Course Syllabus

Post-Genocide Restoration and Peacebuilding
PEAC 3000 (3 Credits / 45 class hours)

SIT Study Abroad Program:
Rwanda: Post-Genocide Restoration and Peacebuilding

Course Description
Building on complementary coursework in National and Ethnic Identity, the course Post-Genocide Restoration and Peacebuilding (PRP) is designed to provide students with in-depth and multidisciplinary approaches to post-genocide restoration and rebuilding in the areas of peacebuilding, conflict prevention, and economic development. The course explores institutional processes of memory preservation, transitional justice and post-genocide aesthetic representation, in addition to an analysis of Rwanda’s expanding economic development efforts. The course provides a comparative approach to post-conflict in the Great Lakes region, including an excursion to northern Uganda that enables a comparison of post-conflict transformation in the Acholi community. The seminar lecturers include leading Rwandan academics and professionals working in the areas of justice and development.

Methodology
The PRP course is divided into four modules and a workshop on peacebuilding. Each module integrates classroom lectures, field visits and assigned readings from multiple sources. Lectures are conducted by local academics and experts, while field experiences include visits to memorials, sites of genocide and to NGOs working in the areas of post-conflict prevention, justice or peace building. The workshop is conducted by experts in conflict prevention and focuses on the “do-no-harm-approach” to peacebuilding. All modules in the course are compulsory.

Course Objectives
Post-Genocide Restoration and Peacebuilding has an interdisciplinary, integrative, and critical focus encompassing 45 academic hours (3 credits). Its main objectives are to:

- Introduce students to issues of post-genocide restoration work, including development, peacebuilding and conflict prevention strategies;

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• Understand how concepts like memory preservation, transitional justice and post-genocide aesthetic representation inform the contemporary Rwandan context;
• Examine the aftermath of the genocide in Rwanda within the context of conflict in the Great Lakes Region;
• Develop self-understanding, cross-cultural awareness, and respect for different ways of life while complementing the skills of Research Methods and Ethics;
• Stimulate students to analyze and author their own experiences and learning;
• Expand background knowledge for further intensive study during the ISP and beyond.

Expected Outcomes
Upon completion of this course, students will be able to:

• Articulate the need and techniques for responding to post-genocide conflict areas, with an emphasis on restoration work, developmental issues, and building capacity for peace and conflict prevention;
• Demonstrate in-depth knowledge of different approaches to reconciliation and Rwanda’s efforts towards nation building and creating a national identity;
• Understand the manner in which Rwandan society and its government has institutionalized the memory of the 1994 genocide, including the methods by which issues of justice are being addressed and how the creative arts can function as an effective outlet for expression and representation;
• Compare and contrast knowledge of the historical and broader regional context of the Rwandan genocide in the Great Lakes Region and how the contemporary regional conflicts affect the re-building of society;
• Produce papers using seminar lectures, field visits and assigned readings on issues pertaining to post-genocide restoration and peacebuilding in Rwanda;
• Formulate an informed, culturally appropriate, and intellectually rigorous independent research project grounded in seminar readings, lectures, discussions, and excursions.

Course Requirements

Required Readings
You are responsible for all the required readings (listed below). The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Module 1: Collective Memory, Reconciliation and Transitional Justice

Description
This Module covers a wide array of post-genocide institutional, cultural and educational mechanisms adopted by the government and the people for peacebuilding and sustainable reconciliation. Students learn about the function and objectives of the Gacaca court system, which utilizes traditional justice mechanisms to address the atrocities committed during genocide, the International Criminal Tribunal of Rwanda (ICTR), mechanisms of collective memory and genocide denial, role of transitional justice and the impact of education in peacebuilding and post-genocide restoration.

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Methodology
The Module integrates lectures, readings and field visits to sites of memory, memorials and a host of other institutions involved in post-genocide restoration and transitional justice. Lectures on Reconciliation are hosted by Butare University while the program also visits an association that works with genocide survivors and perpetrators, a work camp for genocidaires, the International Criminal Tribunal of Rwanda and educational institutions to see the scope and impact of education in peacebuilding and conflict prevention.

