

Anatomy of Genocide and Intra-State Conflict

AFRS-3000 (4 credits)

Rwanda-Uganda: Post-Genocide Restoration, Development & Peace Building

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

Rwanda's genocide history that has come to characterize its identification and subsequent driver for its post genocide development is studied in this course. The course examines how post genocide development is framed, organized and executed in Rwanda in comparison to the post war reconstruction following the two-decade intra-state conflict. Starting in Rwanda students examine the history that triggered Genocide Against the Tutsi and then delve into the transitional justice mechanisms, and economic and psychosocial measures put in place to promote reconciliation, reconstruction and development. In Uganda you will explore the different explanations for Uganda's post-colonial turbulent political history and then critically examine various strategies put in place for the design of the National Development Plans for the respective sectors of health, women's empowerment, and agricultural development, that the Government of Uganda has implemented, and their socio-economic impacts and implications today, within the broader context of the UN Sustainable Development Goals.

Learning Outcomes

Upon completion of the course, students will be able to:

- Demonstrate knowledge of the complex social and political factors that precipitated genocide in Rwanda and conflict in Uganda;
- Analyze the ways in which processes of reconciliation and conflict are shaped by a complex interaction of local and international dynamics;
- Recognize how meanings of justice and reconciliation are mediated by identity and historical experience;
- Develop tools with which to critically examine the roles that states and NGOs play in their efforts to mitigate the impacts of conflict and displacement; and
- Generate a network of professional and personal contacts on which they can rely for future professional development.
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Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related

to course content as well as the nuances of economic change and development through in-country expert lectures and field visits in a wide range of venues and regional locales. Readings are in English, but students will be taught the local language “Luganda” and “Kinyarwanda” to enable them to fit into their homestays and effectively build rapport with the different communities among whom they live, and to integrate these experiences into formal seminar discussions.

Course Schedule

Students will be provided a detailed course schedule during orientation on the course.

Module I: Setting the Stage: SIT’s Experiential Learning Model and the Art of Crossing Cultures

In this week, an orientation is prepared for the students. It covers a wide range of issues such as cultural adjustment, cultural shock, group dynamics and experiential learning. Sessions are built in every week to enable students discuss cultural adjustment, key learning points and critical reflections on different aspects of the program.

Kohls, Robert. The Values Americans Live By.

www.claremontmckenna.edu/math/alee/extra/American_values.html

Marx, Elisabeth. (1999). “The Culture Shock Triangle.” *Breaking Through Culture Shock: What You Need to Succeed in International Business* (pp. 3-18). London, England: Nicholas Brealey Publishing. ISBN: 978-1857882216.

Ritzer, George. (1983). “The McDonaldization of Society.” *Journal of American Culture*, 6 (1), 100-107.

Smith, Mark K. “David A. Kolb on Experiential Learning.” 1996.

<http://www.infed.org/biblio/b-explrn.htm> (accessed 24 November 2010)

Scott J. C. (1990) *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press. Preface and Chapter1

Module II: Anatomy of Genocide

This module focuses closely on two related questions: How can we explain senseless, irrational acts such as the genocide in Rwanda and how may this illuminate both the limits and possibilities of human nature? To what extent does regarding the Rwandan Genocide as an exceptional event conceal the relationship between the dynamics that led to the genocide in Rwanda and other conflicts in the region and in the rest of the modern world? To this end, we draw on lectures, site visits, assigned readings, related documentaries and films, and conversations with homestay family members to delve into the complex processes that precipitated the Rwandan genocide. This module provides the foundation upon which we begin to obtain insights into the implications of the social and political formations of the contemporary modern world and their relationship to conflicts in Africa and in other parts of the world.

Excursions: Site Visits: Gisozi, Nyamata and Ntarama Genocide memorial sites, Commission for the Fight against Genocide, Community Service for Prisoners-TIG, and Institute for Research and Dialogue for Peace (IRDP), and conversations with rescuers and perpetrators of genocide

Required Readings:

Mamdani, M. (2001). "Preface and Introduction: Thinking About Genocide." *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, N.J: Princeton University Press. Pp. 3-18

Mamdani, M. (2001). "Defining the Crisis of Post-colonial citizenship: Settler and Native as Political Identities." *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, N.J: Princeton University Press. Pp 19-40

Mamdani, M. (2001) "The Civil War and the Genocide". *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, N.J: Princeton University Press. Pp 185-233.

Newbury C & Newbury D (1999) "A Catholic Mass in Kigali: Contested Views of the Genocide and Ethnicity in Rwanda. *Canadian Journal of African Studies*. Vol 33, No. 2/3

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.

Lemarchand, R. (1998) "Genocide in the Great Lakes Region: Which Genocide? Whose Genocide?" *African Studies Review* 41 (1): 3-16

Required Videos:

Films: The following films, shown in the course of this module, illuminate different causes of political violence and provide concepts and frameworks with which we critically examine the complex processes that led up to the Rwandan Genocide: Perils of Obedience, A Class Divided, and Ghosts of Rwanda.

