

Image:*UNICEF Rwanda/2011/Laurent*

**Weber State University**

**Rwanda: Genocide and Aftermath**

**Summer 2015**

**Professor: Dr. Stephanie Wolfe**

Class Meetings: Online

Office: Social and Behavioral Sciences 296

Office Hours: Via appointment (in-person, e-mail, or Skype available)

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OVERVIEW

This course will examine the 1994 genocide and its aftermath. The class will discuss the historical legacy of colonialism and the impact that post-colonial policies had in pre-genocide Rwanda. Next, the events surrounding the genocide within Rwanda will be discussed in addition to its immediate impact on the surrounding Great Lakes countries of 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 political 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 Rwandan genocide (b) the role of the United Nations and other states during the genocide and in the 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)
* I’m Not Leaving by Carl Wilkens  
  Easiest to buy from Amazon.com – you should never spend more than $16 for this book.
* Justice on the Grass: Three Rwandan Journalists, Their Trial for War Crimes and a Nation’s Quest for Redemption. By Dina Temple-Raston Easiest to buy from Amazon.com.
* Remaking Rwanda: State Building and Human Rights after Mass Violence edited by Scott Straus and Lars Waldroff.
* Other articles and chapters on Canvas

COURSE REQUIREMENTS

Your final grade will be comprised of the following

1. **[50%]** Beginning the second week of class, there will be quizzes and/or essays scheduled roughly every other week. These will be taken through Canvas and thus consist of questions, take-home essays, project assignments and so forth. There will be a total of 6; of those your 5 highest grades will count toward the final course grade. (Your lowest grade drops). In general, questions will come from material covered in both readings and presentations since the previous quiz, and are open book. There are no midterms or a final in this class.
2. **[30%]** Each student is required to participate in a presentation project on one of the course’s core topics.
   1. Each student is assigned a topic which corresponds to Week 6 through 14. (i.e. women, children. ICTR, gacaca, etc…)
   2. Each student will create a powerpoint or similar presentation they will upload to Canvas. (Samples, grading criteria, etc. are online) – 100 points
   3. Each student will create a study guide for other students to answer about their presentation. (25 points for creating a study guide)
   4. Each student will review other presentations and complete the study guides. Completion of study guides are worth an additional 25 points.
   5. Each student will write a 5 to 7 page paper on your topic is due in **Week 9. This is on the same topic as the above presentation and readings for that week.** The purpose of this paper is to not to simply review the readings assigned, but to provide in-depth information on the topic that goes beyond the scope of the required readings and provide information that you will be able to present to the class. - 150 points
3. **[20%]** A 10 to 14 -page research paper is required. 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**

The use of Canvas throughout this course is extensive. You will need to ensure that you are enrolled in the course, upload assignments, take reading quizzes, and so forth. In case of conflict between the syllabus and canvas; assume the syllabus is correct unless an announcement has been posted on Canvas.

**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](http://documents.weber.edu/ppm/6-22.htm) 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.

WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course requires you to submit 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.

**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 can not 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.*

**Introduction and Background Information**

**Week 1 – May 11th**

**Introduction to Course and Topic**

*Required Readings:*

* Syllabus
* View: Ghosts of Rwanda Documentary

**Week 2 – May 18th**

**Representations of Genocide**

*Weekly Activities:*

* Quiz #1 Due May 24th: Discussion Questions / Reflections on films portraying the Rwandan genocide.

*Required Readings:*

* View: Sometimes In April
* View: Hotel Rwanda
* Canvas: After Genocide, Chapter 1 and 2

**Conflict and Genocide**

**Week 3: May 25th**

**Historical Background to the Genocide**

*Required Readings:*

* Canvas: Leave None to Tell the Story – Introduction (pp. 6 – 27, 30), History (pp. 31 – 51); Propaganda and Practice (pp. 57 – 75); Choosing War (pp. 80 – 104); Warnings (pp. 113 – 134)

**Week 4: June 1st**

**The 1994 Genocide Part 1**

*Required Readings:*

* Canvas: Leave None to Tell the Story – April 1994 (pp. 144 – 167); Organization (pp. 176 – 198); Extending the Genocide (pp. 208 – 231)

**Week 5: June 8th**

**The 1994 Genocide Part 2**

*Weekly Activities:*

* Quiz #2 due June 14th

*Required Readings:*

* I’m Not Leaving by Carl Wilkens

**Aftermath of Genocide**

**Week 6: June 15th**

**Women as Perpetrators and Victims**

*Required Readings:*

* Canvas: Struggling to Survive by Human Rights Watch
* Canvas: Rwanda: “Marked for Death”, Rape Survivors Living with HIV/AIDS by Amnesty International
* Canvas: Gender and Genocide by Jones

**Week 7: June 22nd**

**Children and Educational Policies**

*Weekly Activities:*

* Quiz #3 due June 28th

*Required Readings:*

* Canvas: Lasting Wounds by Human Rights Watch
* Remaking Rwanda, Chapter 4
* Remaking Rwanda, Chapter 19
* Remaking Rwanda, Chapter 20

**Legal Responses to the Genocide**

**Week 8: June 29th**

**Post-Genocide Justice in Rwanda**

*Required Readings:*

* Canvas: After Genocide, Chapter 11
* Justice on the Grass, prologue – Ch 4

**Week 9: July 6th**

**Reading Week on ICTR**

*Weekly Activities:*

* Presentation Paper Due

*Required Readings:*

* Justice on the Grass, Ch. 5 - Epilogue

**Week 10: July 13th**

**The ICTR**

*Weekly Activities:*

* Quiz #4: ICTR due July 19th

*Required Readings:*

* Canvas: After Genocide, Chapter 13
* Remaking Rwanda, Chapter 10 and 11

**Week 11: July 20th**

**National Courts and Gacaca Creation**

*Weekly Activities:*

* Paper Proposals Due

*Required Readings:*

* Remaking Rwanda, Chapter 13
* Canvas: After Genocide, Chapter 15
* Canvas: Law, Power, and Justice: What Legalism Fails to Address in the Functioning of Rwanda’s Gacaca Courts by Susan Thomson and Rosemary Nagy
* Canvas: Law and Reality: Progress in Judicial Reform in Rwanda by Human Rights Watch, pp. 1-4; 12-33

**Week 12: July 27th**

**Genocide Denial, Divisionism and other Legal Codifications**

*Weekly Activities:*

* Quiz #5: Domestic Laws due Aug. 2nd

*Required Readings:*

* Canvas: Law and Reality: Progress in Judicial Reform in Rwanda by Human Rights Watch, pp. 34-99
* Remaking Rwanda, Chapter 2
* Canvas: After Genocide, Chapter 6

**Political Responses to the Genocide**

**Week 13: August 3rd**

**Politics of Memory and Identity**

*Required Readings:*

* Canvas: After Genocide, Chapter 4, Preface, Chapter 5, and Chapter 7
* Remaking Rwanda, Chapter 17 and 18

**Week 14: August 10th**

**Regional and International Issues**

*Weekly Activities:*

* Quiz #6

*Required Readings:*

* Canvas: TBA

**Week 15: August 17th**

**Finals Week**

*Weekly Activities:*

* Final Paper Due