



Carolina Center for the
Study of the Middle East
and Muslim Civilizations

Duke
UNIVERSITY

MIDDLE EAST STUDIES
Center

CAROLINA
www.CarolinaK12.org



Sudan: Colonialism, Independence, and Conflict

Overview

Students will analyze the impact of colonization on Sudan including regional divisions, independence movements, and conflict. Students will understand the various economic, political, and societal factors that have led to wars in the region. Students will also learn that these conflicts have led to migration out of Sudan, exploring cultural and artistic production of Sudanese people in the diaspora. Students will learn that the effects of decolonization and ethnic conflict have been a push factor for African migration in the new wave of diaspora.

Essential/Compelling Question(s)

- How has the legacy of colonization and imperialism impacted Sudan?
- How has conflict in Sudan affected the country's politics, economy, and society?
- How are human rights affected in times of conflict?

Grade(s)

9-12

Subject(s)

World History

North Carolina Essential Standards

- **WH.8:** Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.
- **WH.H.8.3:** Analyze the "new" balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, Global Achievements and Innovations).
- **WH.8.6:** Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

Materials

- Post-it notes
- Projector for videos
- [Video on Sudanese Identity and Culture](#)
- BBC Timeline Class Set
- Sudan Student Notes Sheet with Human Rights Abbreviated printed on the back (1 per student)
- News articles on conflict in Sudan
 - [Genocide in Darfur](#), United Nations Human Rights Council
 - [UN report urges Sudan to act over plight of displaced people in Darfur](#) (2017)
 - [Sudan North/South Conflict](#), Jewish World Watch
- Book Jacket Handout (1 per student)
- [Al Sarah and the Nubatones B-Side Video](#)
- Republic of Sudan Sketch

Duration

1.5 to 2 90-minute periods (possible homework to complete book jacket)

Procedure

Day 1: Hook/Warm-Up: Sudan on the Travel Ban

1. Pass out post-it notes and ask students, “What do Iraq, Syria, Iran, Libya, Somalia, Sudan and Yemen have in common?” Have students answer the question on a post-it note with what they think the following countries have in common. As they finish writing their thoughts, have them place the post-its on a board at the front of the room. The teacher will look over a few and read them aloud to the class. The teacher might remind students that all of these countries were on President Trump’s “travel ban” which restricted immigration from Iraq, Syria, Iran, Libya, Somalia, Sudan and Yemen. *5-10 minutes*

**Additional article some students might find interesting: [How Sudan got off the Trump Travel Ban](#).
2. Show [this short video clip](#) (0:51) on Sudan’s identity and heritage. After watching, have a class discussion on Sudanese culture:
 - a. What elements of Sudanese culture do you see in this video? (i.e. religion, clothing, dance, food, music)
 - b. What similarities and differences do you see between American culture and Sudanese culture?
 - c. Did anything about this video surprise you? Why or why not?
 - d. Has your understanding of Sudan’s listing on the travel ban changed after watching this video? Why or why not?

Day 1: Timeline of Sudanese History

1. Students will learn key events in Sudan’s history by reading a timeline from the BBC. Before students view the timeline, provide context by giving a brief overview of key points in Sudanese history. First show students this brief 2-minute video, “[A history of modern Sudan](#)” by The Economist. Reiterate points made in the video. Tell students that Sudan has a long history of colonization; Sudan was colonized by the Ottoman Empire from 1821 until the 1880s, then colonized by the British from 1896 to 1955 (British colonial rule was administered from Egypt). North and south Sudan were united by the drawing of arbitrary borders by the British, however the people living in the region did not want to be united. The borders combined different people of different tribes and religions.

The British colony invested many resources in the northern part of the country, but left the south undeveloped. Therefore, when Sudan gained independence in 1956, the northern part of the country was more powerful than the south (with better infrastructure, education, military, economics, political representation, etc.); the two regions were unequal and the country was divided. Northern Sudanese Arabs also thought of themselves as superior to southern Sudanese people

Ultimately, southern Sudan wanted to be its own country. However, due to natural resources on its land (agriculture, oil) northern Sudan did not want the territory to split. This conflict erupted into civil war in 1962. After decades of war, both sides reached an agreement to allow southern [Sudan self-determination through a referendum in 2011](#) in which Southern Sudanese people largely voted for an independent South Sudan.

