

HURON UNIVERSITY COLLEGE
POL3394F: Post-Genocide Recovery and Renewal
September – December 2017
Thursdays, 6:00-8:00pm
Room V207

Dr. Lindsay Scorgie-Porter

Office: A15

Office Hours: Mondays 3:15-4:15pm, and Thursdays 11:30am-12:30pm

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COURSE DESCRIPTION

Overview:

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 a more nuanced one 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.

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

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 1994's events. 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.

CLASS METHODOLOGY

POL3394F is a seminar course; many classes will start with a brief lecture by the professor, followed by a student-led presentation of the readings, and then discussion amongst the class. However, a number of classes will follow more interactive formats, such as debates, persuasive speeches, and so on. As such, there will be a strong emphasis upon class participation – students must be willing to be active members of the class, and it is essential that they arrive to class prepared. Adequate preparation includes having completed the weekly readings in advance, and being willing to discuss the reading and lecture material with fellow classmates. As the final exam will include reading, lecture, and discussion material, it is advised that students take notes re. all three course components.

REQUIRED COURSE READINGS

All readings are available under the 'Resources' folder on OWL. Please note that all listed readings are required readings, to be done in advance of the seminars. At times additional readings on current topical subjects will be added to the reading list; these will be particularly relevant for class discussions.

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*. 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

Participation	Value 10%	Ongoing evaluation
Map Quiz	Value 15%	28 September 2017
Seminar Discussion	Value 20%	Specific dates TBD in September
Research Essay	Value 30%	Due 7 December 2017
Final Exam	Value 25%	During December examination period

Participation:

Class participation will be graded on the basis of attendance and active participation in class. The professor will take into account the quality of one's contributions – not simply the quantity – when assessing participation in class. To do well in the participation portion of the course, it is imperative that students arrive to class having completed that week's readings.

Map Quiz:

In the third week of the course students will write a map quiz. Students will be given a blank map of the Central African region and will be expected to identify countries, capitals, leaders, and national languages of the area. More details will be provided in early September.

Seminar Discussion:

In pairs (or alone should a student strongly prefer that option), students will be required to lead one seminar discussion on a particular week's topic. In addition to the assigned readings that week, students will be required to do further research on the subject. Based on their research, each pair will give a presentation of approx. 40 minutes, which is to then be followed by a general discussion. Each member of the group must participate in the presentation, and thus it is advised that each student assume primary responsibility for one core theme/area of the topic.

In terms of subject matter, it is important to keep in mind that the assigned readings are meant as the starting point for exploration into the topic. Therefore, it is imperative that students do not provide simply a summary of the readings in their presentation. They should very much rely on the further research they have conducted into the topic, and deliver a dynamic, argumentative, and analytical presentation.

Sign-up for presentation dates will take place in early September. Please note that late penalties do not apply to this assignment and no extensions will be granted. In other words, missed presentations will automatically result in a mark of zero.

Research Essay:

Students will be required to write a 3,000-word essay on a topic of their choice (within the overall subject of Rwandan recovery and renewal). The essay is to be based on a minimum of twelve academic sources (peer-reviewed journals, books, or book chapters), and is due 7 December 2017. Students are strongly encouraged to consult with the professor well in advance of the due date, about ideas for topics, theses, etc.

Formatting requirements for the paper are the following:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, paper title (your essay must have an actual title), and word count
- footnotes and bibliography must be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout
- word limits exclude footnotes and bibliography; students are permitted to be within 200 words of the word limit, and 1 mark will be taken off for every 100 words below or above the specified word limit

The essay is due at the beginning of class, in person, on the specified due date. The late penalty for the paper is 2 marks per day. If submitted during or after class on the due date, the late penalty will be 1 mark. Essays will not be accepted after ten days past the submission deadline.

Please note: other than for serious cases of emergency, extensions will not be granted. Thus, having multiple work assignments due around the same time, employment responsibilities, studying for the LSAT, or being out of town, do not constitute valid reasons for extensions. Extensions are very rarely granted; if requesting one, documentation of your reason (i.e. doctor's note, hospital records) must be provided.

In addition to submitting a hard copy of their papers, students will be required to submit an online copy to the course website, where it will be checked for plagiarism via Turnitin.com. All forms of plagiarism will be taken extremely seriously.

