WEBER STATE UNIVERSITY
RWANDAN GENOCIDE: 25 YRS LATER
SPRING 2019

Professor: Dr. Stephanie Wolfe
Class Meetings: TR 10:30 - 11:45 in Stewart Library 325
Office: Lindquist Hall, Room 141
Office Hours: T/R: 9-10 and W: 9-12. Other hours via appointment
E-mail: stephaniewolfe@weber.edu

OVERVIEW

In 1994 Rwanda was ravaged by a brutal state-sponsored genocide. Over the course of 100 days approximately 800,000 Tutsi and moderate Hutus were killed. Virtually every social institution was destroyed and discredited. Tutsi and moderate Hutus holding leadership roles were often the first targeted for elimination, along with their families. At the same time, many Hutus in leadership positions joined the ranks of the killers, and influenced others within the communities to also take up arms. The genocide ended with the defeat of the extremist regime by the Rwandan Patriotic Front (RPF) in July of 1994; in the aftermath, the RPF would assume leadership of the country.

This course will examine the 1994 genocide and its aftermath including: the historical legacy of colonialism and the impact that post-colonial policies had in pre-genocide Rwanda, the 100 days of terror that comprised the genocide, and the impact the genocide had on the surrounding Great Lakes countries in Africa. Finally, the legacy of the Rwandan genocide will be examined, especially in regards to politics and international law. Specific issues to be addressed include the complex relationship between politics and legislated memories, ethnic identities before and after the genocide, the creation and implementation of transitional justice measures including the national courts, Gacaca courts, and the International Criminal Tribunal for Rwanda.
Students should leave the course with a better understanding of (a) the genocide (b) the role of the United Nations and other states during the genocide and aftermath (c) the legal responses to the Rwandan genocide (d) current issues facing Rwanda (e) implications for the future.

READINGS

Please note that there is a lot of required material for this course; however, many of these are very cheap used and/or free to download/view online.

Videos:
- Ghosts of Rwanda by PBS Frontline
- Sometimes in April
- Hotel Rwanda

All videos can be found online if you google them, can be checked out from Stewart library for free, and/or rented from many other services.

Books:
- Leave None to Tell the Story by Alison Des Forges. (out of print: available here http://www.hrw.org/reports/1999/rwanda/ or the PDF is on Canvas)
- Other articles and chapters on Canvas

Memoir:

You will also be required to read one memoir regarding the Rwandan genocide. The memoir is your choice; however, you will need to obtain approval from me. Memoirs that have already been approved are:

- I'm Not Leaving by Carl Wilkens
- Tested to the Limit: A Genocide Survivor's Story of Pain, Resilience, and Hope by Consolee Nishimwe
- Shake Hands with the Devil by Romeo Dallaire (Fair warning this is a massive book - and watching the video does not count as they are NOTHING alike - literally NOTHING alike)

If you would like to suggest a different memoir, please email me!
COURSE REQUIREMENTS

Your final grade will be comprised of the following:

1. **[15%] Commemoration Events**

2. **[25%] Class Discussions, Debates, and (open-notes quiz)**

3. **[40%]** You will have 4 take home writing assignments. Unless otherwise stated, each paper should be 5-7 pages, double-spaced 12-point Times New Roman, and Chicago style citations are required. Each paper should demonstrate your close reading of, and active engagement, with the readings. A failure to include relevant readings, citations, and information will correlate to a poor grade.

4. **[20%]** A 15 page research paper is required (+3 pages is acceptable). The purpose of this paper is to either analyze a perspective or argue a point relating to the aftermath of genocide (i.e. informal or formal restorative/transitional justice mechanisms, or issues related to reconciliation.)

   You will need to include an introduction with thesis statement, text with developed arguments, citations, and conclusion. All papers should be: typed, 12 point font, times new roman, double spaced, 1 inch margins, include a cover page, bibliography and be formatted in Chicago. The body of the paper should include page numbers and your last name. The cover page and bibliography are not included in the page count. The writing style is formal.

   Paper proposal and final due dates are marked on the syllabus. The paper proposal, final paper and annotated bibliography are worth **20%** of your grade.

NEEDFUL THINGS

**Grading and Late Policy**
Grades are assigned according to the following scale:
A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 68-69; D = 65-67; D- = 61-64; E = 50; 0 = no assignment submitted

If you do not have permission to miss an assignment, then a reduction of 50 to 100 percent will be taken off the assignment.

**WSU Technology**
In case of conflict between the syllabus and canvas; assume the syllabus is correct unless an announcement has been posted on Canvas.