Sample Lectures
- Memory and Reconciliation: Role of Memorials, Apollon Kabahizi, SIT Program Coordinator (coordinated the design of Gisozi Memorial)
- Challenges and Opportunities for Civic Education, Sarah Bwaya, National Unity and Reconciliation Commission, in charge of civic education
- Mechanisms of Traditional Justice (Gacaca courts), Denis Bikesha, Training and Outreach Coordinator at the National Gacaca Commission
- Function and Objectives of the International Criminal Tribunal of Rwanda (ICTR), Innocent Kamanzi, Head of the ICTR Information Center, Kigali
- Transitional Justice in Post-Genocide Rwanda, Lecturer TBD
- The role of education in peacebuilding, Bosco Habyarimana, Research Fellow at the Center for Conflict Management and PhD candidate
- Gender, conflict and peacebuilding, Justine Mbabazi, MA in Migration Studies, heads up the development of a genocide studies Masters program at the Center for Conflict Management, Kigali
- Unity and Reconciliation in Higher Education, presentation by the Head of the Students’ Unity and Reconciliation Club

Field Visits
Butare University: Unity and Reconciliation Club
Women’s Association of Survivors and Perpetrators, 20 km outside Butare
International Criminal Tribunal of Rwanda Information Center, Kigali
National Unity and Reconciliation Commission, Kigali
Travaux pour l’Intérêt General (TIG) (Work Camp for Genocidaires), Nyanza
Civic Education Camp for University Students (INGANDO), Ruhengeri
Nyamat/Ntarama Memorial, Nyamata, Ntarama
Murambi Memorial, Murambi
Collège Ami des Enfants (boarding school), Kigali

Readings


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**Module 2: Post-Genocide Development and Reconstruction: National and International Perspectives**

**Description**
This Module focuses on development policy and reconstruction in post-genocide Rwanda. The conflicts in 1959, 1962 and 1973 that preceded the 1994 genocide were rooted in economic disparities as well as in ethnic division, which makes sustainable reconciliation almost impossible without the implementation of social and economic justice and equal access to resources. Students learn about the government's economic plan, development initiatives especially in the areas of health and education and the contribution of regional and international organizations to the development of Rwanda and the Great Lakes region. The Module also explores Rwandan sustainable reconciliation in light of regional peace and conflict prevention.

**Methodology**
The Module integrates lectures by academics, government officials and development experts, readings and field visits. Students visit international development agencies and government bodies in charge of development projects. Visits will also be made to a school or an orphanage to see the work being done with post-genocide generation to build peace and prevent future conflict in the country.

**Sample Lectures**
- Post-Genocide Development and Reconstruction Policy: Government Initiatives and Perspectives, Alfred Ndahiro, in charge of Communications and Public Relations at the President's Office

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• Role and Impact of International Actors in Development, Representative from USAID, Department for International Development (Dfid) or the German Development Service (DED)
• Development and Restoration in Health and Education Sectors, Dr. Andre Mbayiha, Head of Clinical Services at the AIDS Healthcare Foundation
• Post-Genocide Development and Regional Economic initiatives: The Case of Commonwealth and East African Community, Representative from the Ministry of Economy and Finance
• Refugees in the Great Lakes Region and Their Impact on Sustainable Peace and Stability in the Region, Nicolas Visny, independent researcher in Goma (worked for the UN, Human Rights Watch and International Alert)
• Contemporary Conflicts in the Democratic Republic of Congo and Burundi and Their Impact on Rwanda, Nicolas Visny, independent researcher in Goma (worked for the UN, Human Rights Watch and International Alert)

Field Visits
Millennium Village, Mayange, Bugesera
Visit to an orphanage or school, Kigali
Visit to an international NGO or government body (USAID, Department for International Development (DFID) is the part of the UK government that manages Britain's aid to poor countries, Deutscher Entwicklungsdienst (DED), Care, World Vision etc.)
Visit to Byumba Refugee Camp, Byumba
Visit to the National Demobilization and Reintegration Commission, Kigali

Readings


Module 3: Art and Cultural Expression in Post-Genocide Rwanda

Description
“Art and Cultural Expression” focuses on the role of art and cultural expression in the reconstruction process and conflict prevention. Art provides an outlet for the expression of the
trauma of genocide and allows for aesthetic mediation of peace and sustainable reconciliation. Students are exposed to a sample of aesthetic expression and representation which includes literature, visual arts and media.

