

ALST/PCON 355 (Spring 2013)

Rwanda since the 1994 Genocide

Professor: Susan Thomson (sthomson@colgate.edu) **Office:** Alumni 223

Class schedule: 111 Alumni, Tuesday and Thursday, 120 to 235pm.

Office Hours: Tuesday and Thursday, 10:30am to 11:45am, Friday, 2 to 5pm.

How has Rwanda been governed since 1994? This course is an interdisciplinary study of the postgenocide order with an emphasis on the socio-political legacy of the genocide, and the post-1994 rule of the Rwandan Patriotic Front (RPF). Under the leadership of General Paul Kagame, the RPF claims to have restored ethnic unity to the country in the name of national unity and reconciliation. The purpose of this course is to assess the Rwandan experience of postconflict reconstruction and reconciliation in context and from the perspective of Rwandans themselves to ask, how sustainable is the country's postgenocide recovery? As these two images attest, it is a country that is characterized both by the militarization of society in the wake of the 1994 genocide and rapid economic growth (concentrated in Kigali and other urban centers).



Course Objectives: By the end of the course, you will have gained the following:

1. Knowledge of the main analytical frameworks to understand and explain postgenocide institutional reconstruction and reconciliation;
2. Assess knowledge claims about everyday life in postgenocide Rwanda from a variety of academic and non-academic sources;
3. Ability to think critically in analyzing, evaluating, and making well-developed, carefully considered arguments of the course material;
4. Ability to design a 'human subjects' research proposal, rooted in The Belmont Principles of ethical research and highlighting its shortcomings in the context of research in postconflict societies like Rwanda.

Required Readings: These texts are available for purchase in the bookstore or online.

Straus, Scott and Lars Waldorf (eds) (2011). *Remaking Rwanda: State Building and Human Rights after Mass Violence* (Madison: University of Wisconsin Press). (Straus and Waldorf)

Umutesi, Beatrice Marie, translated by Julia Emerson (2004). *Surviving the Slaughter: The Ordeal of a Rwandan Refugee in Zaire* (Madison: University of Wisconsin Press). (Umutesi)

ALST/PCON 355 On-line readings: Available on our Moodle site.

Course Components: Your final grade will be based on point earned in six different course components (and one optional one). This allows you the most flexibility to achieve the best grade possible. This is a rigorous course and doing well means that you must excel in all assigned components. A point total of 270 will earn you an 'A' for the course, per the scale of 300 below. Since class meetings are dedicated to discussion, lectures, group activities, multi-media, and student presentations, full attendance is essential. Missing more than two classes, whether excused or not, will reduce your grade (religious holidays and "life events" are always excused with documentation). Please come see me, during office hours or by appointment as often as you need for support, clarification or guidance.

1. Discussion leading: 35 points
2. Weekly Blogging: 60 points (top six self-selected entries graded)
3. Human Subjects IRB Application: 100 points
4. Final Exam Meeting: 50 points
5. General Participation: 40 points
6. Attendance at three PCON events: 15 points
7. **Extra Credit:** Blogging about non-assigned chapters of Umutesi: 20 points (5 chapters @ 4 points each)

Rough grading scale, curved to your benefit: Above 310: **A+** 310-295: **A**; 294-270: **A-**; 269-250: **B+**; 249-226: **B**; 225-196: **B-**; 195-181: **C+**; 180-161: **C**; 160-141: **C-**; 140-110: **D**.

1. Discussion Leading: Students will each lead one class of their choice during the semester. Responsibilities of the discussion leader are briefly summarizing the key points of the readings, formulating provocative and engaging questions to encourage critical discussion, and writing a one-page narrative summary of the discussion to be shared with the class before our classroom meeting. Note too that I will lead all of the classes dedicated to helping you prepare your IRB application.

2. Weekly Blogging: There are two components to the blog. What follows are the expectations for the assignment and the technical aspects of uploading your blog entry. I will hand out separate instructions on how to gain access to our course blog in class. They are also available on Moodle in the Resources section (file titled, "Blog Access and Evaluation.pdf).