**Turn It In**
WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy.
**Accommodations Policy**
If you require accommodations or services due to a disability you must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, ssd@weber.edu, or http://departments.weber.edu/ssd.

**Emergency Closure**
If the University is forced to close for any reason during the semester, please check the course Canvas page and your Weber email for updates on how this course will proceed. The University announces closures and other emergencies through its Code Purple emergency alert system. Students are encouraged to sign up for Code Purple: http://www.weber.edu/codepurple/

**Academic Honesty**
Plagiarism is a violation of the WSU Student Code and is not acceptable in this course (IV.D.2.b). If your writing appears plagiarized, or if sources are not documented properly, you will receive a zero on the assignment. Depending on the severity of the infraction, various other penalties could be implemented up to and including receiving a failing grade for the course, being reported to the Chair of the Department, and being reported to the Dean of Students.

**Core Beliefs**
According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student’s request must articulate the burden the requirement would place on the student’s beliefs.”

**Tolerance Policy**
A class on politics can lead to a diversity of opinions. I encourage diversity and active discussion; however, students who are hateful or disruptive in the class will be given a warning and a zero for participation on that day. A second warning will result in being reported to the administration and a zero for your participation grade. Repeated warnings will result in an automatic failure for the course. Being disruptive includes, but is not limited to: racist, sexist, or other prejudicial/discriminatory language, being disrespectful to the professor and/or other students, or creating an atmosphere in which other students cannot learn.

**Style Manual:** The Chicago style manual for all written assignments: http://www.chicagomanualofstyle.org/tools_citationguide.html
AGENDA

Please note this is an outline and thus subject to change.

Reprensentations of Genocide

Week 1 – January 7-11
Ghosts of Rwanda

Weekly Activities:
- Introductions
- Requirements and Expectations of the Course
- Ghosts of Rwanda Documentary (½ in class)

Required Readings:
- T: Syllabus (in class)
- R: [Canvas] In The Shadow
- R: [Canvas] 01- The Past is Prologue

Week 2 – January 14-17
Experiences in Genocide

Weekly Activities:
- Tuesday: Ghosts of Rwanda Documentary (½ in class)
- Tuesday: Canvas Quiz (Open book, open notes)
- Thursday: Dr. Timothy Longman Guest Speaker

Required Readings:
- T: [Canvas] Articles and links on Canvas
- R: Sometimes in April film viewing at home
- R: Hotel Rwanda film viewing at home

Dr. Timothy Longman is an associate professor of political science and international relations and is the director of the Institute on Culture, Religion, and World Affairs (CURA) in the Pardee School. His research focuses on state-society relations in Africa, looking in particular at human rights, transitional justice, religion and politics, gender and politics, and the politics of race and ethnicity. He has published two books with Cambridge University Press, Memory and Justice in Post-Genocide Rwanda (2017) and Christianity and Genocide in Rwanda (2010). He is currently working on a book comparing church-state relations throughout Africa. He served for eight years as the director of BU’s African Studies Center. He lived in Rwanda before the genocide (conducting doctoral research) and in the aftermath (working at the Human Rights Watch field office).  http://www.bu.edu/today/2018/telling-the-truth-about-rwanda/
Week 3 – January 21-25
Representations of Genocide

Weekly Activities:
- T: Paper Topic #1:
  Compare and contrast the three films assigned. *Ghosts of Rwanda* is an actual documentary, whereas *Hotel Rwanda* is based on a true story. *Sometimes in April* is based on the genocide; however, utilizes fictional characters. As a result each of these films portray different elements of the genocide, and have received different reactions within Rwanda and abroad. What elements are brought out in each film? What stands out within the film and what message seems to be received by the viewer? What are the similarities and differences between these pieces and what will you take from each? Be very specific and include academic citations throughout.
- T: Class Discussion (graded) on films and on Longman visit

Required Readings:
- R: Canvas: *Leave None to Tell the Story* – Introduction (pp. 6 – 27, 30), History (pp. 31 – 51);

Week 4 – January 28 - February 1
The 1994 Genocide

Required Readings:
- T: Canvas: *Leave None to Tell the Story* – Propaganda and Practice (pp. 57 – 75); Choosing War (pp. 80 – 104); Warnings (pp. 113 – 134);
- R: Canvas: *Leave None to Tell the Story* – April 1994 (pp. 144 – 167); Organization (pp. 176 – 198); Extending the Genocide (pp. 208 – 231)

Week 5 – February 4-8
The 1994 Genocide

Weekly Activities:
- T: Reading Day
- R: Class Debate (graded)

