Conflict and Reconciliation in Africa: Rethinking International Intervention and the Nuremberg Model  
Anthro & Africast 138A/238A  
Tuesday and Thursday 3:15-5:05pm  
3-5 units  
Building 50, Rm. 51A  

Dr. Ronald Jennings  
rjennings@stanford.edu  
Office hours: TBA  
Building 300, Room 204  

Course Description  
Framed by recent events in South Sudan, Nigeria and Central Africa Republic, this course will introduce students to recent debates among academics, policy-makers and activists on both how we should understand the causes and structural terms of large-scale violence in Africa and on the main contemporary models for reconciliation and transitional justice. The predominating Nuremberg model of transitional justice — structured around international military intervention and trials based in international criminal courts — will be contrasted with other models, especially the South Africa model, that shift the focus onto the question of how best to effect long lasting political reconciliation for formerly divided communities. The necessity of a deep understanding of global, regional and local historical and structural contexts will be examined with respect to case studies covering South Africa, Rwanda, Uganda and the Lord’s Resistance Army (LRA), Sudan and Darfur, South Sudan, Nigeria and CAR, and as well as comparative discussions on historical violence in Armenia, Nazi Germany, Cambodia, and the former Yugoslavia. Class material will include readings by Hannah Arendt, Adam Branch, Mahmood Mamdani, Thabo Mbeki, Samantha Power, and John Prendergast, as well as the film Hannah Arendt (2013), documentaries (Saving South Sudan), videos of debates, and activist films (Kony2012).  

Course Readings  
The following books have been ordered at the University Bookstore. All readings other will be available on-line or posted for you in PDF format on the class Courseworks site:  


Course Requirements  
Grading will be determined according to the following criteria:  

2 Short Take-Home Exams  
Mid-term exam (35%)  
Final exam (35%)  

Class participation (20%)  
Full attendance, fully prepared on the readings, and engaged in class discussions.  

Lead class discussion (10%)
Each student will sign up to introduce the week’s readings and lead class discussion twice during the term. Introductions should be 5-10 min. and discuss the reading for that class by reviewing the most important points raised by the author and then concluding with a few brief critical comments. The goal will be to show you understood the readings and ensure that the rest of us do as well. Fully prepared on the readings, and engaged in class discussions.

Course Policies

Class participation and preparation: Parts of this course will be based on seminar-style discussion on the readings. As such, it will emphasize each student’s active collaboration in class discussions based upon careful and sustained critical attention to the readings. This will put a premium on class preparation, attendance and participation.

Attendance: Attendance is required. Students, however, may be absent from one class, but absence from any further classes will require the permission of the instructor.

Plagiarism: For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s). If you have questions, please see the Stanford University Plagiarism policy at: http://studentaffairs.stanford.edu/judicialaffairs/integrity/plagiarism

Course Schedule

Part I: Rethinking the Nuremberg Model for Africa: International Intervention and Trials

Tuesday, June 24: Course Introduction: Rethinking the Nuremberg Legacy for Africa

Thursday, June 26: The South African Model: Peace, Inclusion and the Democratic Transition
Mahmood Mamdani, “The Logic of Nuremberg,” LRB, Nov. 7 2013 (Courseworks).

Tuesday, July 1: Africa, the African Union and Intervention

Part II: Case Study I: Uganda and the Lords Resistance Army (LRA)

Thursday, July 3: Uganda and the Lords Resistance Army (LRA) 1
Adam Branch, *Displacing Human Rights*, Introduction, Ch. 1, 8.
Film: Kony2012, Jason Russell, Dir. 2012.
Tuesday, July 8: Uganda and the Lords Resistance Army (LRA) 2
Branch, *Displacing Human Rights*, Ch. 2-3.

Thursday, July 10: Uganda and the Lords Resistance Army (LRA) 3
Branch, *Displacing Human Rights*, Ch. 4-5.

Tuesday, July 15: Uganda, the Lords Resistance Army (LRA) 4
Branch, *Displacing Human Rights*, Ch. 6-7.

Thursday, July 17: Review of Part I for Midterm

******Take-Home MID-TERM EXAM: Due (by email), Sunday, July 20 at midnight******

Part III: Nuremberg Model: The Case for Intl. Intervention and Trials: Samantha Power

Tuesday, July 22: WWI, the Ottoman Empire, and the Armenian Genocide

Thursday, July 24: WWII, Nazi Germany, and the Holocaust
Power, *Problem from Hell*: Ch. 3-4.
Film: Hannah Arendt (Margarethe von Trotta, Director), 2013.

Tuesday, July 29: Cambodia and the Khmer Rouge

Thursday, July 31: End of the Cold War and Breakup of Yugoslavia (Bosnia, Srebrenica, Kosovo)
Hannah Arendt on Minorities and the Stateless (selections)

Tuesday, August 5: Rwanda
Power, *A Problem from Hell*: Ch. 10.
Mamdani, *When Victims Become Killers* (selections).

Part IV: Rethinking Nuremberg in Africa: Case Studies

Thursday, August 7: Sudan and Darfur
Reading tba
Tuesday, August 12: South Sudan


Video: John Prendergast and George Clooney on South Sudan independence.

Thursday, August 14: Nigeria Central and African Republic

Reading tba

******Take-Home FINAL EXAM: Due (by email) Monday, August 18 at midnight ******