



**MAKERERE UNIVERSITY**

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)**

*Programme and  
Book of Abstracts*

# **NATIONAL HUMANITIES CONFERENCE**

*(HumanitiesCon2021)*



**Conference Theme**

**Humanities and Humanistic  
Social Sciences Scholarship  
for a New Era**

**Aug 11 - 13, 2021**



MAKERERE UNIVERSITY

THE  
ANDREW W.  
**MELLON**  
FOUNDATION

GERDA HENKEL  
STIFTUNG

# **NATIONAL HUMANITIES CONFERENCE**

August 11 - 13, 2021

**HUMANITIES AND HUMANISTIC SOCIAL SCIENCES  
SCHOLARSHIP FOR A NEW ERA**

BY

MAKERERE UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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## ORGANISING COMMITTEE

1. Assoc Prof Patrick Mangeni
2. Dr Aisha Nakiwala
3. Dr Amon Mwine
4. Dr Justus Twesigye
5. Dr Peace Musiimenta
6. Dr Anthony Mugere
7. Dr Gloria Seruwagi
8. Mr Eric Lubega
9. Dr. Danson Kahyana
10. Ms Ritah Namisango
11. Ms Hasifa Kabejja
12. Dr Sylvia Nahayo
13. Dr Ivan Lukanda
14. Dr Edgar Nabutanyi
15. Dr Levis Mugumya
16. Ms Linda Nakalawa
17. Dr Charlotte Karungi Mafumbo
18. Dr Innocent Masengo
19. Dr Jimmy Spire Ssentongo
20. Ms Catherine Kirumira
21. Ms Ann Mary Namubiru
22. Mr Isaac Tibasiima
23. Dr Evely Lutwama Rukundo
24. Dr Martin Baluku
25. Dr Eve Nabulya
26. Mr. Nelson Amati

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**Dr. Nakiwala Aisha Sembatya**

Chair- Scientific Committee,  
Ag.Head of Department and Lecturer  
Department of Journalism and Communication,  
College of Humanities and Social Sciences,  
Makerere University



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**Mr. Isaac Kiiza Tibasiima**

Assistant Lecturer  
Department of Literature,  
College of Humanities and Social Sciences  
Makerere University



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**Dr. Amon Ashaba Mwiine**

Lecturer,  
School of Women & Gender Studies,  
College of Humanities and Social Sciences,  
Makerere University



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**Ms Nakalawa Lynda**

Lecturer,  
Department of Mental Health and  
Community Psychology,  
College of Humanities and Social Sciences  
Makerere University



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# ABOUT THE CONFERENCE AND SCIENTIFIC COMMITTEE

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Warm greetings and welcome to the National Humanities Conference, 2021 (HumanitiesCon2021), the first of its kind in the history of Makerere University. This conference, organised by the College of Humanities and Social Sciences, is born out of the Historicising the Humanities at Makerere University since 1922 (Humanities@Mak100) research project funded by the Andrew W. Mellon Foundation. The project focuses on rethinking humanities and humanistic social sciences knowledge production from a Ugandan locus. The HumanitiesCon2021 is therefore intended to create a forum for researchers and leading professionals to discuss and critically reflect on the role and significance of humanities and social science disciplines in shaping present and future trends in Uganda and beyond.

This conference covers topics in the humanities and social sciences and welcomes researchers and practitioners from universities, research institutions and civil society to grapple with and interrogate how Humanities and Humanistic Social Sciences theories, historical trends and methodological innovations allow us to meaningfully reflect and dissect crucial existential challenges of the present era.

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## Dr. Danson Kahyana

Senior Lecturer,  
Department of Literature,  
College of Humanities and Social Sciences  
Makerere University



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## Dr. Justus Twesigye

Lecturer,  
Department Social Work and Social Administration  
College of Humanities and Social Sciences  
Makerere University



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## Dr. Peace Musiimenta

Lecturer,  
School of Women and Gender Studies,  
College of Humanities and Social Sciences  
Makerere University



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## Dr. Jimmy Spire Ssentongo

Lecturer,  
Department of Philosophy,  
College of Humanities and Social Sciences  
Makerere University



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## About the Conference and Scientific Committee

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As the College of Humanities and Social Sciences strives to position the humanities and the social sciences scholarship at the centre of confronting challenges of the new era — an era of ever changing technologies, globalisation, and decolonisation, but also of risks such as climate change, pandemics and terrorism that have threatened our very existence —Makerere University is extremely hounoured and pleased that you responded to our call and invitation to participate in this conference.

We received 122 abstracts and 8 panel proposals, each of which went through a rigorous preliminary review process. We are grateful to you all our dear participants for this huge response. We wish to also thank our keynote speakers, Prof Paul Tiyambe Zeleza, Vice Chancellor of the United States International University-Africa and Prof. Monica Chibita, the Dean of the Faculty of Journalism and Communication at the Uganda Christian University - Mukono. We also appreciate the special panel of experts from the professional and business world who will engage in a conversation with the academia to share experiences and insights that will enrich the scholarship and its dynamic response to contemporary aspirations and challenges.

Together, this conference is a historic event that should help us rethink the course that humanities and social science scholarship should take in the mantle to address challenges of our present times and to proactively plan for those that will come after us. Our hope is that through our deliberations over these three days, we will accentuate our contribution to the collective response that the world needs to impact lives and societies that are threatened by the challenges of the new era.

# COORDINATION COMMITTEE

## **Assoc Prof Josephine Ahikire**

Principal-CHUSS



## **Assoc. Prof. Julius Kikooma**

Deputy Principal-CHUSS



## **Dr Edgar Nabutanyi**



## **Dr. Levis Mugumya**

Lecturer/Ag. Head of Department of  
Linguistics, English Language Studies  
and Communication Skills



## **Dr Pamela Khanakwa**



## MESSAGE FROM THE PRINCIPAL - CHUSS

### Associate Prof. Josephine Ahikire - Principal CHUSS



Welcome to the 2021 Humanities conference!

The College of Humanities and Social Sciences is gratified to be holding this National Humanities Conference entitled: Humanities in a new Era. The historical role of the humanities in bolstering the multifarious facets of development is expansive and, in many regards, self-evident. Humanities and humanistic social sciences have been critical in the study of people and society, and in explaining societal commonalities and differences. They have been at the forefront of fostering critical thought about life, its afflictions, and ideals of human society. This conference aims at providing space for scholars to debate and rejuvenate.

This Conference is also part of the Centenary Celebrations of Makerere University. The humanities have been at the heart of Makerere University since its birth and is reputed for eminent scholars, post-independence political leaders and activists. Under the ambit of the CHUSS program dubbed Humanities@ Mak 100, the 2021 conference is part of the efforts to galvanise humanities scholarship for even greater human utility here on the African continent. As humanity continues to grapple with challenges such as climate change, terrorism, mass migration and pandemics there is need for more ingenuity and inventiveness. In very specific ways, the COVID-19 pandemic has demonstrated the need for a multidisciplinary approach to this unprecedented global health challenge, with the human subject at the center. Due to this very pandemic, the Conference is virtual. We therefore miss out on the physical presence and the enriching academic exchange that accompany it. However we also take the opportunity to beat the odds, utilise the technological advancement and still hold this very important conference in the virtual space. I thank the chair and all the members of the organising committee for putting up such a rich academic menu for us.

On behalf of the College of Humanities and Social Sciences (CHUSS) I take this opportunity to thank the management of the Makerere University for facilitating us to always seek to expand our horizon. I also heartily appreciate our partners: The Andrew W. Mellon Foundation (USA) and the Gerda Henkel Stiftung (Germany) for allowing to dream with us.

### As We Build For the Future

Associate Prof. Josephine Ahikire  
PRINCIPAL CHUSS

## KEYNOTE SPEAKERS

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### **Prof. Paul Tiyambe Zeleza**

**Vice Chancellor - United States International University, Nairobi**

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Paul Tiyambe Zeleza, has been at a dozen universities in six countries on three continents and the Caribbean region. He held distinguished academic and administrative positions in Canada and the United States for 25 years as College Principal, Center Director, Department Chair, College Dean, and Academic Vice President before taking the position of Vice Chancellor (President) and Professor of the Humanities and Social Sciences at the United States International University-Africa in January 2016.

In the early 2000s he worked as a consultant for the Ford and MacArthur foundations on their initiatives to revitalize higher education in Africa. His research project on the African academic diaspora conducted for the Carnegie Corporation of New York in 2011-12 led to the establishment of the Carnegie African Diaspora Fellowship Program in 2013 that has to date sponsored nearly 400 African born academics in the United States and Canada to work with dozens of universities in six African countries. He was President of the U.S. African Studies Association in 2008-2009.

He has published more than 300 journal articles, book chapters, reviews, short stories and online essays and authored or edited 28 books, several of which have won international awards. His most recent books include *The Transformation of Global Higher Education, 1945-2015* (2016) *Africa and the Disruptions of the 21st Century* (2021). He has presented nearly 250 keynote addresses, papers, and public lectures at leading universities and international conferences in 32 countries and served on the editorial boards of more than two dozen journals and book series. He currently serves as Editor-in- Chief of the Oxford Bibliographies Online in African Studies.

He has received numerous awards from major universities for his scholarship. In July 2013, he was recognized in *The New York Times* as one of 43 Great Immigrants in the United States. In May 2015 he was awarded an honorary Doctor of Laws, *honoris causa*, at Dalhousie University for outstanding personal achievement. In 2015 he was a fellow at Harvard University and has held the positions of Honorary Professor at the University of Cape Town since 2006 and at the Nelson Mandela University since 2019.



## KEYNOTE SPEAKERS

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He is currently a member of the Administrative Board of the International Association of Universities, the Advisory Board of the Alliance for African Partnership, as well as Chair of the Advisory Council of the Carnegie African Diaspora Fellowship Program, Chair of the Board of Trustees of the Kenya Education Network, and member of the University of Ghana Council.

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### **Prof. Monica B. Chibita**

**Dean Faculty of Journalism, Media and Communication, Uganda  
Christian University**

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Monica B. Chibita is Professor and Dean, Faculty of Journalism, Media and Communication and has been the coordinator of the NORHED capacity building project at Uganda Christian University (UCU) since 2013. She holds a Doctor of Literature and Philosophy in Communication (University of South Africa), an M.A. in Journalism (University of Iowa), and B.A/Education (Makerere University). She served at Makerere University for 17 years between 1994 and 2011, leaving as Associate Professor and Head of Department, Mass Communication. She has served on several Boards (including as Board Chair). These include Uganda's Broadcasting Council, the New Vision Printing and Publishing Corporation (Chair-2 years), the African Centre for Media Excellence, the East Africa Communication Association (President-four years), AMREF Health Africa (Uganda), World Vision Uganda (Chair-three years) and World Vision International (Vice-Chair-ongoing). Her research interests are in the broad area of media and democracy with specific interest in media regulation, diversity and participation. She has a secondary interest in Strategic Communication. She has published on the subjects of indigenous language media, media history, media regulation, media and migration, media education, new media and participation and human and organizational communication. She has been Associate Editor of the Journal of African Media Studies (JAMS) since 2006 and serves on the editorial boards of several other journals in the field including NORDICOM Review, Communicatio, African Journalism Studies and Journalism Studies.

## SPECIAL PANEL OF EXPERTS

### Jimmy Spire Ssentongo

**Chair**, Lecturer  
Department of Philosophy,  
College of Humanities and Social  
Sciences, Makerere University



### Emily Drani

Cultural protection and promotion  
expert, Founding member and  
former ED of the Cross-Cultural  
Foundation of Uganda



### Peter Kagayi Ngobi

Performing poet, writer, publisher,  
and lawyer



### Apollo Nelson Makubuya

Writer (historian), former Attorney  
General of Buganda Kingdom,  
former Deputy Katikkiro of Buganda,  
and corporate lawyer



### Rita Aciro Lakor

Women rights activist,  
ED of Uganda Women's  
Network, and winner of the EU Human  
Rights Defenders Award – 2021



### Gard Benda

Founder and Country Director World  
Voices Uganda, an award-winning  
journalist.





# Makerere University

## DETAILED CONFERENCE PROGRAMME

THE 2021 NATIONAL HUMANITIES CONFERENCE PROGRAMME

THEME: Humanities and Humanistic Social Sciences Scholarship for a New Era

VENUE: Central Teaching Facility 2 (CTF2) Auditorium

**DAY 1**

**Wednesday, 11 August 2021**

TIME	ACTIVITY
14:00 – 14:30	Login to Virtual Room
14:35	<b>Anthems:</b> Makerere University Anthem, Uganda National Anthem, East African Anthem
14:45 – 14:55	<b>Opening Remarks:</b> Dr Aisha Nakiwala, Chair Organising Committee
14:55 – 15:05	Welcome Remarks: Associate Prof. Josephine Ahikire, Principal, CHUSS
15:05 – 15:15	Remarks: Prof Barnabas Nawangwe, Vice Chancellor, Makerere University
15:15- 15:20	Official Opening of 2021 Humanities Conference: Guest of Honour, Mrs Lorna Magara, Chairperson, Makerere University Council
15:20 – 15:30	Change over break
15:30 – 16:30	Keynote Lecture I: Rethinking the Place of the Humanities and Social Sciences in the Post Covid-19 Academy - Prof. Paul Tiyambe Zeleza, Vice Chancellor, United States International University, Nairobi

<b>8:20-8:40</b>	<b>Log in to Virtual Plenary Room</b>	
<b>8:40 – 9:00</b>	Opening Remarks and Launch of Twin Mawazo Publication: Prof Umar Kakumba, Deputy Vice Chancellor, Academic Affairs, Makerere University	
<b>9:00- 10:00</b>	Keynote Lecture II: Humanities and Social Science Research for the 21st Century: Reclaiming Scholarly Agency – Prof. Monica Chibita, Dean Faculty of Journalism, Media and Communication, Uganda Christian University Chair - Assoc Prof Patrick Mangeni, Dean, School of Liberal and Performing Arts	
<b>10:00 – 10:20</b>	Change over to Virtual Session Rooms	
<b>Time</b>	<b>Title</b>	<b>Presenters</b>
<b>10:20 – 11:50</b>	<b>Chair: Andrew Ellias State</b>	
	<b>1A Historicising the Humanities at Makerere University 1</b>	
	1. Psychology at Makerere Over the Past 100 Years: Patterns and Trends	Julius Kikooma
	2. The Birth of Women’s Studies Discipline and Trajectory at Makerere University	Grace Kyomuhendo Bantebya
	3. Misused or Misunderstood? Tracing Peaks and Troughs of Social Anthropology at Makerere University	Peter Atekyereza Aguto Stevens Odongo
4. Resilience Amidst Turbulent Waters Humanities at Makerere in the Era of Neoliberal Orthodoxy	Josephine Ahikire	
<b>10:20 – 11:50</b>	<b>Chair: Kasozi Mutaawe</b>	
	<b>1B Historicising the Humanities at Makerere University 2</b>	
	1. Philosophical Scholarship in Makerere University Over the Years: Challenges and Opportunities	Edward Wamala
	2. The Discipline of Philosophy at Makerere University: Its Allure and Relevance to Society Today	Archangel Rukooko
3. Of Critical Junctures in International Politics and the Transitions in Political Theory at Makerere	Edward Kaweesi	
<b>10:20 – 11:50</b>	<b>Chair: Christopher Muhoozi</b>	
	<b>1C Historicising the Humanities at Makerere University 3</b>	
	1. Historicising Archaeology in the Academy: The Case of Makerere University	Elizabeth Kyazike
	2. Historical Studies at Makerere: Crisis and Optimism	Pamela Khanakwa
3. Tracing the Trajectory of Religious Studies at Makerere University	Christine Mbabazi	
<b>10:20 – 11:50</b>	<b>Chair: Susan Kiguli</b>	
	<b>1D Historicising the Humanities at Makerere University 4</b>	
	1. Historicising the Role of Performing Arts and Film Department in the Development of Theatre in Uganda	Nicholas Ssempijja
	2. Literature’s D’etre: The Disciplinary Limits of the Literary Arts – Past and present	Dominica Dipio
	3. Peripheral Archivists: Alternative Historicising of 1960s Violence in Penpoint	Edgar Nabutanyi
4. From Generative Grammar to Computational Linguistics: exploring Hegemony of English Scholarship at Makerere University	Levis Mugumya	
<b>11:50-12:10</b>	- - - - Tea / Coffee Break - - - -	

Time	Title	Presenters
12:10 -13:40	<b>Chair: Murindwa Rutanga</b>	
	<b>2A Nationalism, Ethnic Identity and Politics 1</b>	
	1. A History of Identities and Ethno-Religious Intolerance in Nigeria's Middle Belt	Gloria Na'antoe
	2. Understanding Nationalism and Tribalism in Postcolonial Uganda	Anitah Atwijuka
12:10 -13:40	3. Patriotism, Pan-Africanism, the Origin of the Forces Destruction and the Quagmire of Decolonising Africa	Ndinawe Byekwaso
	<b>Chair: Nassanga Goretta</b>	
	<b>2B (The) Covid-19 Disruption(s)</b>	
	1. Is We They? A Cross Cultural Study of Responses to Covid-19 Updates in Uganda, Kenya and Rwanda	Robert Madoi Aisha Nakiwala
12:10 -13:40	2. Ageing Amidst the Pandemic: The Effect of Covid-19 in Familial Caregiving in 2021 Mumias East Sub-County	Brenda Chitechi
	3. Covid-19 and Vaccination: Implication for Present and Future Outbreak and Risk Communications	Marjorie Kyomuhendo George Lugalambi
	4. Symbols, Sentiments and responses to Covid-19 Pandemic in the Uganda Orthodox Church	Cornelius Gulere Wambi
	<b>Chair: Loyce Kobusingye</b>	
12:10 -13:40	<b>2C Humanities, pedagogies and curricula I</b>	
	1. Living and Working in a Knowledge Driven Time: A Reflection on the Vocational Academic Divide in Uganda	Pamela Khanakwa Anatoli Lwassampijja
	2. Historical Challenges of Education Development in Uganda: The Epoch of President Obote, Amin and Museveni	Kamy Bazilio
	3. Do Students' Career Aspirations Predict their Career Choices in Secondary Schools and University Transitional Levels in Uganda?	Ampaire Anne
	4. Global Trends in Doctoral Education: Implications for Traditional Disciplines in the Humanities at Makerere University, Kampala	Mercy Mirembe Ntangaare
12:10 -13:40	<b>Chair: Samuel Ouma</b>	
	<b>2D Mental Health and Wellbeing</b>	
	1. (Mis)Representation of Mental Illness in Anglophone West African Cinema	Laurene Manaa Lawrence Asafo-Agyei
	2. Meaning of Depression Among Social Work and Social Administration Students at Makerere University	Parun Nalwanga Justus Twesigye
13:40 - 14:20	3. Manifestations and Lay Conceptualisation of Mood Disturbance in Rural Uganda	Justus Twesigye Ashraf Kagee
	- - - LUNCH BREAK - - -	

<b>Time</b>	<b>Title</b>	<b>Presenters</b>
	<b>Chair: Zaid Sekito</b>	
	<b>3A Nationalism, Ethnic Identity and Politics II</b>	
<b>14:20-15:50</b>	1. Identity and Citizenship of Banyarwanda in Uganda: A Reflection on the Decolonisation Process in the Great Lakes Region	<b>Mimi Harriet</b>
	2. Identity at the Crossroads: Behind Nubi Quest for Repatriation	<b>Mahajubu Abdul</b>
	3. The Uses and Abuses of History: How Uganda's historiography affected Bunyoro's Development	<b>Muhuruzy Mary</b>
	4. Contested Citizenship: A Story of the 'Bafuruki' of Western Uganda, 1940s-2000s	<b>Nicholas Tunanukye</b>
	5. The Place of Ankole Kingship in the Politics of Uganda, 1910-2018	<b>Patience Akampurira</b>
	<b>Chair: Adventino Banjwa</b>	
	<b>3B Humanities and the Decolonisation Project</b>	
<b>14:20-15:50</b>	1. Alidri Agatha: Decolonising History: Lessons Learnt from the Study of an Indigenous Society	<b>Alidri Agatha</b>
	2. Toward a No Universal Theory of Religion: Reading Talala Asad in a Decolonising World	<b>Jacob Katumusiime</b>
	3. Africans and Africanists in the Making of Narratives in Africa	<b>Christopher Muhoozi</b>
	4. Humanities and Liberative Phenomenology: Consciousness and the Unfinished African Freedom Project	<b>Dickson Kanakulya</b>
	<b>Chair: Caesar Jjingo</b>	
	<b>3C Humanities, pedagogies and curricula II</b>	
<b>14:20-15:50</b>	1. Use of English Vocabulary Learning Strategies: Experiences of Second Language Learners in Selected Secondary Schools in Uganda	<b>Fridah Katushemerwe</b>
	2. The Changing Dynamics in University Scholarship: A View from Uganda	<b>Wamala Edward</b>
	3. On the 'Pandemic Pedagogies': Reflections on the Innovative Methods of Teaching and Researching Men and Masculinities During the Covid-19 Lockdown in Uganda	<b>Amon Mwiine</b>
	<b>Chair: Mayanja Kajumba</b>	
	<b>3D Psychology and Wellbeing</b>	
<b>14:20-15:50</b>	1. Motivated Reasoning and Political Incivility During 2021 Uganda General Elections: The Underlying Roles of Psychological Inflexibility, Perceived Threat and Political Sophistication	<b>Martin Baluku Joyce Nansamba</b>
	2. The Lived Experiences of Anti-Retroviral Therapy Among Women: A Case Study of Apac General Hospital, Apac Municipality	<b>Awino Lydia</b>
	3. Voices that Hold Us Back: A Female Ugandan Youth's Reflection on Her Empowerment Journey	<b>Lynda Nakalawa</b>
<b>14:20-15:50</b>	4. Impact of Occupational Information Sensitization On Career Guidance and Counselling, and Students Career Self Concept In Uganda	<b>Otwine Anne and Matagi Leon</b>
<b>15:50-16:10</b>	<b>--- Change over to Virtual Session Rooms ---</b>	

Time	Title	Presenters
16:10-17:40	<b>Chair: Ebila Florence</b>	
	<b>4A Feminism, Gender and Sexuality I</b>	
	1. Rape and Gender: Beyond the Power Relations Discourse	Kushaba Juliet
	2. Perceptions o Domestic Violence Among Men and Women in Kanungu Town Council, Kanungu District	Kamusiime Stella Justus Twesigye
	3. On Conceald Vulnerability: Interrogating Costs of Fractured Masculinities in Western Uganda	Musiimenta Peace Josephine Ahikire
4. Flouting or Constructing Gender Barriers in the Teaching and Learning Process: A Case Study of National and International Nursery Schools in Kampala	Brenda Apeta Peace Musiimenta	
16:10-17:40	<b>Chair: Grace Kibanja</b>	
	<b>4B: CHUSS Tracer Study</b>	
	1. From University Education into the world of Work: Tracking CHUSS Graduates 2011-2021	Julius Kikooma, Josephine Ahikire, Kyoheirwe Florence- Muhanguzi, Kiiza Julius, Sylvia Nannyonga-Tamusuza, Kiguli Susan and Baluku Martin
16:10-17:40	<b>Chair: Adolf Mbaine</b>	
	<b>4C: Humanities, Governance and the Law I</b>	
	1. African Union / AMISOM Intervention and the Isolation Theory in the Terrorist Insurgency in Somalia	Jacqueline Nakaiza
	2. Rethinking the Essence of Legislation in Uganda: The 1995 Constitution	Wamamela Nixon:
3. The Politics of Heritage, Land and Economic Decolonisation in Zimbabwe	Mickias Musiyiwa	
16:10-17:40	<b>Chair: Lawrence Sekalegga</b>	
	<b>4D Humanities in the Digital Era</b>	
	1. Applicatives in Degree Adverbials in Ruruuli-Lunyala	Amos Atuhairwe
	2. Challenging the Power of TV Stations: How Ugandan Local Content Producers are Making use of YouTube to Reach Audiences	John Baptist Imokola
3. Teachers' and Students' Awareness and Readiness of Using Information and Communication Technology in English Language Learning in Secondary Schools in Tanzania	Wilfred Madata	

