National and Ethnic Identity
AFRS 3000 (3 Credits / 45 class hours)

SIT Study Abroad Program:
Rwanda: Post-Genocide Restoration and Peacebuilding

Course Description
Building on complementary coursework in Post-Genocide Restoration and Peacebuilding, the course National and Ethnic Identity is designed to provide students with in-depth and multidisciplinary approaches to the origins of conflict in Rwanda and the events leading to the 1994 genocide. The course explores precolonial, colonial, and postcolonial processes of national and ethnic identity construction and contestation with the aim of understanding the dynamics in place prior to and during the 1994 Genocide. The course provides a comparative approach to post-conflict in the Great Lakes region, including an excursion to northern Uganda that provides a comparison of identity politics as precursor to conflict in the Acholi community. The seminar lecturers include leading Rwandan academics and professionals working in the areas of justice and development.

Course Objectives
National and Ethnic Identity has an interdisciplinary, integrative, and critical focus encompassing 45 academic hours (3 credits). Its main objectives are to:

- Introduce students to the historical circumstances leading up to the 1994 Genocide;
- Understand the politics of identity, its mutability, and its contribution to conflict;
- Examine the genocide in Rwanda within the context of conflict in the Great Lakes Region;
- Expand background knowledge for further intensive study during the ISP and beyond.

Expected Outcomes
Upon completion of this course, students will be able to:

- Articulate the historical dimensions relating to genocide in Rwanda in 1994;
- Analyze identity development under various political regimes in Rwanda prior to, during, and after the colonial period and the relationships between identity and conflict;

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• Compare and contrast knowledge of the historical and broader regional context of the Rwandan genocide in the Great Lakes Region
• Examine connections with contemporary regional conflicts;
• Produce papers using seminar lectures, field visits and assigned readings on issues pertaining to post-genocide restoration and peacebuilding in Rwanda;
• Formulate an informed, culturally appropriate, and intellectually rigorous independent research project grounded in seminar readings, lectures, discussions, and excursions.

Course Requirements

Required Readings


You are responsible for all the required readings. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Additional Suggested Readings


History of Genocide and Anatomy of Conflict

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Description
History of Genocide and Anatomy of Conflict provides an overview of the historical context, national identity politics and regional and international political context which accentuated conflict and led to the genocidal outbreak. Students learn about the origins of ethnic conflict in Rwanda, the economic and political power balance between Tutsis and Hutu and the social, psychological and political consequences of the 1994 genocide. In addition to the construction of national and ethnic identity, the discussion provides an understanding of genocide indicators and mechanisms of genocide prevention, conflict analysis, and peacebuilding. Cutting across these themes, the students will eventually develop an understanding of a comparative approach to genocide.

In addition to the focus on Rwanda, the program will have an extended educational excursion to Uganda. In Kampala and Gulu, students will have an introduction to the background and contemporary circumstances of war and post-conflict transformation in the Ugandan context. Lectures and discussions will engage with topics including the social and political dimensions of conflict, identity, and reconciliation in northern Uganda. This comparative focus is intended to compliment the Rwandan context and to allow students insight into the issues of conflict and reconciliation in the broader Great Lakes Region.

Methodology
This focus integrates lectures by leading Rwandan historians and political scientists, readings and field visits. The lectures and readings provide an entry point for conceptual reflection on the historical indicators of genocide and its consequences while field visits provide the students with an opportunity to discuss with survivors and rescuers the impact of the 1994 genocide on their lives and the ways in which they have been able to cope with the post-genocide trauma.

Sample Lectures
- Pre-Genocide Identity Politics, Prof. Bernard Rutikanga, Historian, lecturer at the National University of Rwanda
- Political Developments Pre-Genocide, Prof. Bernard Rutikanga, Historian, lecturer at the National University of Rwanda
- The Arusha Peace Accords and the 1990 RPF (Rwandan Patriotic Front) invasion, Prof. Paul Rutayisire, Historian and Director of the Center for Conflict Management at The National University of Rwanda
- The 1994 Genocide and Its Consequences, Prof. Paul Rutayisire, Historian and Director of the Center for Conflict Management at the National University of Rwanda
- Indicators of Genocide and Genocide Prevention, Lecturer TBD
- Conflict Analysis and Peacebuilding, Bosco Habyarimana, Research Fellow at the Center for Conflict Management and PhD candidate
- Comparative Analysis of Genocides, Prof. Paul Rutayisire, Director of the Center for Conflict Management at Butare University, Historian
- Uganda, its History and Society, Lecturer TBD
- Uganda’s Conflict History, Dr. William Komakech, SIT Academic Director, Uganda

Field Visits
Gisozi Memorial Center, Gisozi, Kigali
Discussion with survivors and rescuers at “Memos-Learning from History” Kigali
Belgian Memorial, Kigali
Concerned Parents Association, Gulu [Uganda]
Bakers Fort, Gulu [Uganda]

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Readings
In addition to the required readings noted above:


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

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Evaluation and Grading Criteria

Assignments
In addition to weekly processing sessions, class attendance and participation, and discussion leadership, students will write a research paper (8-10 pages) on 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.

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Comprehensive Essay</td>
<td>50%</td>
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<tr>
<td>Weekly processing sessions</td>
<td>15%</td>
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<tr>
<td>Discussion leadership</td>
<td>15%</td>
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<tr>
<td>Class Attendance and Participation</td>
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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:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>D</td>
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<td>Below 64</td>
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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.

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 Student Handbook and the Program Dossier given to you at Orientation.

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