

Peace and Conflict Seminar

PEAC-3000 (6 credits)

Rwanda/Uganda: Peace and Conflict Studies in the Lake Victoria Basin

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.

Course Description

Rwanda, as is often said, is popular for two Gs: gorillas and genocide, and many tourists visit Rwanda for either or both of these reasons. Compared to other countries in the region, Uganda has also attracted substantial international attention, initially because of the infamous Idi Amin and recently due to the atrocious attacks by the Lord's Resistance Army (LRA) in northern Uganda. In this course we employ Rwanda and Uganda to interrogate frameworks and the assumptions that have shaped the ways in which the popular media and mainstream academy have portrayed and explained the genocide in Rwanda and the violence in Uganda. We use Rwanda and Uganda as the lens through which we critically examine the dominant narratives concerning the genocide in Rwanda and the LRA, the UN system and its institutions and conventions, the contemporary global political and economic order and the measures currently being implemented in Rwanda and Uganda to resolve and mitigate conflict and its impacts. We use Rwanda and Uganda as unique case studies, but rather than situate each as stand-alone and exceptional, we generate initial insights into the intersection between international political economy and local politics while in Rwanda and then delve deeper into these issues when we cross to Uganda.

Lectures are given by Ugandan and Rwandan historians, political scientists and other personalities directly involved with peace and conflict issues in the region. Readings are primarily drawn from history, political science, sociology and anthropology. Psychological experiments shown on video deepen students understanding of the mentality that produces violence, as do student's insights and conversations with people in-country. Discussions with peace-related civil society groups and NGOs provide practical and grounded insights, which enrich student knowledge of conflict dynamics, conflict mitigation and resolution. Weekly critical reflection sessions synthesize classroom-based lectures, videos, conversations with local people, and the diverse insights that students obtain through participant observation and their overall experiences on educational excursions. Weekly meetings, some facilitated by the academic director and others by students with the guidance of the academic director, will help students to process and

synthesize the various issues they encounter, and to place such issues in their historical and contemporary contexts and theoretical foundations.

The six-week intensive course is built upon SIT's experiential learning model: everything that students encounter while on the program: what they hear, feel, observe and see during homestays, in public buses, in conversations with local people, in restaurants, etc. is incorporated in classroom discussions. Hence students should expect that we don't draw a line between academic and non-academic spaces and activities. The course draws heavily on cultural immersion and participant observation.

Learning Outcomes

The *Peace and Conflict Seminar* has an interdisciplinary, integrative, and critical focus encompassing 90 academic hours (6 credits). The seminar uses the genocide in Rwanda and the violence in northern Uganda to achieve two primary objectives: (1) to tease out the historical, intra and extra territorial processes that precipitated the highly explosive genocide in Rwanda and mass atrocities in Northern in Uganda; and (2) to critically examine the frameworks and efforts aimed at reconciliation, reconstruction, recovery and peacebuilding in both Rwanda and Uganda. Ultimately the course engages students to critically reflect on contemporary ways in which intra-state conflicts are framed and mainstream measures put in place to mitigate impacts of conflict and peace building.

Upon completion of this 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.

Course Requirements

Readings

Students are responsible for all the required readings and should be prepared to bring them to bear on discussions in class. The readings will help you place the course in context, to challenge and engage lecturers, to generate questions for class discussions and ultimately deepen your knowledge of political conflict causation, mitigation and prevention. Module I and Module II are delivered online prior to the students departing to Rwanda/Uganda.

Module I: Setting the Stage I: Exploring the Context and Applying the Concepts

This module reviews the following concepts: history and history making, identity and identity politics, nations, nation-states and nationalism, positive peace and negative peace, direct and structural violence. Additional short reading and activities will be assigned.

Gourevitch, P. (1998). We wish to inform you that tomorrow we will be killed with our families: stories from Rwanda. New York: Farrar, Straus, and Giroux.

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

Module II: Setting the Stage II: SIT's Experiential Learning Model and the Art of Crossing Cultures

Kohls, Robert. "The Values Americans Live By." www.claremontmckenna.edu/math/alee/extra/American_values.html (accessed 24 November 2010).

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.

Miner, Horace "Body Ritual Among the Nacirema". *American Anthropologist*, 1956, 58(3), 503-507

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

Module III: 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, as we 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.

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.

Sperling, C. (2005). "Mothers of Atrocities: Pauline Nyiramsuhuko's Role in the Rwandan Genocide" in *Fordham Urb* Vol 33 pp637-664.

Hogg, N. (2010). "Women's Participation in the Rwandan Genocide: Mothers or Monsters?" in *International Review of the Red Cross*, Vol. 92 NO. 877 pp 69-82

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: Ghosts of Rwanda, Perils of Obedience, A Class Divided, Ghosts of Rwanda.

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

Module IV: 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 within its recent history and examine its implications for resettlement and reconciliation in Rwanda and in the wider Lake Victoria basin.