16:45-18:00	Graduate Workshop I	Graduate Workshop II
	<b>Chair: Innocent Masengo</b>	<b>Chair: Charlotte Karungi Mafumbo</b>
	1. Fatumah Mirembe	1. Salma Nakakuta
	2. Naome Namanya	2. Samuel Okok
	3. Alene Kassaw	3. Mubarak Tukur
	4. Masitula Namugenyi	4. Priscilla Asimire
	5. Laura Manaa	5. William Musamba
6. Dominique Savio Nsengiyunva	6. Samuel Nyasa Chikowero	

**DAY 3**

**Friday, 13 August 2021**

8:00-8:30	Log in to Virtual Plenary Room	
Time	Title	Presenters
08:30 - 09:50	<b>Chair: Bengé Okot</b>	
	<b>5A Panel Timothy Wangusa: An Exploration of an Oeuvre and Legacy</b>	
	1. Danson Kahyana	
	2. Edgar Nabutanyi	
	3. Susan Kiguli	
	4. Eve Nabulya	
	5. Alice Kyobutungi	
	6. Sophie Lakot	
	7. Florence Athieno	
	8. Hellen Mugambi	
08:30 - 09:50	<b>Chair: Ivan Lukanda</b>	
	<b>5B Panel Digital Natives and Digital Migrants</b>	
	1. Fred Kakooza	
	2. Marion Alina	
	3. Sarah Namusoga	
08:30 - 09:50	<b>Chair: Florence Muhanguzi</b>	
	<b>5C Panel Rethinking Strategies for Ending Sexual Harassment in Higher Education Institutions in Uganda</b>	
	1. Julius Kikooma	
	2. Grace Kyomuhendo	
	3. Anthony Kakooza	
08:30 - 09:50	<b>Chair: Okeny Charles</b>	
	<b>5D Remaking People and Societies</b>	
	1. Christopher Muhoozi	4. Mirembe Fatumah
	2. Elizabeth Kyazike	5. Ssebuyungo Christopher
	3. Herman Muwonge	6. Ssemulende Robert
9:50 - 10:10	- - - - Change over to Virtual Session Rooms- - - -	

<b>Time</b>	<b>Title</b>	<b>Presenters</b>
<b>10:10 – 11:30</b>	<b>Chair: Namuggala Victoria</b>	
	<b>6A Feminism, Gender and Sexuality II</b>	
	1. Women in the Post Independence Uganda's Military: A Sociological Gender Perspective	Aturinde Emmanuel
	2. Continuity of Masculinity: Interrogating Experiences of Women Adopting their Husbands' Surname	Caroline Eonya Atim et al
	3. Gender in Religion: Reading Selected Gender Related Bible Texts With African Christian Women Leaders	Paddy Musana
	4. Gender and Use of Technologies in the Face of Drought among Smallholder Farmers in Karamoja Subregion	Ayub Mukisa
	5. Women's Participation in the Intrahouse Agricultural Activities in Ethiopia A Narrative Review	Helina Befekadu
<b>10:10 – 11:30</b>	<b>Chair: Lillian Mbabazi</b>	
	<b>6B Literary and Popular Cultures I</b>	
	1. Musicians as Community Archives: Historicising Bududa Landslide Disasters since the Mid 1960s	Dominic Makwa
	2. In Quest for Better Governance: Stella Nyanzi's Critique of the National Unity Platform in her Post-Election Facebook Poetry	Danson Kahyana
	3. The development of Applied Theatre Training and Practice in Makerere University: 1967-2020	Patrick Mengeni
	4. The Writer as a Teacher: John Ruganda's Castigation of Materialism in Black Mamba	Mulumbi Paul
<b>10:10 – 11:30</b>	<b>Chair: Deo Kawalya</b>	
	<b>6C Language and Translation I</b>	
	1. The Semantics of Peace: An Appraisal of Ghandi's Speech 'Let No One Commit a wrong in Anger'	Margaret Nanfuka
	2. Imagining the Future of Kiswahili in Uganda and East Africa: Insights from Busia and Namanga Border Towns	Patrick Lugwiri Okombo
	3. The Choice of Luganda as a Home Language in Urban Uganda	Maureen Nanteza
	4. 'That is the Amount I will be Given them Monthly: Social Identity in Nigerian Adjudicative Encounters	Simeon Ajiboye
<b>10:10 – 11:30</b>	<b>Chair: Medadi Ssentanda</b>	
	<b>6D Indigenous Knowledge I</b>	
	1. Ubuntu: The Essence of Humanness in African Social and Religious Anthropology	Luwerekera Bernard
	2. Once Food is Annoyed, Expect Endangerment and Extinction: An Ethno Linguistic Analysis on Endangerment and Extinction of Traditional Foods in Central Uganda	Sarah Nakijoba
	3. Witchcraft and the African Philosophy of Social Control as Reflected n Shona Proverbs, Idioms and Songs	Samuel Nyasha
	4. Indigenous Food Security Initiatives Among the Nandi of Kenya	Prisca Tanui Too
	5. Nigeria's Cultural Heritage: The Need for Review of the Cultural Policy	Rabiu Yusuf, Ishaq Isah and Isa Muhammad
<b>11:30-11:50</b>	<b>----- Tea/Coffee Break-----</b>	

<b>Time</b>	<b>Title</b>	<b>Presenters</b>
<b>11:50 – 13:10</b>	<b>Chair: Amon Mwiine</b>	
	<b>7A Feminism, Gender and Sexuality III</b>	
	1. 'I cannot Finish You': Male and Female Students' Experiences with Sexual Harrassment at a Leading Private University in Uganda	Richard Bagonza et al
	2. Beauty is Skin Deep: The Self Perception of Young Adult Girls' Construction of Bosy Image Within the Ankole Society and its Effect on Their Self Esteem	Ruth Kaziga, et al
	3. Masculinity and the Rise of the Stingy Men's Association: Implications for the Work on the KISH Project at Makerere University	Julius Kikooma
	4. Voices of Children on Institutional Setup and Gender Based Violence in Schools in Busoga Sub-region, Uganda	Richard Balikoowa
	5. Gender, Power and Rights for Refugee Youth in SRH Service Delivery in Humanitarian Settings: Rethinking Uganda's Good Host Discourse	Jimmy Maguru
<b>11:50 – 13:10</b>	<b>Chair: Isaac Tibasiima</b>	
	<b>7B Literary and Popular Cultures II</b>	
	1. Projecting a Future Already in Place: Julius Ocwinyo's Fate of the Banished and Footprints of the Outsider	Balituumye Michael
	2. Once Upon a Time, Dialogical Imaginations of the Natural Environment in Ganda Folktales	Eve Nabulya
	3. Marriage, Love, And Sacrifice: Exploring Women's Experiences In Marriage	Stella Antwiwaa
	4. Poetry Nights as Spaces for Literary Activism: a Case of the Lantern Meet of Poets	Deus Kansiime
<b>11:50 – 13:10</b>	<b>Chair: Edith Natukunda-Togboa</b>	
	<b>7C Language and Translation II</b>	
	1. The Influence of L1 Runyankore on the Grammatical Errors Made in L2 Kiswahili Writing Among Learners in Western Uganda	Namanya Sam
	2. Examining the Role of Language in Framing Uganda's Post Independence Revolutionary Discourse	Innocent Masengo
	3. The Role of Indigenous Languages in the Development of Uganda	Oriikiriza Celestino Fridah Katushemerewe
	4. Translating Folktales from Runyankore-Rukiga into French: A Lexical Analysis of Translating Culture-Specific Concepts	Agatha Tumwine
<b>11:50 – 13:10</b>	<b>Chair: Godfrey Asimwe</b>	
	<b>7D Archives, Heritage and Cultural Memory I</b>	
	1. The Cultural Depiction of Monuments in Ethiopia	Mulualem Daba T
	2. The Precolonial Dry Stone Wall Structures of Palabek: New Discoveries from Palabek, Lamwo District in Northern Uganda	Okeny Charles
	3. Characterising the Sangoan Stone Age Techno-Complex at Sango Bay, Southern Uganda	Robert Ssemulende
	4. Indigenous Knowledge Archives, Heritage and Cultural Memory Based on Entrepreneurship for Sustainable Development	Tumuhairwe Goretta
	5. Humanitising Psychology in Uganda beyond Humanistic Psychology: An Interview with Prof. Julius Kikooma	Joyce Nansamba and Martin Baluku
<b>13:10 - 13:50</b>	<b>- - - - LUNCH BREAK - - - -</b>	



Time	Title	Presenters
13:50- 15:10	<b>Chair: Robert Senath Esuruku</b>	
	<b>8A Humanities and Contemporary Development Challenges</b>	
	1. Experiences of Orphans and other Vulnerable Children in Attending School in Minakulu Subcounty, Oyam District.	Flavia Acan Justus Twesigye
	2. Reducing Youth Unemployment Among Social Workers in Uganda: Opportunities and Challenges	Justus Twesigye
	3. Positioning the Local in the Global: Walking the Talk on Climate Change as Reflected in Uganda's Media	Goretti Nassanga
	4. City Livelihoods: The Construction of Urban Citizens, Residents in a Changing Socio-Economic Landscape: A Historical Perspective (1956-1999).	Peter Sekiswa
13:50- 15:10	<b>Chair: Sarah Ssali</b>	
	<b>8B: Humanities and Contemporary Development Challenges II</b>	
	1. Squared Pegs in Round Holes: The Context Problem in Corruption Fight in Uganda	Cheremoi Clare
	2. Addressing the Drivers of Non-Compliance to COVID-19 Guidelines through Citizen Science and Policy Advocacy in Uganda's Informal and Refugee Settlements	Gloria Kimuli Seruwagi et al:
	3. Unpacking Contemporary Development Challenges Using the Creative Arts	Michael Muhumuza:
13:50- 15:10	<b>Chair: Twesigye Justus</b>	
	<b>8C Humanities, Governance and the Law II</b>	
	1. Influence of Materialism and its Impact on Society	Paul Mulumbi
	2. Interrogating the Liberal Peacebuilding Agenda by United Nations Radio in the Democratic Republic of Congo	William Tayeebwa
	3. Reassembling Political Mark Stones: An Inquiry into the Implosion of Plato's Gold Standard for a State Ruler	Philip Atiba
	4. The Case of Voices of Women in Peacebuilding and Devolution in Changamwe, Kenya from 1960-2020	Samuel Auchu Ngonela
13:50- 15:10	<b>Chair: Bernard Luwerekera</b>	
	<b>8D Achives, Heritage and Cultural Memory II</b>	
	1. Re-Imagining Heritagization and Cultural Memory in Uganda with Lessons from Removal of Historical Monuments: the Path Ahead	Jude Kateete
	2. Historicising Indigenous Salt Technology in Bunyoro at Kibiro Salt Mining Gardens to 1997	Juliet Ssematimba
	3. Tonto- A vital socio-cultural local brew with a rich vocabulary facing extinction	Gumoshabe Gilbert
	4. Tourism Development in Central Uganda: The Use of History and Culture as workable alternatives	Fred Musisi
15:10 – 15:30	- - - Change over to Virtual Session Rooms - - -	

<b>15:30 - 16:45</b>	<b>Chair: Jimmy Spire Ssentongo</b>	
	<b>Panel of Experts</b>	
	1.	Emily Drani
	2.	Peter Kagayi Ngobi
	3.	Gard Benda
	4.	Apollo Nelson Makubuya
	5.	Rita Aciro Lakor
<b>16:45 - 16:55</b>	- - - - Change over to Virtual Session Rooms- - - -	
<b>16:55- 17:20</b>	<b>Closure</b>	
	Convener, Humanities Conference	Dr. Levis Mugumya
	Deputy Principal	Assoc Prof. Julius Kikooma
	Deputy vice Chancellor, Academic Affairs	Assoc Prof. Umar Kakumba
	Anthems in reverse Order	

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# **CONFERENCE**

# **ABSTRACTS**

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**RETHINKING THE PLACE OF THE HUMANITIES AND SOCIAL SCIENCES IN THE POST-COVID-19 ACADEMY**

Prof Paul Tiyambe Zeleza,  
VC - United States International University, Nairobi

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**Abstract**

My presentation will focus on the continued and critical importance of the humanities and social sciences in the post-COVID-19 academy. Before the outbreak of COVID-19, the humanities and social sciences were increasingly regarded as irrelevant compared to disciplines in science, technology, engineering, and mathematics (STEM) in academic, political, and popular discourses. The pandemic seemed to reinforce these prejudices as the world desperately sought biomedical treatments in the race for vaccines, and economic and social life including education transitioned to online platforms and virtual engagements, thereby accelerating the Fourth Industrial Revolution. Yet, both the pandemic and digitalization have underscored the indispensability of the knowledges, skills, and literacies of the humanities and social sciences.

COVID-19 has not been confined to a crisis of physical health. It has also been a mental health crisis, and a complex constellation of economic, social, cultural and political crises. Understanding the multidimensional nature and differentiated impact of the pandemic, devising effective containment strategies, and envisioning better futures requires the insights, imaginations and policies informed by the humanities and social sciences. Similarly, the transformations wrought by the Fourth Industrial Revolution are as much technological as they are social, and the rapidly changing jobs of the digitalized economies of the 21st century require the cultivation of technical skills as much as lifelong learning skills that the liberal arts are renowned for. Thus, there is need to develop more integrated and interdisciplinary modes of teaching and learning, research and scholarship encompassing the humanities and social sciences and STEM

**HUMANITIES AND SOCIAL SCIENCE RESEARCH FOR THE 21ST CENTURY: RECLAIMING SCHOLARLY AGENCY**

Prof. Monica Chibita  
Uganda Christian University

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**Abstract**

Globalization, decolonization, technological advancement and novel global pandemics raise concerns for the Humanities and Social Sciences the world over, but in very specific ways in Africa. To appreciate the limits of SSH scholarship's critical role in the African context, it is important to shine a torch on i)the environment ii) perceptions iii)funding iv) horizons and impact (potential and actual) of Social Sciences and Humanities scholarship in Africa. This keynote examines the place of African Humanities and Social Sciences (HUSS) scholarship in the context of significant global developments, changes and upheavals. It engages with the reality and potential of SSH scholarship's scientific, social and political contribution. In order to do this, the keynote discusses the imperative to evolve a Humanities and Social Science scholarship that takes cognizance of the importance of African scholarly agency. The paper argues that African Humanities and Social Science scholarship of the "new era" must by all means listen to the world, but also, that it must compete with other regions in generating organic Humanities and Social Science theory that asks and answers organic questions.

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**PSYCHOLOGY AT MAKERERE UNIVERSITY OVER THE PAST 100 YEARS: PATTERNS AND TRENDS**

Kikooma Julius  
School of Psychology, Makerere University

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**Abstract**

Despite the existence of Psychology at Makerere University since the 1950s, little is known about the role, status and relevance of psychology in Uganda. This paper provides an overview of the emergence, education and practice of psychology as an academic discipline and a profession in Uganda. The story about the teaching and practice of psychology in Uganda is a story that has never found its way in any academic journal. Therefore, a short history about psychology education in Uganda is provided which could be traced to the offering of courses in social and educational psychology in departments housed in the then faculty of Social Sciences and the School of education at Makerere University. The discussions of discipline of psychology and its territorial reach as outlined in this paper, is not about general laws of mental life or its biological bases, rather the focus is on the general conditions of the possibilities of psychology as an academic and professional

discipline at Makerere University. It is noted that the development of psychology as a science at Makerere University and the struggle for scientific recognition has disrupted the need to interrogate the discipline from the perspective of the humanities, yet humanities contribute greatly to the understanding of human subjectivity which is a core topic within psychology. The discussions in this paper suggests that psychology has the potential to be more relevant to the Ugandan society if its principles in can be demonstrated through their everyday lived realities as a people.

**Key Words:** Neoliberalism, ideology, psychological literacy, knowledge, social change

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Day 2: 10:20 - 11:50

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## **THE BIRTH OF WOMEN'S STUDIES DISCIPLINE AND TRAJECTORY AT MAKERERE UNIVERSITY**

Grace Bantebya Kyomuhendo, Fred Kindi,  
Makerere University School of Women and Gender Studies

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### **Abstract**

Inspired by the UN Global Women's meeting held in Nairobi in 1985 whose theme was the Nairobi Forward looking Strategies, women activists and academicians plotted, negotiated and delivered the Department of Women Studies (DWS) at Makerere University which had been in existence for 70 years. This chapter historicizes the evolution of the discipline of Women Studies at Makerere University examining the shifts over the years driven by both global and national development agendas. The key question is how has the women/gender studies discipline positioned itself and navigated through an already established Makerere University over the years? The discipline is examined through its curriculum, knowledge production and its overall influence in the University. Over the years focus of the curricula has shifted from women as a category of analysis to gender following the shift in the global agenda to gender and development. In terms of research, evidence shows that majority of the researchers followed a similar trend as the curriculum driven by the global agenda. The years spanning from 2010 to-date show a shift in research focus to rights, identity and politics. Feminist /gender research has gradually taken root in academia especially in humanities and social sciences but needs to be mainstreamed in other disciplines. The biggest challenge observed lies in the under theorizing in research and heavy reliance on Eurocentric feminist theories and no attempts made to develop or apply Afrocentric theories to research and teaching

**Key words:** Women , Gender and Feminist Studies Knowledge Production

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**MISUSED OR MISUNDERSTOOD THE IVORY TOWER? TRACING  
PEAKS AND TROUGHS OF SOCIAL ANTHROPOLOGY AT  
MAKERERE UNIVERSITY**

Peter Atekyereza and Stevens Aguto Odongoh  
School of Social Sciences, CHUSS, Makerere University

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**Abstract**

In order to understand humanity, social Anthropology studies and explains the design and patterns of society's moral systems (Evans-Pritchard 1950). Despite the importance of its methodological approach, social anthropology has been contested globally and locally. The anthropological colonial enterprise in most of Africa needs to be interrogated further than "they do not live like us" to honestly question the moral systems that shape the need to understand socio-cultural, linguistic, economic, political and other patterns of our society. Teaching Social anthropology at Makerere University started in 1939 under the Department of Social Studies (Makerere University, 2020). Extensive anthropological research flourished from 1948 and promoted the colonial administrative interests more than local development needs. When President Idi Amin expelled what he termed 'Exploiters', there was a huge gap in many professions including Anthropology with strong impact on university education. All the anthropologists at Makerere then were expatriates and hence there were no local anthropologists after expulsion of the 'Exploiters'. Many British colonial social laboratories remained without professional anthropologists throughout the Amin era and beyond except a few anti-colonial remnants. In the early 1990s, the desire for anthropological knowledge was re-awakened by the Scandinavian anthropology cushioned in principle of Nordic humanism. Norwegians, for example, initiated various capacity building programs which resulted in training of several African/Ugandan anthropologists. Funding opportunities through Norwegian Agency for International Development improved the number of trained local anthropologists. In this paper, we argue that growth and reputation of academic disciplines largely depends on whose interests they serve.

**Key words:** Makerere, Social Anthropology, Colonialism, Idi Amin, Exploiters

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## **RESILIENCE AMIDST TURBULENT WATERS: HUMANITIES AT MAKERERE IN THE ERA OF NEOLIBERAL ORTHODOXY**

Josephine Ahikire & Anna B. Ninsiima  
School of Women and Gender Studies, Makerere University

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### **Abstract**

This paper interrogates the ways in which Humanities, as a field of study and knowledge production, has navigated turbulent waters and the implications thereof. The overall argument is that by the very nature of humanities, they have been the critical casualty of the neoliberal orthodoxy that has dominated perspectives on education generally and higher education in particular, in the contemporary times. Neoliberalism here is conceptualised as the dominant world view of market driven development trajectories. In the same vein, the respective survival mechanisms have substantially changed the collective and individual actors in the study of Humanities. The analysis hence captures insider narratives of turbulence, navigation and resilience at Makerere University, and what all this means for the unique potency of humanities to facilitate a deeper understanding of the complexity of the human society.

**Key words:** Humanities, Resilience, Neoliberalism, Orthodoxy

beginning should be the broadening of the scope of what is taught as political theory.

**Keywords:** Political Theory, critical junctures, International, Makerere

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## **PHILOSOPHICAL SCHOLARSHIP IN MAKERERE UNIVERSITY OVER THE YEARS: CHALLENGES AND OPPORTUNITIES**

Prof Edward Wamala

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### **Abstract**

Humanities at Makerere University were once at the centre of national intellectual engagement, with scholars engaging in spirited debates on myriad public issues, in turn, shaping public consciousness and public policy. The vibrancy and spiritedness exhibited in the past, has dissipated, and although humanities continue to host large student numbers, the exuberance and public relevance exhibited in the past is currently, woefully absent. Deploying interview methods, focused group discussions, examination of library resources, we explore the evolution of the humanities in Makerere University and affiliated colleges (with a focus on the Philosophy) with a view to identifying factors that accounted for the “heroic period”, finding out the challenges they have faced since and exploring ways they can regenerate. Preliminary research indicate that challenges humanities in Makerere face, must be appreciated within the broader context of a hegemonic instrumental rationality that emerged with the onset of the industrial revolution, and eclipsed all other forms of lifeworlds. While the instrumental rationality meant improved health care, faster

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transport, better utilities etc., those benefits have been matched by noticeable losses in the humanistic dialogical, and communicative rationalities essential for civic society. It is as if all communities are now populated by robots, who only need technical laws of motion, and not mutually discussed and agreed ethical and normative values for communal living. Challenges posed by the development of technological consciousness, are not blamable on the scientific disciplines per se; rather, the way policy administrators and politicians have addressed the developments. So while in some quarters, instrumental consciousness has been appreciated alongside the appreciation of the humanistic values; in others, there have been questioning of the humanities, denigrating them as parasitic and trivial. This paper explores, in some details, how that dialectic has unfolded over the years, the actors who have propelled the discourses, how the different stakeholders have reacted, above all how the humanistic disciplines (notably philosophy) have responded to the dialectical nature of the evolution and how they propose to fit themselves into the emerging knowledge economy.

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Day 2: 10:20 - 11:50

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## **PHILOSOPHY AND THE PUBLIC AT THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES AT MAKERERE UNIVERSITY AND BEYOND**

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Makerere University

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### **Abstract**

While Makerere University was established in 1922, the teaching of Philosophy as a discipline started in 1965. Since it is a multi-faceted discipline, it was started at different times and it flourished in diverse ways. Until today, no study has been done to assess its performance in terms of public engagement, which this chapter tried to do. As such, this Chapter is partly philosophical and partly historical. In the philosophical part, the chapter reviewed the meaning and relevance of philosophy but in the historical part, public events that involved philosophy were narrated. The methodology entailed mainly content analysis and, key informant interviews. The observations were that, first philosophy is a dynamic concept – extending from “love of wisdom” to “a conceptual analysis of fundamental ideas about knowledge, reality and human existence”, and then, to philosophy as “a critical discussion of critical discussion” or “thinking about thinking”. Second, that Philosophy has a crucial role to play in public matters in terms of community awareness and legitimization of other disciplines. Third, public philosophical engagement was possible through conferences and outreach programmes especially public awareness activities. Lastly, it was observed that the Department’s staff and students should deliberately exploit all the available opportunities to influence the public thinking.

**Five Key words:** Philosophy, public, fundamental, critical, discussion

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## **OF THE CRITICAL JUNCTURES IN INTERNATIONAL POLITICS AND THE TRANSITIONS IN POLITICAL THEORY AT MAKERERE**

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### **Abstract**

The subject matter of this paper is that the historical transitions in the teaching of political theory at Makerere have been a result of the historical political changes which have illuminated the international system. The changes are construed as the critical junctures which are identified by certain benchmark dates. It is outlined that the changes obtain(ed) from the events which have punctuated the politics of and amongst states. The extent to which they impact(ed) the teaching of political theory at Makerere is the major thrust of this paper. The conclusion is that the future of the teaching and research about political theory at Makerere lies in understanding how the changes in the international system inform(ed) the choices taken or not taken in terms of what was and is taught and researched. The practical and critical reflection of the paper is on how those internationalised influences can be harmonised with the nationalistic demand of ensuring that educational processes such as the teaching of political theory are relevant to the understanding and explaining of what is national qua local. It is proposed that the beginning should be the broadening of the scope of what is taught as political theory.