Meanwhile, a second, different, conflict arose in Darfur in 2004, also sparked by a struggle over resources and identity. Climate change contributed to a crisis in Darfur; a long drought prevented farmers from planting crops successfully and contributed to an economic disaster. People living in the Darfur region (in western Sudan) felt neglected during this economic disaster by the central government in Khartoum (north Sudan), and uprisings erupted involving disadvantaged farmers, merchants, and other working people. In addition, the Darfuri people come from tribes in Western Africa, and they have a very different social identity from the strong Arab identity found in north Sudan. The government responded to the uprisings by sending militias to Darfur, quickly escalating into a violent and prolonged conflict. In 2005, peace negotiations began between the government of Sudan and the various Darfuri militia groups.

Students may have also heard about recent conflicts in the newly formed independent state of South Sudan. In 2013, the country descended into civil war, sparked by allegations of an attempted coup by Vice President Riek Machar to overthrow President Salva Kiir. Conflict has escalated between the government and rebels, and among different tribes in South Sudan (If your students have questions about this, you can show this short video from NPR: "[Why is there Conflict in South Sudan](#)").

Remind students that these various conflicts between north and south Sudan, and north Sudan and Darfur, have led to waves of migration out of the country. One of the effects of the migration has been a "brain-drain" of Sudan, meaning the emigration of highly trained or intelligent people. It is important that think of this as one of the consequences of migration; when a society is drained of its talent, problems with systems of education, infrastructure, artistic talent, etc. result.

2. Divide students into groups of 2-4 depending upon class size and pass out the Sudan student notes sheet and BBC timeline. Students should read the timeline and take notes about the events most important to the development of Sudan, reasons for the conflict in Darfur, and causes and effects of South Sudan's independence referendum. Students should write their notes in the corresponding region on the map. Teacher will circulate to make sure students are getting important facts and placing them in the correct region. *20-30 minutes*
3. Students will then share the information they gained with their group and fill in the additional portions of the map. Students will use this information to help with the next task. Each student should have 10 minutes to share in groups of 2 and 5 minutes in groups of 4 to copy information from their peers and explain their part. One student will share while others write down their notes. *20 minutes*

If you have time for an in-depth study of Sudan, you might show the 47-minute documentary about Sudan: [History of a Broken Land, Al Jazeera](#) (47 minutes).

4. After being introduced to the complex nature of the conflicts in Sudan (north-south and the Darfur conflict), ask students:
 - a. How has the legacy of colonization and imperialism impacted Sudan?
 - b. How have conflicts in Sudan affected the country's politics, economy, and society? Make sure to have students think about all three regions. Start with a think pair share with a new partner. Then move to a four person group different from their original. Then move into full class. Allow 5 minutes for the first transition – 8 minutes for the second – 10-15 minutes for the total group discussion. In guiding the discussion have students decide which aspect of Sudan has been impacted the most by conflict – Politics, Economy, or Society (or rank them).

Day 2: Sudan in Crisis: Issues Related to Human Rights

5. Shift student thinking to the impact of conflict on the Sudanese people. Ask students, "What kind of attributes and characteristics might develop when you grow up in a country with social, political, and economic tensions?" Give them one minute of silence to think about it and have students share out their ideas. Students might think of resilience, perseverance and determination.

If you have not already covered the term DIASPORA, you might do so at this time. Tell students that diaspora is "a scattered population people who have settled in different geographical regions and have made a new home in a place that is not their country of origin." Discuss how the word DIASPORA relates to immigrants and refugees and their movement from a homeland. *10 minutes*

As a class, discuss push and pull factors for the African Diaspora (focusing on Sudan) based on what was discussed yesterday (answers may include: unpopular method of rule, civil war, or economic distress).

