Human Security and Development in Africa
SOCY 4131, Spring 2015

Class Time: TuTh 3.30PM-4.45PM
Location: CLRE 211
Office Hours: T 1.30-3pm Th 1.30-3pm or by appointment

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Office: Fleming 205
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Course Description
This course introduces students to the interdisciplinary field of conflict resolution and peacebuilding from a theoretical and applied perspective. We will explore key concepts, definitions, and theories of causes of conflict in Africa, and consider a range of practical tools and approaches for violent conflict prevention and peacebuilding. The course begins with an overview of contemporaneous trends in global peace and human insecurity. It then explores dynamics of conflicts, identifying stakeholders and various factors in conflict and challenges and opportunities presented by multiple community strategies. We will learn about building peace from within and Ubuntu-value among other methods of conflict resolution. Students will have a chance to conduct an in-depth research of an actual conflict case as a part of a group project.

Course Objectives
- Familiarize students with conflict theories, terminology and intervention strategies;
- Help students think critically and systematically about various types of conflicts;
- Examine particular conflicts, their conditions, dynamics, stakeholders, and conflict resolution efforts.

Learning Outcomes
Upon successful completion of this course, students will be able to:
- Define key terms and concepts in conflict resolution and peacebuilding field;
- Demonstrate a clear understanding of various theories and approaches to peace and conflict resolution;
- Assess the benefits and short-comings of different conflict resolution methods;
- Carry out a comprehensive conflict analysis, including prevailing conditions, dynamics, stakeholders, and conflict resolution efforts;
- Suggest suitable peacebuilding interventions based on such analysis.

COURSE REQUIREMENTS
Class Participation [10%]
This includes class attendance, participation in class discussions, and completion of written tasks.

Conflict Analysis Tool [30%]
Each student will select one of the conflict analysis tools discussed in class (Dugan’s Nested Theory of Conflict and Sandole’s Comprehensive Three Pillar Framework, including additional examples given in class discussion) and write a 6-8 page double-spaced, Times New Roman 12 font size paper, assessing the utility of the tool (i.e., who postulated it; when; intended use; merits; limitations and examples). Due Week 7.

Conflict Mapping [60%]
Case analysis will include several components, which will require individual and group work. You will be a member of a research team (allocated to you on first day of class meeting) working together throughout the semester. Each team should choose a conflict case (e.g., the LRA in central Africa, eastern DRC conflict, South Sudan conflict, Somalia, resource conflicts – water and grazing pastures, etc) it would like to explore (in consultation with the professor).
1. **Group paper (40%)**: The group should submit a group paper (10-15 pages, double-spaced, Times New Roman 12 font size) analyzing causes, stakeholders and conflict dynamics, and applying relevant course material (frameworks, models, theories) to the analysis. **Due Week 13.**

2. **Group presentation (10%)**: Each team will have 15-20 minutes to present its case study to the class. In the presentation, the group should provide a brief overview of the conflict sources, parties, dynamics and intervention strategies used in that particular case. **Due Week 14.**

****The entire group is given the same grade. All group members are required to contribute equally to the project. If a group is having trouble with a member not fulfilling his/her work obligation, the group needs to bring the problem to the professor’s attention.

3. **Individual intervention proposal [10%]**
   
   Based on the analysis of your group’s case, and on class material, propose an intervention strategy for this conflict (1-2 pages). This exercise will be executed as in-class test by **Week 15.**

**Paper format:** Papers should be typed, double-spaced, and Times New Roman 12-point font. Make sure that your name, course number, and paper title/question appears on first/cover page, and pages are numbered (excluding cover page).

**UNIVERSITY POLICIES**

**Honor Code:** Students and faculty are expected to abide by the University’s Honor Code. Violations of this policy may include: cheating, plagiarism, and aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Cheating and plagiarism in this class will result in a failing grade. Information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and [http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/)

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html)

**Discrimination and Harassment:** The University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. See [http://www.colorado.edu/odh](http://www.colorado.edu/odh) for further information.

**Religious Observance:** See policy details at [http://www.colorado.edu/policies/fae_relig.html](http://www.colorado.edu/policies/fae_relig.html)

**Disability:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671 or [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices)
### CLASS SCHEDULE

**** While this syllabus has been carefully constructed, your professor retains the right to make changes to it as course progress warrants, and pledges to give students the new information in a timely manner.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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<tr>
<td>1</td>
<td>Jan 13,15</td>
<td>Introduction to course and underlying pedagogical principles</td>
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<td>2</td>
<td>Jan 20,22</td>
<td>Peace Studies: Theoretical Approaches</td>
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<td></td>
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<td>- Conflict Analysis</td>
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<td>3</td>
<td>Jan 27,29</td>
<td>Peace Studies: Theoretical Approaches</td>
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<td>- Dugan Nested Theory of Conflict</td>
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<td>- Sandole Comprehensive Three Pillar Framework (3PF)</td>
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<td>4</td>
<td>Feb 3,5</td>
<td>Peace Studies: Theoretical Approaches</td>
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<td>- Peace</td>
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<td>5</td>
<td>Feb 10,12</td>
<td>Security Studies: Theoretical Approaches</td>
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<td>- Human Security</td>
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<td>6</td>
<td>Feb 17,19</td>
<td>Violent Conflicts in Africa</td>
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<td>- History, Locations, and Patterns</td>
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<td>7</td>
<td>Feb 24,26</td>
<td>New Threats and Causes of Violent Conflict</td>
<td>Conflict Analysis Tool individual paper due [30%]</td>
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<td>8</td>
<td>Mar 3,5</td>
<td>Breaking Cycles of Violence</td>
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<td>- Process Recovery</td>
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<td>9</td>
<td>Mar 10,12</td>
<td>Breaking Cycles of Violence</td>
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<td>- Strategic Peacebuilding/ Peacebuilding Systems</td>
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<td>10</td>
<td>Mar 17,19</td>
<td>Partnerships and Human Security</td>
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<td>11</td>
<td>Mar 31, Apr 2</td>
<td>Building Peace from Within</td>
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<td>12</td>
<td>Apr 7,9</td>
<td>Ubuntuism and Ubuntugogy</td>
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<td>13</td>
<td>Apr 14,16</td>
<td>Young people are Peacemakers</td>
<td>Conflict Mapping group paper due [50%]</td>
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<td>14</td>
<td>Apr 21,23</td>
<td>Group Class Presentation</td>
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<td>15</td>
<td>Apr 28,30</td>
<td>Wrap-up</td>
<td>Individual intervention proposal in-class test due [10%]</td>
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**Week 1: INTRODUCTION**