**Keywords:** Political Theory, critical junctures, International, Makerere

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## **HISTORICISING ARCHAEOLOGY IN THE ACADEMY: THE CASE OF MAKERERE UNIVERSITY**

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### **Abstract**

The paper examines the history of archaeology teaching and knowledge generation at Makerere University and the role of non-trained archaeologists outside the ivory tower. Therefore, the paper addresses how archaeology evolved at Makerere University from its inception to the present. The history of teaching archaeology at Makerere covers three-time frames that are: 1962-1994, 1995-2012, and 2013 to the present. In these periods the paper interrogates the initiatives taken to introduce archaeology, the nature of the curricula developed, student enrolment, graduation and participation in field schools or Internships at Makerere University. Throughout the three time periods, the focus is on the

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patterns and trends surrounding curricula development, nature of the curriculum and the explanation for the failure to take off in archaeology teaching at Makerere University before 2013. The paper ends with a way forward aimed at improving the existing curriculum. The results suggest that archaeology is little known even at Makerere University and to break the silence some success stories of Makerere University archaeology alumni are shared. It is also revealed that archaeology is multidisciplinary, as evidenced by the futile attempts of Geology and Anthropology departments to start teaching archaeology at Makerere University. The results suggest that curriculum development was affected by the colonial agenda, institutional and national politics but worsened by lack of trained Ugandan archaeologists. Despite that the teaching of archaeology commenced in 2013 while starting a graduate training course in Archaeology and Heritage Studies holds the future of the discipline of archaeology at Makerere University.

**Key words:** Makerere University: Archaeology: Heritage Studies; Teaching; Research

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Day 2: 10:20 - 11:50

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## **HISTORICAL STUDIES AT MAKERERE: CRISIS AND OPTIMISM**

Pamela Khanakwa

Department of History, Archaeology and Heritage Studies, Makerere University

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### **Abstract**

This paper traces the evolution of History teaching and research at Makerere University since the mid-1940s. History teaching began in the mid-1940s following British authorities' realization that they needed to train Africans to take up civil services jobs in the wake of decolonization. From the onset, History faced staffing crisis and it was taught by amateur historians who drew a European-oriented curriculum. This changed following the recruitment of professional historians who took effort to Africanize the curriculum from the 1950s. By the 1960s and 1970s Makerere History graduates were enrolling for doctoral studies at renowned universities in Europe and North America while non-Ugandans were equally registering for graduate studies at Makerere. There were high prospects that Makerere would become a centre of training historians in the region. However, this was not realized and from the mid-1980s, following the World Bank's market-driven model, History came under attack because of its failure to be aligned to the philosophy of self-reliance. The paper shows that this disdain for history dates back to the late 1960s, when the political leadership in Uganda openly expressed preference for a history that would promote national development. The obsession with immediate utilitarian value of education shaped political leaders' attitude towards History – which they regarded useless and irrelevant. Drawing on multiple archival documents and interviews, the paper

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examines the curriculum transformations, the changing nature of historical research and knowledge production as well as the broader forces that influenced these changes in the colonial, post-Independence and the neoliberal contexts.

Key: teaching History, history research, curriculum transformation, Makerere

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Day 2: 10:20 - 11:50

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## **TRACING THE TRAJECTORY OF RELIGIOUS STUDIES AT MAKERERE UNIVERSITY**

Christine Mbabazi Mpyangu,  
Department of Religion and Peace Studies, Makerere University

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### **Abstract**

This study traces the genealogy, growth, transformation as well as impact of Religious Studies at Makerere University with emphasis to when and how it started, mapping the luminaries, the teaching, research and engagement with the public over the years. The chapter sought to establish and document the teaching, research and engagement with the public. It underscores how the teaching has been done, the courses that were taught, archival and documentary review. Historical and phenomenological theories provided the lenses for reflecting upon the history of the discipline and the experiences of those who have encountered the discipline at Makerere University. The data reveals that Religious studies started humbly with two chaplains teaching biblical theology where one would complete and obtain a certificate. It has since matured and come face to face with various challenges but continues to contribute to society through training teachers and impacting morality. The challenges encountered by the discipline are highlighted. The chapter concludes that Religious studies occupies an important space in Humanities, touches issues that core to human existence such as beliefs, morality, rituals but more visibility and impact is expected if the public is to rebuild her confidence in its relevance. More so, in light of engaging with the public on critical local and global issues such as sexuality, violence, conflict, morality among others.

**Key Words:** Trajectory, Religious Studies, Makerere University.

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Day 2: 10:20 - 11:50

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## **HISTORICIZING THE ROLE OF THE PERFORMING ARTS AND FILM DEPARTMENT IN THE DEVELOPMENT OF THEATRE IN UGANDA**

Nicholas Ssempijja,  
Makerere University

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### **Abstract**

The development of theater in Uganda is incomplete without considering the role of Makerere University, particularly the department of Performing Arts and Film (Formerly

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Music, Dance and Drama MDD). This chapter, therefore uses a postcolonial approach to anthologize the history of the department of Performing Arts and Film at Makerere enumerating how the performing arts disciplines have connected with the public in the last fifty years of its existence. The study utilises selected landmarks to highlight the evolution process from Music, dance and Drama (MDD), to the Performing Arts and Film department. This chapter argues that it is mainly through its outreach programs that the performing arts department has managed to train, direct, establish, contribute and determine the direction of theater practices in the country. While it has been sporadically affected by neoliberal reforms at Makerere, the department has persevered and managed to make its mark both at Makerere and nationally. With its internal and external departmental performances, the interdisciplinary nature of the humanities disciplines has been well reflected since these performances mediate messages from mainly other humanities disciplines. The departmental outreach programs have also helped to build a strong identity for the university and the department.

**Key words:** Performing arts, evolution, mediation, identity.

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Day 2: 10:20 - 11:50

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## **LITERATURE'S RAISON D'ÊTRE: THE DISCIPLINARY LIMITS OF THE LITERARY ART – PAST AND PRESENT**

Dominic Dipio  
Department of Literature, Makerere University, Kampala

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### **Abstract**

How is literature located within the humanities disciplines? What is its reason to be as a discipline? This chapter explores the distinct identity of literature and its connectedness with other disciplines within the humanities. Its identity is traced from the perspectives of the classical theories – both Western and African. The points of convergence between the two worlds include the embeddedness of the literary art, with other art forms, and the close relationship between literature and politics / the state. The two are, at times, seen as competing centres of power, although at times they work in synergy as handmaids. Despite the ambiguities in the relationship between the storyteller and the state, the former's place – in the past and in the present – has remained the same. From the theoretical, the chapter examines the place of English (literature) as the bearer of the English culture in Makerere right from the time of its establishment as a technical institute in 1922. The key moments in this historical trajectory are highlighted to inspire and challenge the present in its efforts to build on the traditions. I basically used documentary / library methodology, supplemented by interviews, focus group discussions, participations in online conference

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and webinar in Nairobi University. The paper makes suggestions on how the department can build on the ‘revolutionary’ achievements of the 1960s and 1970s as it strides into the future.

**Keywords:** literature and politics, griot, centres of power, past and present, Makerere

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Day 2: 10:20 - 11:50

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## **PERIPHERAL ARCHIVISTS: ALTERNATIVE HISTORICISING OF 1960S UGANDAN VIOLENCE IN PENPOINT**

Edgar Fred Nabutanyi,  
Department of Literature Makerere University

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### **Abstract**

This chapter seeks to historicise the theme of violence as articulated by alternative literary voices published in a Makerere University literary periodical called Penpoint. While there exists a huge archive of Ugandan fiction that documents the theme of violence in the literary public sphere, student writers published in Penpoint have been excluded from this debate. I deploy New Historicism and close textual analysis to a selection of texts published in the late 1960s issues of Penpoint to interrogate how student writers used the literary periodical as a platform to archive the crisis that engulfed the Ugandan polity in the late 1960s. I posit that Sadru Somji’s “The Judgement,” F.X Masunzu’s “A Court-Martial Case,” Noah Sentongo’s “The Cyclists,” El-Miskery’s “The Burnt Cottage” and Proscovia Rwkyaka’s “The Wind” are fluent chronicles of Uganda’s troubled history. My argument is particularly framed by the photographic metaphor of a snapshot — a process of capturing and freezing a moment in time for posterity — that reminds us of Amma Darko’s claim that writers are obliged to engage with national existential crises in their writings. This makes the selected texts archives of the violence that Uganda was immersed in the postcolonial moment.

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Day 2: 10:20 - 11:50

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## **FROM GENERATIVE GRAMMAR TO COMPUTATIONAL LINGUISTICS: EXPLORING THE HEGEMONY OF ENGLISH SCHOLARSHIP AT MAKERERE UNIVERSITY**

Levis Mugumya  
Department of Linguistics, English Language Studies and Communication Skills

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### **Abstract**

This study reflects on the current positionality and intellectual locations of English and linguistics scholarship at Makerere University. It examines the basis and nature of language and linguistics scholarship by explicating the current knowledge systems that characterise both disciplines and the justification for studying, teaching and researching them. Within the context of power and language wherein language serves to access

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economic and political power, it explores the linguistic debates in colonial Africa that influenced language policy and planning in colonial Uganda, thus entrenching English as a significant linguistic superstructure in colonial administration and its subsequent hegemonic influence on higher education. The study then explores the praxis of English scholarship at Makerere University since the 1920s to-date by underscoring the hegemony of English language at Makerere and its continued privileged position in the academy. It also examines the knowledge systems of linguistics, its continuities and discontinuities amidst the neo-liberal reforms at the University. Finally, it explicates the challenges that scholars in the linguistics disciplines (have) encounter(ed) and argues for a rethinking of linguistics research relevant to the university and the country within current mutating global trends and patterns of language research.

**Keywords:** linguistics, English language, language hegemony, Makerere University

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Day 2: 12:10 - 13:40

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## **SUB-ETHNIC IDENTITIES AND CONFLICT: THE CASE OF BUSOGA, 1895 TO 1967**

William Musamba, PhD Candidate  
College of Humanities and Social Sciences (CHUSS)  
Makerere University

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### **Abstract**

Despite the intensification of peace initiatives, ethnic contestations remained a major challenge in colonial and post-colonial Africa. Uganda suffered ethnic related conflicts since its creation as a British imperial project at the close of the nineteenth century. The British colonial policy of creating ethnic kingdoms and 'Districts' fermented both intra and interethnic tensions. 'Busoga District' was born through the imperial amalgamation of sub-ethnic communities into a paramount chieftainship at the beginning of the twentieth century. Since then, this paramount chieftainship got embroiled in conflicts leading to its demise in 1966. This qualitative study historicizes the ethnic conflict in Busoga paramount chieftainship within the primordial, constructivist and instrumentalist theories along four specific objectives; to examine the process of British colonial reorganization and creation of 'Busoga District', analyze the debates in the establishment of the Busoga Paramount chieftainship, investigate the role of the Abataka movement in Busoga's ethnic conflict, and interrogate the Post-colonial government's response towards Busoga ethnic conflict. The study constitutes an extensive analysis of political thought and conflict in Busoga, adding to the existing pool of literature on ethnicity in colonial and post-colonial Africa as well as expanding our understanding of intra-ethnic tensions in contemporary East Africa.

**Key Words:** Busoga, ethnicity, conflict, Abataka, Kyabazingaship.

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## **A HISTORY OF IDENTITIES AND ETHNO-RELIGIOUS INTOLERANCE IN NIGERIA'S MIDDLE BELT**

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### **Abstract**

The article examines the circumstances in which peripheral minorities retain subnational identities rather than assimilating to national citizenship. We contribute to the field of conflict management and transition analysis by exploring how histories of aggression and separate identities shape the possibility of lasting peace following years of prolonged conflict. The article draws on oral interviews and secondary data from Nigeria's Middle Belt region, a long-standing hotbed of identity conflicts. We discover that close links to ethnic identities act as the counterweight to national security and conflict resolution. Additionally, the state's coercive policies or biases dissuade minorities from identifying with their national citizenship. Integrative institutions and democratic organisation are likely to strengthen citizens' identification with the Nigerian State. However, if the structural issues that contribute to minorities marginalisation are not addressed, only a temporary solution will be attainable. This article has significant implications for the study for socio-economic and political consequences of identities in determining peace after protracted violence and suggests that where resource conflicts along ethnic lines are acute, an impartial state system fostering consociationalism will foster sustainable peace

**Key words:** Identities, Ethno-religious conflicts, Middle Belt, Conflict Management, Peace

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## **UNDERSTANDING NATIONALISM AND TRIBALISM IN POST-COLONIAL UGANDA**

Anitah Atwijuka  
Makerere Institute of Social Research

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### **Abstract**

Scholarship and popular media coverage about post-colonial politics in Uganda have emphasized the problem of our time as either tribalism or nationalism. The recent 2021 elections have heightened the debate: nationalists, for instance, always fashioning themselves to attainment of identity; unity and autonomy, pursued by a given social group that assumes a nation. They presume nationalism, as opposed to tribalism, to be fighting for inclusion. However, the critics of one are often the celebrants of the other. I want to situate myself

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in this debate. This paper shall seek to understand whether there is a difference between nationalism and tribalism; as articulated between scholars. It has also been contended that this incident of tribalism, it was an incident of nationalism . The major question the paper poses, therefore, is: what is the interplay between nationalism and tribalism? What history defines the two phenomena? The paper shall underscore the context within which post-colonial Uganda has interfaced with the two phenomena. It ponders on the question of whether nationalists transcend the tribalist character?

**Key words:** Nationalism, Tribalism, Post-colonial politics

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Day 2: 12:10 - 13:40

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## **PATRIOTISM, PAN-AFRICANISM, THE ORIGIN OF THE FORCES OF DESTRUCTION AND THE QUAGMIRE OF DECOLONISING AFRICA**

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### **Abstract**

The paper, advocating patriotism and Pan-Africanism for the decolonisation of Africa, argues that it is necessary to use a historical analysis in order to resolve the challenges facing the people in Africa today. It points out that westernisation, which is mistaken to be the same thing as development and therefore continues even today, has created a false thinking among Africans that there is something inherently wrong with them and therefore they are incapable of doing anything on their own without foreign intervention or assistance. This started with colonialism and today is sustained by the inappropriate education system, western-influenced media, and the elites created for oppressing the masses now managing the institutions established during colonialism in all spheres of the society, obviously including the neo-colonial state.

For self-rediscovery, the paper looks at what had been attained during precolonial era before it was destroyed or distorted by the forces of westernisation, misnamed modernisation. Before describing how the precolonial development was affected by the forces of westernisation, the paper traces the origin of the forces of destruction from Europe, where the barbarians tormented the people first by adopting the most ruthless, brutal, sadistic and inhuman tactics when they invaded and conquered the Roman Empire that covered most areas of the continent. Then it is argued with illustrations that the barbarian violence was planted in Europe first by reversing the developments that had also been attained under the past humane civilisation on the continent before the conquest of the Roman Empire, and therefore begun the journey of impoverishing, enslaving, brutalising, and dehumanising the people and therefore generally destroying the society at large at home. The paper proceeds to show how this practice was transplanted to other continents,

including Africa, by giving some similar acts of the barbarians, if not worse, in the Americas as and Africa. The paper ends up by examining how colonialism affected African development, the emergence of the anticolonial movement, the attainment of independence, the continued foreign domination and the quagmire of decolonising Africa.

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## **IS WE THEY? A CROSS-CULTURAL STUDY OF RESPONSES TO COVID-19 UPDATES IN UGANDA, KENYA AND RWANDA**

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### **Abstract**

This article delineates the material relations, routines, and sensorial responses inhabited by people in Uganda, Kenya and Rwanda during the first wave of the coronavirus pandemic. It grounds views in a discourse on behavioural change while exploring how Ugandans, Kenyans and Rwandans responded to Covid-19 messages populated on selected official government Twitter accounts. The article is essentially a mixed methods study that employs a numeric and discursive analytic approach, with the nudge theory proving particularly congenial. The weight of evidence suggests that a civic nationalism was enunciated in the hinterland. The nomenclature evoked in the wake of enforcing pandemic restrictive measures is both politically and socially repressive. Far from presuming fixed identities, the conceptual thread that is knit together during the pandemic oscillates from broad support to a problem of behavioural fatigue.

**Keywords:** Coronavirus, Pandemic, Uganda, Kenya, Rwanda, Covid-19

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## **AGEING AMIDST THE PANDEMIC: THE EFFECT OF COVID-19 ON FAMILIAL CAREGIVING IN 2020, MUMIAS EAST SUB-COUNTY.**

Brenda Chitechi

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### **Abstract**

The most common model of social security since time immemorial has been the family with adult children taking up the mantel of care when frailty set in. This practice has stood the test of time despite modernity and infusion of western culture alongside the heavy economic burden that lies squarely on their shoulders especially for those in unsupportive family structures yet under sandwich conditions. The COVID-19 pandemic spreading into the country worsened the situation of the already economically strained adult children bringing with it a nationwide lockdown, restricted travel and movement resulting to job and salary cuts. With the new norm and changes to contain and curb the spread of the

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infectious disease, the plight of the elderly parents was exacerbated to new levels which required humanitarian (community) intervention to ensure their social welfare is catered for. This paper highlights the role of community members in the care of the elderly members in an era of economic instability, and medical disaster amidst ‘unavailable’ unsupportive family members. The paper uses data from personal testimonies ordinary persons providing care for elderly strangers who draw their motivation from acts of compassion and humanity towards their neighbours. The paper also depicts that care (at family and/or community level) was an individual’s humane intervention, and the challenges they faced from the family, neighbourhood and society while providing care to other people’s parents.

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Day 2: 12:10 - 13:40

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## **COVID-19 AND VACCINATION: IMPLICATIONS FOR PRESENT AND FUTURE OUTBREAK AND RISK COMMUNICATIONS.**

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### **Abstract**

This paper seeks to understand Covid-19 vaccine demand and hesitancy by examining the public’s vaccine behavioural intention(s) with the view of proposing effective vaccine communication approaches.

Despite the significant distress and interruption caused by the Covid-19 pandemic, trending narratives on different online platforms in Uganda suggest that a number of people are hesitant about receiving the Covid-19 vaccine or do not intend to take the vaccine. The vaccine hesitancy seems to be aggravated by disinformation and misinformation about the safety and efficacy of the vaccine, mistrust in official sources of health information, and accounts of other countries suspending administering of the vaccine as reported on online platforms and some media outlets. Given the potential severity of the public’s indecisiveness and willingness to receive the vaccine, it is critical that health communication efforts address this vaccine hesitancy ahead of the rollout so as to ensure successful vaccine uptake among the population. Premised on the health belief model, a self-administered online survey will be conducted using Google Forms to understand the behavioural intentions among Ugandan males and females aged 18 and above. This will be followed by in-depth interviews to clarify key survey findings and to contextualize people’s knowledge and attitudes to their behavioural intentions regarding the uptake of the Covid-19 vaccine. The analysis will be based on descriptive statistics and thematic analysis.

The findings will be used to propose evidence-informed risk communication approaches that could boost vaccination uptake intention among Ugandan citizens and mitigate the impact of misinformation about the Covid-19 vaccine. **Key words:** Covid-19, Disinformation, Risk Communication, Misinformation, Uganda

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## **SYMBOLS, SENTIMENTS AND RESPONSES TO COVID-19 PANDEMIC IN THE UGANDA ORTHODOX CHURCH**

Cornelius Wambi Gulere  
Department of Education, Uganda Orthodox Church

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### **Abstract**

The One, Holy, Catholic and Apostolic Church, known as the Orthodox Church, uses signs and symbols to perform the mystical sacraments. Mysteries like Baptism by immersion in a common font and the Eucharist are endowed with extensively signs and symbols of faith such as the holy kiss of peace, veneration of icons, embracing in submission, lighting the wax candle and partaking of the Holy Gifts from the common Cup and Spoon. The questions lingering in the hearts of many is how it would be possible to worship mystically and universally under covid-19 SOPs of social distancing. The thought and practice of sharing the baptismal Font, Cup and Spoon in public worship raise sentiments to the very roots of the faith of many faithful. The paper is an instructive reflection from an insider on some of the sentiments, responses, and innovations (adaptations) that the Orthodox Church in Uganda is making towards fulfilling the Oneness and Universality of the sacramental life under the Covid 19 pandemic. These include making passionate bows in place of the holy kiss, observing instead of partaking, attending instead of participating. The covid-19 pandemic is just like one of heretical events that accompany the faithful to their promised land. The paper concludes that no symbolic action or religious practice is cast in stone. The mysteries are riddle precedents with meanings whose performances, observances and unravelings may change but keeping the Truths unchanged to the stability of the Faith.

**Key words:** Mystery, Covid-19, Orthodox Church, social distancing, riddling

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**LIVING AND WORKING IN A KNOWLEDGE-DRIVEN TIME: A REFLECTION ON THE VOCATIONAL-ACADEMIC DIVIDE IN UGANDA, 1911- 2010.**

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**Abstract**

Today, the phrase “education is a key to success but vocational education is a master key to successful development”, largely describes the nature of debates that ensue regarding the quality of the education system in Uganda. Drawing on earlier studies on the historiography of education in Uganda, this paper seeks to interrogate the contestations between vocational technical and academic education since the 1910s. Using the case of St. Joseph’s Technical Institute at Kisubi, the paper deconstructs misperceptions of both education systems and agencies, and reflects on the factors that informed people’s perceptions and choices. While emphasis on theoretical/academic education has been erroneously attributed to missionaries and colonialists, the paper shows that it was the Africans who rejected practical education initially provided for by the missionaries and demanded for elitist academic education. Using a historical research design and relying on archival documents, the paper reenacts and informs wider debates on education.

**Key words:** Vocational –Technical Education, Academic Education.

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**HISTORICAL CHALLENGES OF EDUCATION DEVELOPMENT IN UGANDA: THE EPOCH OF PRESIDENT OBOTE, AMIN, AND MUSEVENI**

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**Abstract**

Uganda had one of the most advanced education service delivery systems in sub-Saharan Africa at the time of independence to the mid-1970s. However, due to different power changes in the country from 1971 to 1986, many of the institutions collapsed, resulting in the substantial deterioration of education service delivery. While several reforms such as the Castle Commission, Senteza Kajubi, commission and the teacher’s policy, 2019 have been undertaken in the education sector with a view to improving education service delivery, progress has stagnated since the late 1971. Nonetheless, the Government of Uganda remains committed to improving education service delivery. What is not clear is why the wish to improve the flow of education service delivery is not effectively translated into improved practices. The paper tends to address the historical challenges hindered the development of education in Uganda during the Era of Obote, Amin and Museveni.

The paper draws on primary and secondary data reviewed from documents like policy reports and an interview guide. The study found that under the rule of Obote and Amin, the conflict of these years hindered the expansion of education throughout Uganda and under Museveni's regime, Uganda has made impressive progress in securing access to basic education for its children. However, the quality of education remains low and pupils achieve lower learning outcomes.