December Exam:

The exam will take place during the December examination period; the specific date will be set by the Office of the Registrar. The two hour exam will cover the entire course thus far: readings, lectures, and student presentations. It will be a combination of short answer questions and short essays.

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 endeavor to respond within one business day.

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

CLASS SCHEDULE

Sept. 7

Introduction to POL3394

- Gourevitch, Philip. 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* (New York: Farrar, Straus and Giroux). Although argued by some as being overly pro-RPF, this is an excellent text, and I *strongly* advise you to read it in its entirety (it's not a long read). Should you wish to consult the book, it will be held on short-term reserve at Huron's library.

Sept. 14

Colonial and Post-Colonial Rwanda

- Hintjens, Helen. 2001. "When Identity Becomes a Knife: Reflecting on the Genocide in Rwanda." *Ethnicities* 1 (1): 25-55.
- Newbury, Catharine. 1998. "Ethnicity and the Politics of History in Rwanda." *Africa Today* 45 (1): 7-24.

Sept. 21

Civil War and Peacemaking in the Early 1990s

- Kuperman, Alan. 1996. "The Other Lesson of Rwanda: Mediators Sometimes Do More Damage than Good." *SAIS Review* 16 (1): 221-240.
- Clapham, Christopher. 1998. "Rwanda: The Perils of Peacemaking." *Journal of Peace Research* 35 (2): 193-210.
- Storey, Andy. 2001. "Structural Adjustment, State Power and Genocide: The World Bank and Rwanda." *Review of African Political Economy* 28 (89): 365-385.

Sept. 28

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

* Potential film to watch in seminar: *Sometimes in April*

- Fujii, Lee Ann. 2004. "Transforming the Moral Landscape: The Diffusion of a Genocidal Norm in Rwanda." *Journal of Genocide Research* 6 (1): 99-114.
- Fujii, Lee Ann. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." *Security Studies* 17 (3): 568-597.
- Hatzfeld, Jean. 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 short-term reserve at Huron's library. I would suggest skimming what you can of the book.

Oct. 5

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

- Kuperman, Alan. 2000. "How the Media Missed Rwandan Genocide." *IPi Report* 6 (1): 11-13. Available at: <https://www.hawaii.edu/powerkills/COMM.7.8.03.HTM>
- Kuperman, Alan. 2000. "Rwanda in Retrospect." *Foreign Affairs* 79 (1): 94-118.
- McNulty, Mel. 1997. "France's Role in Rwanda and External Military Intervention: A Double Discrediting." *International Peacekeeping* 4 (3): 24-44.
- Power, Samantha. 2001. "Bystanders to Genocide." *The Atlantic*. Available at: <http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>

Oct. 19

Transitional Justice Part I: International Approaches

- Uvin, Peter and Charles Mironko. 2003. "Western and Local Approaches to Justice in Rwanda." *Global Governance* 9 (2): 219-231.
- Uvin, Peter. 2001. "Difficult Choices in the Post-Conflict Agenda: The International

Community in Rwanda After the Genocide.” *Third World Quarterly* 22 (2): 177-189.

- Webster, Don. 2011. “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).

Oct. 26

Transitional Justice Part II: Local Approaches

*** Film to watch in seminar: *My Neighbour, My Killer***

- Chakravarty, Anu. 4 January 2015. “Calculating Sceptics: Accommodating Authoritarian Rule in Rwanda.” *Democracy in Africa Blog*. Available at: <http://democracyinafrica.org/calculating-skeptics-accommodating-authoritarian-rule-rwanda-2/>
- Ndahinda, M. F., & Alphonse Mulseefu. 2012) “Revisiting the Legal and Socio-Political Foundations and (Western) Criticisms of Gacaca Courts.” In T. Bennett, et al (eds.) *African Perspectives on Tradition and Justice* (Cambridge, Antwerp, Portland: Intersentia): 149-173.
- Ingelaere, Bert. 2009. “Does the Truth Pass Across the Fire Without Burning?’ Locating the Short Circuit in Rwanda’s Gacaca Courts.” *Journal of Modern African Studies* 47 (4): 507-528.

Nov. 2

Evening Panel with Former POL3394 Students

- Readings TBD.