6. Explain that the Sudanese artist, Al Sarah, is an example of someone in the Sudanese diaspora who uses music and lyrics to discuss political and social issues. Share background context about Al Sarah – when she left her native Sudan, she was just a child who'd shown an interest in music. She's said it served as her coping mechanism during a subsequent transition to life in the U.S. That passion led her to a university degree in ethnomusicology. It also drew her to musicians who were passionate about the intersection of culture, music and migration. Because of her outspokenness against the Sudanese government, she is restricted from returning to the country.
7. Play music by AlSarah and the Nubatones for the class, from the B-side video up to the second song. This video highlights the theme of diaspora; AlSarah and the host discuss what it means to be an immigrant and unable to go home. The teacher may also want to play a portion from the [Tiny Desk Series](#) from NPR. *15 minutes*

Discuss with students:

- i. What language did you hear sung in the music? (Arabic)
- ii. What aspects of the music sound more traditional? More contemporary?
- iii. What instruments do you hear? (oud, bass, percussion)
- iv. What themes do AlSarah and the host discuss in their conversation?
- v. How are artists in the Sudanese diasporic community using music to connect with their Sudanese heritage and beyond?

You could continue the conversation on how diasporic communities music and art to process conflict, by showing this TEDMED video: [2015 Individual World Poetry Slam Champion Emtithal "Emi" Mahmoud](#) was born in Sudan and came to the United States in 1998, escaping the Darfur genocide with her family. In Emi's TEDMED 2016 talk, she shares how poetry has empowered her to share her story and helped her to heal.

After you have played the clip show students the visual notes from a lecture representing the Republic of Sudan. The visual is by Wendi Pillars who attended a lecture by Lyman Ahmed, a Sudanese woman who works at the University of North Carolina at Chapel Hill.

Ask students: What do they notice? What is missing? What interests them? What is highlighted?

8. War, conflict, and oppressive regimes often violate human rights. On the back of the notes sheet copied for each student is the abbreviated Declaration of Human Rights created by the United Nations. Ask students to read through the declaration and rank the top five most important human rights to them. Students should be familiar with the concept of human rights, as well as the possibility of sanctions by the international community on a country or region when human rights are violated (as students read on their BBC timelines). Remind students that human rights violations unfortunately occur worldwide, including in the United States. Share that in the Sudanese case, the president of Sudan Omar al-Bashir is being tried for crimes in Darfur including the killing of civilians and children, torture, pillaging towns and villages, and rape.
9. After gaining an understanding of the complex conflicts in Sudan, students will study a conflict more in depth, specifically considering its impact on human rights. Either assign or allow students to choose an article about the North/South conflict or the North/Darfur conflict. Each article is 1-2 pages long.
 - a. [Genocide in Darfur](#), United Nations Human Rights Council
 - b. [UN report urges Sudan to act over plight of displaced people in Darfur](#) (2017)
 - c. [Sudan North/South Conflict](#), Jewish World Watch
10. After students read their article, they will create a book jacket about a human rights issue stemming from the conflict. This can be done in class or at home to reduce in class time. In depicting the conflict, students should be cautioned to be sensitive about how the issue has impacted Sudanese people.

a. **Front of Book**

-Title: Should relate to either the conflict in Darfur or between North and South Sudan before they split. Be creative.

-Picture: Should relate to the conflict you have chosen.

-Author: Could be a real person related to Sudan in some way or a fictional author.

b. **Back of Book**

-Made up quote about the conflict.

-Summary of topic, which must include:

The root of the conflict

Main issues

How it has affected the region involved

Main Leaders

Description of the effects on Sudanese people

Global response or how it has contributed to Africa's diaspora/refugee crisis

11. Wrap-up: Close the lesson reminding students about the multi-faceted nature of Sudan. Despite conflict, Sudan has a rich cultural heritage. You may project images from these Sudanese social media sites with students: [Facebook: Khartoon! by KhalidAlbaih](#), [Sudanese Shoutout Instagram](#), and show parts of this 11-minute video on Sudanese culture by tourists: [48 Hours in Sudan 2018](#).

Ask students:

- a. Why do you think that people do not hear about these parts of Sudanese culture, such as the pyramids?
- b. What is the danger of having only one side of a country displayed in the news and media? How did that contribute to the placement of Sudan on the original Trump Travel Ban?

SUDAN: BBC Timeline

Adapted from <https://www.bbc.com/news/world-africa-14095300>

1881 - Revolt against the Ottoman-Egyptian administration.

1899-1955 - Sudan passes into joint British-Egyptian rule.

1956 - Sudan becomes independent from Britain.

1962 - Civil war begins in the south of Sudan, led by the Anya Nya movement.