**Key words:** Education Service Delivery, Power Changes, Institutions Collapsed, Reforms, Commission

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Day 2: 12:10 - 13:40

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## **DO STUDENTS' CAREER ASPIRATIONS PREDICT THEIR CAREER CHOICES IN SECONDARY SCHOOLS AND UNIVERSITY TRANSITIONAL LEVELS IN UGANDA?**

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### **Abstract**

This article presents findings from a study on "how students' career aspirations predict their career choice in secondary schools and University education in Uganda. This was premised on three predictors of career aspirations; financial remuneration, employment prospects and opportunity for professional growth. The study aimed at answering the question: Do Students' Career Aspirations Predict their Career Choices? The study presents qualitative narratives from a survey of 64 students randomly selected from 16 secondary schools in the Eastern and Northern regions of Uganda, and 32 students from Makerere University. The narratives were collected using an interview guide. These were analyzed using a thematic strategy with inductive coding. Results revealed that although most of the students' career choices were based on the three predictors, other contributory factors including student's interests and abilities were equally paramount. It was concluded that employment, remuneration, and career growth were critical determinants of career choice at these levels of education. It is recommended that education stakeholders should design holistic career support programs for students. These will enable students to access relevant career information, implied prerequisite skills, and will enable them make appropriate career decisions. There is need to reorient students' minds on career fields that are no longer perceived to be desirable because they don't seem to offer obvious financial driven opportunities. Students should be enlightened on the importance of different fields in community development and societal transformation. This will try to eliminate the prevailing stereotypes associated with these so-called "unpaying" and prejudiced careers.

**Keywords:** Aspirations, Career Choice, Transitional Levels

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**GLOBAL TRENDS IN DOCTORAL EDUCATION: IMPLICATIONS FOR TRADITIONAL DISCIPLINES IN THE HUMANITIES AT MAKERERE UNIVERSITY KAMPALA, UGANDA**

Dr. Mercy Mirembe Ntangaare,  
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Makerere University

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**Abstract**

TA trend is a temporary situation conditioned by the times, mostly people's tastes and demands. The increased quest among graduates for relevance, knowledge applicability, and employability have forced higher educational institutions (HEIs) to keep leaner and industry needs in focus during training. Globally, trends in doctoral education indicate a shift towards diversification of the doctorate to meet training and research needs of the doctoral students and industry better. Hence current alternatives to the traditional Doctor of Philosophy (PhD) degree like the Professional doctorate, Practice-Based Doctorate, PhD by Publication, and "New-Route" PhD. The trend has serious implications for doctoral education in Africa and specifically the humanities at Makerere University and elsewhere where the PhD has remained largely traditional, that is, thesis - based. In the humanities at Makerere University, PhD training and research is solidly rooted in the traditional disciplines and usually follows their nomenclature and not the professions or learner and industry needs. Basing on documentary studies and exploratory survey results, I discuss global trends in doctoral education and the likely implications for PhD training in traditional disciplines in the humanities at Makerere University. For example, will the global trends in PhD education affect the humanities at Makerere University? Why or why not? Does Makerere University's aspiration to become "a knowledge hub in the heart of Africa" by 2030 make a difference? What is the likely future for PhD education in the humanities generally?

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**(MIS)REPRESENTATION OF MENTAL ILLNESS IN ANGLOPHONE WEST AFRICAN CINEMA**

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Department of Literature, Makerere University

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**Abstract**

The relationship between the media and society remains an important area of academic exploration because of the way the media both reflects societies while functioning as a vehicle to advance ideologies and shape attitudes. The need to understand, describe and explain this relationship becomes even more urgent with respect to attitudes towards mental illness given the continued stigmatization of mental illness, particularly in African

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societies. Stigmatization may often lead to damaging misunderstandings of mental illness by society with its attendant scorn and discrimination of individuals. Starting from the notion that films do not only mimic attitudes, but also shape them, this paper argues that the way films construct and package mental illness in fictional narratives - through framing - end up contributing to dismantle or reinforce negative stereotypes. The purpose of this paper, therefore, is to examine the social implications of representation of mental illness in Anglophone West-Africa cinema by examining how selected films may contribute to negative or positive attitudes toward mental illness. To do this, the paper poses the central questions; how is mental illness represented in Anglophone West-African films and what are the implications for stigmatization of mental illness? The films are examined using textual analysis in order to describe how aesthetic choices (including the overall mise-en-scene) construct or frames mental illness. Turning to semiotics helped not only to describe, but explain the meanings of these choices, their wider connotations and the implications for mental illness. In doing so, the paper is able to describe the way mental illness appears in Anglophone West-African films and draw conclusions about how that feeds back into broader understandings of, and attitudes towards mental illness.

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Day 2: 12:10 - 13:40

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## **MEANING OF DEPRESSION AMONG STUDENTS OF SOCIAL WORK AND SOCIAL ADMINISTRATION AT MAKERERE UNIVERSITY**

Parun Nalwanga, Justus Twesigye  
Social Work and Social Administration Department, Makerere University

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### **Abstract**

Depression is a major health problem that contributes greatly to disability and the burden of disease. If not properly managed, depression can have dire consequences for the affected individuals and their families in the short- and long-term. The purpose of this study was to examine the meaning of depression among students of Social Work and Social Administration (SWSA) at Makerere University. A case study design was adopted to gain in-depth information regarding how the SWSA students understood and managed depression. Participants were selected using the purposive sampling method and data analyzed using the thematic analysis method. Findings show that the SWSA students fairly understood depression according to its key domains such as symptoms, causes and consequences. They also managed depression by seeking professional help from counselors or therapists, obtaining emotional support from their peers, and frequently but sadly, by partying, taking drugs and alcohol. Mental health literacy should be promoted among students of Makerere University. In particular, Social Work students whose future careers are concerned with enhancing the social well-being of other people should be supported to learn how to effectively manage depressive episodes.

**Key Words:** Depression; Students; Social Work; Makerere University.

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## **MANIFESTATIONS AND LAY CONCEPTUALISATION OF MOOD DISTURBANCE IN WESTERN UGANDA**

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Department justustwesigye@yahoo.com

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### **Abstract**

Social and cultural contexts invariably influence people's experiences of and response to mental illness. Mood disorders contribute more substantially than other mental disorders to the global burden of mental illness. However, in Uganda little is known about lay conceptualisations of mood disorders, which are based on Western psychiatric diagnostic systems. We conducted a qualitative study among patients diagnosed with mood disorders and their professional and lay care providers in Western Uganda. Findings suggest that patients and their care providers hold complex, diverse and contradictory explanatory models of mood disturbance. While patients and their lay care providers conceptualised mood disturbance as a form of generic madness, we found little consensus among patients and their professional care providers in terms of how they conceptualised mood disturbance. We found that poor patient-care provider relationships and communication occurred frequently because of the contrasting conceptualisations of mood disturbance. Care providers stated that they had difficulty in conducting assessments and in diagnosing health conditions presented by patients. Service users expressed dissatisfaction with care that they received from care providers. Implications of these findings for the provision and utilisation of mental health services are discussed.

**Key Words:** Culture; Mood Disorders; Patients, Care Providers; Uganda.

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## **IDENTITY AND CITIZENSHIP OF BANYARWANDA IN UGANDA: A REFLECTION ON THE DECOLONIZATION PROCESS IN THE GREAT LAKES REGION.**

Dr. Charlotte Karungi Magumbo and Dr. Mimi Harriet Uwineza

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### **Abstract**

Banyarwanda are first and foremost a cultural identity. Speakers of a common language, Kinyarwanda, they live both within Rwanda and outside its boundaries (Mamdani 2002). Rwanda developed into a geopolitical entity around the 16th Century and the Kinyarwanda speaking people are found in Rwanda, Burundi, Tanzania, Congo and Uganda ( Ogot, 1984). Outside Rwanda, those found in Uganda were defined by colonial boundaries as part of the Ugandan territory in 1910, descendants of migrants who came for labor in the 1920s and Rwandan refugees whose influx started with 1959 (Watson, 1991).

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The Kinyarwanda speaking phenomenon has partly given birth to a transnational conflict, which was referred to as the first African world war ( Prunier, 2009). Ethnic ties related to strategic alliances are strongly evident in the Great Lakes Region and has played an important role in conflict escalation. (Lake and Rothchild, 1998). This paper argues that, this mater has to be approached within the human security approach rather than traditional state security means. We also argue that a decolonization process hinged into Pan Africanism would bring durable solutions, in addition to Ubuntu based communal approaches, which go beyond berlin drawn borders and thus, decolonization of political and economical spheres in the region.

**Key Words:** Decolonization, security, refugees, human security, peace

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Day 2: 14:20 - 15:50

## **IDENTITY AT THE CROSSROADS: BEHIND THE 1938 NUBI QUEST FOR REPATRIATION**

Mahajubu Abudul  
Makerere Univeristy

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### **Abstract**

Contrary to the common assumption that the Nubis' quest for repatriation to Sudan in the 1930s was due to the need for a permanent settlement in their presumed cradleland, this paper argues that numerous conditions forced the Nubi demand for repatriation back to Sudan. The Ugandan Nubi trace their ancestry from the former Sudanese British colonial soldiers recruited by Fredrick Lugard into the King's African Rifles in the 1890s. Anchoring on written archival records and narratives of Nubi elders, the paper argues that the Nubi felt discriminated against and marginalized by the British and other ethnic groups, which forced them to opt for repatriation. Reflecting on the instrumentalism theory, the paper will contribute to scholarship on ethnicity and identity construction.

**Keywords:** Nubi, Identity, Repatriation, Ethnicity

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Day 2: 14:20 - 15:50

## **THE USES AND ABUSES OF HISTORY: HOW UGANDA'S HISTORIOGRAPHY AFFECTED BUNYORO'S DEVELOPMENT**

Muhuruzi Mary Kajumba, PhD Fellow  
Makerere Institute of Social Research (MISR)

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### **Abstract**

There exists a debate on whether we can talk of an integrated history of Uganda. When does it begin? Who are its proponents, who does it include? And what kind of past does it articulate? This debate arose because of what emerged as a historical complaint that the history of Buganda had dominated the historiography of modern Uganda. I argue in this

essay that there are some key features of a Ganda-centric history writing that influenced historical consciousness about Uganda. Showing how Buganda was presented as a model society and polity by European colonial imaginations seeking knowledge about the region, perceptions, images of Ganda entered into the chronicles of early writers like explorers and missionaries. As historiography cannot be an innocent endeavour, it has implications on the kind of social, cultural, economic and political claims deployed to articulate a national past and future. Looking at the pre-independent and independent discussions that existed in Uganda, this paper shows how Ganda privileges were an obstacle to Bunyoro's advancement. Ideas about Uganda as a unified nation were articulated on the basis of historical entitlements that put Bunyoro (and other regions) at the periphery of the discussion. These early discussions in the national encounter laid the basis for future relationships between the central government and Bunyoro.

**Key Words:** Ganda, Historiography, Bunyoro, Nation Building

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Day 2: 14:20 - 15:50

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## **CONTESTED CITIZENSHIP: A STORY OF THE “BAFURUKI” IN KIBAALE DISTRICT SINCE THE 1990S**

John Baligira, PhD candidate , Nicholas Tunanukye, PhD candidate  
Department of History, Archaeology & Heritage Studies.

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### **Abstract**

In 2002, the seemingly ethnic conflicts in Kibaale district were marked by temporary ring-fencing of the most important political offices for the “native” Banyoro against the “Bafuruki” or migrants from mainly Kigezi region. Using testimonies from the Bafuruki and Banyoro as well as archives and secondary sources, we argue that Ugandans, especially from Kibaale have at times been in conflict partly due to overlapping forms of citizenship that are socially constructed. The findings show that the politicization of inherited colonially-magnified social divisions has complicated the citizenship question, national unity and peace in Uganda.

**Key words:** Citizenship, Bafuruki, natives, ring-fencing, ethnic conflicts

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Day 2: 14:20 - 15:50

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## **THE PLACE OF ANKOLE KINGSHIP IN THE POLITICS OF UGANDA 1910-2018**

Patience Akampurira, Ph.D. Fellow,  
Department of History, Archaeology and Heritage Studies Makerere University

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### **Abstract**

The place of kingship in Uganda's political and socio-cultural history has been a controversial issue and this has raised a lot of debates from the politicians, cultural leaders

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as well as academicians. Kingdoms were traditional institutions and maintained during colonial rule, but were abolished in 1969 and later restored in 1993 with exception of Ankole kingdom up to date despite new ones being created. Ankole commonly referred to as “Karo Karungi” was created by the British colonial administrators following the signing of the Ankole agreement of 1901 and incorporating the principalities of Igara, Sheema, Buhweju, and the mainstream Nkore. The former Ankole kingship comprises of the two major ethnic group that is the Bairu who are the majority and the Bahiima who were the minority. The study analyzed the politics surrounding the non- restoration of Ankole Kingdom up to date. Different views from indigenous people/ old dynasty especially members of Nkore Cultural Trust (Bahima) which is the pro- restoration and Kumanyana Movement (Bairu), the anti- restoration group, politicians, and academicians revealed that there is a crisis of legitimacy, cultural diversity that has hindered the restoration of the former Ankole Kingdom. The study further revealed that the non- restoration of the former Ankole kingdom is due to lack of a strong attachment to their cultural heritage compared to other kingdoms in Uganda such as Buganda Kingdom. Much of the indigenous knowledge from the old histories and archival documents also reveal that this lack of attachment of majority to the Kingdom is due to its bad and oppressive history hence its non- restored despite the creation of new kingdoms in Uganda in the recent past. The study found out that the demolition of the Kingdom Palace at Kamukunzi which is now under renovation by the government without any clear explanation of the intended purpose met no resistance at all. Finally, the study revealed that restoration of Ankole kingdom would cause ethno-political tension among the Banyankole which can antagonise the majority support thus affecting national democracy.

**Key Words:** Culture Heritage, Politics and Governance

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Day 2: 14:20 - 15:50

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## **DECOLONISING HISTORY: LESSONS LEARNT FROM THE STUDY OF INDIGENOUS SOCIETY**

Alidri Agatha  
Gulu University, Department of History

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### **Abstract**

The history of indigenous societies in Africa, written from a colonial point of view, often distorted African history. Decolonisation, globalisation, and technological advancement pose further threats to the history of societies. Humanities in the present era continue to reproduce the colonial form of history, limiting research into novel areas and the production of knowledge within the African knowledge system. Lessons learnt from the study of the impact of the modern law on indigenous society, inspired this work. Despite the existence and practice of indigenous knowledge systems of law, contemporary scholars

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researching within the western mode of knowledge, continue to present indigenous societies as lacking law. This paper advances arguments and strategies to minimise the impact of colonial ideals and thought systems, and structures in studying and writing African societal history. This calls for decolonising Africa's history through African universities rethinking research and writing history within an African knowledge system. Contemporary African societal history has been written based on western methodologies and knowledge systems under colonial projects aimed at justifying colonialism. Colonial histories wrote the history of kings and rulers, neglecting the history of the common people. Rethinking history and historical methodologies bring together critical methodological and indigenous approaches towards writing a history that reflects the aspiration of societies. This paper unpacks the concept; decolonisation; from an African research context.

**Keywords:** History, decolonising, rethinking, historical methodology

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Day 2: 14:20 - 15:50

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## **TOWARDS A NO UNIVERSAL THEORY OF RELIGION: READING TALAL ASAD IN A DECOLONIZING WORLD**

Jacob Katumusiime, PhD Fellow  
Makerere Institute of Social Research (MISR)

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### **Abstract**

The scholarship of Talal Asad has redefined anthropological and social science scholarship on religion. If, with *African Religions in Western Scholarship* (1970), Okot p'Bitek pioneered a perceptive critique of a transcultural understanding of religion, Asad has provided headway with *Genealogies of Religion* (1993) and other works. Both p'Bitek's and Asad's intellectual investments have sought to grapple with how the West conceives the non-West. In Africa, with critical historians observing that the modern concept of religion was imported to the colonies without revision, reading Asad's scholarship demands an engagement with questions of decolonization. This essay seeks to understand the theoretical and philosophical contribution of Asad's thoughts on religion to the idea of decolonization. It argues that Asad takes us beyond a universal theory of religion, and entreats us to a deracialization and historicization of religion.

**Key Words :** Talal Asad, Religion, Historicization, Decolonization

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## **AFRICANS AND AFRICANISTS IN THE MAKING OF NARRATIVES IN AFRICA**

Christopher Muhoozi,  
Department of History, Archaeology and Heritage Studies.

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### **Abstract**

Narratives about Africa's past reveal various forms of restrictive knowledge production about the continent. The African story remains an appendix to the European story and is framed in colonial language, where African history is characterized as precolonial, colonial and post-colonial or neocolonial. One of the dangers of having our stories produced under the shadow of eurocentrism, is that we reproduce the thinking that "Africans don't have a history because Africans in the deep past were illiterate. And today, the idea that Africans cannot write their history because "ethically", Africans are part of the subject, and can't objectively write about it." In the era where Africans are increasingly producing knowledge about their continent, we need to examine the terrain that African writers, in particular those writing from the continent navigate to have their work published and read by those interested in information about the continent. In this paper, I argue that Africans continue to struggle to write outside the shadow cast during the colonial period and overtime reproduced in myriad complex ways in the post-colonial period. Even when African writers produce knowledge about Africa, they have to navigate systemic barricades rooted in European ways of producing knowledge about Africa. Whereas formal colonialism ended, Europe centred understanding of Africa continues to direct how knowledge about Africa is produced. This paper advances the debate on decolonizing knowledge production about Africa by reassessing the ways in which African scholars based on the continent produce and disseminate historical narratives about Africa.

**Key words:** Colonialism, neo-colonialism, decolonizing, knowledge production

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## **HUMANITIES AND LIBERATIVE PHENOMENOLOGY: CONSCIOUSNESS AND THE UNFINISHED AFRICAN FREEDOM PROJECT**

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### **Abstract**

There are pertinent questions which the humanities can address: has the authentic African decolonization project derailed today? If so, how can the project be continued? Increased research in areas such as Artificial Intelligence, virtual reality, cognitive elasticity, etc. has re-awakened interest in consciousness. Consciousness may turn out the 'great equalizer'

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that provides an avenue to 'take responsibility for ourselves as free' agents. This paper applies Teodros Kiros and Lewis Gordon's presentation of 'disembodied consciousness' as a form of 'false consciousness' to argue for the authenticity the African free existential agency (Teodros, 2008; Gordon, 1999). This framework provides for the continuation of the liberation project by presenting a form of 'liberative phenomenology'.

Methodologically, the paper employs philosophical phenomenology by using Edmund Husserl's rendering of 'noesis' as 'act-quality' and the conception of intentionality of humans (Husserl, 2003; Fatemeh & Zeiae, 2015) to investigate the meaning of human freedom. This work employed phenomenological cultural investigation, critical analysis and experimental thought. By this approach we should be able to establish the inferential power of the African logic of existence expressed in consciousness. This consciousness is manifested in motifs of African sciences, wisdom, linguistic expressions, etc. The paper is aligned with Paulin Hountondji's call for overcoming Africa's seemingly intractable scientific dependence on colonial conceptual hegemony; to enable expansion and deepening of our knowledge resources (Hountondji, 1995). Findings show potential for the approach being used to overcome the intellectually traumatic condition of "extraversion", i.e. being disposed to seek for legitimacy from colonial authority. Thus contributing to the liberation of the African scholar from colonially imposed rules of analysis since consciousness lies in the realm of cognitive elasticity.

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Day 2: 14:20 - 15:50

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**USE OF ENGLISH VOCABULARY LEARNING STRATEGIES:  
EXPERIENCES OF SECOND LANGUAGE LEARNERS OF ENGLISH  
IN SELECTED SECONDARY SCHOOLS IN UGANDA**

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**Abstract**

Vocabulary learning strategies have been strongly associated with language achievement and proficiency (O'Malley & Chomot, 1990). Ideally, excellent vocabulary learners use a variety of strategies to recognise, use and retain vocabulary; and conscious, planned and customised use of such strategies is strongly associated with language achievement and proficiency. However, there is limited research that exposes vocabulary learning strategies for learners in Uganda, implying that the issues of whether learners of English in Uganda use either teacher-directed or self-selected vocabulary strategies; and whether learners from urban and rural schools use similar or different strategies are not known. This paper examines vocabulary learning strategies learners of English in Uganda use to recognise, comprehend and express English vocabulary. Data for this paper was generated from a

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questionnaire administered to 120 O'level learners of English in Uganda - from rural and urban areas. Findings indicate that O'level learners of English in Uganda use: Social, memory, cognitive, and meta-cognitive vocabulary learning strategies. The commonly used strategies are social, while memory strategies were found to be the least used. Findings further indicate that all the four strategies were not frequently used by O'level learners in both rural and urban settings. Therefore, there is limited use of vocabulary learning strategies by O'level learners of English in Uganda.

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Day 2: 14:20 - 15:50

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## **THE CHANGING DYNAMICS IN UNIVERSITY SCHOLARSHIP: A VIEW FROM UGANDA.**

Wamala Edward

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### **Abstract**

The traditional view of a scholar, as a lone, reflective thinker, focused on a specific issue of personal choice, shrouded from the masses, the characteristics of scholarship since ancient times and gave universities the name ivory tower has come under attack. The view emerging is that of a scholar activist, whose concerns and reflections are the concerns and reflections of community and society. In the new scenario, problems for intellectual inquiry are socially generated, the knowledge ensuing socially constructed and socially legitimated. The distance separating theory and praxis is being bridged, so that theorists will question, in more intimate and personal ways, what causes specific problems and what can stop them. Those in practice, will for their part, inquire about what theories illumine their challenges and how they do so. The ivory tower, in this context, moves out to meet the jua kari

Several scholars have decried the trend, seeing universities in their new relationships as appendages to corporations and markets; relationships where universities have shed their autonomy, in turn committing hari kari. Universities have become degenerate (Bill Reading's University in Ruins is very telling), and have reneged on their cardinal principle of generating knowledge in a dispassionate and un biased way.

Several other scholars on the other hand, have lauded the development, seeing scholars as becoming more socially responsive, and bridging the chasm that traditionally separated them from community and society. In the new context, knowledge is knowledge in use, thus rendering the old notion of pure knowledge or basic knowledge an anachronism.

I unravel that dialectic, to find out what informed the various scholarship types, what led to changes from earlier models to current ones, what implications those changes mean for universities and scholarship generally, what the different knowledge legitimation sites mean for knowledge, and what happens when all knowledge is reduced to the user matrix and nothing beyond.



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**ON THE 'PANDEMIC PEDAGOGIES': REFLECTIONS ON THE INNOVATIVE METHODS OF TEACHING AND RESEARCHING MEN AND MASCULINITIES DURING THE COVID-19 LOCKDOWN IN UGANDA**

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**Abstract**

The continuity of teaching and research amid Covid-19 pandemic and the lockdown responses to it, was and remains one of the concerns in the education systems globally. In the wake of the Pandemic, education, like other social systems world over, was faced with unprecedented disruptions. Some of these were the total closure of schools as well as rendering of field-based, face-to-face and collective research methods impossible amid calls of social distancing. The protection of children and educational facilities was seen as particularly important and a necessary precaution to prevent the potential spread of COVID-19 in school settings. In Uganda, Covid-19 triggered a national lockdown in March of 2020 and schools were among the initial lot of social services and public gatherings to be banned, forcing students to return to their homes in the middle of school terms/semesters. In this paper, I draw on personal and institutional experiences of research and teaching men and masculinities during Covid-19 lockdown at Makerere University. I examine the emerging 'pandemic pedagogies' and the opportunities they offer in opening up alternative ways of knowledge production and education continuity in crisis times.