Post an entry at least once a week that is between 100-200 words, required beginning in the 2nd week of class (week of January 28 and ending the week of classes, meaning week of April 22).

You can blog as often as you like, including short posts, as long as you have at least one post a week that is the minimum length Check the blog daily so you can keep up with the conversation threads and latest news. Feel free to link the blog to your social media accounts if you like.

WHAT TO BLOG ABOUT:

1. Responses to questions posed in class and contribute to a conversation thread
2. Original entries on Rwanda, your own commentary and questions on the readings and topics raised in class;
3. Responses to issues and questions raised in your participation at three PCON events;

4. Post links to news, videos, online research etc. with your commentary on it.
5. Twitter is a great news source. I recommend following at least six accounts: **1) a Rwandan government ministry or other organ of government** (MININTER- @RwandaInternal, MINALOC - @RwandaLocalGov MINAFFET - @MinaffetRwanda; ORINFOR- @ORINFOR1, etc); **2) Office of the Rwandan President** (@UrugwiroVillage) or the President himself (@paulkagame) **3) a Rwandan opposition political party or representative. Be sure to also follow the RPF** (@rpfinkotanyi - the party of the current government) and an opposition one (e.g., Rwanda Greens - @rwandangreens, FDU-Inkingi - @FDU_UDF); **4) A pro-government Rwandan journalist/blogger/social activist, etc** (the newspaper of record is The New Times - @NewTimesRwanda); **5) a blogger critical of government;** **6) an international activist, journalist or academic blogging/tweeting on Rwanda.** We will search Twitter accounts in class.
6. You can also set up a Google alert for “Rwanda” and “Kigali” to receive a daily news digest.

To post a new entry:

1. Go to the top and click on “My blog,” then “New post”
2. Writing a post is straightforward and don’t worry if you make a mistake or decide later that you don’t like what you wrote– you can always delete it or save drafts as you go along
3. Make sure to add a category (e.g. news, reading responses, etc.) and some tags (e.g. Kagame, RPF, economy, justice, memory, gacaca, etc, etc)
4. You can add various sorts of media, such as audio and video files;
5. To add a working link, write then highlight the text you want linked – then click on the thing that looks like a chain link and enter the URL;
6. When you’re done click “publish”;
7. To respond to a post simply click on reply or comments and add your own commentary to contribute to the conversation (Only the original post can assign categories and tags)

3. Mock Human Subjects Institutional Review Board Application (Full draft due April 30): Any researcher who wants to study “human subjects” must prepare an application to the Institutional Review Board (IRB) of your home institution. For Colgate students, you must apply to our IRB to get the requisite approvals to confirm that you will undertake ethical research. This is particularly important in locales where the power dynamic between researcher and researched is vast and vexed as it is in the Rwandan case. Will we work together over the course of the semester to develop your mock individual IRB application. This means that you will be able to summarize your proposed research topics, the question(s) and main hypotheses (if any) and “describe” your research “sample” to a committee made up of other social science researchers (in this case, me). Your application will be divided into three main sections that you will “defend” in a one-on-one meeting with me (as your final exam, see below).

The three main sections are:

1) Identifying individuals to participate in your study as well as discussion of the characteristics of the participants, including age, sex, conditions of vulnerability if any, and anything else of import like special conditions that impact your ability as the researcher to identify willing participants, and language considerations, if any. In addition, how to obtain the

consent and ensure continued consent of all participants throughout your research project. This includes drafting a consent form that makes the purpose of your project, and any risks or benefits that may be associated with speaking to you, a foreign researcher, are understood by potential research participants before they agree to talk to you. If you decide, because of the marginality or vulnerability of your proposed human subjects, that obtaining written consent is in appropriate, be sure to explain why in this section of your draft application. **Draft due: Tuesday, April 9 via Moodle**

2) The procedures that you will follow in your research to ensure the safety and emotional and physical security of your research participants, including describing the methods of gathering “data” you will employ, how you will ensure confidentiality and anonymity for those who you interview and/or consult. **Draft due: Tuesday, April 16 via Moodle.**

3) The safeguards and other procedures you have put in place to ensure that none of your research participants are “harmed” before, during or after participating in your research project, and how you will anticipate and mitigate any potential physical and/or emotional harms for both you and them. **Draft due: Tuesday, April 23 via Moodle**

Proposal Deadlines: All written assignments due via Moodle by 23:55 on the due date.

