20t he%20Great%20Lakes%20Region%20in%20Africa%20-%20The%20Pitfalls%20of%20Enforced%20Democracy%20and%20Globalization.pd f#page=118

Suggested readings:

• Prunier, Gerard. (2009). From Genocide to Continental War: The Congolese Conflict and the Crisis of Contemporary Africa (London: HURST Publishers). Chapters 1, 2,

• Kisangani E., F.(2012). Civil Wars in the Democratic Republic of Congo 1960-2010 (Boulder, Co: Lynne Rienner Publishers), chapters 1, 5, and 6.

Week 5 Case # 3 Uganda

Required Reading:

- Hansen, Holger Bernt and Twaddle, Michael (1998). "<u>The Changing State of Uganda</u>," chapter 1 in Hansen, Holger Bernt and Twaddle, Michael (Eds.). Developing Uganda (Kampala: Fountain Publishers), pp. 1-18. **This book is available electronically via Carleton Library.**
- Lamwaka, Caroline C.H (1998). "Civil War and the Peace Process in Uganda, 1986-1997," *East Africa Journal of Peace and Human Rights*, Vol. 4(2), pp.139-169.
- Mamdani, Mahmood. (2003). "African States, Citizenship and War: A Case Study," *International Affairs*, Vol. 78 93), pp. 493-506.
- Lindemann, S. (2010). "Exclusionary Elite Bargains and Civil War Onset: The Case of Uganda," Crisis States Research Centre, Working Paper No.76.

Suggested Readings:

- Goran, Hyden (1998). "The Challenges of Constitutionalizing Politics in Uganda," Chapter 7 in Hansen, Holger Bernt and Twaddle, Michael (Eds.). Developing Uganda (Kampala: Fountain Publishers), pp. 109-119 (the book is available online via Carleton Library)
- Blattaman, Christopher (2009). "From Violence to Voting: War and Political Participation in Uganda," *American Political Science Review*, Vol. 103 (2), pp. 231-247.
- Andrew M. Mwenda and Roger Tangri (2005). "Patronage politics, donor reforms, and regime consolidation in Uganda," *African Affairs*, Vol. 104 (416).
- Adam, Branch (2011). Displacing human rights: war and intervention in northern Uganda, Chapter 2 (The Politics Of Violence in Acholiland)
- Trip, Aili Mari (2010). Museveni's Uganda: Paradoxes of power in a hybrid regime

Week 6 Case # 4 Burundi

Required Readings

• Ndikumana, Léonce (1999). "Institutional failure and ethnic conflicts in Burundi," in *African Studies Review* Vol.41, 1 (1998), pp. 29–47.

- Ndikumana, L. (2005). "Distributional Conflict, the State, and Peace Building in Burundi," University of Massachusetts Amherst, Political Economy Research Institute, WorkingPapers Serie No. 105 (June). Online at http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1055&context=econ_workingpaper
- Keenan, J. "The Blood Cries Out," *Foreign Policy*, online at http://foreignpolicy.com/2015/03/27/the-blood-cries-out-burundi-land-conflict/

Week 7 Democracy in the African Great Lakes Region

Required Readings

- Tangri, Roger and Mwenda M., Andrew (2010). "President Museveni and the politics of presidential tenure in Uganda," *Journal of Contemporary African Studies, Vol. 28 (1), pp. 31-49*
- Matti A., S. (2010). "The Democratic Republic of the Congo? Corruption, Patronage, and Competitive Authoritarianism in the DRC," *Africa Today*, Vol.56 (4), pp. 42-61.
- Vandeginste, Stef. (2011). "Power-sharing as a fragile safety valve in times of electoral turmoil: the costs and benefits of Burundi's 2010 elections," *Journal of Modern African Studies, Vol.* 49 (2) (2011), pp. 315–35.
- Reyntjens, F. (2006). "Post-1994 Politics in Rwanda: Problematising 'Liberation' and 'Democratisation'," *Third World Quarterly*, Vol. 27 (6), pp. 1103-1117.

Suggested Readings

- Melvin, J. (2012). "Beyond the veneer of reconciliation: human rights and democracy in Rwanda," Commonwealth Advisory Bureau/Opinions (March). Online at http://www.rwamucyo.com/uploads/media/20120320-Jennifer-Comon-th-opinion.pdf
- Mugisha, Anne (2004). "Museveni's Machination," *Journal of Democracy*, Vol. 15 (2), pp. 140-144
- Human Rights Watch (2009). Pursuit of Power. Political Violence and Repression in Burundi, online at: https://www.hrw.org/report/2009/06/03/pursuitpower/political-violence-and-repression-burundi