



Instructor's Manual Lesson 4

Colonialism and Genocide

This instructors' manual has been made with the following in mind:

- **To provide the instructor with maximum flexibility to edit and adopt the material based on his/her classroom requirements and audience.**
- **The audience is between the ages of 14 -18.**
- **The lesson would be between 45 to 60 minutes long.**

Learning Objectives:

1. To learn about the genocide in Rwanda in 1994
2. To learn about how 'difference' was managed and institutionalized under colonialism
3. To learn about the history of colonial management of Rwanda and its contribution to the events of 1994
4. To consider how cycles of violence reproduce and how they might be broken

Slide 2

Allow students 1-2 minutes to write down what they think "divide and rule" might mean. They need not only think about it in a colonial context but rather think about how divide and rule might work as a system.

Reconvene with the students and allow 2-3 minutes to discuss as a class. (See classroom discussion options at the end of this document).

Discuss how we have already established how colonial rule used acts of genocide to establish power in the Americas, but this was also the case in many parts of the African continent where colonial rulers (German, Dutch, British, etc.) committed acts of severe violence in order to subdue the population. The Germans committed outright genocide of the Herero people including killing, denying people access to water, and committing them to concentration camps (Mamdani 12).

Slide 3

The strategy of divide and rule was established in various geographic locations under colonial governments. Some examples are Rwanda between the Hutus and Tutsi, but also the South Asian subcontinent between Muslims, Hindus and Sikhs.

Slide 4

The point of this is not to suggest that division between these groups did not occur, nor is it to pretend as though these groups always got along without any acts violence, but it is rather to emphasize **how colonial rule exaggerated these differences.**

There are a number of theories of how the Hutu and Tutsi came to Rwanda, and these conversations are important when we consider colonial rule and genocide in the region. Some insist that the Hutu were Indigenous to the land, and the Tutsi were alien, others claim that there actually is not a difference between the two groups as there had always been intermarriage as well as integration.

Slide 5

Allow students 3-4 minutes to discuss in pairs or small groups what they know about the genocide in Rwanda. This will not only allow them an opportunity to share their own ideas, but also hear what others know about the tragedy.

Slide 6

Reconvene for 1-2 minutes and allow students to share their thoughts on the genocide in Rwanda with the class. How students discuss this act of violence is important, because acts of violence that happen outside Western nations are often discussed without a history. These acts of violence are often framed as occurring as a result of barbarism rather than understanding how years of tension can erupt into contemporary violence.

Slide 7

Contextualize this genocide. Establish that this genocide did not happen in a vacuum and that tragedies such as what happened in Rwanda are built out of many years of tension. Colonial rule in the region reified the Tutsi as superior because, it was claimed, that they were not of the land, and buttressed racialised differences.

The late 19th century and 20th century obsession with 'racial' difference helped to define the separation between the Hutu and Tutsi. The Tutsi were framed by Europeans as "superior" beings because they were lighter skinned, slender, with thin noses, and facial features that were more closely related to the features of Europeans (Prunier 5-6).

Moreover, many chiefs were Tutsi prior to European colonisation, but there were a few Hutu chiefs (Prunier 12). Many of the conflicts, furthermore, occurred between Tutsi or between various geographic locations (Prunier 21). So while there were already divisions between Hutu and Tutsi, colonial rule exaggerated these differences, particularly by favoring the Tutsi, and further subjugating the Hutu.

Slide 8

Continue to contextualize this act of genocide by going through how the Hutu gained control of Rwanda.

Slide 9

Explain how the Tutsi in Burundi committed acts of violence/genocide against the Hutu which allowed tensions to continue, and be heightened, in Rwanda.

Slide 10

Go through the acts committed by the Hutu and emphasize that much of this violence was encouraged by politicians.

Slide 11

Given the history that has been established in this lesson, allow students to think about how perpetrators of violence can also be victims. Provide 1-2- minutes for them to think about this.

The Hutu were historically subjugated through the violence of Tutsi rule, but also the violence of colonial rule which buttressed Tutsi "superiority."

However, this does not justify violence but it does cause us to rethink the rigid lines between victims and perpetrators.

Culminating Activity for Lesson 4.

The instructor may provide reading materials on the colonial histories of division in Rwanda as well as South Asia. The instructor should ask the students to formulate two 150 – 200 word responses to the questions below after completing their readings.

Case 1:

Reflect on how the history of colonisation plays into contemporary acts of violence.

Case 2:

Reflect on the ways in which the construction of violence as something "bad" people do, can omit how victims of violence can become perpetrators of violence as well.

Discussion Activities Suggestions (Can be applied to any discussion questions in the lesson):

1. **Think-pair-share:** Students think about the question themselves and develop a response, they pair with a partner, and finally share their ideas with their partner.
2. **Small Groups:** Students get into groups of four and discuss the issue, the groups are then switched and two students from one group are moved to another group to discuss the new questions or expand on the previous questions.
3. ***Snowball:** Two students discuss the question and join with another two students to discuss their ideas in a group of four. Then the group of four joins another group

of four to form a group of eight and this continues until a whole class discussion is formed.

4. **Teach-ok:** Students pair up and reteach main concepts to the class after the teacher has given a brief introduction to the topic.