1978 - Oil discovered in Bentiu in southern Sudan.

1983 - Civil war breaks out again in the south involving government forces and the Sudan People's Liberation Movement (SPLM), led by John Garang.

Islamic law imposed

1983 - President Numeiri declares the introduction of Sharia Islamic law.

1989 - National Salvation Revolution takes over the government in a military coup and General Omar Bashir is appointed president of the country.

US strike

1998 - US launches missile attack on a pharmaceutical plant in Khartoum, alleging that it was making materials for chemical weapons.

1999 - Sudan begins to export oil.

Southern peace, Darfur crisis

2002 - Ending of civil war between north and south Sudan. Peace negotiations begin.

2004 January - Army moves to quell rebel uprising in western region of Darfur; hundreds of thousands of refugees flee to neighboring Chad. Pro-government Arab Janjaweed militias carry out systematic killings of non-Arab villagers in Darfur.

September - US Secretary of State Colin Powell describes Darfur killings as genocide.

2005 January - Government in north Sudan and southern rebels sign a peace deal. A referendum allows south Sudan to seek self-determination after six years.

March - UN Security Council authorizes sanctions against those who violate ceasefire in Darfur. Council also votes to refer those accused of war crimes in Darfur to International Criminal Court.

2007 July - UN Security Council approves a resolution authorizing a 26,000-strong force for Darfur. Sudan says it will cooperate with the United Nations-African Union Mission in Darfur (Unamid).

Bashir arrest warrant

2009 March - The International Criminal Court in The Hague issues an arrest warrant for President Bashir on charges of war crimes and crimes against humanity in Darfur.

2009 December - Leaders of North and South reach deal on terms of referendum on independence due in South by 2011.

2010 April - President Bashir gains new term in first contested presidential polls since 1986.

2010 July - International Criminal Court issues second arrest warrant for President al-Bashir - this time on charges of genocide.

South becomes independent

2011 July - South Sudan gained independence after January popular vote, but some border areas remain in dispute.

2013 March - Sudan and South Sudan agree to resume pumping oil, ending a shutdown caused by a dispute over fees more than a year earlier, and to withdraw troops from their borders to create a demilitarized zone.

2014 December - The chief prosecutor of the International Criminal Court halts investigations into war crimes in Darfur for lack of support from the UN Security Council.

