

Violence in Darfur, Sudan

A supplement to

Confronting Genocide: Never Again?



THE **CHOICES** PROGRAM

Explore the Past... Shape the Future

History and Current Issues for the Classroom

WATSON INSTITUTE FOR INTERNATIONAL STUDIES
BROWN UNIVERSITY WWW.CHOICES.EDU

Violence in Darfur, Sudan

Objectives:

Students will: Explore the recent violence in Sudan using multiple sources.

Evaluate the effectiveness of different online resources.

Assess the argument over whether Darfur is a conflict or a genocide.

Consider the international response to Darfur and assess possible consequences.

Required Reading:

Students should have read “Violence in Darfur, Sudan.”

Handouts:

“Online Resources”

“Evaluating Internet Sources”

Note:

This lesson relies on using the internet to conduct research. The work can be done either in class or as homework. Teachers may want to review with students their guidelines for internet usage ahead of time.

In the Classroom:

1. Introduction—Have students consider the previous night’s reading. You might wish to show the short excerpt of “Our Choice Too—On the Edge in Darfur,” a video produced by the Pulitzer Center on Crisis Reporting. It can be found at <www.choices.edu/resources/twtn_darfur_videos.php>.

Ask students to consider the challenges in Darfur today. Why is there a conflict in Darfur? What factors are at the root of this conflict? What kind of violence is being perpetrated? By who? What is the role of the international community in the conflict?

2. Evaluating Online Resources—Distribute the “Online Resources” and “Evaluating Internet Sources” handouts. Divide the class into six groups and assign each group

the task of exploring one of the websites. Have one member of each group record their group’s responses to the questions.

3. Sharing Conclusions—After the groups have completed the worksheet, invite groups to share their conclusions. Were some websites more effective than others? Why? What types of sources were the most effective? Which websites had the most variety in their sources? Which had the least? Why might this be the case? Why might some organizations use certain types of sources? Do the sources presented on the websites change the way students feel about Darfur? Why or why not?

4. Assessing the Situation in Darfur—Have students consider what they know about Darfur. To help students understand the concept of genocide and the challenges of interpreting the Genocide Convention, there are a number of free videos available from Choices’ Scholar Online, including:

“When do human rights abuses become genocide?” “What is ethnic cleansing?” and “What is the difference between ethnic cleansing and genocide?” answered by Susan Allee, senior political affairs officer, United Nations,

“What are the challenges of interpreting the Genocide Convention?” answered by David Kennedy, vice president for international affairs, Brown University.

Do students think the conflict in Darfur is genocide? What might be the motivations for calling the conflict a genocide or not calling the conflict a genocide? How should the United States and the international community respond? By declaring the conflict a genocide, what is the United States obligated to do according to the Genocide Convention? Have we fulfilled that obligation?

What would be the consequences of different types of U.S. involvement? For people in the United States? For people in Darfur? For the international community? For the principles of the Genocide Convention?

Online Resources

PBS—Who’s Who in Darfur: The Geopolitics of Tragedy

<<http://www.pbs.org/frontlineworld/stories/sudan/relationships.html>>

This PBS website features an interactive chart of the players in the Darfur conflict. The site includes PBS articles on Sudan, background and general information about the country (including oil), interview with Amy Costello (reporter in Sudan), videos, resources addressing ‘conflict vs. genocide,’ and links to other useful websites, including a map of Sudan’s oil reserves. The website does not have current articles about the most recent developments.

U.S. State Department—Sudan

<<http://www.state.gov/p/af/ci/su/>>

This site has links to press releases, speeches, reports, briefings relating to U.S. policy in Sudan, links to USAID Sudan website, and general information/fact sheets about Sudan.

BBC—Sudan country profile

<http://news.bbc.co.uk/2/hi/middle_east/country_profiles/820864.stm>

This site provides general background information about Sudan, including an overview of the country, country stats, and information about the president, current government, and the country’s media.

BBC—Sudan: A Nation Divided

<http://news.bbc.co.uk/2/hi/in_depth/africa/2004/sudan/default.stm>

This site has a compilation of BBC articles since 2004 that relate to what is currently happening in both southern Sudan and Darfur. It includes some personal reports of people within the country, as well as pictures and videos of BBC news coverage from Sudan.

UN—Sudan Information Gateway

<<http://www.unsudanig.org/>>

This site has links to UN articles and reports on Sudan, as well as academic articles giving background, detailed history, and general information on Sudan. There is information about UN humanitarian programs in Sudan and links to other media and related websites. There is also a good map on the homepage.

The Juba Post

<<http://thejubapost.net>>

This is the English-language homepage of a private weekly newspaper from southern Sudan. The website provides articles focused mainly on local, national, and regional news.

Miraya (Mirror) FM

<<http://www.mirayafm.org/asp/news/>>

This is the homepage of a radio station broadcast out of southern Sudan by the UN Mission in Sudan (UNMIS). The site includes links to in-depth articles, short news briefs, and current radio reports in English and Arabic.

