



## **Post-Conflict Reconstruction and Peacebuilding**

PEAC 3000 (3 Credits / 45 class hours)

SIT Study Abroad Program:

### **Rwanda: Post-Genocide Restoration and Peacebuilding**

**PLEASE NOTE:** This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

#### **Course description**

Rwanda and Uganda are both emerging from conflict and both present excellent settings in which to examine the various measures, strategies, programs, and projects that have been put in place by Western organizations, national governments, NGOs, and communities to mitigate the impact of conflict and to rebuild, reconstruct, and revive fractured relations and displaced communities. What choices for reconciliation, reconstruction, and development have been made in Rwanda and Uganda? What theoretical underpinnings shape these choices and what are the implications of these choices for sustainable peace and development?

The course provides a comparative approach to post-conflict reconciliation, resettlement, and recovery in Rwanda and Uganda. Carefully scheduled visits to NGOs, government agencies, and to communities in Rwanda and Uganda are complemented by lectures by Ugandan experts and selected reading assignments. An excursion to northern Uganda enables a comparison of post-conflict transformation in the Acholi region and Rwanda. The seminar concludes with a critical focus on the prospects for sustainable peace in Rwanda and Uganda and in the Great Lakes region of East Africa.

#### **Learning outcomes**

By the end of the course students will be able to:

- Assess the effectiveness of different models of peace and reconciliation promotion;
- Appreciate the potential and limitations of non-governmental organizations in peace promotion, recovery, and community development efforts;
- Suggest measures for promoting sustainable peace in the Great Lakes region of East Africa; and

- Articulate the post-conflict economic development opportunities and challenges in both Rwanda and Uganda.

### **Language of instruction**

The course is taught in English by peace and resettlement experts, managers of NGOs, and heads of government departments in Rwanda and Uganda. Discussion sessions are held in English and are facilitated by the academic director. Assigned readings drawn from selected journals and book chapters are also in English.

### **Module I: Genocide, intra-state conflict, and the aftermath**

Module I sets the stage of the course by exploring the social, economic, and psychological consequences of genocide in Rwanda and intra-state conflict in Uganda. The module scans the impact of genocide, war, and displacement on individuals and communities and on social relationships. The second part of the module is covered in Uganda and examines the consequences of the war and displacement in northern Uganda. Students explore how the impact of war is shaped by age, gender, social class, and rural/urban residence. Assigned reading and selected videos are complemented by discussions with program staff.

*Assigned reading:*

Hatzfeld, J. (2009). *The antelope's strategy: Living in Rwanda after the genocide*. New York: Farrar, Straus and Giroux

*Assigned videos:*

Barker, G., Powell, J., Silverbridge Productions., British Broadcasting Corporation. & PBS Home Video. (2004). *Ghosts of Rwanda*. Alexandria, Va.: Distributed by PBS Home Video.

Peck, R., Delume, D., Coulais, B., Erhuero, O., Elba, I., Winger, D., Karemera, C., HBO Video (Firm). (2005). *Sometimes in April*. United States: Home Box Office

### **Module II: Models in transitional justice and peace building**

This module reviews different models of peacebuilding and national reconciliation, Truth and Reconciliation Commissions, traditional and transitional justice mechanisms (Gacaca, Mato-Oput), National Courts, and the International Criminal Court. Reviewing these different models provides students with a broad understanding of reconciliation and peacebuilding in post-conflict societies. Students complete selected readings, have class discussions, and complete an assignment on local perceptions of peace and reconciliation while in Uganda.

*Assigned reading:*

Johnstone Gary and Daniel W Ven Ness (2007). The meaning of restorative justice. Handbook of Restorative Justice, Portland William, Pp 5-23.

King, Regine U. (August 2011). "Healing Psychosocial Trauma in the Midst of Truth Commissions: The Case of Gacaca in Post-Genocide Rwanda." *Genocide Studies & Prevention*, 6 (2), 134-151.

Uvin, Peter (2001). "Difficult Choices in the New Post-Conflict Agenda: The International community in Rwanda after the genocide." *Third World Quarterly*, 22, 2, 177-189.

### **Module III: Economic development in post-conflict settings**

Rwanda has become well known for its fast-paced economic development, and the World Bank has assessed Rwanda as being one of the most business friendly countries on the continent. What explains this success and upon what theoretical underpinnings does it draw? This module is based on site visits to the Rwanda Development Board and to the Millennium Village Project in Bugesera Musanze. This module is complemented by empirical insights from the newspaper analysis assignment in Rwanda.

#### *Assigned Reading:*

Booth, D., & Golooba-Mutebi, F. (July 01, 2012). Developmental patrimonialism? The case of Rwanda. *African Affairs*, 111, 444, 379-403.

Carr Edward The millennium village project and African development: problems and potentials *Progress in Development Studies* 8, 4 (2008) pp. 333–44

Chu, Jeff (2009). Rwanda: "A Rising Model of Economic Development". *Fast Company Magazine*.  
<http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic-development>

Easterly, W. (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press Ch 2

Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press. Forward, Introduction and Chapter 16.