Nov. 9

Reconciliation

- Clark, Phil. 2005. “When the Killers Go Home.” *Dissent* 52 (3): 14-21.
- Staub, Ervin. 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): 395-421. Available at: <http://people.umass.edu/estaub/18-Nadler-Chap17.Staub.pdf>
- Thompson, Allan. 11 April 2009. “The father and daughter we let down.” *The Toronto Star*. Available at: https://www.thestar.com/news/insight/2009/04/11/the_father_and_daughter_we_let_down.html
- Burnet, Jennie. 2012. *Genocide Lives in Us: Women, Memory, and Silence in Rwanda* (Madison: University of Wisconsin Press).
* This reading is optional, but highly recommended. This book is available via UWO libraries (and Burnet’s thesis of almost the same name is available via UWO libraries online) – I would suggest you read any chapter or two (can skim them).

Nov. 16

Leadership

- Caryl, Christian. 2 April 2015. “Africa’s Singapore Dream: Why Rwanda’s President Styles Himself as Heir to Lee Kuan Yew.” *Foreign Policy*. Available at: <http://foreignpolicy.com/2015/04/02/africas-singapore-dream-rwanda-kagame-lee-kuan-yew/>
- Gettleman, Jeffrey. 4 September 2013. “The Global Elite’s Favorite Strongman.” *The New York Times*. Available at: 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.” Available at: <http://www.economist.com/news/middle-east-and-africa/21647365-successful-man-no-successor-king-paul>

Nov. 23

Economic Development & Other Areas of State Development

- Ansoms, An. 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): 240-251.
- Burnet, Jennie. 2008. "Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda." *African Affairs* 107 (428): 361-386.
- Chu, Jeff. 18 March 2009. "Rwanda Rising: A New Model of Economic Development." *Fast Company*. Available at: <http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic-development>
- Ingelaere, Bert. 2014. "What's on a Peasant's Mind? Experiencing RPF State Reach and Overreach in Post-Genocide Rwanda (2000-10)." *Journal of Eastern African Studies* 8 (2): 214-230.

Nov. 30

Rwanda and Regional Politics Post-Genocide

- Zorbas, Eugenia. 2011. "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): 103-117.
- Longman, Timothy. 2002. "The Complex Reasons for Rwanda's Engagement in Congo." In John F. Clark (ed) *The African Stakes of the Congo War* (New York: Palgrave Macmillan): 129-144. * This book is available online via UWO libraries.
- Curtis, Marcus. 2005. "Understanding Rwanda's Foreign Policy in the Democratic Republic of the Congo." *Strategic Insights* 4 (7).

Dec. 7

Course Wrap-Up and Exam Review

- No readings.

FURTHER READING

1. Excellent Overviews of Rwanda (Pre, During, and Post Genocide)

- Dallaire, Romeo. 2004. *Shake Hands with the Devil: The Failure of Humanity in Rwanda* (New York: Random House).
- Des Forges, Alison. 1999. *Leave None to Tell the Story: Genocide in Rwanda* (New York: Human Rights Watch).
- Gourevitch, Philip. 1998. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families* (New York: Farrar, Straus and Giroux).
- Prunier, Gerard. 1998. *The Rwanda Crisis: History of a Genocide* (London: Hurst).
- Straus, Scott. 2006. *The Order of Genocide: Race, Power and the War in Rwanda* (Ithaca: Cornell University Press).

2. Background to Genocide: Rwanda Pre-1994

- Bale, John. 2002. *Imagined Olympians: Body Culture and Colonial Representation in Rwanda* (Minneapolis: University of Minnesota Press).
- Eltringham, Nigel. 2004. *Accounting for Horror: Post-Genocide Debates in Rwanda* (London: Pluto Press).
- Kakwenzire, Joan and Dixon Kamukama. 1999. "The Development and Consolidation of Extremist Forces in Rwanda." In Howard Adelman and Astri Suhrke (eds) *The Path of a Genocide: The Rwanda Crisis from Uganda to Zaire* (Somerset: Transaction).

