



## Post-Conflict Transformation

PEAC 3000 (3 Credits, 45 class hours)

SIT Study Abroad Program:  
Uganda: Post-Conflict Transformation

### Course Description

The Post-Conflict Transformation course is multidisciplinary and designed to introduce students to the contemporary circumstances of post-conflict transformation and peace building in Uganda. This course also explores issues of internally displaced people and refugees and analyzes institutional and cultural processes of peace restoration and community building. The course provides a comparative approach to post-conflict transformation in the region and includes an excursion to Rwanda to contrast the post-genocide environment of Kigali with Gulu. Course lecturers include leading Uganda academics and professionals working in the areas of post-conflict transformation, justice and development.

### Methodology

The Post-Conflict Transformation course consists of two interdependent modules that offer students a broad understanding of conflict in Uganda, Rwanda and the Great Lakes region. Modules build on one another and develop from analyses of human displacement and forced migration to appraisals of institutional and social processes of post-conflict reconciliation and community building. Lectures and readings give students the contextual grounding and academic engagement with the course topics while field visits broaden the depth of understanding and provide the experiential dimension of the pedagogical approach. Lecturers are drawn from Gulu University and Makerere University in Kampala, in addition to other program partners and professionals working in the fields of community building, justice and development.

### Course Objectives

*Post-Conflict Transformation* has an interdisciplinary, integrative, and critical focus encompassing 45 academic hours (3 credits). Its main objectives are to:

- Examine issues of justice and sustainable reconciliation as applied to conflict in Northern Uganda, Rwanda and the Great Lakes region;

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- Create a greater awareness of the issues of displacement and forced migration;
- Develop understandings of institutional and social processes of community building, peace restoration and sustainable reconciliation;
- Expand background knowledge for further intensive study of the culture during the ISP and beyond.

## Expected Outcomes

Upon completion of this course, students will:

- Demonstrate knowledge of the local factors that have shaped issues of justice and led to post-conflict reconciliation in Uganda;
- Identify issues of human displacement and forced migration and the processes of community building;
- Relate understandings of the Ugandan context with other regions around the Great Lakes, specifically Rwanda;
- Formulate an informed, culturally appropriate, and intellectually rigorous independent research project grounded in course readings, lectures, discussions, and excursions.

## 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 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.

*A Resource Pack: Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding.* Saferworld Publication, January 2004.

Baines, Erin (2008). Field Notes - Complicating victims and perpetrators in Uganda: On Dominic Ongwen. Published on Justice and Reconciliation Project, [www.justicendreconciliation.com](http://www.justicendreconciliation.com)

Buckley-Zistel, Susanne. 2008. *Conflict Transformation and Social Change in Uganda: Remembering after Violence.* Houndmills: Palgrave Macmillan.

Brigg, Morgan. 2008. *The New Politics of Conflict Resolution Responding to Difference.* Houndmills: Palgrave Macmillan.

Fisher, S. et al. 2000. *Working with conflict: Skills and strategies for action.* London: Zed Books.

Ginyera, Pinyawa, A. G. 1989. Is there a Northern Question? In *Conflict Resolution in Uganda.* Rupesinghe, Kumar. Ed. Oslo: International Peace Research Institute.

Kaahwa A. J. "Refocusing of Efforts in Teaching of Human Rights and Peace in Uganda: A Question of Communication Strategies" in *Towards a Culture of Peace and Non-violent Action in Uganda*, 48-68. Kampala. Konrad Adenauer-Stiftung (KAS), Uganda Office, 2004.

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- Kaahwa A. J.. 2004. *Towards a Culture of Peace and Non-violent Action in Uganda*. Kampala: Konrad Adenauer-Stiftung (KAS), Uganda Office.
- Kreimer, Alcira. 2000. *Uganda: Post-Conflict Reconstruction: Country Case Evaluation*. Washington: World Bank.
- Minow, Martha. 1988. *Between Vengeance and Forgiveness: Facing History after Genocide and mass Violence*. Boston: Beacon Press.
- Nkurunziza, R. K. D., "The Role of the Media in Peace-building: Uganda's Experience" in *Towards a Culture of Peace and Non-violent Action in Uganda*, 35-47. Kampala. Konrad Adenauer-Stiftung (KAS), Uganda Office, 2004.
- Okot, Vincent. *Reconciliation: A Moral Therapy for Uganda*. Rome: Pontifical University Lateran, 1987.
- Rugumamu, Severine and Osman Gbla. 2003. *Studies in Reconstruction and Capacity Building in Post-Conflict Countries in Africa: Some Lessons of Experience from Uganda*. The African Building Capacity Foundation [online]
- Tamale, Sylvia. 2001. "Gender and Affirmative Action in Post-1995 Uganda: A New Dispensation, or Business as Usual?" in *Constitutionalism in Africa: Creating Opportunities, Facing Challenges*, Kampala: Fountain Publishers.