Here, I outline for your ease of reference the various written assignments that comprise the Research Proposal and Presentation. If you need support or guidance, come see me

March 7: Decide on your research topic by today. Get my approval during office hours **(5 pts)**

March 26: Research statement & annotated bib. (5 academic & 3 non-academic) **(10 pts)**

April 2: Draft Literature Review with 8 sources (academic & non-academic) **(15 pts)**

April 9: Identification of “Respondents,” Informed Consent Form and Field Site **(5 pts)**

April 16: Emotional & Physical Safety and Security, including confidentiality and anonymity protocol **(5pts)**

April 23: Safety and Security Safeguards for you and your “respondents” **(5pts)**

April 30: Collated Draft Methodology Protocol **(15 pts)**

May 3: Final Written Proposal due **(40pts)**

4. Final Exam Meeting: As a capstone to the rigorous exercise that is drafting an IRB application, your final exam is a 20-minute one-on-one meeting with me (set at your convenience during exam week, except the Wednesday study day and ending no later than 5pm on Friday, May 10). This meeting will be set up as a mock IRB meeting in which the researcher (you) and the chair of the committee (me) meet to discuss the rationale behind your ethical and methodological choices to study contemporary Rwanda. I will send out a Google Docs asking you to sign up for your exam meeting in mid-April.

5. Class Participation: Your success in this course depends on your active participation. You must come to class prepared to listen, digest, and analyze all the assigned reading material.

Please do not interrupt the flow of class by leaving during our meetings for whatever reason. Cell phones must be turned off while in class. Computer, tablet and smartphone use must only be for note taking. By entering the class you agree not to use your computer for any other purposes.

6. Attendance at three extra-curricular PCON events: Rather than offer extra-credit for attending the various PCON events that constitute our busy extra-curricular schedule, I have

decided to integrate points for attending the events of your choice into the core of the course. What you need to do is attend three events (*in addition to* Jennie Burnet two talks on March 4 and blog about the event. This means three additional blog postings beyond the weekly ones that are already required. The same blog rules apply (100-200 words with relevant key word tags and links to external sources where appropriate)

Course Policies: *Special needs will be accommodated.* If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Please contact Lynn Waldman, Director of Academic Support and Disability Services at [315-228-7375](tel:315-228-7375) in the Center for Learning, Teaching, and Research. Lynn reviews documentation to determine and help coordinate reasonable and appropriate accommodations for students with disabilities. Come discuss with me, bringing the appropriate documentation before your first assignment is due.

Plagiarism of any sort is not tolerated. Please consult the University's 'Academic Honor Code' here, <http://www.colgate.edu/offices/campuslife/deanofthecollege/academichonorcode>

Late policy: All assignment must be submitted on time. Your grade will be docked one-third of a letter grade each day it is late (e.g., B → B-). Work more than one week late will not be accepted. No exceptions.

TOPICS and READINGS

Tuesday, January 22: Contemporary Rwanda: Rhetoric? Reality?

Cooke, Jennifer (2011) *Rwanda: Assessing Risks to Stability*. June. Center for Strategic and International Studies. Washington, DC. Moodle.

Smith, David. (2012). "Paul Kagame's Rwanda: African success story or authoritarian state" October 10. <http://www.guardian.co.uk/world/2012/oct/10/paul-kagame-rwanda-success-authoritarian>, ccessed October 11, 2012. Please skim the opinion piece and the Comments section. Note the "Jump to Comments" link under the headline. Moodle.

