



“Rebuilding Rwanda: Memory, Testimony, and Living Together After Genocide”

IR 318—Conflict Resolution and Peace Research

Instructors:

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*Office hours for both professors are by appointment
Class meetings at USC will be held in THH 221 from 9:30am-3:30pm
(lunch break 12:30–1:30)*

Course Description:

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 reconstruction. The curriculum is student-centered and each student will be responsible for developing her or his own research agenda. Students will be expected to work closely in small teams, as a large group, and individually. In particular, this course will familiarize student with interview and documentation methods. Their field research should grow out of the following questions:

- How can a divided society become united?
- How can a post-genocidal society redefine identity?
- How has Rwanda coped with the pressing post-genocidal problems it faces?
- How has the genocide been documented and memorialized?
- How can non-governmental organizations best contribute to rebuilding Rwanda?
- How does the government address the needs of various victimized groups?
- What role can testimony-collection project play in reconciliation?

Required Texts:

1. Crisafulli, Patricia and Andrea Redmond. *Rwanda, Inc.: How a Devastated Nation Became an Economic Model for the Developing World*. New York: Palgrave Macmillan, 2012.
2. Gourevitch, Philip. *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda*. New York: Farrar, Straus and Giroux, 1998. **TO BE READ BEFORE THE COURSE BEGINS**
3. All articles and book chapters posted on Blackboard (see readings, below)

Evaluation:

Assignment	Learning objectives	% Grade
Attendance & Contribution	Develop skills in interpretation, evaluation, analysis, and community work. Attendance is mandatory.	15
Journal	Create a personal narrative of preparation and experience in Rwanda relevant to course theme	15
Two process papers	Demonstrate clear progress on project development and methodology	20
Presentation in Rwanda	Engage peers in dialogue about a central issue from fieldwork, present research findings	20
Final Research paper with Peer Review	Demonstrate independent research skills and structured writing to support a clear research question.	30

Assignment Requirements:

- 1. Attendance & Contribution:**
based on attendance, preparation, interaction with peers, thoughtful comments, and in-class/on-site work
- 2. Journal:**
Minimum of five 500-word entries— 1 pre-departure, 3 in-country entries, & 1 post-return
- 3. Process papers:**
4-5 pages each, designed to support your final research paper
- 4. Presentation in Rwanda:**
based on field research, done in teams of 2-3, approx. 20 minutes
- 5. Final Research Paper:**
Approximately 12-14 pages; a research paper based on in-country research and scholarly sources; the paper must include a title page and complete Works Cited page. Each student will be assigned a Peer Review partner who will provide feedback on a complete draft. *The quality of your comments will make up 10 percent of your final paper grade.* Draft due to your Peer Reviewer by Sunday, July 20 by 9pm. Submit your edited draft and your final paper electronically by 3pm on Wednesday, July 23.
- 6. All requirements** must be completed in order to pass the course.

Additional Course Policies:

- 1. Attendance is mandatory.** Missing a single class is the equivalent to missing two weeks of a semester-long class and should only occur in case of serious emergencies.
- 2. Students with disabilities** will be accommodated if they have a letter from the Disabilities Services and Programs Office (DSP)
- 3. Academic dishonesty** will be immediately reported to the Dean. Please refer to the Trojan Integrity guide for more information about plagiarism, and feel free to ask either professor if you have questions about what constitutes academic dishonesty.

Course Schedule

Monday, June 9—**Introduction to the course, and Rwandan history until 1994**

1. Gourevitch, *We Wish to Inform You*, Ch. 1-6
2. Testimony of Lt. Gen. Roméo Dallaire (viewable through the Visual History Archive - <http://vha.usc.edu/login.aspx>)
3. Crisafulli and Redmond, *Rwanda Inc.*, Foreword, Intro, & Ch. 1

Tuesday, June 10—**History of Genocide, and Rwanda in 1994**

1. Gourevitch, *We Wish to Inform You*, Ch. 7-11
2. Mamdani, Mahmood, Ch. 7 “The Civil War and the Genocide,” *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton, N.J.: Princeton University Press, 2001.
3. 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/Genol-3-01.htm#P6_41
4. Crisafulli and Redmond, *Rwanda Inc.*, Ch. 2 & 3
5. 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>

Wednesday, June 11—**Justice, Security, and Migration: the Interim period, 1994-2003**

1. Prunier, Gerard. *Africa's World War: Congo, the Rwanda Genocide, and the Making of a Continental Catastrophe, 2nd Ed* (Oxford University Press, 2011): excerpts (Intro + pgs. 1-7, 15-19, 24-29, 330-335).
2. Burnet, Jennie E. “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.
3. 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>
4. International Criminal Tribunal for Rwanda (ICTR) background:
<http://www.ictrcaselaw.org/ContentPage.aspx?cid=1>
5. Longman, Timothy. “An Assessment of Rwanda's *Gacaca* Courts,” *Peace Review: A Journal of Social Justice*, 21:3, 304-312.
6. Thomson, Susan, “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.

Thursday, June 12—**Rebuilding Rwanda: 2003-present**

1. Waldorf, Lars, “Revisiting Hotel Rwanda: genocide ideology, reconciliation, and rescuers,” *Journal of Genocide Research*, 11.1 (2009): 101-125.
2. Crisafulli and Redmond, *Rwanda Inc.*, Ch. 4
3. Burnet, Jennie, “Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda,” *African Affairs* 107/428 (2008): 361-386.