## **Module 1: Forced Migration and Post-Conflict Transformation: Refugees and Internally Displaced Peoples**

### **Description**

This module enables students to engage with the direct causes of conflict in Uganda. Internally Displaced People (IDP) and Refugees from outside the country are the direct result of war and violence in Uganda and from around the Great Lakes Region. Students learn about differences between the two and how sustainable solutions of those whom have been displaced are inextricably tied to peace in post-conflict settings. This module will also explore issues of resettlement and the challenges of reintegration after traumatizing violence, together with attempts at amnesty for perpetrators.

### **Methodology**

This module integrates lectures and readings with the important site visits to IDP and Refugee camps in northern Uganda, conditions permitting. Such site visits are designed to give students first-hand experiences with such locations and to deepen their understanding of the human toll on conflict and steps taken by ordinary people to work within the constraints placed on them. Additional visits or organizations working with IDP and Refugee camps will allow students greater understand of this issue from an institutional and governmental perspective as well.

### **Sample Lectures**

- "Internally Displaced People and Refugees and their Role in Post-conflict Societies," Okot Bernard Kasozi, Law Refugee Project, Gulu
- "Forced Migration and Its impact on Transitional Justice," Moses Okelly, Refugee Law Project, Kampala

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- “Land Related Conflicts, Resettlement and Recovery in Northern Uganda,” Ojera Alex, Gulu district land officer, Gulu
- “Government Policy on Decentralization in Uganda,” Alfred Omwony Ogaba, Kitgum Resident District Commissioner, Kitgum
- “Challenges to Reintegration after Amnesty,” Nathan Twino, Amnesty Commission
- “Health and rehabilitation in Informal Settlements,” Sr. Margaret Aceng.
- “Food Security and Development,” Okee Patrick

### **Field Visits**

Amnesty Commission, Kampala – Uganda  
 Refugee Law Project, Kampala – Uganda  
 ICC, Kampala – Uganda

## ***Module 2: Peace Restoration and Community Building***

### **Description**

This module explores the multiplicity of issues relating to peace restoration and community building in Uganda. Students will be exposed to the important concept of forgiveness after horrible atrocities; programs designed to promote and sustain peace on the part of government and local organizations; and justice, reconciliation and community building in traumatized post-conflict locations.

### **Methodology**

The *Peace Restoration and Community Building Module* combines a lecture series, assigned readings and field visits. Students will engage with communities about responses to community building and reconstruction as well as learning from organizations on the ground, like the Justice and Peace Commission or the Theatre for Peace Project, about efforts to facilitate community building and peace restoration.

### **Sample Lectures**

- “Northern Uganda Reconstruction Program and Sustainable Peace,” Hon. David Pulkol, Kampala
- “Forgiveness and Reconciliation in Post-Conflict Uganda,” Richard Akena
- “The Challenges of Nation Building in Uganda,” Hon. Norbert Mao, Gulu District Chairman, Gulu
- “Post-Conflict Transformation: a Critique of Government Initiatives Towards Peace in Uganda,” Dr. Frank Nabwiso, Kampala
- “Grassroots Organizations and Commemorative/Cultural Production in Post-Conflict Uganda,” Sekabira Oliver
- “The Transitional Justice in Northern Uganda and the ICC,” Kilama Komakech, Advocate, Gulu
- “Taking Spirituality Seriously: The Role of Religion in Post-Conflict Transformation,” Dr. William Komakech
- “The Role of Women in Conflict Resolution and Community Building,” Akumu Christine Okot, Gulu District Gender Officer, Gulu
- “Post-Conflict Great Lakes Region and the Discourse on Human Rights,” Dr. Frank Nabwiso, Kampala
- “Cultural Pluralism, Democracy and Peace Building,” Dr. Frank Nabwiso

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## Field Visits

Justice and Peace Commission, Gulu – Uganda  
Concerned Parents Association, Gulu – Uganda  
Theatre for Peace Project, Kampala – Uganda

## Evaluation and Grading Criteria

### Assignments

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, and depth of understanding, argumentation and presentation of evidence.

Newspaper analysis	15%
Comprehensive Essay	50%
Weekly processing sessions	15%
Class Attendance and Participation	20%

**Grading Scale:** The grading scale for all classes is as follows:

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

### 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, field trips 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 course lectures, discussions, field trips 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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