

University of Southern California
Dana and David Dornsife College of Letters, Arts, and Sciences

IR 318 Conflict Resolution and Peace Research
Rebuilding Rwanda: Memory, Testimony, and Living Together After Genocide

Instructors:

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Schedule:

Week 1: May 28 – May 31 2013 (4 days)
 Class meets at TBD

May 27th, 2013 – Memorial Day Holiday

Week 2: June 3 – June 7 2013
 Class meets at TBD

Week 3: June 10 – June 14 2013
 Field research in Rwanda

Week 4: June 17 – June 22 2013
 Field research in Rwanda

Final projects due: 8 July 2013

Course Objectives:

This course will provide a practicum for students to consider the complex task that societies face in the aftermath of genocide. As an exploration in problem-based learning, this course will present students with the opportunity to explore multiple facets of the complex task of post-genocide reconstruction, provide them with information and experiences to help them develop their own solutions to the problem, and apply their experience to the formulation of responses to the problem. The curriculum is student-centered, and each student will be expected to develop his or her own path through the course material, and give a presentation based on this path at the end of the trip to Rwanda. Students will also collaborate, working in small teams and as a large group to fully explore the depths of the issues raised in readings and experiences on the ground in Rwanda.

In particular, the focus of this course is to familiarize students with interview and documentation methods and prepare them for a two-week trip to Rwanda to conduct field research to answer their own research questions based on the following guiding interrogations:

How can a divided society become united? How can a post-genocidal society redefine identity while allowing groups to mourn and avoiding stigma for all parties? How has Rwanda coped with the pressing social, political, economic, judicial, educational, and other problems it faces? How has the genocide been documented and how have these documentation efforts aided or confounded the mourning and healing process? How best can non-governmental organizations contribute to building a post-genocide Rwanda? How do they work with governmental groups to address the competing needs of various victimized groups? What role can testimony-collection projects play in reconciliation and memorialization? How can testimony and first-person oral history impact groups inside and outside of the affected region?

Course Requirements:

Students will be evaluated based on Class Attendance and Participation (15%), Reflection papers (3) (30%), Presentation (in Rwanda) (20%), and a Final Project (35%).

Texts:

- 1) Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. New York: Farrar, Straus and Giroux, 1998.
- 2) Scott Straus and Lars Waldorf, eds. *Remaking Rwanda: State Building and Human Rights after Mass Violence*. Madison and London: University of WI Press, 2011.
- 3) Selected Book Chapters and Journal Articles Available on Blackboard (see readings, below)

Course Outline:

Week 1:

Goal = Overview of Rwandan history, including genocide, international response to genocide and immediate aftermath. Address the complex problem of justice in the immediate aftermath of genocide. By the end of the week, students should have solid foundation of historical background and should submit 3-5 ideas for the question that they will investigate in Rwanda.

Day 1:

Goal: Provide course overview and introduction to 20th century Rwandan history.

Readings:

- Gourevitch, Philip. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. New York: Picador/Farrar, Straus Distributed by Holtzbrinck Publishers, 2004. Chapters 1-6
- Des Forges, Alison. *Leave None to Tell the Story: Genocide in Rwanda*. 2nd ed. New York, NY: Human Rights Watch, 2010. Introduction (http://www.hrw.org/legacy/reports/1999/rwanda/Geno1-3-01.htm#P6_41)
- Marcel Kabanda, "Kangura: the Triumph of Propaganda Refined," in Allan Thompson, ed. *The Media and the Rwanda Genocide*. London and Ann Arbor: Pluto Press, 2007, pp. 62-72. (Chapter 6 of this ebook) - <http://site.ebrary.com/lib/uscisd/docDetail.action?docID=10176403>
- Dallaire's testimony

In-class schedule:

- 1) Course Overview and plans for the 4 weeks (go over syllabus, etc) (9:30-10:00 am)
- 2) Pre-colonial, colonial, and post-colonial Rwandan history (Hamitic myth, establishment and reification of Hutu/Tutsi identities through racist policies, Hutu Revolution, pogroms in 1960s-1990s, formation of RPF, propaganda) (10:00 am – 12:00 pm)
- 3) *Ghosts of Rwanda* in-class viewing (1:00 – 3:00 pm)
- 4) Questions / Discussion (3:00 – 3:30 pm)

Class hours: 9:30 am – 3:30 pm (1 hour break for lunch)

- **Day 2:**

Goal: Introduce history of genocide and its impact on the region and the world

Readings:

- Dallaire, Roméo, and Brent Beardsley. "The Turquoise Invasion," *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Toronto: Random House Canada, 2003.
- Gourevitch, Philip. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. New York: Picador/Farrar, Straus Distributed by Holtzbrinck Publishers, 2004. Ch. 7-11.