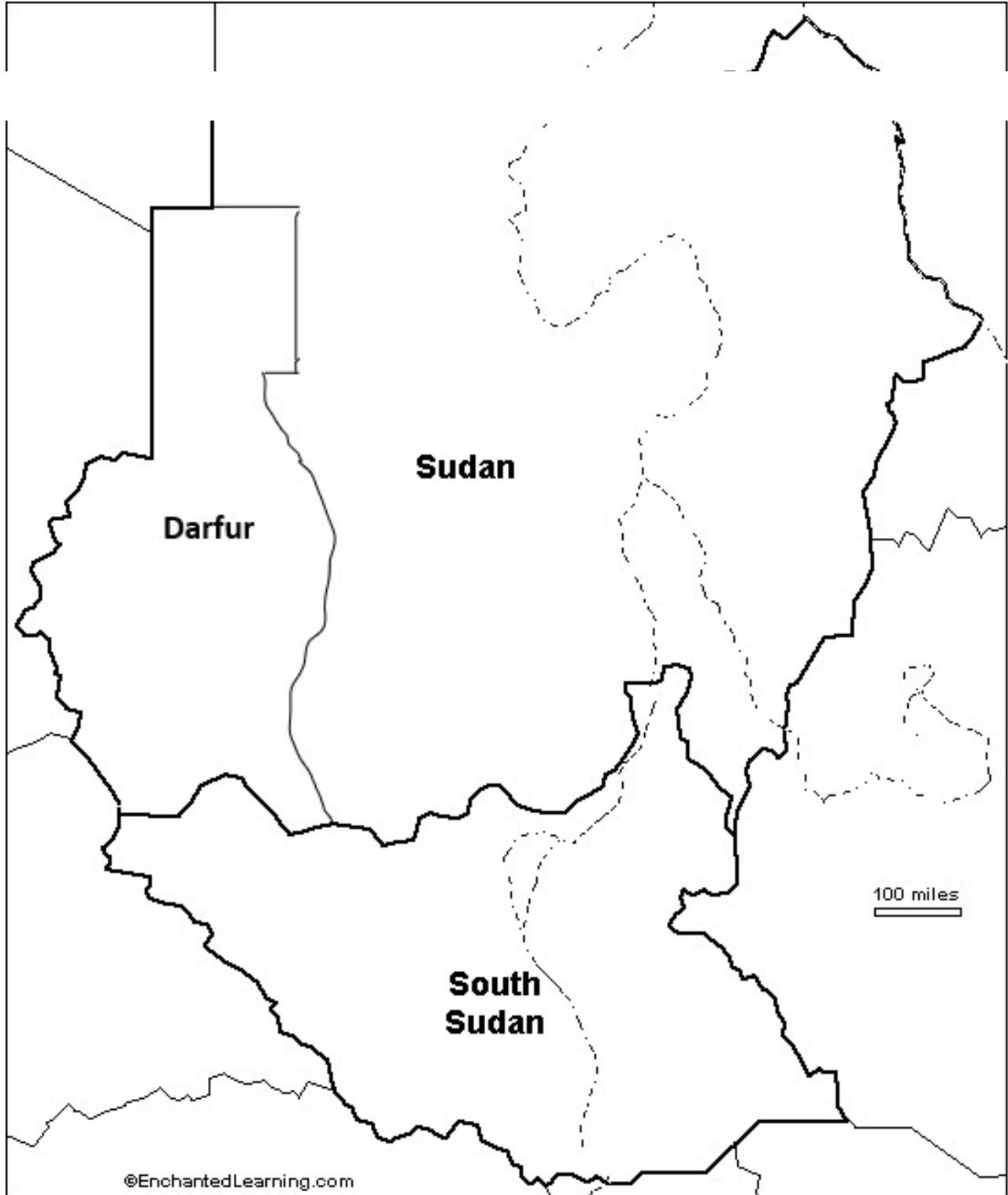
2015 April - President Bashir is re-elected for another five year term. He wins nearly 95 percent of the vote in a poll marked by low turnout and boycotted by most opposition parties.

2017 October - US announces partial lifting of sanctions on Sudan.

Name: _____ Block: _____ Date: _____

Sudan Student Notes Sheet

Using the timeline provided take notes about key people, places, and events and place them in the region you were assigned. Once you are done come back together as a group and share what you learned to complete your notes on each region of study.



Universal Declaration of Human Rights – Abbreviated Version Adopted and Proclaimed by the United Nations on 10 December 1948

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty, Personal Security
Article 4	Freedom from Slavery
Article 5	Freedom from Torture and Degrading Treatment
Article 6	Right to Recognition as a Person before the Law
Article 7	Right to Equality before the Law
Article 8	Right to Remedy by Competent Tribunal
Article 9	Freedom from Arbitrary Arrest and Exile
Article 10	Right to Fair Public Hearing
Article 11	Right to be Considered Innocent until Proven Guilty
Article 12	Freedom from Interference with Privacy, Family, Home and Correspondence
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum in other Countries from Persecution
Article 15	Right to a Nationality and the Freedom to Change It
Article 16	Right to Marriage and Family
Article 17	Right to Own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information
Article 20	Right of Peaceful Assembly and Association
Article 21	Right to Participate in Government and in Free Elections
Article 22	Right to Social Security
Article 23	Right to Desirable Work and to Join Trade Unions
Article 24	Right to Rest and Leisure
Article 25	Right to Adequate Living Standard
Article 26	Right to Education
Article 27	Right to Participate in the Cultural Life of Community
Article 28	Right to a Social Order that Articulates this Document
Article 29	Community Duties Essential to Free and Full Development
Article 30	Freedom from State or Personal Interference in the above Rights

Copied with educator permission

Copyright © 1998

Human Rights Educators' Network
Amnesty International USA
Human Rights Resource Center
ISBN 0-929293-39-8
First Edition, 1998; Second Printing,
1999

Genocide in Darfur

United Nations Human Rights Council

Darfur is a region in Sudan the size of France. It is home to about 6 million people from nearly 100 tribes. Some nomads. Some farmers. All Muslims. In 1989, General Omar Bashir took control of Sudan by military coup, which then allowed The National Islamic Front government to inflame regional tensions. In a struggle for political control of the area, weapons poured into Darfur. Conflicts increased between African farmers and many nomadic Arab tribes.

