

**Huron University College**  
**Conflict and Peacebuilding in Rwanda**  
**POL3395G 550 HUC Winter 2019**  
Class: Tuesdays 8:30 am – 10:30 am  
Classroom: W106

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**Office Hours:** Mondays and Fridays, 11:30-12:30

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<b>COURSE DESCRIPTION</b>
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**Overview:**

‘Conflict and Peacebuilding in Rwanda’ is an experiential learning course to the Central African country of Rwanda. The course consists of two components: (1) Huron-based preparation throughout fall 2018 and winter 2019, in order for students to familiarize themselves with Rwanda’s history, politics, and culture, and (2) a 10-day intensive stay in Rwanda during the February Reading Week. In this course, everyone must complete the travel component to receive credit.

Rwanda is well known for its horrific 1994 genocide, in which over 800,000 Tutsis and moderate Hutus were killed in the space of 100 days. Since then, the country has made enormous and impressive strides to recovery, becoming a beacon of relative prosperity and stability in a troubled and tumultuous region.

The road to recovery is more nuanced than first meets the eye. There is often debate amongst academics, the international community, humanitarians, and others, over strategies for post-genocide recovery and peacebuilding. This course will expose students to this debate, exploring various facets of contemporary Rwanda in order to better understand: (1) the methods of recovery that Rwanda has pursued, and (2) political, economic, and socio-cultural dynamics of peacebuilding.

**Learning Objectives:**

By the end of the course students will have a thorough understanding of contemporary Rwandan political dynamics. They will be familiar with historical developments that contributed to such dynamics, and particularly be able to identify the circumstances leading up to the genocide, as well as the political, economic, and socio-cultural ramifications of the events of 1994. They will also be able to place Rwandan political developments within a broader view of conflict and post-conflict transformation in the troubled Great Lakes region.

**Prerequisite(s):** Enrolment in 3rd or 4th year in any Political Science module, or permission of the Department.

## CLASS METHODOLOGY

In order for students to truly appreciate their experience in Rwanda, it is necessary to familiarize themselves with Rwanda's history, politics, and culture prior to arriving in the country. As such, from November 2018 to February 2019, the class will be assigned various readings with the expectation that the students submit reflective responses on them. Once in Rwanda, there will be limited time to do lengthy readings, and thus students are strongly encouraged to scholastically prepare as much as possible prior to departure. The class will meet periodically throughout fall 2018, as well as throughout January and early February 2019. Students will be consulted about meeting dates throughout this time period.

## REQUIRED COURSE READINGS

All readings are available under the 'Resources' folder on OWL. Please note that a more extensive list of further recommended readings (as well as films) is posted on OWL; this will be particularly helpful for essays.

Students are strongly encouraged to follow news from Africa, and particularly Rwanda. Some suggestions of suitable international sources that often have (relatively) significant African coverage include the BBC, *The New York Times*, *The Washington Post*, *The Guardian*, *The Independent*, *The Economist*, and Vice News. In terms of Central African media sources, the most relevant include *The New Times* (Rwandan newspaper), *The New Vision* (Ugandan newspaper), *The Daily Monitor* (Ugandan newspaper), and *The Independent* (Ugandan newsmagazine). An excellent podcast worth subscribing to is BBC's *Africa Today* (available at: <http://www.bbc.co.uk/podcasts/series/africa>).

## COURSE REQUIREMENTS

<b>Critical Responses</b>	Value 25%	Ongoing evaluation (November to February)
<b>Reflection Journal</b>	Value 15%	Ongoing evaluation (during trip)
<b>Participation</b>	Value 20%	Ongoing evaluation (during trip)
<b>Essay</b>	Value 40%	Due five weeks post-trip

### Critical Responses:

Beginning in November, students are required to complete readings on various Rwandan subjects – as outlined below. For each 'unit', students are expected to write a short critical response paper (2-3 paragraphs only). The purpose of this is to demonstrate that you have actually done the readings, and that you have critically reflected on them – i.e. that you have compared and contrasted them, perhaps, or identified some common themes linking them, etc.

Papers should be uploaded by the last day of each unit. For example, for the unit entitled 'How the Genocide Unfolded Part I: Killers, Victims, Bystanders', responses are due by December 16. Please upload papers to OWL, under the 'Assignments' tab. During the fall term, students have a

longer period of time to complete each unit. However, once the winter term begins, students will have a substantial amount of reading for the first five weeks.