Required Readings:
- Memoir of your choice
- Readings to Prep for Class Debate
Week 6 – February 11-15
Debates in Genocide

Weekly Activities:
- T: Reading Day
- Paper Topic #2: Reflect on the memoir you chose to read. What were the experiences of the individual you read about? How did the genocide impact and change them? What message are they trying to give to those who are reading their narrative?
- R: Class Debate (graded)

Required Readings:
- Memoir of your choice
- Readings to Prep for Class Debate

Vulnerable Populations

Week 7 – February 18-22
Vulnerable Populations

Weekly Activities:
- T/R: Guest Lecture both days - Dr. Joseph Nkurunziza

Required Readings:
- T: Canvas: Rwanda: “Marked for Death”, Rape Survivors Living with HIV/AIDS by Amnesty International
- R: Canvas: Gender and Genocide by Jones

Dr. Joseph Nkurunziza is a physician specializing an HIV and a founding Chairperson of Never Again Rwanda, a civil society organization which promotes human rights and peace building among Rwandan youth and the population at large. He is also the core founder and chairperson of Healthy Development Initiative, a non-governmental organization that strives to improve both the quality and accessibility of health care for all Rwandans irrespective of their social economical status.

Week 8 – February 25 March 1
Vulnerable Populations

Weekly Activities:
- T: Class Discussion on Readings and Nkurunziza visits
- R: Paper Topic #3: Reflect on the different experiences felt by groups during the genocide. Questions to consider: How did the experience of women and children differ from men during the genocide? How has these experiences differed in the aftermath? What knowledge have we gained? What do we now see in Rwanda in relation to these groups? How has the genocide impacted their lives in the current day?

Required Readings:
- T: Canvas: Struggling to Survive by Human Rights Watch
- R Canvas: Lasting Wounds by Human Rights Watch
- R: Canvas: Refugee Crisis
Spring Break

Post Genocide Justice and Commemoration

Week 9 – March 11-15
Post Genocide Justice

Required Readings:
− T/R Justice on the Grass

Week 10 – March 18-22
Post Genocide Justice

Required Readings:
− Canvas: After Genocide, Chapter 6, 11
− Canvas: After Genocide, Chapter 13, 15

Week 11 – March 25-29
Speaking on the Genocide

Weekly Activities:
− T/R: Guest Lecture both days - Omar Ndizeye
− T/R Preparation for Commemoration Events

Required Readings:
− Canvas: Law and Reality: Progress in Judicial Reform in Rwanda by Human Rights Watch, pp. 1-4; 12-33

Omar Ndizeye was born in the Bugesera District of Rwanda and as a young boy lost many family members in the genocide. As one of the very few who survived the killings at Nyamata Church, he has dedicated his life to working towards peace. He has been the National Second Vice-Coordinator of the Association des Etudiants et Eleves Rescapes du Genocide (AERG) from 2010 to 2011 and was Executive Secretary in 2012 where he initiated and developed AERG national system of legal and counseling for young survivors of genocide by using face to face and helpline approaches. He developed a successful AERG volunteering first aid intervention program (Humura Nturiwenyine) during the commemoration period to help people who get traumatized during the commemoration events. Since 2013 He has been coordinating Never Again Rwanda Annual National youth Conference on policy and practice of commemoration of the 1994 Genocide against Tutsi. Currently Omar Ndizeye is working as peace building program officer at Never Again Rwanda (NAR) a human rights and Peacebuilding organization that was founded in response to the 1994 genocide perpetrated against Tutsi in Rwanda.
### Week 12 – April 1-5
**Post Genocide Justice**

**Weekly Activities:**
- T: Graded Discussion
- R: Class Preparation for Commemoration Event
- R: Bring in Paper Proposals to class

**Required Readings:**
- Canvas: *Law and Reality: Progress in Judicial Reform in Rwanda* by Human Rights Watch, pp. 34-99

### Week 13 – April 8-12
**Commemoration Events**

**Weekly Activities:**
- T: Commemoration Events
- R: Commemoration Events

### Week 15 – April 15-18
**Post Genocide Justice**

**Weekly Activities:**
- T: Reading Day
- R: Paper topic #4: For this paper please reflect on the meaning of "justice" in the post-1994 context. Some of the themes that can be addressed are: the comparison of Gacaca courts versus international courts, how justice is seen at various levels, what types of justice are possible (again international versus local), the strengths and weaknesses of each form of justice, expected outcomes and impact of the trials on Rwanda's post-genocidal society, and so forth.

### Week 15 – April 2-25
**Final Exams**

**Weekly Activities:**
- R: Research Paper Due