- Longman, Timothy. 2010. *Christianity and Genocide in Rwanda* (Cambridge: Cambridge University Press).
- Mackintosh, Anne. 1997. "Rwanda: Beyond 'Ethnic Conflict'." *Development in Practice* 7 (4): 464-474.
- Mamdani, Mahmood. 2002. *When Victims Become Killers: Colonialism, Nativism and the Genocide in Rwanda* (Princeton: Princeton University Press).
- Newbury, Catharine and David Newbury. 2000. "Bringing the Peasants Back In: Agrarian Themes in the Construction and Corrosion of Statist Historiography in Rwanda." *American Historical Review* 105 (3): 832-877.
- Otunnu, Ogenga. 1999. "Rwandan Refugees and Immigrants in Uganda." In Howard Adelman and Astri Suhrke (eds) *The Path of a Genocide: The Rwanda Crisis from Uganda to Zaire* (Somerset: Transaction).
- Vansina, Jan. 2004. *Antecedents to Modern Rwanda: The Nyiginya Kingdom* (Madison: University of Wisconsin Press).

3. Civil War and Peacemaking: 1990-1994

- Jones, Bruce. 2001. *Peacemaking in Rwanda: The Dynamics of Failure* (Boulder: Lynne Rienner).
- Khadiagala, Gilbert. 2002. "Implementing the Arusha Agreement on Rwanda." In Stephen Stedman, Donald Rothchild, and Elizabeth Cousens (eds) *Ending Civil Wars: The Implementation of Peace Agreements* (Boulder: Lynne Rienner).
- Scorgie, Lindsay. 2004. "Rwanda's Arusha Accords: A Missed Opportunity." *Undercurrent* 1 (1). Available at: <http://dspace.africaportal.org/jspui/bitstream/123456789/23742/1/Rwandas%20Arusha%20Accords%20A%20Missed%20Opportunity.pdf?1>
- Uvin, Peter. 1998. *Aiding Violence: The Development Enterprise in Rwanda* (Bloomfield: Kumarian Press).

4. Genocide and International Intervention

- African Rights. 1995. *Rwanda: Death, Despair and Defiance* (London: African Rights).
- Anyidoho, Henry Kwami. 1997. *Guns Over Kigali: The Rwandese Civil War – A Personal Account* (Accra: Woeli Publishing Services).
- Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda* (Ithaca: Cornell University Press).
- Chakravarty, Anu. 2007. "Inter-Ethnic Marriages, the Survival of Women, and the Logics of Genocide in Rwanda." *Genocide Studies and Prevention* 2 (3): 235-248.
- Fujii, Lee Ann. 2009. *Killing Neighbors: Webs of Violence in Rwanda* (Ithaca: Cornell University Press).
- Fujii, Lee Ann. 2011. "Rescuers and Killer-Rescuers During the Rwandan Genocide: Rethinking Standard Categories of Analysis." In Jacques Sémelin, et al (eds) *Resisting Genocide: The Multiple Forms of Rescue* (New York: Columbia University Press).
- Hatzfeld, Jean. 2008. *A Time for Machetes: The Rwandan Genocide – The Killers Speak* (London: Serpent's Tail).
- Hatzfeld, Jean. 2008. *Into the Quick of Life: The Rwandan Genocide – The Survivors Speak* (London: Serpent's Tail).
- Kuperman, Alan. 2001. *The Limits of Humanitarian Intervention: Genocide in Rwanda* (Washington: Brookings Institution Press).
- Melvern, Linda. 2000. *A People Betrayed: The Role of the West in Rwanda's Genocide* (London: Zed).
- Melvern, Linda. 2006. *Conspiracy to Murder: The Rwanda Genocide and the International Community* (London: Verso).
- Melvern, Linda and Paul Williams. 2004. "Britannia Waved the Rules: The Major Government and the 1994 Rwandan Genocide." *African Affairs* 103 (410): 1-22.