Site Visits:

Gisozi Genocide Memorial site, Ntarama genocide memorial church and Nyamata genocide memorial church

<https://www.insightsafariholidays.com/rwanda/genocide-memorial-sites.html>

Karama Women's Cooperation <https://afca.coffee/portfolio-item/koakaka-cooperative/>

National Commission for the Fight against Genocide (CNLG)

Module III: Contextualizing "development" in post-genocide Rwanda

Rwanda's reconciliation model is characterized by a multiplicity of facets, and aggressive fast paced development is one of them. In this module we situate Rwanda's contemporary development model within contemporary development paradigms, examine its implications for the different categories of Rwandan society both in the immediate and in the long term. We also place Rwanda's fast-paced transformation and rapid economic development built on the Singaporean model.

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

Carr, E. The Millennium Village Project and African development: problems and potentials *Progress in Development Studies* 8, 4 (2008) pp. 333–44

Chu, Jeff. Rwanda: “A Rising Model of Economic Development”.
<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)

Site Visits:

Rwanda Development Board <https://rdb.rw/> and the Special Economic Zone Phase 1-3 <https://rdb.rw/departments/sez-and-exports/>

Millennium Villages Project https://en.wikipedia.org/wiki/Millennium_Villages_Project

Zip line <https://flyzipline.com/>

Maraba Coffee cooperation <https://agriprofocus.com/organisation/maraba-coffee-cooperative>

Excursions:

Safari: Akagera National Park (Game Drive) <https://www.africanparks.org/the-parks/akagera>

Contemporary Global development Contradictions: Uganda a case study.

Module IV: Development: theory, perspectives and debates

This module explores and analyzes the theories, concepts and debates related to development studies as a field of study and practice. Modernization, dependency, neo-liberalism, and state-led approaches to development are examined. An analysis is made of how Uganda’s national development policies and plans are informed by these development paradigms. The readings here are deliberately selected to cover this broad range of intellectual debates in the field of development studies.

Required Readings

Matunhu, J. (2011). "A Critique of Modernization and Dependency Theories in Africa: A Critical Assessment" *African Journal of History and Culture*, Vol 3. No 5 pp 65-72 (Reading discussion: Michaela)

B. Asiimwe. (2018). "The Impact of Neoliberal Reforms on Uganda's Socio-Economic Landscape" in *Uganda: The Dynamics of Neoliberal Transformation (Politics and Development in Contemporary Africa)*, Eds, Jörg Wiegratz, Giuliano Martiniello and Elisa Greco pp. 145-162

S. N. Sali. (2018). "Neoliberal Health Reforms and Citizenship in Uganda" *Uganda: The Dynamics of Neoliberal Transformation (Politics and Development in Contemporary Africa)*, Eds, Jörg Wiegratz, Giuliano Martiniello and Elisa Greco pp. 178-198 [Reading discussion 1:]

Additional readings:

W. Bello. (2013). "Post 2015 Development Assessment: Proposed Goals and Indicators; *Development 56* (1) *Dialogue* pp. 93-102

Escobar A. (2012) "Introduction: Development and the Anthropology of Modernity" in Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J. Princeton University Press, 2012.

Module V: Intra-States, Ethnicity and Conflict

Students are introduced to the two-decade war of Northern Uganda and its consequences on the internally displaced persons. Additionally, Uganda hosts a large number of refugees, in part because the Lake Victoria basin has experienced civil and political conflict in Rwanda, Sudan, Congo, Somalia, for example. Visits to Nakivaale Refugee Settlement and conversations with urban refugees provide students insights into United Nations Refugees Status Determination protocols, and United National Durable solutions to the refugee question, Refugee Welfare programs and how these play out in the lives of refugees today.

Required readings

Clark-Kazak, Christina R. (2010). The politics of protection: aid, human rights discourse, and power relations in Kyaka II settlement, Uganda. *Disasters*. Vol 34, Issue 1, Pp 55-70.

Hovil, L. (2007). "Self-Settled Refugees in Uganda: An Alternative Approach to Displacement in *Journal of Refugee Studies*, Vol. 20 No.4 pp 599-620:

Eifert, Benn, Edward Miguel, and Daniel Posner (2007) "Political Sources of Ethnic Identification in Africa." Conference at Michigan State University, May 2007.

Barongo, Yoram (1989) "Ethnic Pluralism and Political Centralization: The Basis of Political Conflict" in *Conflict Resolution in Uganda*. Kumar Rupesinghe, Ed International Peace Institute, Oslo. Pp 65-90

Lindermann S. (2011) Just another change of guard? Broad based politics and civil war in Museveni's Uganda. African Affairs, Oxford University Press. Pp 387-416

Video:

Uganda Rising available at <https://www.imdb.com/title/tt1020845/>

Life and Debt available at <http://www.lifeanddebt.org/>

NGO visits: The Reproductive Health Uganda; Uganda Women Network and Action Aid Uganda

Field visits

Nakivaale Refugee settlement and Young African Refugees for Integral Development

Module VI: NGOs, Resilience, Resettlement, Recovery and Development

This session builds upon issues, insights and concepts developed in module III above to critically examine NGOs' in post-conflict reconstruction, resettlement and recovery; the choices that they make; the social, political and economic conditions that constitute those choices and their immediate and longer-term impacts. We will situate the emergence of NGOs historically and theoretically in an attempt to understand what they do and the social and political implications of their work.