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. Rwanda: “A Rising Model of Economic Development”.
<http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic-development>

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, The Special Economic Zone.

Module V: Historicizing Politics in Post Genocide Rwanda

Mainstream academics have been at the forefront of critics of political developments in contemporary Rwanda. Building upon the themes that we examined in our discussions in module II, Anatomy of Genocide, we trace the origins of Rwanda’s contemporary political dilemma. Without necessarily discounting the concerns of mainstream intellectuals, we critically examine the assumptions and methods that shape both the questions that they pose and the answers that they generate. This module begins to place students on a path that critically examines contemporary frameworks of knowledge production, which shape both the ways in which global responses to global conflict and poverty have been designed, and their implications.

Beswick, Danielle (2010) “Managing Dissent in a Post-genocide Environment: The Challenge of Political Space in Rwanda” in *Development and Change* 41 (2): 225-251.

Reyntjens, (2006). Post-1994 politics in Rwanda: Problematising “liberation” and “democratization”. *Third World Quarterly*, 27 (6), 1103-1117

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.

Module VI: States, Ethnicity and Conflict

Building upon some of the concepts and themes we developed in modules II and IV, this part of the course transcends popular representations of the causes of contemporary global conflicts and attempts to situate them within the current state system and its apparatuses and its contribution to constructing “psychologies of violence.” The main thrust of this part of the course forces students to begin to think “outside the box.”

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

Rubongoya, J. (2007). Regime Hegemony in Museveni's Uganda: Pax Musevenica, New York, Palgrave Macmillan

Site Visits: Buganda Kingdom (Bulange), Uganda Parliament
Video: Uganda Rising

Module VII: NGOs, 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: 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 VIII: Exploring meaning and implications of positive peace, negative peace, direct and indirect violence

Drawing on unequal gender relations and the experiences of small-scale farmers in a coffee/food production area, this module will explore meaning and implications of positive peace, negative peace, direct and indirect violence. The module expands the ways in which we think about war and the absence of peace.

Godfrey, Asiimwe. (2010). Household Gender and Resource Relations: Women in the Marketing Arena of Income Generating Crops in Uganda. Eastern Africa Social Science Research Review. 26. 1-30.

Yang, Y., Kaddu, G., Ngendahimana, D., Barkoukis, H., Freedman, D., Lubaale, Y., Bakaki, P. (2018). Trends and determinants of stunting among under-5s: Evidence from the 1995, 2001, 2006 and 2011 Uganda Demographic and Health Surveys. Public Health Nutrition, 21(16), 2915-2928.

Site Visits: Sipi Organic Coffee Farmers' Cooperative, Action Aid Gender Based Violence project, Busia small-scale farmers

Movie: Life and Debt

Module IX: 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

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.

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS, READINGS OR LECTURERS BE NECESSARY, STUDENTS WILL BE NOTIFIED IN ADVANCE.

Evaluation and Grading Criteria

These assignments serve to push students to get further immersed in the local culture and to get students to initiate conversations with local people on the issues about which they are concerned. They serve to bring help students to bring these issues into classroom discussions -- they help to further extend our participant observation learning approach. Written papers, arising from these assignments, will be graded on content, depth of analysis/insights and appropriate incorporation of assigned readings and lectures.

Assignments

1. *Current Issues Assignment, 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 adult acquaintances and elicit their views about any of the issues that you observe. Include their views in your synthesis. 15%
2. *Current Issues Assignment, Uganda:* Based on conversations with local people (homestay family members, neighbors, lecturers and with any other resourceful persons), select one among the multiple political questions 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 include elections, Uganda's oil discovery, resettlement and recovery efforts in northern Uganda, media restrictions, etc. 15%
3. *Processing Sessions:* These are student led discussion sessions, about 1 ½ hours long. You should gauge the key issues in the group since the previous processing session and facilitate a discussion around these issues. Examples include group dynamics, cultural adjustment, health and safety, site visits, readings, lectures etc. It may even be a single issue, if it should be one of much importance within the group. You could use games, activities of the like that you have used before in summer camp or in school. You could break up into smaller groups to facilitate discussion. The choice of what and how you do it is entirely yours. The processing session is a safe, open space for students to do what they think is important to the group. 10%
4. *Participation:* Contribution to class discussion, active listening, attentiveness, conduct within the classroom, respect for staff and program resources, time keeping, timely completion of assigned readings, and adherence to program rules. 20%

5. *Readings presentation and leadership of discussion:* Summarize the article. Identify key arguments or issues that the article raises and, possibly, the assumptions that the article author makes, as well as their broad implications for our understanding of causes, prevention and mitigation of conflict. Identify key questions that you note, in ways that will provoke discussion. 10%
6. *Reflection Essay:* 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. 30%

Grading Scale: The grading scale for all assignments 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 course lectures, discussions, educational excursions 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.

Student Expectations

Class Participation

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.

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 program dossier given to you at orientation.