4. Social Cohesion Barometer Report (NURC). Excerpts as posted on Blackboard
5. Uwitonze, Paulin J. "The Idea of Renaming Places in Rwanda," IGIHE May 2014 <http://en.igihe.com/opinions/the-idea-of-renaming-places-in-rwanda.html>
6. Kagame, President Paul speech at 20th commemoration - <http://www.gov.rw/Speech-by-President-Paul-Kagame-at-the-20th-Commemoration-of-the-Genocide-against-the-Tutsi>

Friday, June 13—**Rwanda and the International Community**

In-class briefing on one of the sites or people we will visit in Rwanda

Guest speaker: Dr. Steven Lamy

1. Kabeera, Benon and Vishanthie Sewpaul, "Genocide and its aftermath: The case of Rwanda," *International Social Work* 51 (3): 324-336.
2. Crisafulli and Redmond, *Rwanda Inc.*, Ch. 9-11
3. Evans, Gareth "The Solution: From 'The Right to Intervene' to 'The Responsibility to Protect,'" in *Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*. Brookings Institution Press, 2009.
4. Responsibility to Protect (R2P) text <http://www.responsibilitytoprotect.org>

Monday, June 16—**Ethics, Empathy, and Interviewing as Historical Method**

Process paper #1 due at the beginning of class

Guest Speakers: Karen Jungblut and Representatives from the I.R.B.

1. Moyer, Judith, "Step-by-Step Guide to Oral History" (1999) <http://chnm.gmu.edu/digitalhistory/links/pdf/chapter6/6.3.pdf>
2. Fujii, Lee Ann, "Interpreting Truth and Lies in Stories of Conflict and Violence," in Kristine Høglund and Magnus Öberg, Eds. *Understanding Peace Research: Methods and Challenges*. Routledge, 2011.
3. Brown, Stephen. "Dilemmas of self-representation and conduct in the field," in Sriram, King, Mertus, Martin-Ortega, & Hermann, Eds. *Surviving Field Research*, Routledge, 2009.
4. USC Shoah Foundation Interview Guidelines

Tuesday, June 17—**Testimony, Education, & Narrating Peace**

Guest Speakers: Edith Umugiraneza and Dr. Kori Street

1. Buckley-Zistel, Susanne, "Nation, narration, unification? The politics of history teaching after the Rwandan genocide," *Journal of Genocide Research*, 11:1, 31-53.
2. Hilker, Lyndsay McLean, "The Role of Education in Driving Conflict and Building Peace: The Case of Rwanda," *Prospects* (2011) 41: 267-282.
3. Flood, Zoe, "Teaching Difficult Histories: Rwanda's Post-Genocide Experience," *National Geographic* April 29, 2014
4. Constitution of the Republic of Rwanda <http://www.rwandahope.com/constitution.pdf>

Wednesday, June 18—**Rwanda's New Language, New Economy, New Place in the World. Guest Speaker: Dr. Françoise Lionnet**

1. Crisafulli and Redmond, *Rwanda Inc.*, Ch. 6-8
2. "Speak English? Invest Here. French Need Not Apply." <http://www.economist.com/blogs/johnson/2012/10/language-rwanda>
3. Assan, Joseph and Lawrence Walker, "The Political Economy of Contemporary

Education and the Challenges of Switching Formal Language to English in Rwanda,” in Maddalena Campioni and Patrick Noack, Eds. *Rwanda Fast Forward: Social, Economic, Military and Reconciliation Prospects*. Palgrave Macmillan, 2012.

4. Maekawa, Miko, Annette Lanjouw, Eugene Rutagarama, and Douglas Sharp, “Mountain gorilla tourism generating wealth and peace in post-conflict Rwanda,” *Natural Resources Forum* (2013) 127-137.
5. Rwanda Development Board, Annual Report 2012 (on Blackboard)
6. Hannah Nielsen, Anna Spenceley, “The Success of Tourism in Rwanda – Gorillas and More.” (April 2010)
http://siteresources.worldbank.org/AFRICAEXT/Resources/258643-1271798012256/Tourism_Rwanda.pdf

Thursday, June 19—**Student Presentations & Travel Logistics**

Course Calendar:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 USC THH221 9:30-3:30	10 USC THH221 9:30-3:30	11 USC THH221 9:30-3:30	12 USC THH221 9:30-3:30	13 USC THH221 9:30-3:30 Student site briefings	14	15
16 USC THH221 9:30-3:30 Process Paper #1 due	17 USC THH221 9:30-3:30	18 USC THH221 9:30-3:30	19 USC Shoah Foundation 9:30-3:30 Testimony presentation	20 Departure for Rwanda <i>Complete Journal Entry #1</i>	21 Arrive in Kigali	22 Tour Kigali
23 Field research in Kigali	24 Field research in Kigali <i>Complete Journal Entry #2</i>	25 Field research in Kigali	26 Field research in Kigali	27 Field research in Kigali	28 Depart Kigali for Kibuye <i>Complete Journal Entry #3</i>	29 Field research in Kibuye Return to Kigali
30 Field research in Kigali Process Paper #2 due	1 Field research in Kigali	2 Depart Kigali for Butare <i>Complete Journal Entry #4</i>	3 Field research in Butare Return to Kigali	4 Field research in Kigali	5 Depart Kigali for Musanze	6 Gorilla trekking Return to Kigali
7 Student presentations	8 Departure from Rwanda	9	10 <i>Complete Journal Entry #4</i>	11 Journals due by 3 pm PST	12	13
14	15	16	17	18 Research Paper due to Peer Review by 3 pm PST	19	20
21 Edited Draft due to Peer Review Partner 3 pm PST	22	23	24	25 Final Research Papers due by 3 pm PST		