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**MOTIVATED REASONING AND POLITICAL INCIVILITY DURING 2021 UGANDA GENERAL ELECTIONS: THE UNDERLYING ROLES OF PSYCHOLOGICAL INFLEXIBILITY, PERCEIVED THREAT, AND POLITICAL SOPHISTICATION**

Martin Baluku, Joyce Nansamba

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**Abstract**

The level of online and overt uncivil political behavior in the period leading to and in the aftermath of the 2021 general elections reached perhaps unprecedented levels. Accusations and counter accusations of deviant behavior among the main political parties have dominated political discourse in both social and major media platforms. In the theory of motivated reasoning, Herrman (2017) illuminates that when knowledge and stakes in play rise, beliefs tend to polarize. In multiparty politics, attachment to political parties

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tends to influence party members' beliefs and how they see reality. The more an individual sees themselves as tied to the party, the more sensitive they will be to the threats the party and its members are confronted with, whether real or perceived. Hence the attachment produces the emotional fuel to drive behaviors such as attack, abuse, cautious, or cooperate. In reasoned motivation, individuals tend to act based on emotionally motivated beliefs that portray the action as appropriate. The study interrogates whether political sophistication that is evident in the young generation of voters fuels the perception of threat and the desire to engage in emotionally motivated actions that they feel dissolve the pain and distress posed by the perceived threat. The study further investigates whether psychological (mental) flexibility/inflexibility is an antecedent to the likelihoods of an individual to perceive threats and react with incivility that is emotionally motivated. In this study, we employ a mixed methods approach. From in-depth narratives, we seek to create causal networks between political attachments, mental inflexibility and uncivil political behavior. From the cross-sectional quantitative survey, we will examine the strength of the associations. Our data is being collected from young people in Kampala metropolitan area (from a range of political parties) who are actively engaged in politics. Our findings are expected to be robust and important for intervention efforts geared towards building towards political tolerance and civil political behavior.

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Day 2: 14:20 - 15:50

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**THE LIVED EXPERIENCES OF ANTI-RETROVIRAL THERAPY  
AMONG WOMEN: A CASE STUDY OF APAC GENERAL HOSPITAL,  
APAC MUNICIPALITY**

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**Abstract**

This study examined the lived experiences of women on ART; A case study of Apac General Hospital with objectives such as to identify the barriers to the antiretroviral therapy (ART) uptake among women in Apac General Hospital, to identify the support systems in existence for women on antiretroviral therapy (ART) in Apac General Hospital and to determine how the support systems shape new experiences of women living on ART in Apac Hospital. A cross sectional design using qualitative methods which included in depth interviews, key informant interviews and document reviews was used. Data was analyzed thematically guided by the study objectives.

The study revealed that women at Apac General Hospital on ART have some level of good adherence. Age, marital status and education level all influence adherence among women with other barriers such as financial constraints, patient related factors, gender-

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based violence and unprofessionalism of the hospital staff. Support systems such as family and social network and health facility provide psychological, psychosocial, material support and other supports. These enable these women to cope with issues stigma, discrimination and loss of self-esteem.

I therefore recommend that there should be Provision of food supplements and nutritional support to vulnerable groups of women such as widows, single mothers and women with disabilities as they may not be in position to acquire such. Interventions aimed at addressing stigma by raising awareness and acceptance of the women living positively to reduce anxiety and worry towards accessing ART services at the hospital would also be of help.

**Keywords:** Adherence, ART, Lived Experiences, HIV/AIDS.

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Day 2: 14:20 - 15:50

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## **VOICES THAT HOLD US BACK: A FEMALE UGANDAN YOUTH'S REFLECTION ON HER EMPOWERMENT JOURNEY**

Lynda Nakalawa  
Makerere University School of Psychology

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### **Abstract**

Empowerment of Uganda's youthful population is at the forefront of the government and development partners' agenda. In the recent past, the question of mindset has taken root in youth empowerment discourse but without a clear theoretical understanding of the nature of Ugandan youth mindsets or the contextual factors that shape these mindsets. Existing psychological theories on mindset are deemed unsuitable for exploring youth mindsets in the Ugandan context due to their underlying westernized, Cartesian and individualized view of mind. This view is at odds with the African conception of self which views the mind as emerging from social-cultural processes. Proponents of the African conceptualization of mind advance the view that individuals take on different mental positions in response to multiple voices in their society. This paper seeks to illustrate the different positions of a Ugandan youth while navigating various challenges of the empowerment journey. The narrative of a single female participant named Namuli (pseudonym) is extracted from the transcript of a focus group discussion carried out with youth advocates in Entebbe town council. Using Labov's model of narrative analysis, three distinct stories, reflecting three different time periods in Namuli's life are delineated. A Voice Centered Relational (VCR) analysis is further applied to each of the three stories

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to uncover the “voices” influencing Namuli and the different positions that Namuli takes on in relation to these voices. The VCR analysis also provides an opportunity to reflect on the social-cultural framework in which Namuli experiences her empowerment journey.

**Key words:** Mindset, Youth Empowerment, Dialogical Self, Voice Centered Relational Analysis, Narrative Analysis

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Day 2: 14:20 - 15:50

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## **IMPACT OF OCCUPATIONAL INFORMATION SENSITIZATION ON CAREER GUIDANCE AND COUNSELLING AND STUDENTS' CAREER SELF-CONCEPT IN SECONDARY SCHOOLS IN UGANDA**

Otwine Anne, Mataaji Leon  
Makerere University

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### **Abstract**

Uganda is ranked among the low-income countries in the world characterized by high youth unemployment levels, low education completion rates, low government funding, and disparity between academic and employment skills. Despite the existence of career guidance and counselling in schools occupational transition of students to work is low (National Planning Authority [Uganda], 2019; Wamajji et al, 2020). A controlled field experiment was conducted on a population of 161 senior six students in four secondary schools in south western Uganda. The result of the moderation revealed that there was no interaction between career guidance and counselling, occupational information sensitization, and students career self-concept. However, Pearson's correlation between occupational information sensitization and students career self-concept revealed a significant relationship  $r = .0142, p > .0048$ . Therefore, increased occupational information sensitisation in schools has potential to improve students career self-concept in areas of career choice, school subjects, work values, abilities, and career interest. Furthermore, collaborations between schools, BTVET/TVET, universities, and employment sector in terms of research, sensitisation, curriculum and materials development, school to work opportunities, and policy are encouraged.

Key words: unemployment, career, self-concept, sensitization, counselling

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Day 2: 14:20 - 15:50

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## **“RAPE AND GENDER: BEYOND THE POWER RELATIONS DISCOURSE”**

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### **Abstract**

This paper seeks to unpack the concept of rape from a varied range of epistemological standpoints. Radical feminists (Jeffreys 1997; Kazan 1998; Whisnant 2007) among others

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suggest that rape is a product of disproportionate power relations between women and men. This view will be contrasted with queer scholarship (Muholi 2004, & 2006; Matebeni; Heather and Christopher 2018) that seeks to move beyond heteronormative assumptions underlying the power thesis of rape. Another set of debates which locates rape in the political economy, thus highlighting the ways in which sexuality historically interacts with class, race, and ethnicity to produce violable subjects will be engaged. The paper will further examine the theoretical contribution(s) of each set of debates towards a comprehensive understanding of the notion of rape that goes beyond the discourse of power relations.

**Key words:** Rape, gender, (disproportionate) power relations, political economy

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Day 2: 16:10 - 17:40

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## **PERCEPTIONS OF DOMESTIC VIOLENCE AMONG MEN AND WOMEN IN KANUNGU TOWN COUNCIL, KANUNGU DISTRICT**

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### **Abstract**

Domestic violence poses serious physical and mental health risks to people worldwide. To understand the sociocultural contexts in which it occurs is important in finding culturally competent ways of addressing domestic violence. We conducted a qualitative study, adopting a case study design to explore perceptions of men and women regarding domestic violence in Kanungu Town Council, Kanungu district. We collected data using in-depth interviews and key informant interviews. Participants were selected purposively and data were analyzed using the thematic analysis method. Findings show that domestic violence was conceptualized broadly to include vices such as family conflicts which manifested in violent fights among family members. The perceived causes of domestic violence included political differences, late coming at home by women from markets, alcoholism, and adultery. The perceived consequences of domestic violence were imprisonment of perpetrators, temporary or permanent injuries, loss of lives, loss of family unity/cohesion and respect in the community resulting from and in family separation. These findings imply that community members should be sensitized to prevent domestic violence. Timely services such as counselling to both survivors and perpetrators of domestic violence should also be provided.

**Key Words:** Domestic Violence; Family; Survivors; Culture.

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**ON CONCEALED VULNERABILITY: INTERROGATING COSTS OF FRACTURED MASCULINITIES IN WESTERN UGANDA**

Peace Musiimenta  
Josephine Ahikire

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**Abstract**

Most studies on masculinity portray men as beneficiaries of male privilege and universally benefiting from a patriarchal system they knowingly or unknowingly create. A qualitative study conducted in Kabale and Rukiga districts in 2018 and 2019, interrogated men's lived experiences as purportedly the privileged category due to their socially constructed male privileges. Methodologically, the researchers conducted four key informant interviews, 18 life histories and four community dialogues with two men only group and two mixed groups of men and women. This article presents the untold complex and taken for granted masculinity experiences among men that seem to be threatening male privileges. The findings unravel the 'heavy price' paid by men for adhering to rigid masculinity or negotiating space to defy the socially constructed notion of a real man. The vulnerabilities beneath the masculine privilege seem to be a source of frustration and pushing some men into self-destructive behaviours like over drinking alcohol as well as old age abandonment by children. Although masculinity vulnerabilities were attributed to lack of role model men, distorted male entitlements and women's subtle takeover, there is more than what is visible. Hence, more masculinity studies should trace the root causes rather than the consequences of these masculinity vulnerabilities.

**Key words:** Ideal man, Bakiga, masculinity, vulnerability and men's experiences.

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**FLOUTING OR CONSTRUCTING GENDER BARRIERS IN THE TEACHING AND LEARNING PROCESS: A CASE STUDY OF NATIONAL AND INTERNATIONAL NURSERY SCHOOLS IN KAMPALA**

Brenda Apeta and Peace Musiimenta

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**Abstract**

This study exploring the whether gender matters in the teaching and learning process in national and international pre-primary classrooms in Kampala, was guided by Social Cognitive theory that explains children's socialization and their acceptance of the specific societal standards and values. To capture how gender plays out in the teaching and learning process the study employed a qualitative approach using interviews and observation methods. Four teachers from the schools using the national curriculum and four from those using international curriculum were observed and interviewed. Findings indicate that gender does not matter to the majority of the teachers using the national curriculum.

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This was demonstrated by their gender stereotypical teaching materials and methods, and limited attention paid to girls compared to boys during the lesson compared to the teacher using international curriculum hence constructed more gender barriers rather breaking them. The study recommends early childhood education teacher training institutions to focus on imparting gender skills or provide continuous professional development for practicing teachers; encourage the them to use learner-centred teaching methods, create a gender responsive classroom environment to enable both boys' and girls' participate in the learning process in preparation for an equitable gender responsive society.

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Day 2: 16:10 - 17:40

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## **FROM UNIVERSITY EDUCATION INTO THE WORLD OF WORK: TRACKING OF CHUSS GRADUATES FROM 2011-2021**

Kikooma Julius Ahikire Josephine, Kyoheirwe Florence- Muhanguzi, Kiiza Julius,  
Nanyonga Sylvia- Tamusuza, Kiguli Suzan, and Baluku Martin

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### **Abstract**

As part of deliberate effort to tease out a new strategic direction after 90 of an existence, Makerere transitioned into a new institutional configuration. Part of this new configuration was the university's transition from the faculty-based to the Collegiate system in December 2010. Recent changes being made to position the institution as key player in society transformation in the current strategic plan (2020/21-20230/31) identify Makerere's new direction as a research-led University. This signifies privileging graduate enrolments, advanced teaching and research over undergraduate programs. But since its operationalization, the college has not systematically tracked the success of their graduates nor evaluated the relevancy of its curriculum to respond to national, regional and global development challenges. Against this background that the College of Humanities and Social Science (CHUSS), conducted a tracer study aimed at establishing the transition and pathways of its graduates into the world of work.

Data was collected using both qualitative and quantitative tools. Ten graduation cohorts were traced back to the last 10 graduations. Study participant were sampled from twelve pprograms of study. Employment status of study participants fell into the four categories namely: self-employed; employed, under-employed and unemployed. Experiences of these four categories were analysed to assess the marketability discourse regarding higher education outcomes in the context of limited job opportunities. Notions of 'work' as the preferred or only 'solution' to the 'problems of unemployment are critiqued. Finally, the paper demonstrates that CHUSS graduates value self-employment trajectories that their training offers them despite prevailing uncertainty and the privileging of paid work by institutional career programs.

**Key Words:** work, employment, self-employment, unemployment

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**AMISOM MANDATE, TERRORISM FINANCING, AND THE FIGHT AGAINST AL-SHABAAB**

Jacqueline Nakaiza  
Makerere University

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**Abstract**

This proposal seeks to examine the implications of the AMISOM Mandate, specifically its limited attention to controls against terrorism financing, for its counterterrorism efforts against the Al Shabab when it is well known that terrorism financing and illicit financial flows is one of the most important enablers of regional and global terrorism. Theoretically, the study will combine rational institutionalist perspective with principal-agent and bargaining viewpoints to argue that the mandate of a regional counterterrorism mission determines the extent to which such an effort counters terrorism financing. The researchers propose carry out qualitative desk research supplemented with carefully selected key-informant interviews with a focus on intra-AU bargaining dynamics as well as global considerations informing mandate design in regional organisations. The findings will inform AU to reposition its policies regional counterterrorism measures and repositioning.

**Key words:** AMISOM, Mandate, Terrorism Financing and Al-Shabaab

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**RETHINKING THE ESSENCE OF LEGISLATION IN UGANDA: THE 1995 CONSTITUTION**

Wamamela Nixon, PhD Fellow  
Dept. of Philosophy Makerere University

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**Abstract**

Locke argues that Constitutional democracy is a government founded by the majority, based on the law and with organs of executive, judiciary and legislature. Legislature is assigned the duty of making laws for the good of all. On this basis, legislation is a mechanism through which constitutional democracy is translated into practice, hence, an important instrument for organizing society. Globally, every country has a constitution and a recognized organ to make laws. In Uganda, there has been efforts to make laws, for instance, the 1962, 1966, 1967 and 1995 constitutions. But the process of making and unmaking of such laws has been controversial. The controversy has created a moral crisis requiring a critical reflection on the essence of the country's legislative processes. For instance, there has been a wave of amendments in the country since the making of the 1995 constitution. While government has given justification of such amendments as creating opportunities for all, some sections have interpreted it as selfishness. In view of the above, the following question arise: what is the essence of legislation? In attempting

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to answer this question, the study draws from John Locke's theory of social contract, John Rawls theory of justice and Kwasi Wiredu's consensual democracy. The paper investigates the nature of legislations in Uganda by unravelling the potency of principles of justice, trust and common interest that ought to guide legislative processes specifically for the 1995 constitution. The study employs data collection method of document analysis. A critical reflection on the 1995 constitutional processes suggests that it is to a greater degree inconsistent with the above-mentioned principles. Therefore, the study suggests appropriation of such ethical principles in the country's legislative processes.

**Keywords:** Essence, Legislation, The 1995 Constitution, Democracy, Uganda

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Day 2: 16:10 - 17:40

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## **“THE POLITICS OF HERITAGE, LAND AND ECONOMIC DECOLONIZATION IN ZIMBABWE”**

Mickias Musiyiwa  
University of Zimbabwe

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### **Abstract**

With specific reference to land repossession and attempts at economic decolonization, this paper focuses on the politics of heritage in Zimbabwe and its implications on economic liberation. Despite attempts by incoming nationalist leaders and erstwhile colonial powers to suppress memories surrounding the history of land, the former were eventually compelled to side with the ordinary people to implement an agrarian reform in 2000.

Why did indigenous land memories prevail over the dominant colonial, neo-colonial and global ideologies of property rights and cause seizure of land from white farmers and redistribution to landless peasants? The answer to this question constitutes the paper's central objective namely, to interrogate the contribution humanities can make in decolonization projects that can empower the historically marginalized communities. Several decades now after gaining independence, African countries are still entangled in worsening colonial legacies that hinder their people from accessing the fruits of independence. It is argued that in the form of indigenous knowledge systems, Africans possess unique cultural capital which they can utilise to achieve liberation in every sphere of life. Although strongly condemned by the West as a clear case of the flagrant violation of property rights and breakdown in rule of law and consequently the West's imposition of economic sanctions on Zimbabwe, the economic benefits of land reform are beginning to emerge. This appears to confirm the view that no society can liberate itself on borrowed values, but through utilising its own indigenous heritage.

**Key words:** land, heritage, (economic) decolonization, indigenous knowledge systems (IKS), agrarian reform

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## **APPLICATIVES IN DEGREE ADVERBIALS IN RURUULI-LUNYALA**

Atuhairwe Amos

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### **Abstract**

There exists open and closed degree scales as regards gradable predicates in applicative construction. The degree of flatness, size and redness can be treated as degree scales while temperature is a scalar on a linear scale. In the process, an object can 'move' along the scale, and if the 'path' has a boundary (reaching hot or big), the sentence is interpreted as telic. In instances where the 'path' is non-bounded (going on indefinitely in the 'hotwise' or 'bigwise' direction), the sentence is atelic. On this basis, telicity can account for selectional restrictions and differences in usage governing closed and open degree scales in different languages. For example, there exists closed scalar structures in instances where English adjectives combine with, for instance, the adverb 'completely', but not with 'very' and 'extremely'. Additionally, some English adjectives are said to have open scalar structures when they combine with adverbs such as 'very' and 'extremely' but not 'completely'. The question of whether open and closed degree scales maintain their true contextual meanings in Ruruuli-Lunyala was a puzzle. I examined lexico-semantic properties of applicative predicates that can receive a degree argument either for inherent lexical reasons or by virtue of their semantic and/or syntactic context. I used corpus approach to collect data, which is analysed using WordSmith tools and excel computer programme. Research findings indicate that the three adverbs can be represented meaningfully by a single adverb *kakyarumwei*, which I call an applicative adverbial and telicity marker. This is because it is licensed by an applicative marker in Ruruuli-Lunyala, and can mark telicity in both open and closed scales. The distribution and interpretation of degree arguments in terms of open and closed scales can correspond to quantity and intensity scales, respectively. The applicative adverbial results in valency-preserving form. *kakyarumwei* can play a unique role of a text-restructuring conjunct.

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## **CHALLENGING THE POWER OF TV STATIONS: HOW UGANDAN LOCAL CONTENT PRODUCERS ARE MAKING USE OF YOUTUBE TO REACH AUDIENCES**

John Baptist Imokola, Makerere University  
Brian Semujju (PhD), Makerere University  
Goretti L. Nassanga (PhD), Makerere University

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### **Abstract**

This paper explores the implementation of television local content quotas in Uganda, since 2014. It discusses how Political Economy of media influences the implementation of television local content quotas in Uganda. Despite Uganda Communications Commission

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(UCC) using the argument of cultural protection to regulate television local content, this paper argues that success in implementation needs to be tagged to economic and political factors. We argue that reliance on cultural means and purposes for regulation is misleading, because the industry is influenced by economic and political forces. This paper is a result of four regional focus group discussions with television viewers, nineteen key informant interviews and qualitative content analysis of two television stations in Uganda. Guided by the Circuit of Culture theory, the study finds that many of the moments in the circuit are affected by the economic environment in which the television industry operates, the power relations of the television stations and the regulator, and not necessarily the cultural environment. The paper therefore suggests that economic tools by UCC would be more effective in implementing the regulation.

**Key Words:** political economy, local content, content quotas, television regulation, programming regulation, cultural regulation.

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Day 2: 16:10 - 17:40

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**AWARENESS AND READINESS OF USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ENGLISH LANGUAGE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN TANZANIA- A CASE STUDY OF MBEYA MUNICIPALITY.**

Wilfred B. Madata

Department of Business Administration and Marketing, College of Business Education (CBE), Mbeya, Tanzania

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**Abstract**

This study presents the findings towards teachers and students' awareness and readiness in using ICT in English language teaching and learning in Tanzanian secondary schools. It provides the general understanding of ICT as the pedagogical tool of English language teaching and learning in schools.

The questionnaire and interview were the data collection methods employed in the study. To get the required respondents for the study, the simple random sampling technique was applied. A total of one hundred and thirty students and twenty English language teachers involved as respondents. The results show that the use of ICT in Tanzania still challengeable. English language teachers confirmed to be aware with ICT tools like computers and internet but there is little or non-application of ICT as the pedagogical tool in English language teaching. Students similarly seem to possess ICT materials but they have confirmed not able to use them in learning some skills of the language. The paper recommends workshops and trainings to be conducted to English language teachers on ICT use in teaching which can help to raise awareness and application in teaching and learning.

**Keywords:** ICT, pedagogical tool, English Language Teaching and Learning

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## **WOMEN IN THE POST-INDEPENDENCE UGANDA'S MILITARY: A SOCIOLOGICAL AND GENDER PERSPECTIVE**

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eaturinde@gmail.com

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### **Abstract**

The history of women in the Military has for a long time been an important subject of study for Historical Sociologists though it remains contentious. Research has revealed that women have served as soldiers, warriors, or fighters in Kingdoms and Chiefdoms the famously documented case being the “Female Fighters of Dahomey” in the current day Benin and the Amazons of North Africa. Women fighters are further traced to have been active participants in the anti-colonial movements in many African countries to mention Algeria, Eritrea, Ethiopia, Kenya, Libya, Mozambique and Uganda where they contributed significantly to the independence of these countries. While the participation of Women in the military mirrors a historical role, the military institution has had a standing history as a male dominated institution. In most societies and contemporary militaries, the masculine culture and long held stereotypes have excluded female soldiers from the frontline or restricted them to care and combat support roles which challenges the perceived women's role as active participants in promoting peace and security. The raging notions of gender mainstreaming and women participation in the military therefore, present a form of deviation from strongly held culture and practice and remains contested. This paper seeks to analyze from the Sociological and gender view point the trajectories of women in the Uganda's military since independence.

**Key Words:** Military, Women, Gender, Historical Sociology

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## **NAMING AND POWER RELATIONS IN THE HOME: SOCIAL IMPLICATIONS OF MARRIED WOMEN ADOPTING THEIR HUSBAND'S SURNAME?**

Caroline Eonya Atim, Veronica Ayobo, Isaac Obongo, Collin Ogara, Ruth Nsibirano  
Makerere University

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### **Abstract**

Naming is very significant and symbolic practice used to attach a 'label' to a person. A name is, either given, added, or adopted influences a person's identity. After marriage, some women change their names by either adopting, replacing, or add on their existing names, while others do not. However, a knowledge gap exists on the social implications on married woman's choice on name change. Therefore, this study examined the social implications of married women adopting their husbands' surnames from a gendered

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perspective. The presentation focuses on how power relations could be influencing name change. And, using a qualitative approach, and a case study design, data was collected from 24 in-depth and 11 key informant participants. Thematic data analysis was done using NVivo version 12, a computer-based software. We found that society, legal and religious institutions continue to uphold and reinforce masculine ideology, beliefs and practices that exploit the sexual difference. The biological male is adored as superior and in that create systems of inequality in a marriage through name adoption and its associated power differences. Name change for the women was an access strategy to property, identity and power that was previously only for that individual man, and social security. For the man whose name has been adopted, it is a strategy for legitimate authority to influence decisions, and choices the woman makes since the 'name' reinforces power of the man over the woman. Women should have their freedom to challenge their agency and decide on surname adoption.

**Keywords:** Naming, Surname adopting, gender power relations and social implications.

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Day 3: 10:10 - 11:30

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## **GENDER IN RELIGION: READING SELECTED GENDER-RELATED BIBLE TEXTS WITH AFRICAN CHRISTIAN WOMEN LEADERS**

Paddy Musana, PhD  
Senior Lecturer, Religion and Peace Studies

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### **Abstract**

Cultures of the world have greatly impacted relations between men and women by defining roles and responsibilities, but much more often, denigrating the womenfolk.

Christianity, which is often praised as a liberating force, has often been accused of promoting patriarchy, thereby complimenting the oppressive forces that besiege women at all times and in all places. Christianity evolved from Judaism, whose rabbinic tradition held that women are a secondary creation to be excluded from significant participation in most of rabbinic society's communal and power conferring public activities. Since these endeavors had mostly to do with participation in religious service, communal study of religious texts, and the execution of judgments under Jewish law, women were simultaneously isolated from access to public authority and power and from the communal spiritual and intellectual sustenance available to men. Women were praised if they supported their families and especially their husbands in fulfilling their religious duties. There were rabbinic prohibitions on male/female contact in worship, which eventually led to a physical barrier (mehitzah) between men and women in the synagogue, to preserve men from sexual distraction during prayer. Or even the daily Orthodox Jewish men's prayer which is misogynic: "Thank you God for not making me a woman"; a prayer that places women in the category of Gentiles and slaves.