- Mamdani, Mahmood. *When Victims Become Killers : Colonialism, Nativism, and the Genocide in Rwanda*. Princeton, N.J.: Princeton University Press, 2001. Ch. 7.
- Evans, Gareth . “The Problem: The Recurring Nightmare of Mass Atrocities,” in *Responsibility to Protect : Ending Mass Atrocity Crimes Once and for All*. Washington: Brookings Institution Press, 2008.
- Evans, Gareth . “The Solution: From the ‘Right to Intervene’ to ‘R2P’,” in *Responsibility to Protect : Ending Mass Atrocity Crimes Once and for All*. Washington: Brookings Institution Press, 2008.
- Stoett, Peter J. “State Violence: Genocide,” *Human and Global Security: An Exploration of Terms*. Toronto: University of Toronto Press, 1999.
- Power, Samantha. “Rwanda: ‘Mostly in a Listening Mode,’” *A Problem from Hell : America and the Age of Genocide*. New York: Basic Books, 2002.

In-class schedule:

- 1) Questions from yesterday / reading / reflection time (9:30 – 10:00 am)
- 2) 100 Days – civil war and Arusha accords, genocide (plane crash, *interahamwe*, churches, rescue, resistance) (10:00 – 11:30 am)
- 3) International reaction to genocide, including *Opération Turquoise*, refugee camps in Congo (12:30 – 1:00)
- 4) Regional impact – war in DRC in late 1990s (1:15-2:15)
- 5) R2P, case study (Srebrenica) (2:30-3:30 pm)
- 6) Visit by Jean De Dieu Mucyo of the Rwandan National Commission for the Fight against the Genocide (3:30-4:30)

Class hours: 9:30 am – 4:30 pm (1 hour break for lunch)

• **Day 3:**

Goal: Explore justice in the aftermath of genocide and the paths that Rwanda chose. Begin to formulate research questions / form groups.

First Blog Assignment Due: Please prepare a briefing on one of the sites or people we will visit in Rwanda. Please include history, context, images/video (if available), etc.

Readings:

- Timothy Longman, “As Assessment of Rwanda’s *Gacaca* Courts,” *Peace Review: A Journal of Social Justice*, 21:3, 304-312.
- Susan Thomson and Rosemary Nagy, “Law, Power and Justice: What Legalism Fails to Address in the Functioning of Rwanda’s *Gacaca* Courts,” *The International Journal of Transitional Justice*, Vol. 5, 2011, 11-30.
- <http://www.e-ir.info/2012/07/15/gacaca-courts-and-restorative-justice-in-rwanda/>
- Paul Kagame speech to mark closure of *gacaca*:
http://www.paulkagame.com/2010/index.php?option=com_content&view=article&id=691%3Aspeech-by-he-paul-kagame-president-of-the-republic-of-rwanda-at-the-official-closing-of-gacaca-courts&catid=34%3Aspeeches&Itemid=56&lang=en

- ICTR background: <http://www.ictrcaselaw.org/ContentPage.aspx?cid=1>
- Human Rights Watch, “Rwanda: Mixed Legacy for Community-Based Genocide Courts,” <http://www.hrw.org/news/2011/05/31/rwanda-mixed-legacy-community-based-genocide-courts>
- New Times article at close of *gacaca* - <http://www.newtimes.co.rw/news/index.php?i=15028&a=54971>

In-class schedule:

- 1) Panel discussion on post-genocide approaches to justice (ICTR, *gacaca*) (9:30-11:00)
- 2) *In the Tall Grass...* film viewing (11:15-1:15)
- 3) In-class discussion (group work) – What are the major questions you have so far, and what are the primary problems that you see as central to rebuilding life after genocide? (2:15-3:30)
- 4) Martha Encisco visit (optional) (3:30-3:45)

Class hours: 9:00 am – 3:30 pm (1 hour break for lunch)

- **Day 4:**

Goal: Introduction to history of post-genocide reconstruction and genocide memorialization efforts.

Readings:

- Jennie E. Burnet, “Whose Genocide? Whose Truth? Representations of Victim and Perpetrator in Rwanda,” in Hinton and O’Neill, eds. *Genocide: Truth, Memory, and Representation*. Durham and London: Duke University Press, 2009, pp. 80-110.
- Pat Caplan, “‘Never Again’: Genocide Memorials in Rwanda,” *Anthropology Today* 21:1 (Feb. 2007), 20-22.
- Gourevitch, Chapter 12-end
- Benon Kabeera and Vishanthie Swepaul, “Genocide and its aftermath: The case of Rwanda,” *International Social Work* 51 (3): 324-336.
- Helen Hintjens, “Reconstructing Political Identities in Rwanda,” in Clark and Kaufman, eds., *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond*. New York: Columbia University Press, 2009, pp. 77-99.
- René Lemarchand, “The Politics of Memory in Post-Genocide Rwanda,” in Clark and Kaufman, eds., *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond*. New York: Columbia University Press, 2009, pp. 65-76.
- Jens Meierhenrich, “Topographies of Remembering and Forgetting: The Transformation of *Lieux de Memoire* in Rwanda,” in Straus and Waldorf, eds., *Remaking Rwanda: State Building and Human Rights after Mass Violence*. Madison: University of WI Press, 2011, pp. 283-296.