In 2003, two Darfuri rebel movements- the Sudan Liberation Army (SLA) and the Justice and Equality Movement (JEM)- took up arms against the Sudanese government, complaining about the marginalization of the area and the failure to protect sedentary people from attacks by nomads. The government of Sudan responded by unleashing Arab militias known as Janjaweed, or “devils on horseback”. Sudanese forces and Janjaweed militia attacked hundreds of villages throughout Darfur. Over 400 villages were completely destroyed and millions of civilians were forced to flee their homes.

In the ongoing genocide, African farmers and others in Darfur are being systematically displaced and murdered at the hands of the Janjaweed. The genocide in Darfur has claimed 400,000 lives and displaced over 2,500,000 people. More than one hundred people continue to die each day; five thousand die every month. The Sudanese government disputes these estimates and denies any connection with the Janjaweed.

The Sudanese government appears unwilling to address the human rights crisis in the region and has not taken the necessary steps to restrict the activities of the Janjaweed. In June 2005, the International Criminal Court (ICC) took the first step in ending impunity in Darfur by launching investigations into human rights violations in Darfur. However, the government of Sudan refused to cooperate with the investigations.

On March 4, 2009 Sudanese President Omar al Bashir, became the first sitting president to be indicted by ICC for directing a campaign of mass killing, rape, and pillage against civilians in Darfur. The arrest warrant for Bashir follows arrest warrants issued by the ICC for former Sudanese Minister of State for the Interior Ahmad Harun and Janjaweed militia leader Ali Kushayb. The government of Sudan has not surrendered either suspect to the ICC.

Darfuris today continue to suffer and the innumerable problems facing Sudan cannot be resolved until peace is secured in Darfur. According to UN estimates, 2.7 million Darfuris remain in internally displaced persons camps and over 4.7 million Darfuris rely on humanitarian aid. Resolving the Darfur conflict is critical not just for the people of Darfur, but also for the future of Sudan and the stability of the entire region.

Source: <http://www.unitedhumanrights.org/genocide/genocide-in-sudan>

UN report urges Sudan to act over plight of displaced people in Darfur (2017)

21 November 2017, United Nations Human Rights

GENEVA (21 November 2017) – A report by the UN Human Rights Office and the African Union-UN Hybrid Operation in Darfur (UNAMID) has called on the Sudanese Government to pursue effective, transparent and durable policies to enable the 2.6 million people internally displaced by the long-running conflict in Darfur to return home voluntarily or to reintegrate into host communities.

The report notes that, despite a ceasefire between the Government and various armed opposition groups which has largely held since June 2016, violence against internally displaced people (IDPs) continues to be widespread and impunity for human rights violations persists.

“I urge the Government to address fundamental issues that are preventing the return of displaced people, such as continued violence, including from armed militias, which raise continuing and justifiable fears for their safety and the lack of basic services that leave them dependent on aid,” said UN High Commissioner for Human Rights Zeid Ra’ad Al Hussein.

The report details the situation of IDPs from January 2014 to December 2016, a period largely marked by the Government military campaign “decisive summer” that led to mass civilian displacement. The report says there are reasonable grounds to believe that the military operations resulted in serious violations of human rights law and international humanitarian law.

With the unilateral ceasefires by the Government and most armed opposition movements in place since June 2016, there has been significantly less conflict-related displacement in Darfur during the first 10 months of 2017 than during the same period in previous years.

However, the inadequate presence and, in some cases, outright absence of law enforcement and judicial institutions in areas where IDPs have settled has led to serious human rights abuses and violations of international humanitarian law, the report states.

Tensions between ethnic groups, frequently over land, continued to surface, often erupting in violence and triggering further displacement. The report says that while State governments, native administrations and traditional leaders have made considerable efforts to prevent and respond to such violence, the underlying causes of such conflict, remain unaddressed.