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The Bible is considered by some Christians to be the ultimate source of authority and guidance in life and practice. Having different books, written over a long period of time, in different places and by different authors, dealing with different themes, the Bible offers us a better source of social relations and cultural information in a written form. Being a literary text, there are methods of reading and interpreting the Bible. In this, the aim of the reader and interpreter of the text may be to derive meaning and guidance rather than the seeking faithfulness to the text.

By reading with some Christian women leaders selected biblical texts that deal with women, this work seeks to bring into focus female voices in relating with the Bible, and how such passages become liberating and or oppressive tools with particular reference to the gender discourse.

**Key Words:** Gender, Hermeneutics, Culture, Equality, Equity, Rights

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Day 3: 10:10 - 11:30

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## **GENDER AND USE OF TECHNOLOGIES IN THE FACE OF DROUGHT AMONG SMALL HOLDERFARMERS IN KARAMOJA SUBREGION**

Ayub Mukisa , Florence Kyoheirwe Muhanguzi , Brenda Boonabaana  
ayubmukisa@gmail.com, flora.muhanguzi@gmail.com, boonabrenda@yahoo.com

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### **Abstract**

Drought significantly impacts livelihoods of small holder farmers. In a study that utilized a mixed-methods approach, this paper examines how men and women in smallhold farming use and make decision over technologies to survive amidst drought in Karamoja Sub region ,North Eastern Uganda . Data were collected from a random sample of 161 men and 231 women in Nabilatuk District, including Key informants, focus group discussions and observations. Findings indicate that drought has destroyed livelihoods, reduced crop yields and caused pest and diseases. For men and women to adapt to the drought effects, women have adopted the use of traditional technologies like, use of detergents to control crop pastes and diseases. While other women have adopted to kitchen gardens and use of grinding stones to grind sorghum. Men control grinding machines for grinding maize or sorghum while use herbs to treat livestock. The paper argues for agriculture strategies which can lead to gender equality in use and adoption of technologies that can enhance adaptive capacities among small holder farmers whose livelihoods are threatened by the drought.

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## **WOMEN'S PARTICIPATION IN THE INTRAHOUSEHOLD AGRICULTURAL ACTIVITIES IN ETHIOPIA: A NARRATIVE REVIEW**

Helina Befekadu Bekele

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### **Abstract**

This paper is seeking to examine women's participation in the intrahousehold agricultural activities in Ethiopia considering women's role in the agricultural activities, women's and men's role across different agricultural domains and the extent of women participation in different agricultural activities. An adoptive narrative review of previous literature will be used to develop an overview of women participation in the intrahousehold agricultural activities. The finding of this paper will help to identify women's empowerment gaps and the underlined cause of women empowerment gap in the intrahousehold agricultural activities. It will also indicate the direction of interventions towards women agricultural empowerment.

**Keywords:** women's participation in agriculture, Ethiopia; intrahousehold agricultural activities, rural women

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## **MUSICIANS AS COMMUNITY ARCHIVES: HISTORICIZING BUDUDA LANDSLIDE DISASTERS SINCE MID-1960S**

Dominic D.B Makwa  
Department of Performing Arts and Film, Makerere University  
Email: dominic.makwa@gmail.com

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### **Abstract**

Community musicians are major participants in collecting, showcasing, keeping and transmitting the socio-cultural history of the Bagisu of eastern Uganda. Through creative processes and oral performance, musicians have since the mid-1960s collected, documented and stored information, through song, about Bududa landslides, the movement of soil mixed with boulders down steep slopes burying people and their property in the process. As such, musicians enable the historicization of the landslide disaster in an oral culture, where due to lack of written documents, limited documented history exists to inform interventions. Based on an ethnographic study, this paper examines how musicians have archived landslide disasters in Bududa and how such information can participate in mitigating issues related to landslides in this area. I argue that because history has the power to address the present since it enables people to study and understand the past, an examination of how musicians have archived the landslide disaster in Bududa provides information that can be used by the Ugandan government and other stakeholders to mitigate landslides disaster in Bududa District.

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**Key words:** Bududa District, Landslides, historicizing landslides, community archives, musicians

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Day 3: 10:10 - 11:30

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**IN QUEST FOR BETTER GOVERNANCE IN UGANDA: STELLA NYANZI'S CRITIQUE OF THE NATIONAL UNITY PLATFORM IN HER POST-ELECTION FACEBOOK POETRY**

Danson Sylvester Kahyana  
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**Abstract**

After losing the January 2021 Parliamentary elections for the Kampala City Woman Member of Parliament to a member of the National Unity Platform (NUP) political party, Stella Nyanzi took to Facebook and called for a revolution to unseat President Yoweri Museveni and his government, after the Presidential elections that the NUP President, Hon. Robert Sentamu Kyagulanyi claimed had been rigged by the ruling party, the National Resistance Movement. Shortly after this, Nyanzi fled into exile for she was afraid for her life given the numerous kidnaps of leading opposition politicians, some personally known to her. However, when it became clear to her that NUP was not going to mobilize the population for a revolution, Nyanzi took a critical look at it and its leaders for its failure to do what its supporters expected of it. This led to a barrage of poems that were critical of NUP, particularly its leader, Hon. Kyagulanyi. This paper examines some of these poems in order to explore the key issues that Nyanzi is concerned with, and the language and style with which she develops her message. Data is collected through a close reading of the poems and interviews with Nyanzi. Data analysis, mostly textual, is guided by key theorists of post-independence governance like Frantz Fanon and Achille Mbembe.

**Keywords:** Governance; critique; NUP; power; revolution

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Day 2: 14:20 - 15:50

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**THE DEVELOPMENT OF APPLIED THEATRE TRAINING AND PRACTICE IN MAKERERE UNIVERSITY: 1967-2020**

Patrick Mangeni  
Makerere University

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**Abstract**

This paper considers the development of the teaching and practice of Applied theatre at Makerere University from 1967 to 2020. Tracing the roots of Applied Theatre at Makerere University in the Makerere Free traveling Theatre of the late 1960s, it engages this idea

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as a construction rooted in colonial assumptions of absence and need and Makerere University pivoted as the tower of education, called to radiate interventionist light of theatre to starved communities across the East African region. Considering the aspects of the training in terms of the curricula and pedagogical practices, it examines the evolution of contextual theatre applications triple epochs of: free traveling theatre in the 1960s; people's theatre and theatre for development in the 1980s to early 2000s. It explores how transformations in perceptions of development, and development practice, and later the neoliberal impetus informed curriculum design, training approaches and contexts in Applied theatre, at Makerere University. This research draws of archival records in form of recordings, on document reviews and interviews to, as well, reflect on the overarching challenges and opportunities for Applied Theater in Humanities training at Makerere University in the context of national and global agendas.

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Day 3: 10:10 - 11:30

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## **THE WRITER AS A TEACHER: JOHN RUGANDA'S CASTIGATION OF MATERIALISM IN HIS PLAY, BLACK MAMBA**

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### **Abstract**

Although materialism as a theme and satire as a technique are dominant in John Ruganda's plays, no detailed study has been done on these two aspects. This paper examines how literary texts help to address the social, economic and political issues like materialism and how these help to develop society. I will focus on John Ruganda's play Black Mamba in order to see how writers contribute to social, economic and political development of society. John Mary Ruganda of Uganda is among writers most known for satire. Many critical works on Ruganda's works that have been reviewed observe that Ruganda has particular interest in social issues which he successfully addresses using literary devices in a more humorous and sarcastic way. This paper is based on the Russian Formalism Theory whose basic principles are defamiliarisation, form and literariness. A descriptive research design with qualitative approach of data collection was used. It was basically textual analysis and information was collected by reading closely and analysing John Ruganda's play Black Mamba. The findings reveal that writers use literary devices like irony, sarcasm, humor and exaggeration to communicate their concerns as they address the social, economic and political issues in society through fictional characters and this is depicted in Ruganda's play where women are subjected to prostitution as a way of getting material wealth.

**Key words:** Materialism, satire, defamiliarisation, form, wealth.

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**THE SEMANTICS OF PEACE: AN APPRAISAL OF GANDHI'S  
SPEECH 'LET NO ONE COMMIT A WRONG IN ANGER'**

Margaret Nanfuka Mbalule  
Department: European and Oriental Languages  
Makerere University

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**Abstract**

This study focuses on the semantics of peace by appraising Mahatma Gandhi's speech 'Let no one commit a wrong in anger'. Despite Mahatma Gandhi's persistent campaigning for India's independence from the British Empire, the British continued to suppress the Indians by levying heavy taxes on essential commodities. Levying heavy taxes on salt was, to Gandhi, wicked and tyrannical. To him, salt was "perhaps the greatest necessity of life, next to air and water".

The study seeks to establish how language can intentionally or unintentionally avoid or escalate conflict. It takes a purely qualitative design by critically analysing Gandhi's speech as a discourse. It adopts 'The Language of Evaluation' and CDA to identify: Evaluative and narrative properties; Ideological and intertextual relationships; and discourse structures in that speech. The Language of Evaluation (Martin & White 2005) is its methodology that establishes whether Gandhi's polarity and explicitness created peace or escalated conflict. The study establishes that language can be used positively to create peace and negatively to escalate conflict. It analyses the burgeoning literature on the function of contemporary theories (CDA) and methodologies (The Language of Evaluation) that can be used to design and construct peace building language skills and strategies.

**Key words:** Peace, Conflict, Evaluation, Discourse, Language

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**IMAGINING THE FUTURE OF KISWAHILI IN UGANDA AND EAST  
AFRICA: INSIGHTS FROM BUSIA AND NAMANGA BORDER  
TOWNS**

Patrick Lugwiri Okombo  
Department of Linguistics, Makerere University

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**Abstract**

This article seeks to descriptively provide socio-historical and sociolinguistic perspectives to the patterns, the extent and the forms of the use of Kiswahili at Busia and Namanga border towns, and consequently, to imagine how the future of Kiswahili in Uganda and East Africa looks like. The article intends to argue that because of the deep-rooted unfavourable perceptions and negative attitudes towards Kiswahili among the ordinary citizens from Uganda at Busia border town, the status of Kiswahili in Uganda will remain narrow for quite a long time to come. Based on the findings at Namanga, the article

intends to argue that there is likely to be a language shift among the ordinary citizens in Tanzania towards English, a situation that will not only challenge the dominant status and prestige of Kiswahili in Tanzania, but also compromise the 'purity' of Kiswahili just as it is for Kenya, whose variety of Kiswahili as discovered at Busia and Namanga towns, continues to transform.

**Key words:** Kiswahili, Uganda, East Africa, common language, perceptions and attitudes.

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Day 3: 10:10 - 11:30

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## **THE CHOICE OF LUGANDA AS A HOME LANGUAGE IN URBAN UGANDA**

Maureen Nanteza

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### **Abstract**

Uganda, like many African countries is a highly multilingual country. Lewis et.al. (2019) observe that Uganda has 44 languages which are all at different levels of development. Many of the local indigenous languages in Uganda are not used in formal domains, where English is dominating. However, current research indicates that one indigenous language, Luganda is widely used in most parts of the country as a business language, a home language and an intraethnic and interethnic language. Lewis et.al. (2019) observe that Luganda is the de facto national language of Uganda. In the past, Luganda was used by the missionaries and colonial administrators to evangelize and administrate in regions outside of Buganda where it has a large number of native speakers.

Luganda has overtime been denied as an official or national language by speakers of other languages in Uganda, in the past. However, today, tentative observations indicate that it is the preferred language in many urban homes in Uganda even in regions outside Buganda. This study therefore proposes to examine this perceived shift in order to find out the factors that make Luganda a choice for a home language in urban Uganda.

Data for this qualitative study will be collected through interviews and observation. It will then be transcribed, translated and analysed through triangulation in order to draw conclusions about the linguistic situation in urban homes in Uganda.

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Day 3: 10:10 - 11:30

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## **'THAT IS THE AMOUNT I WILL BE GIVEN THEM MONTHLY: SOCIAL IDENTITY IN NIGERIAN ADJUDICATIVE ENCOUNTERS**

Simeon O. Ajiboye (PhD)  
Bowen University, Iwo, Nigeria

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### **Abstract**

Language is central to identity construction in any adjudication setting which is essentially a negotiated process compare to a courtroom setting. Previous studies have focused on

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the use of lexical items to construct identity in the courtroom neglecting construction of identity in adjudicative encounters especially in Nigerian university law clinics. This study, therefore, investigated construction of social identity and pragmatic strategies used in adjudicative encounters. The study adopted aspects of Interpersonal Pragmatics, Conversation Analysis and Social Constructionist theories as theoretical framework. Three universities: University of Ibadan (UI), Adekunle Ajasin University (AAU) and Olabisi Onabanjo University (OOU) where adjudication is practised in southwestern Nigeria were purposively selected. Data comprised purposively selected taped hearing sessions and documented cases between 2010 and 2017 in the University of Ibadan, Adekunle Ajasin University and Olabisi onabanjo University. Five categories of social identity characterised the Southwestern Nigerian adjudicative encounter, namely, Malevolent, derelict, mendacious, batterist and libertine identities. These identity are constructed through construction of asseveration, evocation of experiential reality, construction of enquiry proposition, evocation of evidential sentiment, construction of biblical allusion and evocation of traditional values. The study concludes that socialidentity negotiated through context-driven pragmatic resources characterised Nigerian adjudicative encounters. This indicate a relationship between language and identity and establish their discourse impact in the restoration of societal peace in Nigeria.

**Keywords:** social identity, construction of asseveration, experiential reality, Nigerian adjudicative encounter

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Day 3: 10:10 - 11:30

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## **UBUNTU. THE ESSENCE OF HUMANNES IN AFRICAN SOCIAL-CULTURAL AND RELIGIOUS ANTHROPOLOGY**

Dr Luwerekera Bernard

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### **Abstract**

The world today stands at a tipping point. News bulletins from all around the world are awash with massive reports of incessant humanitarian crises, of one form or another, and bearing different magnitudes of significance that often come with disastrous impacts. Sadly, at the center – and at both ends of each of those crises, small or huge – lies a human person, either as a victim or perpetrator, his or her description notwithstanding – for, this could be a child, a woman, a man or a group of people. The recurrence of such crises is a manifestation of the deeper crisis that humanity is undergoing at the subjective level, which spills over to the wider society. On the surface, most of these humanitarian crises seem to appeal to the material, physical and psycho- social needs of the affected persons. Yet, underneath lies a kind of moral void within human nature itself that requires a deeper reflection to re-discover its (human nature's) very essence, in concert with its other

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attributes – namely, the human person as an essentially relating (or social) and believing (or religious) animal. Seen from the Bantu African worldview of the human person, the humanness of a human person – or the essence of humanness – consists in the Ubuntu philosophy of life. This, at the existential level, makes the human person human and therefore a moral or ‘civilised’ or ‘cultured’ being, different from other animals. This essay will thus seek to interrogate essence of African humanness, in light of the present world order.

**Key words:** Ubuntu, Essence, Humanness, African, Worldview, Social, Cultural, Anthropology

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Day 3: 10:10 - 11:30

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**“ONCE FOOD IS ANNOYED, EXPECT ENDANGERMENT AND EXTINCTION”: AN ETHNO-LINGUISTIC ANALYSIS OF (KI) GANDA BELIEFS ON ENDANGERMENT AND EXTINCTION OF TRADITIONAL FOODS IN CENTRAL UGANDA**

Sarah Nakijoba Kalyango

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**Abstract**

This paper is an ethnolinguistic analysis of the beliefs, socio-cultural norms, and practices by the Ganda people regarding the causes of extinction, endangerment, as well as the general decline in production and utilization of certain traditional foods in Central Uganda. In addition, it analyses the pragmatics of the linguistic expressions used in reference to food and explains how people’s emotional involvement with food helps to preserve or endanger it. While most scholarly findings on factors responsible for food invisibility are scientific in nature (relating to climatic changes, poor breeds, introduction of alien species etc.), the findings in this study attach food invisibility mainly to the abandonment of the traditional norms and practices related to handling food at the level of planting, harvesting, preparation, storage and the practical food eating manners. The Ganda believe that “once you do not handle food with respect, food will be annoyed and once food is offended, expect endangerment and extinction”. Thus, the study presents ethnolinguistic approach as a new strategy in contributing to the solutions of the global challenge of food security, as opposed to the scientific approaches to food conservation and utility. Although some of the beliefs regarding ‘respecting food’ may be hypothetical, the study points to the need to rethink the importance of the indigenous traditional knowledge, norms and practices on food, as well as people’s perception and attitude since some of these crucially contribute to food security campaigns. The analysed data is based on the food narratives which were obtained from the interviews and group discussions of Ganda people in 2020. Key words: belief notions, traditional foods, indigenous knowledge, Ganda people, food (in)visibility.

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## **WITCHCRAFT AND THE AFRICAN PHILOSOPHY OF SOCIAL CONTROL AS REFLECTED IN SHONA PROVERBS, IDIOMS AND SONGS**

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### **Abstract**

The ever-changing constructions and definitions of witchcraft in African societies can be better understood if the subject is cast open to debate. Using selected Shona proverbs, songs and various idiomatic expressions, this study examines how such intangible heritage can help us understand the conceptualisation of witchcraft practice. Given its existence in almost every aspect of life among the Shona people of Zimbabwe, uroyi, witchcraft was, and continue to be highly condemned as immoral, evil and a sign of deviation from the principles of Mwari Musikavanhu, the Creator. By tapping into these important elements of Shona epistemologies, this paper examines situations where witchcraft narratives came to be evoked and contested. It argues that Western preoccupation with scientific proof and the quest for empirical evidence shattered hopes for the constructions of witchcraft, an issue which continues to pose challenges in the contemporary era. The paper calls for the recentering of African methods of behavioural control to grasp the complexities of this practice. It argues that the conventional approaches to witchcraft discourse as propounded by Evans-Pritchard rendered the practice a myth, thereby deterring efforts for the recovery of this aspect of African culture. The study contributes to witchcraft debate arguing that proverbs, songs and idioms are fundamental African knowledge systems production and dissemination, which when carefully appropriated can contribute to some better understanding of the practice in Zimbabwe and modern Africa at large.

**Key words:** Witchcraft, Proverbs, Songs, Evidence, Control.

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## **INDIGENOUS FOOD SECURITY INITIATIVES AMONG THE NANDI OF KENYA**

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### **Abstract**

Access to quality and nutritious food is fundamental to human existence. According to FAO, Sub Saharan Africa produces less food per person today than it did three decades ago. This is why the attainment of food security has a prominent place in Sustainable

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Development Goals and many African states' development agendas. However, modern food security initiatives have not yielded much results in Africa. Food insecurity remains severe on the continent yet farming and herding are still the main means of livelihood. Many African countries, including Kenya, still experience food shortage and distribution problems. Societies in the pre- colonial Africa had developed a rich knowledge base of strategies to overcome this challenge. This indigenous knowledge developed as a consequence of engagement in everyday life, and was reinforced by experience through trial and error. The experience was characteristically the product of many generations of intelligent reasoning. Thus Indigenous knowledge is not static it is constantly changing, being produced as well as reproduced, discovered as well as lost. The establishment of colonial rule led to major changes in these strategies. This paper employs human agency approach to examine how indigenous food security initiatives have transformed over time and the usefulness of this knowledge in attaining food security today. It adopts a qualitative approach to examine the different types of food production strategies in pre- colonial period, assess indigenous storage strategies, examine how perishable food was preserved, determine indigenous strategies employed to acquire food during times of shortage and evaluate the role of these indigenous food security initiatives in alleviating food shortages today. It argues that indigenous food security initiatives have the potential of alleviating food insecurity in Africa today.

**Key words:** food security, indigenous knowledge, Nandi, Kenya

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Day 3: 10:10 - 11:30

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## **NIGERIA'S CULTURAL HERITAGE: THE NEED FOR REVIEW OF THE CULTURAL POLICY**

Rabiu Yusuf,  
Department Of Archaeology, Ahmadu Bello University, Zaria.  
Isa Muhammad  
Department Of Archaeology, Ahmadu Bello University, Zaria.

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### **Abstract**

Cultural heritage is one of the most endangered heritages in Nigeria largely because of obsolete legislations and the non existence of the cultural policy guiding the management of cultural heritage assets in the country. Nigerian cultural heritage which are in form of tangible and intangible types are seriously facing destruction due to human social forces such as farming, grazing, deforestation, illicit trade in antiquity, modernity and natural forces such as erosion, flood and bush fire. The current cultural policy which was promulgated in the 1970s did not envisage the current trends of destruction in Nigeria's Cultural Heritage today. This paper, therefore studies the factors responsible for both natural and human dangers threatening the existence of Nigeria's Cultural Heritage. It

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will also review the current Cultural Policy in comparison with Cultural Policies of other African Countries and developed nations with a view to standardizing it for a meaningful and sustainable development in the Cultural sector of the economy in the 21st Century.

**Keywords:** Cultural heritage, Cultural Policy, Cultural sector, Sustainable development and Nigeria

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Day 3: 10:10 - 11:30

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## **NIGERIA'S CULTURAL HERITAGE: THE NEED FOR REVIEW OF THE CULTURAL POLICY**

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**Keywords:** Cultural heritage, Cultural Policy, Cultural sector, Sustainable development and Nigeria

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Day 3: 11:50 - 13:10

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## **'I CANNOT FINISH YOU': MALE AND FEMALE STUDENTS' EXPERIENCES WITH SEXUAL HARASSMENT AT A LEADING PRIVATE UNIVERSITY IN UGANDA**

Richard Asaba Bagonza , Consolata Kabonesa , Rose Ann Mwaniki, Rita Dradrimiyo ,  
Ramadhan Muweleza  
School of Women and Gender Studies, Makerere University  
Uganda Women's Network

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### **Abstract**

Male and female students experience sexual harassment (SH) differently while at university. A study was conducted at the main campus of Kampala International University in

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Kansanga, Kampala, between September and November 2018. The study sought to explore students' experiences with SH at the university, and to examine the existing reporting mechanisms for the perpetrators. The study was qualitative and employed an instrumental case study design, in which 15 key informant interviews (KIIs) were conducted with stakeholders such as administrative staff, teaching staff, student leaders, the police and health officers at health facilities close to the university. In addition, 10 gender-segmented focus group discussions (FGDs) were conducted with students from five university colleges. Our findings reveal that both students and staff regard SH as being a common but 'silent' vice at campus, and that it includes forms such as asking for sex against a person's will or approval, physical harassment, unwanted or 'bad touches', non-verbal acts such as staring, blinking and whistling and verbal remarks about the physical appearance of female students. The main perpetrators of these forms of violence against female students were fellow male students and lecturers. The study further shows that most of the students who are sexually harassed do not report the abuse due to fear of the consequences on their studies, among other reasons. Combating SH at KIU requires understanding the many forms in which it manifests itself, sensitising the students, academic and administrative staff and coming up with clear reporting mechanisms, referral pathways and a robust SH policy, inter-alia.

**Key words:** sexual harassment, gender differences, forms, experiences, university

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Day 3: 11:50 - 13:10

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**BEAUTY IS SKIN DEEP: THE SELF PERCEPTION OF YOUNG ADULT GIRLS' CONSTRUCTION OF BOSY IMAGE WITHIN THE ANKOLE SOCIETY AND ITS EFFECT ON THEIR SELF ESTEEM**

Ruth Kaziga

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**Abstract**

Introduction: Adolescent girls become increasingly aware of their bodies through images presented by them through social structures during their developmental stage. These images can affect and drive them towards unhealthy lifestyles and behavior including over and undereating, skin bleaching, body mutilation putting them at risk of health problems that include cardiovascular diseases. The paper is part of a thesis study that looks at the Older Adolescent Banyankole Girls' Response to Sociocultural Construction of Body Image in the Ankole Region. Objective: It focuses on the first objective of the study that points to the self-perception of adult girls' construction of body image within the Ankole society. Methodology: The data was collected using narrative interviews of primary respondents who consisted of 30 older adolescent girls (16-24) recruited from various institutions of learning as well as the informal sector. Results: In analyzing the respondents' interviews,

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three themes emerged including societal beauty perceptions, beauty comparisons, relationships and dietary habits of young women and girls in Ankole. Conclusion: Governments have an obligation to provide curriculums, media messages that focus on building the self-esteem of young people.

