Course Description
This course provides an overview of the historical context and the identity politics which, in part, gave rise to conflict culminating in the 1994 genocide. Students will learn about the multiple origins of ethnic conflict in Rwanda and will grapple with reconstruction processes and efforts toward conflict prevention. Students are introduced to a sample of aesthetic expression and representation which includes literature, visual arts and media. The course will also provide an understanding of mechanisms of genocide prevention, conflict analysis and peace-building.

Methodology
The course integrates lectures by leading Rwandan academics, civil society leaders, activists, and artists, with readings, field visits and educational excursions. The lectures, readings, directed reflections, and field visits provide an entrée to a nuanced understanding of the history of Rwanda and its more recent post-genocide cultural, political and economic landscapes.

Expected Learning Outcomes
By the end of the course, the students will:
- Describe the historical circumstance leading to the 1994 genocide in Rwanda
- Analyze a broader view of the history of conflict and post-conflict transformation in the Great Lakes region
- Demonstrate knowledge of the role civil society and governmental and non-governmental institutions play in sustainable reconciliation
- Produce an analytical paper that engages the post-genocide realities of an aspect of contemporary Rwanda while recognizing its historical, political, and cultural antecedents.
Course Requirements

Readings
You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. 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.

General Required Readings


Recommended Readings


*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

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Sample Lectures
- Pre-Genocide Identity Politics, Prof. Bernard Rutikanga, Historian, lecturer at the National University of Rwanda
- Political Developments Pre-Genocide, Prof. Bernard Rutikanga, Historian, lecturer at the National University of Rwanda
- The Arusha Peace Accords and the 1990 RPF (Rwandan Patriotic Front) invasion, Prof. Paul Rutayisire, Director of the Center for Conflict Management at Butare University, Historian
- The 1994 Genocide and Its Consequences, Prof. Paul Rutayisire, Director of the Center for Conflict Management at Butare University, Historian
- Indicators of Genocide and Genocide Prevention, Stefanie Pollender, SIT Academic Director
- Conflict Analysis and Peace-building, Bosco Habyarimana, Research Fellow at the Center for Conflict Management and PhD candidate
- Comparative Analysis of Genocides, Prof. Paul Rutayisire, Director of the Center for Conflict Management at Butare University, Historian
- 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
- Role and Impact of Media in Post-Genocide Restoration, Dominique Nduhura, Head of Faculty for Journalism at the University of Rwanda

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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”

Sample Field Visits

- Gisozi Memorial Center, Gisozi, Kigali
- Discussion with survivors and rescuers at “Memos-Learning from History,” Kigali
- Belgian Memorial, Kigali
- Radio Benevolencia, Kigali Millennium Village

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

Rwanda in Context: History, Politics, Culture Assignments
Timely completion of all 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Literature review on assigned readings</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly synthesis sessions</td>
<td>20%</td>
</tr>
<tr>
<td>Thought pieces (2)</td>
<td>20%</td>
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<tr>
<td>Comprehensive essay exam</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
</table>

Grading Scale: The grading scale for all classes is as follows:

- 94-100% A
- 90-93% A-
- 87-89% B+
- 84-86% B
- 80-83% B-
- 77-79% C+
- 74-76% C
- 70-73% C-
- 67-69% D+
- 64-66% D
- below 64 F

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 Course lectures, discussions, field trips and other activities. It also means polite and

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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 Academic Course lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Please refer to the SIT Study Abroad Student 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.