**Methodology**

“Art and Cultural Expression” integrates lectures by academics, artists and art critics, readings and film screenings. The students visit the Gisozi Genocide Memorial and Information Center to study how design contributes to the preservation of collective memory and conflict prevention. Visits are also organized to media outlets and art galleries to see the work produced by post-genocide artists.

**Sample Lectures**

- Dynamics of Aesthetic Expression in a Post-Genocide Society, Lecturer TBA
- Literary Representations of Genocide, Alfred Ndahiro, in charge of Communication and Public Relations at the President’s Office and author of the book *Hotel Rwanda or The Tutsi Genocide as seen by Hollywood*
- Painting and Post-Genocide Artistic Expression, Lecturer TBA
- Role and Impact of Media in Post-Genocide Restoration, Dominique Nduhura, Head of Faculty for Journalism at the University of Rwanda
- The Memorial as Aesthetic Expression of Collective Memory: The Case of the Gisozi Genocide Memorial and Information Center, Representative from Aegis Trust
- Film and Genocide Interpretations, Eric Kabeza, Director of the Film “100 days”

**Field Visits**

Gisozi Genocide Memorial and Information Center, Kigali
Radio Benevolencia, Kigali Millennium Village

**Readings**


**Module 4: Post-Conflict Transformation and Reconciliation: The Ugandan Context**

**Description**

This module is designed to give students an introduction to post-conflict transformation in the Ugandan context. Students will engage with topics including issues of reconciliation and reintegration and justice and peacebuilding in Ugandan communities. This module is intended to compliment the Rwandan context and to allow students insight into the issues peace and reconciliation in the broader Great Lakes Region.

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Methodology
Based largely out of Gulu and Kampala, this module is comprised of lectures from academics and organizations in both locations. Students will also engage in site visits in order to broaden their understanding of the Ugandan context. Additionally, visits to IDP camps in Kitgum and Refugee camps at Nakivale provide students with personal experiences and richer understandings of conflict’s aftermath in this region.

Sample Lectures
- Juba Peace Talks, TBA lecturer from the ‘Beyond Juba Project’
- Attempts at Reintegration and Reconciliation, Michael Otim, Head of the Gulu NGO Forum
- The Amnesty Act and Challenges to Reintegration, Nathan Twino, Amnesty Commission
- The International Criminal Court, TBA
- Theatre for Peace – A Conflict Resolution approach from Uganda, Geresome Mayanja, Director of Theatre for Peace

Field Visits
Concerned Parents Association, Gulu
Bakers Fort, Gulu
Straight Talk Foundation – Kitgum
IDP camp – Kitgum
Murchison Falls, Northern Uganda
Nakivale Refugee Camp, Northern Uganda

Additional Suggested Readings


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PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

PRP Assignments
Timely completion of all PRP assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Newspaper analysis</td>
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<td>Comprehensive Essay</td>
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<tr>
<td>Weekly processing sessions</td>
<td>15%</td>
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<tr>
<td>Class Attendance and Participation</td>
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Grading
Papers will be graded on style and form, content, depth of analysis, and understanding of readings and lectures as demonstrated by their appropriate incorporation into written assignments. Participation will be graded by observing attendance, attitude, preparation, active involvement in class discussions, and culturally appropriate behavior on excursions.

Grading Scale: The grading scale is as follows:

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<th>Grade</th>
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<tr>
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<td>90-93%</td>
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<td>Below 64</td>
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Grading Criteria
An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and taken into account.

Student Expectations

Class Participation
Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, educational excursions and other activities. It also means polite and respectful behavior.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

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