**Keywords;** Older adolescent girls, body image, self-esteem, Ankole

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Day 3: 11:50 - 13:10

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**MASCULINITY AND THE RISE OF THE STINGY MEN'S  
ASSOCIATION: IMPLICATIONS FOR WORK ON THE KISH  
PROJECT AT MAKERERE UNIVERSITY**

Kikooma Julius, PhD  
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**Abstract**

What can men do to work with women in challenging the institutionalized nature of sexual and gender-based violence?

The KISH Men's Hub is developing and documenting answers to this question.

Through funding from the Government of the Republic of Uganda, Makerere University Research and Innovations Fund (Mak-RIF) we undertook an action oriented study code named "Whole University Approach: Kicking Sexual Harassment out of Higher Education Institutions in Uganda" (KISH Project). One of the project components is a Men's hub which is aimed at providing space for male staff and male students to hold dialogues on positive masculinity and agents of change as a strategy for addressing SH within HEIs. Through exploring ways of engaging men as gender activists within the institutions to which they belong, KISH Men's Hub is working to better understand what it takes to confront sexual harassment and any other such forms of gender based violence in institutions of Higher learning in Uganda. In this paper we put together some of the stories and lessons from this work, as well as some of the debates at the dialogues, which pulls together major threads of discussion raised at those meetings, connecting them with theorizing and research on these topics developed by scholars and activists whose lines of work also explore the dimensions the KISH project examined.

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**VOICES OF CHILDREN ON INSTITUTIONAL SETUP AND GENDER-BASED VIOLENCE IN SCHOOLS IN BUSOGA SUB-REGION, UGANDA.**

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**Abstract**

Whereas a lot has been written about school-related challenges, children have quite often been simply objectified as victims of school environment. Volumes of publications on shaky school performance from Busoga sub-region among others highlight reality that there are still undiscovered bottlenecks to realising a successful and fully embracing education and child-nurturing process. This paper pursues to answer one key question: What do school children perceive of their school setup with regard to gender-based violence in schools and the impact on their schooling? The paper is a portion of a bigger child-focused doctoral study and it presents results from the qualitative component. Benchmarking the interpretative phenomenological analysis approach, data was collected by involving primary school children aged between 11 and 15 in the pictorial representation of their experiences; as well as focus group conversations. Three main themes including gender positioning, school infrastructure and children's agency emerged from the analysis of data. The paper stresses the need to refocus the perception of a child in the school from a mere object to a principal stakeholder in their community in terms of education journey. It also highlights the need for animate responsiveness pitched towards early detection, prevention and elimination of gender-based violence in schools and beyond.

**Keywords:** Gender-based Violence, children, school setup, Busoga, Uganda

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**GENDER, POWER AND RIGHTS FOR REFUGEE YOUTH IN SRH SERVICE DELIVERY IN HUMANITARIAN SETTINGS: RETHINKING UGANDA'S GOOD HOST DISCOURSE**

Mugisha Jimmy Maguru  
International Institute of Social Studies of Erasmus University Rotterdam

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**Abstract**

Reproductive health of refugees had been overlooked for a long time until 1994 when it was highlighted by ICPD in Cairo. To effectively plan for SRHR needs of young refugees, their SRHR interests and preferences must be prioritized and interventions redirected to meet their SRHR needs. Given that SRH of the young refugees is strongly influenced by gender and a range of social, cultural, political, and economic factors and inequalities which increase their vulnerability risks and poses barriers to access to SRH information

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and services, most times it is challenging for the young refugees to enjoy their rights within the refugee settlement contexts; the basis for the 'good host discourse'. Neglect of SRHR needs may lead to early pregnancy and childbirth, unsafe abortions, high maternal mortality and increased HIV and sexually transmitted infections (STIs). Moreover, young refugees may have lost access to family, social support and health services during forced migration and displacement but may face more SRH challenges after getting asylum due to changes in power relations, hence new vulnerabilities and risks. To achieve the objective of locating the influence of gender and power on refugee rights in SRH service delivery in refugee settlements so as to explain the vulnerabilities of refugee youths and the consequent poor SRH outcomes, I will review literature and interview refugee youth and parents using gender and generation lens.

**Key words:** Gender, Power, SRHR, Refugees, Good host discourse

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Day 3: 11:50 - 13:10

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## **PROJECTING A FUTURE ALREADY IN PLACE: JULIUS OCWINYO'S FATE OF THE BANISHED AND FOOTPRINTS OF THE OUTSIDER**

Michael Balituumye  
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### **Abstract**

Prolepsis conveys the idea of anticipation or flash-forward; it occurs when the chronological order of events is disturbed and the narrator narrates events out of turn. As such prolepsis does in a teleological manner project a future which is already in place, lying in wait to be discovered by the reader. There is general consensus among narrative theorists that prolepses are much less common in novels than analepses, at least in the western novelistic tradition. Granting that the African novelistic tradition has modeled itself, at least in terms of structure, along the western novel, we can surmise that prolepsis has received relatively less attention among narrative theorists in general, and much lesser attention, if at all, among the scholars of the African novel. Much famed for his rare ability to craft analeptic scenes, the Ocwinyoian novel has hardly been studied for prolepses yet in their turning points, examples of narrative anticipation linger. In this paper I will attempt an analysis of the various forms of prolepses and the literary significances of such narrative loops in Ocwinyo's *Fate of the Banished and Footprints of the Outsider*. I will adopt a qualitative research design, and data will be collected close reading; the paper will be anchored on the Genettian discursal perspective of narrative theory.

**Keywords:** Prolepsis, analepsis, narrative time.

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**ONCE UPON A TIME, DIALOGICAL IMAGINATIONS OF THE  
NATURAL ENVIRONMENT IN GANDA FOLKTALES**

Eve Nabulya  
Makerere University

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**Abstract**

In the recent past, African literary scholarship has seen a growing interest in orature and environmental imagination. However, a lot still needs to be done especially in terms of theoretical grounding. This paper reports on an ecocritical study of a selection of Luganda folktales collected from central Uganda. Through a qualitative approach deploying in-depth interviews and participant observation, stories were recorded in performance, transcribed, and documented to facilitate textual analysis. The paper proposes that the Bakhtinian notion of dialogism provides a useful framework through which to examine the environmental thought in the tales. In particular, I draw on Mikhail Bakhtin's assertion to the effect that literary works break through the boundaries of their time and function within a three-dimensional reaction model: reflecting past phenomena, responding to the present and anticipating future events, ideologies and disasters. I argue that the motifs and events in the folktales, not only embody a unique environmental consciousness characteristic of pre-industrial communities, but also talk to contemporary concerns in relation to the natural environment, and provide a projection of the future in what can be regarded as apocalyptic imagination. I hope that as such engaged the paper might invigorate discussions in eco-orature theory.

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**MARRIAGE, LOVE, AND SACRIFICE: EXPLORING WOMEN'S  
EXPERIENCES IN MARRIAGE**

ANTWIWAA STELLA  
Department of Classics and Philosophy, College of Humanities and Legal Studies,  
University of Cape Coast, Ghana

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**Abstract**

Scholarly works on Africa, in classical reception studies, mostly put the Graeco-Roman civilizations as a source of moral and literary inspiration for Africa's socio-cultural and political life. Does this apply to feminist and gender debates? Using some of the literary works of these two distinct societies, I argue that gender inequalities were severe in the Classical period and its literature as opposed to Ghana's Akan societies. Therefore, the classics as a yardstick for some modern cultures and contemporary debates is not feasible and Africa can rely on some of the classical African past to address gender or feminist debates and inequalities concerning Africa and from an African perspective. From a

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feminist perspective, this comparative study aims to interrogate the roles and expectations of women in marriages in the selected plays – Medea, Andromache, Alcestis, Anowa, The Witch of Mopti, and In the chest of a woman and the gender inequalities associated with these roles in the Athenian and Akan societies. To achieve this, I explore women’s experiences in marriage in the selected plays. I analyze how the contexts of these societies inform the representation of women in the selected plays; compares how the playwrights explore issues of gender, patriarchy, feminism and women’s experiences within marriage. The paper points out that marriage is an expectation for girls more than it is for boys in both societies but the life and status of Akan wives supersedes that of Athenian wives therefore the Euripidean plays cannot provide lessons for addressing gender inequalities in marriages in the selected Ghanaian texts and society.

**Key words:** marriage, women, gender, feminism, representation.

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Day 3: 11:50 - 13:10

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## **POETRY NIGHTS AS SPACES FOR LITERARY ACTIVISM: A CASE OF THE LANTERN MEET OF POETS**

Deus D Kansiime

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### **Abstract**

Poetry nights and related activities, especially those touted by literary organisations and clubs based in Kampala and its metropolitan area, have become a common feature of literary expression in Uganda for the last two decades. The influence of these activities on the mass urban audiences is increasingly becoming pivotal and impossible to ignore in scholarly conversations in this region. Because these poetry activities continue to create vital space for peripheral literary production and consumption (largely unacknowledged in mainstream media, publishing and academia), they constitute a vibrant and uniquely localised version of literary activism. Nevertheless, no significant scholarship has been devoted to these activities and the appropriation of value to these literary products has been inaccurate. This paper seeks to open this conversation by examining the nature, character, and role of these poetry nights in the literary space of Uganda and the East African region, and by locating these dynamics in the global movement of literary activism and stage poetry. Using literary activism as the major theoretical frame, the paper interrogates the literary value of these poetry nights and the literary clubs and organisations that organise them. The inquiry uses a mixture of focus group and textual analysis as its method of research. The paper focuses on the ‘poetry night’ activities organized by the Lantern Meet of Poets between 2009 and 2019 to underscore the agency of poetry groups in touting literary production and consumption, and the consciousness that informs their use of stage performance as a form of literary activism.

**Key Words:** Poetry nights, literary activism, Lantern Meet of Poets, literary organisations / clubs

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**THE INFLUENCE OF L1 RUNYANKORE ON THE GRAMMATICAL ERRORS MADE IN L2 KISWAHILI WRITING AMONG LEARNERS IN WESTERN UGANDA**

Namanya Sam  
M.A Student, Department of African Languages  
Makerere University, Kampala Uganda

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**Abstract**

The paper investigates the influence of L1 Runyankore on the grammatical errors made in L2 Kiswahili writing among learners in western Uganda. In this paper, it is argued that Runyankore as one's first language affects the learning of Kiswahili as a second language at the level of syntax. The study was guided by Edward Thorndike's identical element theory of transfer of learning and supported by Ausubel's theory of assimilation of learning. This study posits that positive transfer of learning promotes the learning of second language while negative transfer impedes the learning of the second language. Furthermore, it is asserted that learners tend to assimilate linguistic structures from their L1 which later affects the learning of the L2. The participants who took part in the study were senior four students from four schools selected from Mbarara district particularly. Therefore, I rely on the data from the written texts, a biographic questionnaire to draw conclusions on the influence of L1 Runyankore on the grammatical errors made in L2 Kiswahili writing.

**Keywords:** Influence, L1 Runyankore, grammatical errors, L2 Kiswahili writing, learners in western Uganda

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**EXAMINING THE ROLE OF AFRICAN LANGUAGES IN FRAMING UGANDA'S POST-INDEPENDENCE REVOLUTIONARY DISCOURSE.**

Innocent Masengo (PhD)  
Department of African Languages, Makerere university

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**Abstract**

This study explores the definable language of revolution in post-independence Uganda. The study will consider examples from speeches by leaders and songs by their followers from selected languages in Uganda. These discourse units will be placed in their appropriate historical and socio-political context such as the speaker/singer, the targeted audience, the time and the place as well as the situation. The study will employ Critical Discourse Analysis approach to analyze the data. The data itself will be collected from existing archives such as video and audio recordings as well as texts including transcripts, Hansards and newspapers. In this study, we will make specific reference to Swahili and Luganda "revolutionary" songs as well as Luganda speeches because they seem to have

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dominated post-independence Uganda political “revolutionary” discourse. At the end of this study, the role played by African languages in the African revolution will be brought to the fore, the privileged position of English in post-independent African nations notwithstanding.

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## **ROLE OF INDIGENOUS LANGUAGES IN THE DEVELOPMENT OF UGANDA**

Celestino Oriikiriza (PhD) and Fridah Katushemererwe (PhD)  
Makerere University

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### **Abstract**

This paper discusses the role of indigenous languages in the development of a multilingual country – Uganda. Policies and practices in Uganda put less emphasis on the development and maintenance of Ugandan indigenous languages, implying that either their role is not clearly known or it is taken for granted. Whereas the relevance of languages in general is known and well documented, the specific roles which indigenous languages play in the development of Uganda are not documented. This paper argues that indigenous languages in the global setting and Uganda in particular play both natural and developmental roles. Using data from observation and analysis of existing literature, the paper shows that indigenous languages in Uganda serve the natural roles -- communication, culture and identity, etiquette, thought and intelligence, and are a basis for learning other languages. The paper further shows that the developmental roles comprise information dissemination, innovation and creation, mass mobilization, and linguistic equality. All in all, indigenous languages are important resources that, if harnessed fully, are central to the development of Uganda. Therefore, indigenous languages in Uganda should be intellectualized, taught at all levels of school and used innovatively. It is noted that to reach this level, government and development partners need to promote Ugandan indigenous languages through deliberate language planning and policy.

**Key terms:** indigenous languages, development, development in Uganda, role of indigenous languages, linguistic equality



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**TRANSLATING FOLKTALES FROM RUNYANKORE-RUKIGA INTO FRENCH: A LEXICAL ANALYSIS OF TRANSLATING CULTURE-SPECIFIC CONCEPTS.**

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**Abstract**

The process of translation is a complex one. While translating, the translator acts as a mediator between two languages and/or cultures. Translation is the portal through which the past can be accessed and the act of translation enables contemporary readers to construct lost civilisations. Translation is thus, used as a tool to record, reproduce and transmit knowledge, culture and ideologies in a different language. The present study entails a lexical analysis of literary translation, particularly the translation of culture-specific concepts and items from an African Bantu language into French, an Indo-European language. The analysis was based on the practical translation of six purposively selected folktales, from Runyankore-Rukiga into French. This was further enhanced by insights gathered through in-depth interviews with scholars in the field of translation as well as practicing translators, who translate between Bantu languages and European languages. Results indicate that there are both losses and gains incurred during the translation process especially in translating culture-specific concepts and items that exist in the source culture and are absent in the target culture. This study further reveals that, folktales as a literary genre have distinctive features ranging from style and lexicon to orality which pose challenges while translation. The challenges are particularly encountered in rendering the African oral traditional elements of imagery, proverbs, myths, idioms and social material. Finally, the study indicates some of the translation procedures including but not limited to adaptation, transference, philological footnotes, omission, explication which can be applied in rendering these culture-specific items into the target language text.

**Key words:** Translation, Folktale, culture-specific item, source culture, target culture

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**THE CULTURAL DEPICTION OF MONUMENTS IN ETHIOPIA**

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**Abstract**

Culture is a broad and complex concept. Culture is the collective programming of the mind distinguishing the members of one group or category of people from others. Among different cultural manifestation artifacts, monuments are one of the tangible cultural

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heritages which pragmatically symbolize different aspects of the society. Monuments are images which carry dynamic sites of meaning and these images are instruments of expression, communication, knowledge and control. The objective of this paper is to examine the cultural elements of monuments depicted in three consecutive regimes in Ethiopia. Geert-Hofstede cultural dimension model and theory of representation were employed as main theoretical frameworks of the study. To achieve the aforementioned purpose, iconic monuments which have well known historical narratives at national or/and regional level were purposively selected from each regime. Both primary and secondary sources were used as sources of data. Document analysis and in-depth interview were employed as data gathering instruments. The gathered data analyzed qualitatively. The analyzed data revealed that the constructed monuments in three consecutive regimes Ethiopia are highly indicating power distance than cultural dimensions. Monuments as sites of cultural heritage have power to produce, maintain and empower the identity of the generation to come. However, majority of the monuments highly represent the political manifesto of each regime. Thus, the study urges that necessary discussion should be made among local community, government bodies and academic and research institutions before the construction of monuments so that they could be the source and instrument to preserve the identity of the community from disintegration.

Keywords: Culture, Geert-Hofstede, Identity, Monuments, Depiction

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**THE PRECOLONIAL DRY STONE-WALL STRUCTURES OF  
PALABEK: NEW DISCOVERIES FROM PALABEK, LAMWO  
DISTRICT IN NORTHERN UGANDA**

Okeny Charles Kinyera, Research Fellow  
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Kampala, Uganda.

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**Abstract**

Scholarly debates on stonewall and earth mound structures in Africa has gained prominence over the years. However, research on the same have remained limited to specific monumental structures “discovered” during the colonial days. For example, Great Zimbabwe is the best known pre-colonial stone-walled structure (SWS) in southern Africa but there are many tens or even a few hundreds of thousand other ‘Iron Age’ stonewall structures scattered throughout the subcontinent. In the East African subcontinent, the most prominent known stonewall and earth mound structures are undoubtedly found in Kenya and Uganda. The Kenyan structures are dominated by earthen bank and-ditch enclosures found in northern Nyanza region, especially the Siaya area. These have greatly attracted research attention from both the local and international researchers because of their monumental eminence. For the case of Uganda, the legendary Bachwezi

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earthworks and mounds of Bigo and Ntusi were recognised and published early in the twentieth century by E.J. Wayland of the Uganda Geological Survey. Like many other past archaeological discoveries in Africa and East Africa in particular, research on the stonewall, earthworks and earth mound structures have majorly focussed on monumental structures, easily identifiable without recourse to deeper and extensive research into the 'non-monumental sites'. The current study reports on the significant findings of stonewall structures in Palabek Subcounties of Lamwo district in northern Uganda. It is an area hitherto taken as non-monumental which attested no evidence to the then discovery troops of archaeological research in Uganda. The study was conducted in 2019 based on an extensive archaeological survey in the area. The current evidence provides a new perspective on stonewall structures in East Africa and Uganda in particular, and could probably provide a missing link between the structures of Uganda and those Kenya.

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Day 3: 11:50 - 13:10

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## **CHARACTERISING THE SANGOAN STONE AGE TECHNO-COMPLEX AT SANGO BAY, SOUTHERN UGANDA**

Ssemulende Robert (PhD student)  
Makerere University Kampala  
Department of History Archaeology and Heritage studies

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### **Abstract**

This paper presents data from new excavations from Simba hill site, within Sango Bay in Uganda, to characterise the Sangoan techno-complex. The paper introduces different culture-history schemes from Eastern Africa and palaeolithic research in Uganda, highlighting the complex use of the term 'Sangoan' and particularly its placement between the ESA and MSA. The three specific objectives include examining the typology, technology, and raw material utilisation that characterised the Sangoan techno-complex, ascertaining whether Sangoan was Acheulean, Middle Stone Age, or an independent lithic industry at Sango Bay. Focusing on the combined assemblage from the surface and excavation yielded both heavy and light-duty tools associated with red ochre. The archaeological survey identified 13 sites with 73 artefacts while the one excavation unit yielded 1344 lithic artefacts and two pieces of red ochre. The results suggest that the Sangoan had five broad lithic categories including shaped tools, backed pieces, cores and debitage. The conventional Sangoan lithic tool types identified at Sango Bay were lanceolates, cleavers, discoids, becs, points and core axes while technologically, the Sangoan has the Levallois technology characterised by unifacial and bifacial flaking with core technology elements. The identification of local raw materials suggested that the Sangoan was not highly mobile. Therefore, the archaeological assemblage at Sango Bay was neither Acheulean nor MSA but a transitional lithic industry.

**Key words:** Sangoan; Middle Stone Age; Acheulean; Sango Bay; Uganda.

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## **INDIGENOUS KNOWLEDGE ARCHIVES, HERITAGE AND CULTURAL MEMORY BASED ENTREPRENEURSHIP FOR SUSTAINABLE DEVELOPMENT**

Tumuhairwe Goretti Kabatangare (Mrs.), Librarian I (Blis, Msc. Inf. Sc.)  
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### **Abstract**

The purpose of the study was to examine the significance of indigenous knowledge-based entrepreneurial socio-economic development initiatives with the express goal of promoting their integration into the greater sustainable development discourse. The study, by desk research (literature review) identified extant sustainable indigenous knowledge based entrepreneurial socio-economic development initiatives, their inherent limitation and delimitation factors. With indigenous knowledge now recognized as a valuable sustainable development tool, there is no doubt that its (archives, heritage and cultural memory) preservation is essential given its provision of opportunities for creative entrepreneurship innovation to respond to extant challenges of a complex contemporary world marked by rapid societal and environmental change threatening cultural continuity, social cohesion and a sense of self and belonging. Integrating indigenous knowledge into entrepreneurial development creates and builds incentives for its perpetual protection; all the while accruing sustainable socioeconomic development therein and it is a manifestation of the limitless creativity of the human spirit. Its aesthetic value can unfold in multiple ways and stimulate the production and marketing of new and unique tangible and intangible economic products. With its socioeconomic benefits now reductively considered secondary to its intrinsic cultural heritage value, the study sought to examine its entrepreneurial value in the sustainable development discourse. Indigenous knowledge-based entrepreneurship for sustainable socioeconomic development is relatively low but if proactively promoted its potential can effectively produce, use and maintain socio-cultural, economic and scientific diversity in complement to modern science-based development to realize their equitable co-adoption; creating solid foundations for indigenous and modern knowledge based sustainable development, a desirable (ideal) case scenario in the development discourse of local communities.

**Keywords:** indigenous knowledge, archives, heritage, cultural memory, cultural entrepreneurship, sustainable development.

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## **HUMANITISING PSYCHOLOGY IN UGANDA BEYOND HUMANISTIC PSYCHOLOGY: AN INTERVIEW WITH PROF. JULIUS KIKOOMA**

Joyce Nansamba & Martin Mabunda Baluku,  
Makerere University School of Psychology

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### **Abstract**

Presently, there is growing interest in research on psychology in the context of humanities and humanistic social sciences. This curiosity has come at a time of renewed interest in advancing indigenous knowledges in African scientific research practice and the role of historically and culturally established forms of social interaction and coordinated conduct in social research and theory development (Olosofon & Price, 2018). Yet for close to six decades the field of psychology has been influenced by humanistic psychology perspectives that underscore experimental and survey research while failing to recognize the depth and meaning of human experience as the case need be in typical humanistic social sciences. Moreover, in the recent past, there has been a sociocultural turn in psychology with the view that humanistic psychology should be influenced by social and cultural aspects of the context (McDonald & Wearing, 2013). Given this quest, the critical thoughts of a leader in the psychology discipline and who has been at the helm of its growth and development in Uganda is crucial. Thus, we have the opportunity to interview Professor Julius Kikooma whose vast research experience revolves on African indigenous knowledges. Thus, his critical reflections on a socio-cultural psychological approach provides useful insights in the possibility of a humanistic socio-cultural psychology. This research presents the transcript of the interview and the synthesis of the key ramifications of the interview for humanitising psychology.

Key words: Kikooma, sociocultural turn, humanitising psychology, indigenous knowledges.