#### Reflection Journal:

Each student will be required to develop a reflection journal. It is expected that students will not only submit entries into their journal every day while in Rwanda, but will also pen reflections in the weeks prior to departure (specific instructions and ‘prompts’ to write on will be given in early January). The journal is an opportunity for students to critically reflect on the knowledge they are acquiring with regards to Rwanda: their reactions to readings, lectures, films/documentaries, class discussions, sites visited, cultural experiences, people met, and so on.

It is the student’s responsibility to contribute to their journal on a regular basis; the professor will do ‘spot checks’ to ensure that students are doing so. Final submission of the journal will take place upon arrival back in Canada.

#### Participation:

It is expected that students will actively engage in discussion with the various organizations and individuals that we meet during our stay in Rwanda. Students will also be expected to actively engage in evening debriefs that will take place daily during the trip. The professor will take into account the *quality* of one’s contributions – not simply the quantity – when assessing participation.

#### Essay:

Students will be required to write a 4,000-word essay on a topic of their choice (within the overall subject of Rwandan conflict and peacebuilding). They will be required to submit a brief description of their topic to OWL by 1 February 2019. Students will be encouraged to think about ways to acquire primary information/observations on their topic while in Rwanda. The essay will be due five weeks following the return of students to Canada.

## **COURSE COMMUNICATION**

I am happy to meet with students during my office hours, as well as other times by appointment. If getting in touch by email, please note that I will try to respond within two business days.

Students should check the course website and their UWO email on a regular basis, as items such as the following may be posted: additional readings, further instructions for assignments, notifications of any changes in itinerary, relevant news updates on Rwanda, etc.

## **SCHEDULE NOVEMBER 2018 – FEBRUARY 2019**

Nov. 19-Dec. 2

### **Introduction to Rwandan Genocide**

- Philip Gourevitch. 18 December 1995. “Letter from Rwanda: After the Genocide.” *The New Yorker*. \*This is an excerpt (essentially) from Gourevitch’s well-known book, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*. Although recognized

as being overly pro-RPF, this is an excellent book, and I strongly advise you to read it in its entirety (it's not a long read).

Dec. 3-Dec. 16

### **How the Genocide Unfolded Part I: Killers, Victims, Bystanders**

- Helen Hintjens. 2001. "When Identity Becomes a Knife: Reflecting on the Genocide in Rwanda." *Ethnicities* 1(1), pp. 25-55.
- Lee Ann Fujii. 2004. "Transforming the Moral Landscape: The Diffusion of a Genocidal Norm in Rwanda." *Journal of Genocide Research* 6(1), pp. 99-114.
- Lee Ann Fujii. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." *Security Studies* 17(3), pp. 568-597.
- Jean Hatzfeld. 2008. *A Time for Machetes: The Rwandan Genocide – The Killers Speak* (London: Serpent's Tail). \*This reading is optional, but highly recommended. This book is available via UWO libraries – I would suggest you read any chapter or two.

Dec. 17-Jan. 6

### **How the Genocide Unfolded Part II: International Rhetoric, Reactions, Responses**

- Samantha Power. 2001. "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen." *Atlantic Monthly* 288(2), pp. 84-109.
- Gregory Stanton. 2002. "Could the Rwandan Genocide Have Been Prevented?" *Genocide Watch*.  
<http://www.genocidewatch.org/couldrwandangenocide.html>
- Mel McNulty. 1997. "France's Role in Rwanda and External Military Intervention: A Double Discrediting." *International Peacekeeping* 4(3), pp. 24-44.
- Tom Ndahiro. 2005. "Genocide and the Role of the Church in Rwanda." *Pambuzuka News*. <https://www.pambazuka.org/human-security/genocide-and-role-church-rwanda>
- Alan Kuperman. 2000. "How the Media Missed Rwandan Genocide." *IPI Report* 6(1), pp. 11-13. Available at:  
<https://www.hawaii.edu/powerkills/COMM.7.8.03.HTM>

Jan. 7-13

### **Transitional Justice**

- Felix Mukwiza Ndahinda and Alphonse Muleefu. 2012. "Revisiting the Legal and Socio-Political Foundations and (Western) Criticisms of Gacaca Courts." *African Perspectives on Tradition and Justice*, pp. 149-173.
- Peter Uvin and Charles Mironko. 2003. "Western and Local Approaches to Justice in Rwanda." *Global Governance* 9(2), pp. 219-231.
- Don Webster. "The Uneasy Relationship Between the ICTR and Gacaca," in Scott Straus and Lars Waldorf (eds.) *Remaking Rwanda: State Building and Human Rights After Mass Violence*. Madison:

University of Wisconsin Press, pp. 184-193.