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.

Movies: Invisible Children: discover the unseen. Kony 2012 parts I and II.

Site Visits: Communities in Gulu, northern Uganda (a primary school, a health center, local government), NGOs: Invisible Children and Justice and Reconciliation Project (JRP).

Module VII: Conflict Prevention: Problematizing Philanthropy and Economic Development

Within many western publics, from their personal or individual perspective, popular explanations for global conflict relate to rising poverty and accordingly, philanthropy and promoting economic development are their personal response to this problem. Without discounting the place or importance of philanthropy in mitigating the impacts of conflict, this part of the course will trace the origins of this mindset or perspectives and critically examine their consequences both in the sites from which they arise and where they are implemented. This part of the course further draws upon and elaborates the issues and questions that we pose in module IV above.

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

Ferguson, J. (2006). *Global shadows: Africa in the neoliberal world order*. Durham [N.C.: Duke University Press. Ch 1, pp 25-49.

Okuonzi Sam Dying for economic growth? Evidence of a flawed economic policy in Uganda

Ivan Illich. To Hell with Good Intentions.

Video: Lost Boys of Sudan.

Ernesto Sirolli, "Want to help someone? Shut up and listen"! available at <https://www.youtube.com/watch?v=TbCxFrV3uiE>

Esther Duflo, "Social Experiments to fight poverty" available at <https://www.youtube.com/watch?v=0zvrGiPkVcs>

Assignments:

Rwanda:

Media report 20%

Students examine a development issue or set of issues in Rwanda that has/have dominated the media (print, television, radio) in the period preceding the assignment. The synthesis is to be drawn from at least two media papers from the following: The New Times and the East African and/or The Independent as the primary media sources. Analyze the context of the issue and its importance in Rwanda's development. Make a comparative assessment of how this issue would play out in the United States. Multiple sources such as SIT staff, homestay family members and other professionals can be used to obtain different perspectives on your selected topic or issue. Typed, four pages, double-spaced, one-inch margins, font 12, Times New Roman.

Reflection Essay 30%

Keep a detailed journal that notes new information, insights, questions, thoughts, perspectives and emotions over the duration of the program. Using these notes compose a 4 page typed double spaced essay that evaluates **three** key broad intellectual lessons that you have learnt regarding the **international system** (however you choose to define it) or contemporary forms or frameworks of **knowledge production** and how they shape conflict/genocide causation and prevention and the implications and limitations arising therefrom. You may also list additional questions that, for you, are pending.

Leadership of reading discussion 30%

Summarize the article and identify key arguments or issues that the article raises and, possibly, the assumptions that the author makes in the article, as well as the broad implications

of the argument(s) that the article is making. Identify key questions that you note, in ways that will provoke discussion.

Participation 20%

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, field trips and other activities. It also means polite and respectful behavior. In addition, the following are expectations of all participants:

Assignments in Uganda

Human-centered Design exercises (30%):

Students will complete individual assignment to practice applying the various methods of human-centered design.

Rural paper (discussion section) 30%

Participant Observation and Rapid Rural Appraisal:

The purpose of this assignment is to experience firsthand life in Uganda's rural area. Students will experience the meaning of rural life and begin to obtain insights into the meanings of "poverty" as a way of life. Students are required to select a theme or issue related to rural poverty and then explore, through informal and formal discussions with rural people, its causes and implications for rural social welfare and some of the ways in which it may be resolved. Students will describe what they have learned and analyze the findings in wider development context. Five typed pages, double-spaced, one-inch margins, Times New Roman, font 12.

In-depth study paper: a critical reflection 20%

In-depth study electives will cover a broad range of issues. This paper requires that student compose a personal reflection of the issues covered during the three weeks of their in-depth study in Gulu and Kacphorwa. The notes should make a chronological description of the issues that the student encountered, embedding a personal reflective/analytical account of the issues in the notes. This paper should read more like a journal entry. Typed, no less than five double-spaced pages, one-inch margins, font 12 times new roman.

Leadership of reading discussion 10%

Summarize the article and identify key arguments or issues that the article raises and, possibly, the assumptions that the author makes in the article, as well as the broad implications of the argument(s) that the article is making. Identify key questions that you note, in ways that will provoke discussion.

Participation 10%

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, field trips and other activities. It also means polite and respectful behavior. In addition, the following are expectations of all participants:

Summary of Assignments and Grading

Rwanda:

Media report	20%
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Reflection Essay	30%
Leadership of reading discussion	30%
Participation	20%

Assignments in Ugandan

Human-centered Design exercises	30%
Rural paper	20%
Reflection Essay	30%
Leadership of reading discussion	10%
Participation	10%

Grading Scale

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

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements.
- This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- 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, evidence of having completed assigned readings, attentive listening and active engagement in all lectures, discussions, field visits and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students' participation will be monitored and taken into account.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

Disability Services: Students with disabilities are encouraged to contact Disability Services at 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>.