Sam Rich (2007). Africa's Village of Dreams. *The Wilson Quarterly*. Spring 2007. Sarah Tomlin "Development: Harvest of Hope". *Nature* 442, 22-25 (6 July 2006)

### **Module IV: NGO environments: indigenous cultures, national laws, financing**

This module draws on northern Uganda excursions to examine the environments in which NGOs operate (local cultures, national laws, and funding) and how these environments shape, limit, and guide the choices that NGOs make. The module also examines the sustainability of NGO community development programs. Lecture sessions include NGOs and the state in Uganda and are complemented by observations of community social infrastructure and discussions with local leaders.

#### *Assigned reading:*

Dicklitch Susan (1998) *The Elusive Promise of NGOs in Africa: Lessons from Uganda*. Pelgrave Macmillan

Branch, Adam (2011) "Introduction" and "Humanitarianism, violence and the camp" in *Displacing Human Rights*. Oxford University Press. New York, New York.

#### *Videos:*

Black, S., Becker, B., Manley, M., Fischer, S., Witter, M., Aristide, J.-B., Coore, D., ... New Yorker Video (Firm),. (2003). *Life and debt*.

## **Module V: Prospects and constraints to building sustainable peace and development**

This module concludes the course. Drawing on excursions, site visits, and lectures so far on the program, students will debate, using these assigned readings, some of the hypothetical ways through which sustainable peace may be achieved in the Great Lakes region of East Africa and the prospects and limitations of these strategies. This module draws upon the issues and debates that students explore in the comprehensive essay.

### *Assigned reading:*

McIntosh, Ian (2000). "When Will We Know We Are Reconciled?" *Anthropology Today*, 16, 5, 3-11.

Newbury C & Newbury D (2003) "The Genocide in Rwanda and the Holocaust in Germany: Parallels and Pitfalls in *Journal of Genocide Research* V (1): 135-145.

Gourevitch, Philip. 2004. "Never Againism: we should stop lying to ourselves and others". *Granta-London- Granta Publications Limited*. (87): 109-120.

Mamdani, M. (2009). Introduction and Chapter 2 in *Saviors and Survivors: Darfur, Politics, and the War on Terror*. New York: Pantheon Books Introduction and Chapter Two.

Ferguson, J. (1990). *The anti-politics machine: "development," depoliticization, and bureaucratic power in Lesotho*. Cambridge University Press. Introduction and Ch 2, pp 3-73.

Ivan Illich. *To Hell with Good Intentions*.

### **Assignments:**

In addition to weekly processing sessions, class attendance and participation, and discussion leadership, students will have to complete written assignments covering different aspects of the themes the course has addressed. Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

Newspaper analysis, Rwanda:	20%
Reflection Sessions & Reading discussion leadership:	15%
Local perceptions of peace and justice, Uganda:	15%
Participation	10%
Comprehensive Essay	40%

### **Description of Assignments (please refer to the program detailed calendar for due dates)**

**Newspaper analysis, Rwanda:** Follow Rwandan news via The New Times and/or Rwandan television for at least one week, and compose a typed 2 page double spaced content analysis of the issues in the news. How would you describe the issues in the news? What, broadly, does or doesn't the news cover? Where is the emphasis? What issue(s) have struck you about the issues in the news? In addition, follow-up with at least two homestay family members or any adult acquaintances and elicit their views about any of the issues that you observe. Include their views in your synthesis. (20%)

**Reflection sessions and readings discussion leadership:** Summarize the assigned reading(s); Identify key arguments or issues that are raised and, possibly, the most critical

assumptions that the author(s) makes, as well as their broad implications for our understanding of causes, prevention, and mitigation of conflict. Compare and contrast those arguments with what was discussed during lecture sessions and/or field visits. Identify key questions that you note, in ways that will provoke discussion. (15%)

**Local perceptions of peace and justice, Uganda:** Based on conversations with local people, lecturers and with any other resourceful persons, select one among the multiple issues that are currently animating Ugandan's attention and write a 2 page, typed double spaced analysis of the issue and how it relates to people's anticipation of Uganda's future prospects for peace and stability. Some examples of these issues could be related to the country's political situation, Uganda's oil discovery, resettlement and recovery efforts in northern Uganda, media restrictions, etc. (15%)

**Participation:** Contribution to class discussion, active listening, attentiveness, conduct within the classroom, conduct within the homestay, respect for staff and program resources, time keeping, timely completion of assigned readings, and adherence to program rules. (10%)

**Comprehensive Essay:** Drawing on course materials, excursions, sites visits, and readings, students will compose a 4 page typed and double spaced essay on a question to be assigned by the academic director in the second week of the program. The essay is due prior to the start of ISP. (40%)

### **Grading**

Papers and discussions will be graded on style and form, content, depth of analysis, and understanding of readings and lectures as demonstrated by their appropriate incorporation into written and oral assignments. Participation will be graded by observing attendance, attitude, preparation, active involvement in class discussions, and culturally appropriate behavior on excursions.

**Grading Scale:** The grading scale is as follows:

94-100% A  
90-93% A-  
87-89% B+  
84-86% B  
80-83% B-  
77-79% C+  
74-76% C  
70-73% C-  
67-69% D+  
64-66% D  
Below 64 F

### **Grading Criteria**

An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and

respectful behavior. The level, frequency, and quality of students' participation will be monitored and taken into account.

### **Course Expectations**

Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, educational excursions, and other activities. It also means polite and respectful behavior.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

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