- Power, Samantha. 2003. *A Problem from Hell: America in the Age of Genocide* (New York: Basic Books).
- Prunier, Gerard. 1999. "Operation Turquoise: A Humanitarian Escape from a Political Dead End." In Howard Adelman and Astri Suhrke (eds) *The Path of a Genocide: The Rwanda Crisis from Uganda to Zaire* (Somerset: Transaction).
- Rittner, Carol, John K. Roth and Wendy Whitworth (eds). 2004. *Genocide in Rwanda: Complicity of the Churches?* (St. Paul: Paragon House).
- Stanton, Gregory. 2002. "Could the Rwandan Genocide Have Been Prevented?" *Genocide Watch*. Available at: <http://www.genocidewatch.org/couldrwandangenocide.html>
- Straus, Scott. 2007. "Origins and Aftermaths: The Dynamics of Genocide in Rwanda and their Post-Crime Implications." Former working paper for Beatrice Pouligny, et al (eds) *After Mass Crime: Rebuilding States and Communities* (Tokyo: United Nations University Press).
- Suhrke, Astri. 1999. "Dilemmas of Protection: The Log of the Kigali Battalion." In Howard Adelman and Astri Suhrke (eds) *The Path of a Genocide: The Rwanda Crisis from Uganda to Zaire* (Somerset: Transaction).
- US National Security Archive: Sixteen declassified documents related to the United States and the Rwandan genocide. Available at: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/index.html>
- Wallis, Andrew. 2006. *Silent Accomplice: The Untold Story of France's Role in the Rwandan Genocide* (London: I.B. Tauris).

5. Post-Genocide Governance and Justice

- Ansoms, An. 2005. "Resurrection After Civil War and Genocide: Growth, Poverty and Inequality in Post-Conflict Rwanda." *European Journal of Development Research* 17 (3): 495-508.
- Ansoms, An. 2008. "Striving for Growth, Bypassing the Poor? A Critical Review of Rwanda's Rural Sector Policies." *Journal of Modern African Studies* 46 (1): 1-32.
- Ansoms, An. 2009. "Reengineering Rural Society: The Visions and Ambitions of the Rwandan Elite." *African Affairs* 108 (431): 1-21.
- Ansoms, An, et al. 2016. "Statistics Versus Livelihoods: Questioning Rwanda's Pathway out of Poverty." *Review of African Political Economy*.
- Barber, Benjamin. 1997. "Feeding Refugees, or War? The Dilemma of Humanitarian Aid." *Foreign Affairs* 76 (4): 8-14.
- Buckley-Zistel, Susanne. 2006. "Remembering to Forget: Chosen Amnesia as a Strategy for Local Coexistence in Post-Genocide Rwanda." *Africa* 76 (2): 131-150.
- Burnet, Jennie. 2012. *Genocide Lives in Us: Women, Memory, and Silence in Rwanda* (Madison: University of Wisconsin Press).
- Chakravarty, Anu. 2006. "Gacaca Courts in Rwanda: Understanding Divisions within the Human Rights Community." *Yale Journal of International Affairs* 1 (2): 132-145.
- Chakravarty, Anu. 2014. "Navigating the Middle Ground: The Political Values of Ordinary Hutu in Post-Genocide Rwanda." *African Affairs* 113 (451): 232-253.
- Chakravarty, Anu. 2016. *Investing in Authoritarian Rule: Punishment and Patronage in Rwanda's Gacaca Courts for Genocide Crimes* (Cambridge: Cambridge University Press).
- Clark, Phil and Zachary Kaufman (eds). 2009. *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond* (London: Hurst).
- Corey, Allison and Sandra Joireman. 2004. "Retributive Justice: The Gacaca Courts in Rwanda." *African Affairs* 103 (410): 73-89.
- Hatzfeld, Jean. 2009. *The Strategy of Antelopes: Rwanda After the Genocide* (London: Serpent's Tail).
- Hayman, Rachel. 2011. "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).