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## **EXPERIENCES OF ORPHANS AND OTHER VULNERABLE CHILDREN IN SCHOOL IN MINAKULU SUBCOUNTY, OYAM DISTRICT**

Flavia Acan, Justus Twesigye  
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School of Social Sciences, CHUSS, Makerere University  
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### **Abstract**

The number of Orphans and Other Vulnerable Children (OVC) in Uganda is increasing because of factors such as HIV and AIDS and aggravated poverty. Many OVC cannot afford basic needs which include education. We explored experiences of OVC in school in Minakulu subcounty, Oyam district based on the following objectives: to document

ambitions and goals of OVC in school in Minakulu subcounty; to identify challenges OVC face in school in Minakulu subcounty; and to assess ways in which OVC solve the challenges they face in School in Minakulu subcounty. We adopted a case study design and a qualitative approach; data were collected using in-depth interviews and key informant interviews and analysed based on the thematic analysis method. Our findings show that OVC had estimable ambitions and goals such as scoring high grades in final examinations and obtaining formal jobs in the future. However, serious challenges which include inadequate scholastic materials and emotional problems undermined their academic success. OVC endeavoured to solve the challenges they faced in attending school, for example, by seeking material assistance from community members. We discuss implications from these findings for social work practice.

**Key words:** OVC; School; Social Work; Uganda

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Day 3: 13:50 - 15:10

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## **REDUCING YOUTH UNEMPLOYMENT AMONG SOCIAL WORKERS IN UGANDA: OPPORTUNITIES AND CHALLENGES**

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### **Abstract**

The social work profession offers many career pathways for its graduates because of its broad knowledge, value and skill bases that facilitate generalist practice. Generalist social work practitioners can intervene at multiple practice levels and assume a number of diverse roles. Moreover, social workers are often employed in both conventional and non-conventional jobs and grapple with solving social problems across the lifespan and a wide range of domains. Yet, a large number of youth social workers in Uganda fail to find meaningful employment despite being professionally trained as generalist social work practitioners. I conducted a qualitative study in Greater Kampala Metropolitan Area using in-depth interviews; data was analyzed using the method of thematic analysis. Findings show that some social workers use their professional ingenuity to undertake social entrepreneurship as a pragmatic way to create employment for themselves and for other people. Being a non-conventional field of practice in Uganda, social entrepreneurship brings about various opportunities and challenges, which currently are neither well-known or documented. I explore and discuss these opportunities and challenges in this paper and also discuss their implications for social work education and practice in Uganda.

**Key Words:** Youth Unemployment; Social entrepreneurship; Social Work; Uganda

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**POSITIONING THE LOCAL IN THE GLOBAL: WALKING THE TALK  
ON CLIMATE CHANGE ACTION AS REFLECTED IN UGANDA'S  
MEDIA**

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**Abstract**

Climate change debates have moved from the domain of scientists, who initially dominated these, to now become a public issue, with politicians increasingly influencing decisions on climate action. Given that media focus on key issues in society, this article examines the positioning of climate change in Uganda's media as a means of gauging the level of political commitment to translate this global challenge into climate action. Based on the findings from the analysis of print media coverage in Uganda of the Paris COP21 global summit, the article shows that climate change is not just a local national issue but is inexplicably linked to global frameworks, where voices and actors from the North not only dominate the global climate discourse but this transcends to the national level as reflected in the coverage, with most of the climate news being from foreign sources and foreign political leaders. Journalists are urged to pre-empt the local politicians to be active participants in the global climate debates, such that climate issues become high priority on Uganda's development agenda and subsequently leading to more commitment to climate action.

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**CITY LIVELIHOODS: THE CONSTRUCTION OF URBAN CITIZENS,  
RESIDENTS IN A CHANGING SOCIO-ECONOMIC LANDSCAPE: A  
HISTORICAL PERSPECTIVE (1956-1999).**

Sekiswa Peter  
Muteesa I Royal University

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**Abstract**

Urbanisation is one of the critical global trends shaping the future of humanity. Initially, construction of residency depended on colonial administrative and economic needs, in the post-colonial times became the preserve of politicians in a bid to fulfil allegedly national political goals. Nevertheless, movement into urban areas has come to depend on the need to seek employment or livelihoods. The paper will show that urban residence is a resultant process from the diffusing multiplicity of cultures, those who immigrate into the city either to seek employment or to begin a new life after their studies. Mainly their offspring's will integrate into the norms, values of the locality they are settled in, while the adults live in a dualism of cultures. The direction of the conceptual framework is that

residence staying in the peripheral areas of the city for quite some time turns into new citizenship of the area and the city at large. Individuals take on new areas of aboard first as tenants and with the help of friends buy a residence for permanent aboard. Livelihoods in this case are shaped by the need to be employed depending on educational background or friends and family members or tribe mates type of employment. This is how the apprentice of the new resident begins. Until he becomes financially self-sufficient to acquire residence in the neighbourhood around the city. That residence is no longer determined by colonial provisions or political and constitutional requirements, but economic livelihoods. This piece of study will inquire from residents' narratives and use documentary analysis based on a historical methodology.

**Key words.** City livelihoods, Urban Residents, Economic Landscape.

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Day 3: 13:50 - 15:10

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## **SQUARED PEGS IN ROUND HOLES: THE CONTEXT PROBLEM IN CORRUPTION FIGHT IN UGANDA**

Clare Cheromoi  
Mukerere University

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### **Abstract**

This paper investigates the anti-corruption landscape in Uganda and the implications for corruption fight. For many years, Uganda has been known for its expansive institutional and regulatory anti-corruption reforms aimed at addressing corruption in both public and private sector. This paper relaying on the review of anticorruption reforms the country has implemented since 1986, examined whether the reforms implemented are consistent with country's socio-economic and political context. The research efforts so far have been descriptive without deeper understanding the underlying issues related to "institutional multiplicity" particularly whether the anticorruption institutions are proactive (limiting opportunities for corruption) or reactive (increasing the likelihood of catching and sanctioning corrupt behavior). Analyzing institutional multiplicity within the proactive or reactive institutional multiplicity lens has implications because each is driven by the context and nature of corruption. The assumption, made is that institutional multiplicity may not be effective not because institutions are not working but rather because the context and nature of corruption are not favourable. This paper provides a deeper analysis of Uganda's changing institutional anticorruption arrangements including the recent State house anticorruption unit, which could be a manifestation of a reactive institutional multiplicity in the country's corruption fight. From institutional perspective, the results show that anti-corruption agencies and reforms have failed to curb corruption effectively in Uganda because the introduction and implementation of the anticorruption responses

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are not consistent with the context within which corruption take place and thrives. Therefore, anticorruption fight in Uganda fits the description of squared pegs in round holes.

**Key words:** Corruption, Anti- Corruption and Institutional multiplicity

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Day 3: 13:50 - 15:10

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## **ADDRESSING THE DRIVERS OF NON-ADHERENCE TO COVID-19 GUIDELINES THROUGH CITIZEN SCIENCE AND POLICY ADVOCACY IN UGANDA'S INFORMAL AND REFUGEE SETTLEMENTS**

Gloria Seruwagi, Denis Muhangi, Eric Awich Ochen, Catherine Nakidde, Hilda Namakula, Agnes Kyamulabi, Betty Okot, Dunstan Ddamulira, Andrew Masaba, Brian Luswata, Eric Lugada, Stephen Lawoko

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### **Abstract**

Introduction: Following WHO's declaration of a global pandemic and Uganda's confirmation of its first COVID-19 case in March 2020, a set of guidelines were given to prevent spread and mitigate effects of the novel Corona Virus. Guidelines included a 3month lockdown and movement restrictions except for "essential" workers, wearing facemasks, handwashing with soap, frequent sanitizing, social distancing and reporting suspected COVID-19 cases or those contravening the SOPs .

Between March – May 2020 strict enforcement was ensured and adherence to these guidelines registered. However, the public started contravening the SOPs due to economic, sociocultural, political and structural reasons. In vulnerable congested communities like Kampala slums and refugee settlements, the level of non-compliance was comparatively higher at a critical time when increasing community transmission and COVID-19 cases were being registered.

Intervention Methodology: Through action research we employed a citizen science approach and jointly leveraged new windows of opportunity with leadership to address community-level bottlenecks, support behavioural change and increase community compliance to Ministry of Health guidelines in 2 Kampala slums (ALERTs) and 11 refugee settlements (REFLECT).

Conclusions & Recommendations: Citizen science is gaining traction and its contribution more significant especially in Uganda's pandemic era. Uganda needs more community-led interventions in light of surging community transmissions in the midst of a constrained health system. Balancing the demand-supply side of health and building more proactive social accountability is also a unifying factor leading to increased community trust, stronger

resilient systems and sustainable behavioural change. Community-led participatory co-design, innovation and partnership in epidemic prevention, control and management operates best within a supportive policy framework. We recommend sufficient investment in Uganda's Community Engagement Strategy (CES) as a high leverage intervention to effectively address COVID-19 and other emergencies.

**Key Words:** COVID-19, SOPs, Adherence, Compliance, Preventive Measures, Community, Citizen Science

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Day 3: 13:50 - 15:10

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## **“CONCEPT-TEACHING AND CONCEPT- LEARNING EDUCATION MODEL FOR PERFORMING ARTS IN UGANDA”**

Michael Muhumuza, PhD  
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Makerere University

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### **Abstract**

Indigenous performance activities were ubiquitous in people's lifestyles (Muhumuza 2014:4). Indigenous artists dedicated their life into the art (Scott, 1975: 147-8) until attainment of artistic virtuosity and master artistry (Crow, 2002:134). However, colonialism disrupted indigenous art learning processes through introduction of “new art” (Kishani, 2004:20-21). The “new art” learning processes like education and Christianity in spaces like schools and churches were incompatible with the natives' learning processes and spaces; favoured the ‘civilised’ Western culture forms and were interpreted in a way that promoted the colonialists interests (Muhumuza, 2014, Kaahwa, 2004, Kishani, 2004), while castigating indigenous art forms (Kaahwa, 2004: 82). These reduced the learning processes of the indigenous arts and performance spaces which affected learning and conceptualisation, leading to a mutation of understanding of the arts. The “new art” also led to exposure of indigenes to information inconsistent with native beliefs, attitudes and values on art in Uganda which set off a dissonance process, that led to misperception, or misinterpretation, rejection or refutation of information on the Performing Arts, which consequently led to problems in curricula development and pedagogical approaches (see Oppenheimer, 2001:165, <http://tip.psychology.org.dissonance>, Eddie Harmon Jones and Judson Mills, 1999:1; Burris, C., Harmon-Jones, E., Tarpley, 1997, Beauvois, & Joule, 1996 & Festinger, 1957). Hence, in order to teach the Performing Arts properly, their understanding must shift from a lived- life-long learning experience mode to contemporary pedagogical approaches mode, where learners have to be taught using a concept-teaching and concept-learning models.

## **INFLUENCE OF MATERIALISM AND ITS IMPACT ON SOCIETY**

Paul Mulumbi

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### **Abstract**

This paper examines how literary texts help to address the social, economic and political issues and how these are used to develop the society through the use of different literary devices like irony, sarcasm, humor and exaggeration. Although different scholars through their literary works have addressed social, economic and political issues in society, no detailed study has been done on the aspects of feminism, gender and sexuality yet they are very crucial in our society. I will focus on John Ruganda's play Black Mamba in order to see how writers contribute to social, economic and political development of society. John Ruganda (30 May 1941 to 8 December 2007) of Uganda is among writers most known for satire. Many critical works on Ruganda's works that have been reviewed observe that Ruganda has particular interest in social issues which he successfully addresses using literary devices in a more humorous and sarcastic way. This paper is based on the Russian Formalism Theory which attempts to put literary studies on an independent footing and whose basic principles are defamiliarisation, form and literariness. A descriptive research design was employed where qualitative approach of data collection was used. It was basically textual analysis and information was collected by reading closely and analysing John Ruganda's play Black Mamba. The findings reveal that writers use different literary devices like irony, sarcasm and exaggeration to communicate their concerns as they address the social, economic and political issues in society through the use of fictional characters and this clearly depicts what happens in our modern society where women are subjected to prostitution and slavery in search for material wealth. This is as a result of poverty which has affected women in that they are denied of their rights and equal opportunities in society which ultimately subjects them to all sorts of evil and mistreatment.

**Key words:** Materialism, satire, feminism, gender and sexuality.

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## **INTERROGATING THE LIBERAL PEACEBUILDING AGENDA BY UNITED NATIONS RADIO IN THE DEMOCRATIC REPUBLIC OF CONGO**

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Senior Lecturer, Department of Journalism and Communication,  
Makerere University, Kampala, UGANDA  
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### **Abstract**

The United Nations (UN) in her peace-keeping and peace-building operations in Africa produces radio programs that it broadcasts to populations. In the Democratic Republic of the Congo (DRC), the United Nations Organisation Stabilisation Mission in the Democratic Republic of Congo (MONUSCO) operates Radio Okapi, a network that covers the entire country. This conference paper presents findings from a research project that examined the peacebuilding frames discernible in the Radio Okapi broadcasts to ascertain how the UN through its radio advances a liberal peacebuilding agenda, set against alternative approaches proposed by other actors in the country and region.

A 'concurrent nested' mixed methods design was used to analyse the framing of the discourses in the broadcasts during three months of October to December 2019 (n=1,467 stories). The emergent frames were analysed using the Nvivo software to come up with patterns showing the stories in which the UN radio discusses issues that are referred to by scholars as "liberal peace-building" and those that would be referred to as alternative Afrocentric approaches of peacebuilding in the country. Findings show that while alternative approaches of peace-building such as 'restorative justice', 'solidarity', 'forgiveness' and 'healing' are discernible in the broadcasts, the dominant framing favours the western-centric 'liberal peace-building' agenda .

**Keywords:** DR Congo; Radio Okapi; peace-building; peace-journalism; liberal-peace; framing

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## **REASSEMBLING POLITICAL MARK STONES: AN INQUIRY INTO THE IMPLOSION OF PLATO'S GOLD STANDARD FOR A STATE RULER**

Philip Atiba, PhD candidate  
Makerere Institute of Social Research

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### **Abstract**

The framers of pre-modern western political thought postulated a standard measure of qualification for a State ruler. Emphasis was placed on practical wisdom, virtue, and ethics. Indeed, the existence of a criterion for choosing political leaders based on high

educational standing has been sustained today. However, with the growing contestations, continuities and discontinuities in political discourse, the platonian model for nomination has become untenable due to reasons yet to be explored. Political office in the recent past on the contrary has embraced ‘commoners’ such as musicians, comedians, reality-TV stars, footballers and all kinds of vocations. The transgression of Plato’s idea of a Philosopher as ruler, begs the question, why are the ‘ideal philosophers’ or career-politicians for that matter increasingly becoming unpopular? Did Plato have a justification for conflating the idea of leadership with philosophy? If so, does the departure from Plato’s political theory spell any consequences for the future? These questions come at a time when the appeal for ‘commoners’ is overwhelmingly finding acceptance among masses which in a way has been misconstrued to mean ‘populism’. This paper seeks to interrogate the relevance of Plato’s assertions in light of the ambiguous political terrain of modern democracies today. The study will focus mainly on a strand of precedence in countries such as, Liberia, USA, Ukraine, and Uganda.

**Key words:** Populism, ethical-virtue, commoners, democracy, Plato

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Day 3: 13:50 - 15:10

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**THE CASE OF VOICES OF WOMEN IN PEACE BUILDING AND DEVOLUTION IN CHANGAMWE- KENYA, FROM 1960- 2020.**

Samuel Auchi Ngonela , Dr. Charllotte. K. Mafumbo ., Dr. Deogratius Nzarwa Katono  
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**Abstract**

The promulgation of the Kenyan Constitution (2010) created counties as the center of power in a new way of devolution. Its intent was to address various problems that included governance, and economic development to the grassroots. The main aim was to decentralize power and thereby address the effects of a winner takes it all in an electoral system and a skewed distribution of national resources. This study employs a mixed-method approach applying humanistic and historical methods of oral interviews, documentary analysis, and interpretive discourse analysis is employed in data collection and analysis. The neo-Gramscian theory of hegemony and domination is adopted as the theoretical operational framework. This study contends that the transformative nature envisaged through devolution has not seen the light of the day due to the failure of institutions to observe an interpretative understanding and implementation of the constitution and county provisions. By the adoption of liberal democratic institutions without a clear-cut representation in resource distribution and development, women’s voices have been ignored through the dominance of the elite. Through a holistic interpretation of the

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constitution and county government provisions taking the historical dimension of state development, it is possible to understand why devolution has continued to marginalize the voices of women in society.

**Key Words:** Devolution, Constitution, Peacebuilding, Voices of women, Liberal democracy.

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Day 3: 13:50 - 15:10

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## **RE-IMAGINING HERITAGIZATION AND CULTURAL MEMORY IN UGANDA WITH LESSONS FROM REMOVAL OF HISTORICAL MONUMENTS: THE PATH AHEAD**

**Dr Jude Kateete**  
School of Commercial, Industrial Art and Design (SCIAD)  
Nkumba University

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### **Abstract**

In 2020 when the wave of protests of the Black Lives Matter (BLM) movement redirected anger towards affront mementos of history they gave impetus to calls for removal of such historical monuments. There was global re-ignition of the debate on how to reckon with the past in collective memory. In Uganda the debate was directed towards rethinking identities of memory that the mediating colonial legacy had bequeathed to the nation. That debate should not be restricted to the decolonization project, nor should the BLM movement be its defining factor. It should be handled in cross-disciplinary and cross-cultural forms using proper canons of historical scholarship. However, how should the shared intellectual questions of heritagization and cultural memory be handled without censoring the past? What should be gained now in memorials of another age? Heritage and cultural memory tend to permeate human life. Yet, condemnation of memory jeopardizes the opportunity to learn from traces of the past. In my intervention I will analyze the redeeming social value for the contested heritages and identities and justify why they should be reviewed with intellectual depth. I will also explain how, through a progressive horizontal transfer of knowledge, they should be updated and advanced into configuring disciplines. I will suggest ways to revamp the curricula in response to new directions for reconstructing cultural identities in Uganda. I will argue that however biased, prejudiced, and inadequate some of the memorials may be there is a task of reconstructing their meaning and of drawing lessons from them.

**Keywords:** Heritagization; cultural memory; Uganda; historical monuments

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**HISTORICISING INDIGENOUS SALT TECHNOLOGY IN BUNYORO  
AT KIBIRO SALT MINING GARDENS TO 1997**

Juliet Ssematimba

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**Abstract**

The study intends to delve into the historicity of indigenous technological systems looking at the case of salt mining at Kibiro. The study will employ interview of key informants such as salt miners and traditional leaders to explore the indigenous knowledge and systems in Uganda using Kibiro as a case study. The study will rely on observation, key informant interviews with the traditional knowledge custodians, archival research and documentary review to collect salient information on how salt was mined and how it influenced trade, health and food security in the area. The objectives are to examine the evolution of the salt working technology, explain its relationship with trade, and assess the healthy cons and prons of salt mining and its impact on food security within the area. The study will utilise a qualitative approach. It will also employ purposive and snowball sampling techniques. The study will be conducted from 1894 when Uganda was declared a British Protectorate to 1997 when Kibiro was proposed to be enlisted on the World Heritage List. This study is significant in that it documents the endangered indigenous knowledge practices in the Albertine rift that are threatened by the exploration activities for posterity. The results of the study hopefully will contribute towards the documentation of this intangible heritage at Kibiro required by UNESCO to elevate the site to a world heritage status that is not only good for Uganda but the world at large.

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**TONTO- A VITAL SOCIO-CULTURAL LOCAL BREW WITH A RICH  
VOCABULARY FACING EXTINCTION**

Gumoshabe Gilbert  
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**Abstract**

For centuries, tonto- a local banana beer that some people call banana wine has been at the centre of all socio-political and economic activities among the Banyankore. The indigenous knowledge associated with its production and its rich vocabulary have been passed on from one generation to another through action and by word of mouth. At present, there is no known written literature to the authors on the process that is involved in its making. Being a cultural activity, one would expect to have written literature on tonto in Runyankore, but it is not there up to the present. Although it is an alcohol, its alcohol content level per cubic meter is not known.

This paper shall identify the types of bananas that are used in the making of tonto, the indigenous knowledge process of making it, the specialized language used, cultures, rituals and traditions associated with its making. It will further identify the threats and challenges associated with its existence and how to overcome them. The quality and its determinants, utensils, vocabulary of tonto, usage/importance, and materials used in its preparation and names associated with alcohol shall be analysed.

The threat from modern drinks, Religion and tonto and the future of Tonto shall be addressed so as to predict the future of tonto and its language register

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Day 3: 13:50 - 15:10

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**INDIGENOUS KNOWLEDGE ARCHIVES, HERITAGE AND CULTURAL MEMORY BASED ENTREPRENEURSHIP FOR SUSTAINABLE DEVELOPMENT ON 'INDIGENOUS KNOWLEDGE, ARCHIVES, HERITAGE AND CULTURAL MEMORY'**

Tumuhairwe Goretti Kabatangare,  
Kabale University Library

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**Abstract**

The purpose of the study was to examine the significance of indigenous knowledge-based entrepreneurial socio-economic development initiatives with the express goal of promoting their integration into the greater sustainable development discourse. The study, by desk research (literature review) identified extant sustainable indigenous knowledge based entrepreneurial socio-economic development initiatives, their inherent limitation and delimitation factors. With indigenous knowledge now recognized as a valuable sustainable development tool, there is no doubt that its (archives, heritage and cultural memory) preservation is essential given its provision of opportunities for creative entrepreneurship innovation to respond to extant challenges of a complex contemporary world marked by rapid societal and environmental change threatening cultural continuity, social cohesion and a sense of self and belonging. Integrating indigenous knowledge into entrepreneurial development creates and builds incentives for its perpetual protection; all the while accruing sustainable socioeconomic development therein and it is a manifestation of the limitless creativity of the human spirit. Its aesthetic value can unfold in multiple ways and stimulate the production and marketing of new and unique tangible and intangible economic products. With its socioeconomic benefits now reductively considered secondary to its intrinsic cultural heritage value, the study sought to examine its entrepreneurial value in the sustainable development discourse. Indigenous knowledge-based entrepreneurship for sustainable socioeconomic development is relatively low but if proactively promoted its potential can effectively produce, use and maintain socio-cultural, economic and scientific diversity in complement to modern science-based development to realize their equitable co-adoption; creating solid foundations for indigenous and



modern knowledge based sustainable development, a desirable (ideal) case scenario in the development discourse of local communities.

Keywords: indigenous knowledge, archives, heritage, cultural memory, cultural entrepreneurship, sustainable development.

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Day 3: 13:50 - 15:10

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## **TOURISM DEVELOPMENT IN CENTRAL UGANDA: THE USE OF HISTORY AND CULTURE AS WORKABLE ALTERNATIVES**

Fred Musisi  
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Muteesa I Royal University.

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### **Abstract**

As the phenomenon of the Globalization of the world's economy continues to sweep across all countries and continents, Tourism has become one of the main products being globalized. Indeed by 2019 travel and tourism sector globally accounted for 10.3% of the global GDP. Likewise, Africa and Uganda in particular, are increasingly becoming dependent on tourism as one of the top foreign income generators. In Uganda by 2017 the tourism sector accounted for 7.3% of the GDP. The existing data shows that leisure and cultural tourists in Uganda spend 30 percent to 100 percent more than other types of tourists. This substantial difference in spending makes cultural tourists an attractive target in an effort to contribute to the transformation of the lives of people of Central Uganda to a shared prosperity. It is against this backdrop that the kingdom of Buganda, through its Twenty-year strategic plan (2014-34), sets out a realistic goal of promoting tourism through the protection and preservation of its Traditional Cultural norms, practices and heritage. Indeed, judging from the Central region's rich traditions, cultural heritage and historical experience, the region is better positioned to do well in this sector. Therefore, using history, this study illustrates the huge potentials laden in Buganda's cultural tourism. It advocates for proper appropriation of such and involvement of all for optional utilization of the resources therein. In the same vein, it exposes and decries the notable societal ills bedeviling the efforts being made in this respect and extends suggestions on how to improve on the extant provisions bringing forth new ones and gainfully support the development of the tourism industry.

### **KEY WORDS**

History, Cultural tourism, Cultural Hritage

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CHUSS National Humanities Conference 2021  
*HumanitiesCon2021*