- Susan Thomson, "Re-education for Reconciliation: Participant Observations on *Ingando*," in Straus and Waldorf, eds., *Remaking Rwanda: State Building and Human Rights after Mass Violence*. Madison: University of WI Press, 2011, pp. 331-342.
- Lars Waldorf (2009): "Revisiting Hotel Rwanda: genocide ideology, reconciliation, and rescuers," *Journal of Genocide Research*, 11:1, 101-125 (special issue of JGR - *Identity, Justice and "Reconciliation" in Contemporary Rwanda*)
- Susanne Buckley-Zistel, "We are Pretending Peace: Local Memory and the Absence of Social Transformation and Reconciliation in Rwanda," in Clark and Kaufman, eds., *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond*. New York: Columbia University Press, 2009, pp. 125-143.

In-class schedule:

- 1) Post-genocide Rwandan society: Returning from the refugee camps and exile (*ingando* reintegration camps), resentment vs. reconciliation, the possibility of post-Hutu post-Tutsi Rwandan identity, outsiders and insiders (9:30-11:00)
- 2) Break (11-11:15)
- 3) Stephen - Memorializing the genocide: annual ceremonies, public discourse, the politics of memory / building KGMC (11:15-1:15)
- 4) Check-in discussion - what do you know well? What content do you not understand so well? (2:15-3:30)

Class hours: 9:30 am – 3:30 pm (1 hour break for lunch)

Week 2:

Goal = Contextualize the testimonial encounter and its role in Rwanda; understand the precarious situation of survivors and their relationship with/to testimony and history

- **Day 1: REFLECTION PAPER #1 DUE**
Goal: Introduction to, and contextualization of, genocide (survivor) testimony and methodology(ies). Interrogate the process of giving/taking testimony with survivors.

Readings:

- 1) Weisel, Elie, "Plea For the Dead [Elie Wiesel - A Plea for the Dead.pdf]," in Langer, Lawrence, ed., *Art From the Ashes*. Oxford: Oxford University Press, Incorporated, 1995, pp. 138-152.
- 2) Levi, Primo, "Shame [Primo Levi - Shame, or on the Subject.pdf]," in Langer, Lawrence, ed., *Art From the Ashes*. Oxford: Oxford University Press, Incorporated, 1995, pp. 108-120.
- 3) Améry, Jean, "Torture [Jean Amery - Torture.pdf]," in Langer, Lawrence, ed., *Art From the Ashes*. Oxford: Oxford University Press, Incorporated, 1995, pp. 121-137.

- 4) van der Kolk, Bessel A. & Van der Hart, Onno, "The Intrusive Past - The Flexibility Of Memory And The Engraving Of Trauma [Kolk_Intrusive_Past.pdf]," *American Imago* Volume: 48 Issue: 4 Pages: 425-454 Published: WIN 1991
- 5) USC Shoah Foundation Interview Guidelines
- 6) Moyer, Judith, "Step-by-Step Guide to Oral History [Guide to Oral History - Moyer.docx]
- 7) Fujii, Lee Ann, "Interpreting Truth and Lies in Stories of Conflict and Violence, [Fujii_Interpreting truth and lies.pdf]" in eds. Kristine Hoggund and Magnus Oberg, *Understanding Peace Research: Methods and Challenges*. Routledge, 2011.
- 8) Laub, Dori. "Truth And Testimony: The Process And The Struggle [Laub_Truth and Testimony.pdf]," *American Imago* Volume: 48 Issue: 1 Pages: 75-91 Published: SPR 1991

In-class schedule:

- 1) Framing Testimony: trauma, survival, importance of survivor voices, etc. (theoretical and practical) (9:30-11:00)
- 2) Conducting interviews – overview and considerations (11:00-12:00)
- 3) Practice interviews + debrief (12:00-1:00)
- 4) Discussion about research topics and identifying groups (2:00-2:45)
- 5) Problem-based activity – case study (2:45-3:30)

Class hours: 9:30 am – 3:30 pm

• **Day 2:**

Goal: Introduce fundamentals of testimony methodology and frame context in contemporary Rwanda around testimony. Understand the psychological stakes of the testimonial encounter and field research in a post-traumatic context.