- Hintjens, Helen. 2008. "Post-Genocide Identity Politics in Rwanda." *Ethnicities* 8 (1): 5-41.
- Human Rights Watch Website (links to various timely reports on Rwanda). Available at: <http://www.hrw.org/africa/rwanda.php>
- Ingelaere, Bert. 2016. *Inside Rwanda's Gacaca Courts: Seeking Justice After Genocide* (Madison: University of Wisconsin Press).
- Jordaan, Eduard. 2006. "Inadequately Self-Critical: Rwanda's Self-Assessment for the African Peer Review Mechanism." *African Affairs* 105 (420): 333-351.
- Kinzer, Stephen. 2008. *A Thousand Hills: Rwanda's Rebirth and the Man Who Dreamed It* (Hoboken: John Wiley & Sons).
- Lischer, Sarah Kenyon. 2003. "Collateral Damage: Humanitarian Assistance as a Cause of Conflict." *International Security* 28 (1): 79-109.
- Magnarella, Paul. 2000. *Justice in Africa: Rwanda's Genocide, its Courts, and the UN Criminal Tribunal* (Surrey: Ashgate).
- Neuffer, Elizabeth. 2001. *The Key to My Neighbor's House: Seeking Justice in Bosnia and Rwanda* (London: Picador).
- Ooman, Barbara. 2005. "Donor-Driven Justice and its Discontents: The Case of Rwanda." *Development and Change* 36 (5): 887-910.
- Pottier, Johan. 1996. "Relief and Repatriation: Views by Rwandan Refugees; Lessons for Humanitarian Aid Workers." *African Affairs* 95 (380): 403-429.
- Pottier, Johan. 2001. *Re-Imagining Rwanda: Conflict, Survival and Disinformation in the Late Twentieth Century* (Cambridge: Cambridge University Press).
- Rettig, Max. 2011. "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): 194-209.
- Reyntjens, Filip. 1999. "A Dubious Discourse on Rwanda." *African Affairs* 98 (390): 119-122.
- Reyntjens, Filip. 2004. "Rwanda: Ten Years On: From Genocide to Dictatorship." *African Affairs* 103 (411): 177-210.
- Reyntjens, Filip. 2006. "Post-1994 Politics in Rwanda: Problematizing 'Liberation' and 'Democratization'." *Third World Quarterly* 27 (6): 1103-1117.
- Reyntjens, Filip. 2011. "Waging [Civil] War Abroad: Rwanda and the DRC." In Scott Straus and Lars Waldorf (eds.) *Remaking Rwanda: State Building and Human Rights After Mass Violence* (Madison: University of Wisconsin Press).
- Sarkin, Jeremy. 2001. "The Tension Between Justice and Reconciliation in Rwanda." *Journal of African Law* 45 (2): 143-172.
- Scherrer, Christian P. 2002. *Genocide and Crisis in Central Africa: Conflict Roots, Mass Violence, and Regional War* (Westport: Praeger Publishers).
- Sommers, Marc. 2012. *Stuck: Rwandan Youth and the Struggle for Adulthood* (Athens: The University of Georgia Press).
- Storey, Andy. 1997. "Non-Neutral Humanitarianism: NGOs and the Rwanda Crisis." *Development in Practice* 7 (4): 384-394.
- Thomson, Susan. 2011. "Whispering Truth to Power: The Everyday Resistance of Rwandan Peasants to Post-Genocide Reconciliation." *African Affairs* 110 (440): 439-456.
- Waldorf, Lars. 2006. "Mass Justice for Mass Atrocity: Rethinking Local Justice as Transitional Justice." *Temple Law Review* 79 (1): 1-87.
- Waldorf, Lars. 2007. "Censorship and Propaganda in Post-Genocide Rwanda." In Allan Thompson (ed) *The Media and the Rwanda Genocide* (London: Pluto Press).

6. Films/Documentaries

- *100 Days*. 2001. Directed by Nick Hughes.

- *Ghosts of Rwanda*. 2004. PBS Frontline. Available at: <https://www.youtube.com/watch?v=VJAuyIRfYIM>
- *Hotel Rwanda*. 2005. Directed by Terry George.
- *Kinyarwanda*. 2011. Directed by Alrick Brown. Available at: <https://www.youtube.com/watch?v=8Jc8bAym7DE>
- *Munyurangabo*. 2007. Directed by Lee Isaac Chung.
- *Shake Hands with the Devil: The Journey of Romeo Dallaire*. 2004. Directed by Peter Raymont.
- *Shooting Dogs*. 2005. Directed by Michael Caton-Jones.
- *Sometimes in April*. 2005. Directed by Raoul Peck.
- *The Last Just Man*. 2001. Directed by Steven Silver.
- *Unreported World – Central Africa: Genocide’s Children*. 2007. BBC Channel 4.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision 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.

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 Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

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

(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,

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.

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 Provost and Dean. The instructor’s decision is appealable to the Provost and 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 Provost and Dean. The instructor’s decision is appealable to the Provost and 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 Provost and Dean. The instructor’s decision is appealable to the Provost and 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

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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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

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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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,

<http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwo.com/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). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

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:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>