Getting to know each other (individual introductions and our expectations); the course and housekeeping matters.

**BACKGROUND**

Efforts to maintain collective security are at the heart of human history: from the earliest times, the recognition that human safety depends on collaboration has been a motivating factor for the formation of village communities, cities, and nation-states. The 20th century was dominated by the legacy of devastating global wars, colonial struggles, and ideological conflicts, and by efforts to establish international systems...
that would foster global peace and prosperity. To some extent these systems were successful – wars between states are far less common than they were in the past, and civil wars are declining in number.

Yet, insecurity not only remains, it has become a primary development challenge of our time. One-and-a-half billion people live in areas affected by fragility, conflict, or large-scale, organized criminal violence, and terrorism.

No low-income fragile or conflict-affected country has yet to achieve a single United Nations Millennium Development Goal (MDG). New threats – governance transitions, food insecurity, human rights violations, migration, civil unrest, global economic shocks, Ebola, HIV/AIDS, global warming, organized crime and trafficking, and terrorism – have supplemented continued preoccupations with conventional war between and within countries. While much of the world has made rapid progress in reducing poverty in the past 60 years, areas characterized by repeated cycles of political and criminal violence are being left far behind, their economic growth compromised and their human indicators stagnant.

For those who now live in more stable neighborhoods, it may seem incomprehensible how prosperity in high-income countries and a sophisticated global economy can coexist with extreme violence and despair in other parts of the globe. In Africa, pirates operating off the coast of Somalia and prey on the shipping through the Gulf of Aden, the arc of terrorism and al-Qaeda linked militias, human rights abuse and dehumanization including rape and other forms of gender based violence, governance transition dilemmas, deep-rooted structural violence, and complex intractable resource conflicts such as the Democratic Republic of Congo (DRC), and HIV/AIDS and Ebola, illustrate the paradox of the existing global system. How is it that the combined prosperity and capability of the world’s modern nation-states cannot prevent these problems? How is it that with decades of renewed international engagement, for instance, Afghanistan, Central African Republic (CAR), and Darfur in Sudan, DRC, Egypt, Nigeria, Libya, Somalia, South Sudan, Syria, and Russia – the prospects of peace seem distant? How is it that entire urban communities can be terrorized by “Mafia” drug lords and other crime syndicates? How is it that countries in the Middle East and North Africa could face explosions of popular grievances despite, in some cases, sustained high growth and improvement in social indicators? How is it that in the United States of America (U.S.) massive and violent civil rights protests would engulf many large States the U.S. ranked the most highly democratic and developed nation?

This course takes an appreciative and multi-disciplinary approach building on the concept of human security and Ubuntu, to address contemporaneous challenges of conflict, security, and development in Africa; and, what can be done by research and academia, national leaders and their development, security, and diplomatic partners to help restore stable development trajectories in most fragile and violence-torn areas.

**Week 2: Peace Studies: Theoretical Approaches**
- **Conflict Analysis**

**Key Readings**
1. Conflict Analysis Notes: Hand-out

**Week 3: Peace Studies: Theoretical Approaches**
- **Dugan Nested Theory of Conflict**
- **Sandole Comprehensive Three Pillar Framework (3PF)**

**Key Readings**
Supplementary

- Sandole, Dennis, 1998, 3PF, in BURGESS, GUY and HEIDI BURGESS (Eds.): Beyond Intractability, Conflict Research Consortium, University of Colorado, Boulder, pp.1-2;

Week 4: Peace Studies: Theoretical Approaches
- Peace

Key Readings


Week 5: Security Studies: Theoretical Approaches
- Human Security

Key Readings


Week 6: Violent Conflicts in Africa
- History, Locations, and Patterns

Key Readings

1. Sylvester B. Maphosa, 2011. Africa Conflict Map (AISA);

Week 7: New Threats and Causes of Violent Conflict

Key Readings

Week 8: Breaking Cycles of Violence
  - Process Recovery

Key Readings

Week 9: Breaking Cycles of Violence
  - Strategic Peacebuilding/ Peacebuilding Systems

Key Readings

Week 10: Partnerships and Human Security

Key Readings

Week 11: Building Peace from Within

Key Readings

Week 12: Ubuntuism and Ubuntugogy

Key Readings

Week 13: Young people are Peacemakers

Key Readings
  1. Roshan Danesh, Youth and Peacebuilding, University of British Columbia (Canada), the European Peace University (Austria), British Columbia Justice Institute, pp.1-5;

**Week 14: Group Class Presentation**

**Key Readings**
1. Group write-ups

**Week 15: Reducing Risks of Violence: Directions for Policy**
1. Individual intervention proposal in-class test due.
2. Wrap-up.