Readings:

- 1) Stephen Brown, "Dilemmas of self-representation and conduct in the field [Brown_Dilemmas of self and conduct in field.pdf]," in *Surviving Field Research* (eds: Siriam, King, et al), Routledge, New York 2009, pp. 213-226.
- 2) Olga Martin-Ortega and Johanna Herman, "There and Back: Surviving Field Research in Violent and Difficult Situations [Ortega&Herman_ThereandBack surviving field research.pdf]," in *Surviving Field Research* (eds: Siriam, King, et al), Routledge, New York 2009, pp. 227-240.

In-class schedule:

- 1) Form groups and begin to define your questions/direction. (9:30-10:15)
- 2) Edith Umugiraneza class visit – experience of giving/taking testimony, impact of testimony on survivors (10:30-12:00)
- 3) Potluck lunch with Edith (12:00-1:00)

- 4) Guest Lecture by Don Miller: Field research in post-traumatic context – psychological ramifications of fieldwork (coping strategies, appropriate behavior, recommendations) (1:15-2:30)
- 5) Generating lists of questions in groups. (2:30-3:30)

Class hours: 9:30 am – 3:30 pm

- **Day 3:**

Goal: Understanding the challenges of educating about genocide, hear from more witnesses (testimony and Carl Wilkens)

Readings:

1. Timothy Longman and Théoneste Rutagengwa, “Religion, Memory, and Violence in Rwanda [Longman, Rutagengwa - Religion, Memory, and Violence in Rwanda.pdf] ,” in Stier and Landres, eds. Religion, Violence, Memory, and Place. Bloomington and Indianapolis: Indiana University Press, 2006, pp. 132-150.
2. Susanne Buckley-Zistel, “Nation, narration, unification? The politics of history teaching after the Rwandan genocide [Politics of history teaching_Buckley-Zistel.pdf],” *Journal of Genocide Research*, 11:1, 31-53.
3. Lyndsay McLean Hilker, “The Role of Education in Driving Conflict and Building Peace: The Case of Rwanda [Role of ed in conflict_UNESCO.pdf],” *Prospects* (2011) 41: 267-282.
4. Human Subjects Research, Office for the Protection of Research Subjects (OPRS) [Human_Subjects_Research-RCR-4.5.13.pdf]
5. Carl Wilkens testimony from the VHA at: vhaonline.usc.edu

In-class schedule:

- 1) Questions from reading/open discussion (9:30-10:00)
- 2) Educating about the genocide in Rwanda – how to tell the history, classroom instruction, peace building programs, social cohesion program (10:00-10:30)
- 3) View complete testimony of Rwandan survivor in class (10:30-12:30)
- 4) Carl Wilkins – religion, giving testimony, and the impact of living with a traumatic history (1:30-3:30)

Class hours: 9:30 am – 3:30 pm

- **Day 4: REFLECTION PAPER #2 DUE**

Goal: Ensure all logistical details are sorted, establish primary areas of focus for field research.

Readings:

In-class schedule:

- 1) Rwandan culture: outsiders and insiders, ethics and understanding, IRB overview (9:30-10:30) (SFI conference room)
- 2) Refine/finalize questions for group meetings in Rwanda (10:30-12:00)
- 3) Trip prep (1:00-2:30)

Class hours: 9:30 am – 2:30 pm

- **Day 5: LEAVE FOR RWANDA, to arrive by 9 June and be ready to participate in activities on 10 June. The group will lodge at**

**Discover Rwanda Youth Hostel
Kacyiru Kigali,
Kigali, Rwanda
Tel: +250782265679**

Week 3-4: 10-22 June

Goal = Meet with representatives from governmental and non-governmental organizations and foreign embassies working to meet needs of reconstruction in the post-genocide context. Travel to several memorial sites around the country. Experience and explore Rwanda's unique cultural approaches to art, memory, reconstruction, freedom, family, etc. Please consider the following as a roadmap of our time on the ground:

- Focus on your chosen research topic, work in groups to develop and evolve your understanding of the complexity Rwanda faces in reconciling itself to its past, its neighbors, and its international partners.
- Consider the efforts already underway to re-establish and reinvent the country that was destroyed only 19 years ago.
- Challenge various representatives to explain the hows and whys of what they are doing and where they hope to go.
- Meet with various survivor groups to understand the variety of self-help projects underway to allow victimized groups to discover a new role for themselves in the aftermath of genocide.
- Assess what it is you can do, as an interested outsider, to get involved, to suggest alternate solutions, to bring other historical and contemporary examples to bear on the struggles of Rwanda.