The vulnerability of displaced people within IDP camps remains a concern, the report says. In the majority of the 66 camps across Darfur, UNAMID continued to document cases of random shootings at night, acts of criminality and harassment of displaced persons and sexual violence, including rape, within and around IDP camps and farmlands. Victims cited the absence of police stations, lack of confidence in the authorities, social stigma and fear of reprisals as reasons for not reporting the attacks.

The report calls on the Government to carry out a prompt and comprehensive disarmament of armed militias to create an enabling and safe environment for IDPs to return, and also emphasises the need for extensive consultations with IDPs to ensure that their return and reintegration are carried out in full respect of their rights.

“The cessation of hostilities has provided the opportunity to focus on the situation of IDPs, which is so crucial to achieving peace. I urge the Government of Sudan to implement key elements set out in the Doha Document for Peace in Darfur, and renew my call to all parties to fully engage in efforts to bring lasting peace to Darfur,” said UNAMID Joint Special Representative Jeremiah Mamabolo.

Note to Editors:-During the period under review, UNAMID documented 1,286 allegations of human rights abuses and violations against 3,358 victims, including 2,108 women and 299 children. -More than 80% of these reported violations and abuses took place as women undertook daily livelihood activities, such as collecting water and firewood. -Between 2014 and 2016, UNAMID documented 77 incidents of inter-communal conflict. In 2015, such violence left some 520 people dead. -Reports indicate that 8,200 people were newly displaced across Darfur this year, as a result of inter-communal violence and violent attacks by pro-government militias.

Source:

<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22422&LangID=E>

Human Rights Sudan Conflict: North/South Conflict

Jewish World Watch

Sudan gained independence on January 1, 1956. The establishment of a provisional constitution failed to settle two critical issues for many Sudanese: whether the state would be secular or Islamic, and whether the country would be unified or operate under a federalist system—issues that continue to cause conflict within Sudan today.

The First Sudanese Civil War (1955-1972)

Sudan's first civil war was fought between the Arab-led Khartoum government in the north and rebels in the largely Christian and animist south. Southern rebels were fighting for regional autonomy and representation in the government.

After a succession of governments, that were never able to address the problems of factionalism, economic stagnation, and ethnic division, a group of communist and socialist officers led by Colonel Gaafar al-Nimeiry took over power in a coup in 1969. Nimeiry made attempts to bring factions within Sudan together, including the southern Sudanese. A peace agreement was signed in 1972 that granted semi-autonomy to the south.

The Second Sudanese Civil War (1983-2005)

Facing pressure from Islamists in Sudan, in 1983 President Nimeiry made the decision to abolish the south's semi-autonomous government, consolidate power in Khartoum, declare Arabic the official language, and institute Sharia law throughout the country (even the primarily Christian and animist south). In response, Dr. John Garang de Mabior, a career soldier and economist trained and educated in the United States, headed the rebel movement known as the Sudan People's Liberation Army/Movement (SPLA/M) in an uprising against Khartoum, kicking off the Second Sudanese Civil War.

The grievances of the second civil war were similar to the first, and the SPLA/M was fighting against the Islamic state, Islamic law, and centralized power that Nimeiry instituted. Garang believed in a united Sudan without the stark ethnic factional divides that had plagued the country for decades. Nimeiry was ousted from power in 1985, but the war continued.

In 1989, Colonel Omar al-Bashir led a group of army officers in a bloodless military coup. Over the years, under Bashir's leadership he ruled by repression, expanded the influence of Islam in government, and supported radical Islamic groups throughout the region. Khartoum hosted and provided a safe haven to a number of radicals and radical groups, including Osama Bin Laden's al Qaeda. In 1993, Bashir appointed himself President of Sudan, a position he has held ever since. Three years later, Bashir established the ruling National Congress Party (NCP) and created a single-party totalitarian state.

Throughout this time, until the early 2000s, Khartoum committed crimes against humanity, war crimes, and potentially even genocidal attacks on civilian populations in southern Sudan. The government conducted a widespread 'scorched-earth campaign'—destroying crops, homes, and killing livestock—using food as a weapon of war, in addition to aerial bombardments and military/militia attacks from the ground.

The Comprehensive Peace Agreement (CPA)

With support and pressure from regional and western governments, peace talks began in the early 2000s. The talks led by the Intergovernmental Authority on Development (IGAD) and largely supported by the United States government, culminated with the signing of the Comprehensive Peace Agreement (CPA) on January 9, 2005, effectively ending the civil war.