- Max Rettig. "The Sovu Trials: The Impact of Genocide Justice on One Community," in Scott Straus and Lars Waldorf (eds.) *Remaking Rwanda: State Building and Human Rights After Mass Violence*. Madison: University of Wisconsin Press, pp. 194-209.

Jan. 14-20

### **Reconciliation**

- Ervin Staub. 2008. "Promoting Reconciliation After Genocide and Mass Killing in Rwanda – and Other Post-Conflict Settings: Understanding the Roots of Violence, Healing, Shared History, and General Principles," in Arie Nadler et al (eds.) *The Social Psychology of Intergroup Reconciliation*. New York: Oxford University Press, pp. 395-421. <http://people.umass.edu/estaub/18-Nadler-Chap17.Staub.pdf>
- Jennie E. Burnet. 2012. *Genocide Lives in Us: Women, Memory, and Silence in Rwanda*. Madison: University of Wisconsin Press, chapter 2.
- Phil Clark. 2005. "When the Killers Go Home." *Dissent* 52(3), pp. 14-21.
- Allan Thompson. 11 April 2009. "The father and daughter we let down." *The Toronto Star*.  
[https://www.thestar.com/news/insight/2009/04/11/the\\_father\\_and\\_daughter\\_we\\_let\\_down.html](https://www.thestar.com/news/insight/2009/04/11/the_father_and_daughter_we_let_down.html)

Jan. 21-27

### **Leadership**

- Christian Caryl. 2 April 2015. "Africa's Singapore Dream: Why Rwanda's President Styles Himself as Heir to Lee Kuan Yew." *Foreign Policy*. <http://foreignpolicy.com/2015/04/02/africas-singapore-dream-rwanda-kagame-lee-kuan-yew/>
- Richard Grant. 22 July 2010. "Paul Kagame: Rwanda's redeemer or ruthless dictator?" *The Telegraph*.  
<https://www.telegraph.co.uk/news/worldnews/africaandindianocean/rwanda/7900680/Paul-Kagame-Rwandas-redeemer-or-ruthless-dictator.html>
- Jeffrey Gettleman. 4 September 2013. "The global elite's favorite strongman." *The New York Times*.  
[http://www.nytimes.com/2013/09/08/magazine/paul-kagame-rwanda.html?\\_r=0](http://www.nytimes.com/2013/09/08/magazine/paul-kagame-rwanda.html?_r=0)
- *The Economist*. 28 March 2015. "Rwanda's Political Future: King Paul – a Successful Man with No Successor."  
<http://www.economist.com/news/middle-east-and-africa/21647365-successful-man-no-successor-king-paul>

Jan. 28-Feb. 3

### **Economic development & Other Areas of State Development**

- Jennie E. Burnet. 2008. "Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda." *African Affairs* 107(428), pp. 361-386.

- An Ansoms. 2011. "Rwanda's Post-Genocide Economic Reconstruction: The Mismatch Between Elite Ambitions and Rural Realities," in Scott Straus and Lars Waldorf (eds.) *Remaking Rwanda: State Building and Human Rights After Mass Violence*. Madison: University of Wisconsin Press, pp. 240-251.
- Jeff Chu. 18 March 2009. "Rwanda Rising: A New Model of Economic Development." *Fast Company*.  
<http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic-development>

Feb. 4-10

### **Rwanda and Regional/International Politics Post-Genocide**

- Eugenia Zorbas. "Aid Dependence and Policy Independence: Explaining the Rwandan Paradox," in Scott Straus and Lars Waldorf (eds.) *Remaking Rwanda: State Building and Human Rights After Mass Violence*. Madison: University of Wisconsin Press, pp. 103-117.
- Rachel Hayman. "Funding Fraud? Donors and Democracy in Rwanda," in Scott Straus and Lars Waldorf (eds.) *Remaking Rwanda: State Building and Human Rights After Mass Violence*. Madison: University of Wisconsin Press, pp. 118-131.
- Gerald Caplan. "Memory and Denial: The Rwandan Genocide Fifteen Years On." *Pambazuka News*. <http://www.pambazuka.org/human-security/memory-and-denial-rwandan-genocide-fifteen-years>
- Benjamin Barber. 1997. "Feeding Refugees or War." *Foreign Affairs*.

Week of Feb. 11 no class or readings. Classes after the Rwanda trip TBD.



### **Appendix to Course Outlines**

#### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

#### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;

Fabrication of results or sources;  
Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>