****It's important to note that while a lot of international attention was being paid to ending the North/South civil war and negotiations, the rebellion and subsequent genocide in Darfur was just beginning.****

The CPA established a Government of National Unity between the NCP and the SPLA/M that included: wealth sharing, power-sharing, security sector reform between the two parties, and establishing Garang as Sudan's First Vice President. On July 30, 2005, the charismatic leader of the SPLA/M, John Garang, died in a helicopter crash. Garang's deputy, Salva Kiir Mayardit was immediately named his successor and appointed as Sudan's First Vice President.

A critical piece of the CPA was the provision for a referendum vote that allowed southern Sudanese to decide whether to secede from Sudan or remain one country. On January 9, 2011, the people of southern Sudan overwhelmingly voted to secede from Sudan, with almost 99% of the population voting for independence. On July 9, 2011 South Sudan celebrated its independence day and became the world's newest country with Salva Kiir the country's first president. Click here for more information on South Sudan.

Despite South Sudan's independence, there are a number of outstanding issues the CPA never fully resolved. A referendum for the contested oil-rich area of Abyei (which borders Sudan and South Sudan) to decide if the region would join South Sudan or remain with Sudan has never happened. The southern Sudanese states South Kordofan and Blue Nile, two regions that border South Sudan and with populations that had historically fought alongside South Sudan, were supposed to have popular consultations. These consultations would allow the population to voice their opinions of how the regions fit into the new Sudan, however, the consultations have never been fully implemented.

Source: <https://www.jww.org/conflict-areas/sudan/north-south-conflict/>

Book Cover

Directions: Create the front and back cover of a book on conflict in Sudan following the criteria listed.

Front of Book



Back of Book



Criteria:

Front of Book

1. Title: Should relate to either the conflict in Darfur or between North and South Sudan before they split. Be creative.
2. Picture: Should relate to the conflict you have chosen.
3. Author: Could be a real person related to Sudan in some way or a fictional author.

Back of Book

1. Made up quote about the conflict.
2. Summary of topic, which must include:
 - The root of the conflict
 - Main issues
 - How it has affected the region involved
 - Main Leaders
 - Description of the effects on Sudanese people
 - Global response or how it has contributed to Africa's diaspora/refugee crisis

Republic of Sudan

• Tyman Ahmed • LIVING ARTS COLLECTIVE MARCH 1, 2018

LOST PYRAMIDS of MEROE

- pre-date Egyptian pyramids
- Meroe - capital of Kingdom of Kush



INDEPENDENCE 1956

- South Sudan & Sudan at war since 1955
- Afro-tribes
- one of largest Sufi sects in Africa
- Arabic - primary lang
- 40 million people
- 98% Muslim
- Khartoum
- 114 languages

TRANSNATIONAL IDENTITY

- Sense of being from everywhere and NOWHERE
- ★ "HYPHENATED-IDENTITY"
- Your English is so good, I can barely hear your accent

NILE

- meeting place
- critical cultural role in Sudanese communities

SAFA EHILO

"ALLEN SUITE"

- Wasteful or wastful? ...
- Complexities of diaspora

OTOMAN RULE:

- Slave trade
- Increased taxes

MUHAMMED AHMAD BIN ABD ALLAH

- Madhiyah Movement

ALSARAH & the NUBATONES

- Transnational Identity
- yearning for home
- Nubian songs of return

ANGLO-EGYPTIAN CONQUEST

- Slavery ended in 1899 but little equality
- "Blue Blacks" - South Sudanese
- "Brown" - Sudanese (North)
- "Green" - Darker Sudanese
- Also hair types, facial features indicate regional affiliation
- British favored males
- Infrastructure in N. Sudan
- Unequal distribution of wealth

AGHANI AL-BANAT

♀ JJ of female music genre

harsh prisons

GOLDEN ERA:

- after independence
- music, Sudanese jazz
- "Paris" of Africa

ISLAMIC MILITARY COUP of 1989

- an end to "Paris"
- Shariya Allah - severe & corrupt

ASWAN DAM

Nubians returning after relocation

flooding

• WENDY PILLARS @wendy1322 •