Remaking Rwanda: Facts and Opinions on the Ground (2011). April 25. <http://theremakingrwanda.blogspot.com/>. Moodle. Please skim read the following from this website:

1. "Remaking Rwanda" or "Wishing to deconstruct Rwanda?" by Pan Butare
2. 'Remaking Rwanda: Only Rwandans can do it' by Joseph Rwagatare

Thursday, January 24: A Middle Ground? Our framework of analysis for the course

Straus and Waldorf "Introduction: Seeing Like a Post-Conflict State," in our Straus and Waldorf textbook, pp. 2-24.

Thomson (forthcoming 2013). "The Practices of the Rwandan State" from *Whispering Truth to Power: Everyday Resistance to Reconciliation in Postgenocide Rwanda* (Madison: University of Wisconsin Press), pp. 9-15. Moodle.

Monday, January 28, PCON Movie Night @Hamilton Theatre: Schrijber, Coco, dir. (2001) *First Kill*, 52 min.

Tuesday, January 29: Everyday Life in a Postgenocide and Stratified Society

Burnet, Jennie (2012) "Social Classification, State Power and Violence" in *Genocide Lives in Us:*

Women, Memory and Silence in Rwanda, pp. 41-58 (to the section entitled, "Civil War..."), Madison, University of Wisconsin Press. Moodle.

Thomson "Daily Hardships: The Socio-Economic Context" in *Whispering Truth to Power*, pp. 180-193. Moodle.

Umutesi, "Chapter 1: I Discover my Ethnic Identity" and "Chapter 7: Hunted by the Rebels and the RPF" in *Surviving the Slaughter*, pp. 6-17 and pp. 122-137

Thursday, January 31: Looking Back to Understand Today (History as Method)

Newbury, David "The Historian as Human Rights Activist" in our Straus and Waldorf textbook, pp. xxvii-xxxix.

Vansina, Jan (2004) "In Conclusion: History and the Present" in *Antecedents to Modern Rwanda: The Nyiginya Kingdom*, pp. 196-203, Madison: University of Wisconsin Press. Moodle.

Jefremovas, Villia (2000) "Traacherous Waters: The Politics of History and the History of Genocide in Rwanda and Burundi" *Africa* 70(2), pp. 298-308. Moodle.

In class documentary (clips): de Heusch, Luc and Kathleen De Bethune (1996) *A Republic Gone Mad: Rwanda 1894-1994* (we will watch up to 1962, approximately 32 minutes)

Monday, February 4: PCON Film Series: Jackson, Lisa (dir.). (2007) *The Greatest Silence: Rape in the Congo*, 76min. Participation a very good idea as events in Congo bear directly on our course.

Tuesday, February 5: Thinking about Research in Rwanda, w/ guest speaker Erin Jessee

Pottier, Johan (2002) "Knowledge Construction for Beginners, by Beginners" in *Reimagining Rwanda: Conflict, Survival and Disinformation in the Late Twentieth Century*, pp. 109-129. Moodle.

Jessee, Erin (2012) "Conducting Fieldwork in Rwanda" *Canadian Journal of Development Studies* 33(2), pp. 264-74. Moodle.

Thursday, February 7, ALST Speakers Series, ALANA, 1130am to 1pm (lunch provided): Susan Thomson, "Rwanda Now: Current status and role in the DRC conflict."

Thursday, February 7: Causes of the 1994 Genocide

Straus, Scott (2006) "Chapter 1: Background to the Genocide" in *The Order of Genocide: Race, Power and War in Rwanda*, pp. 17-40, Ithaca, NY: Cornell University Press. Moodle.

Umutesi, "Chapter 2: Increasing Violence," and "Chapter 3: Descent into Hell," pp. 17-44, pp. 45-70.

National Unity and Reconciliation Commission, under the direction of Dr. Anastase Shyaka (2004) *The Rwandan Conflict: Origin, Development, Exit Strategies*. Kigali: NURC, pp. 14-27. Moodle.

Monday, February 11, PCON Lecture Series: Mark LeVine, on the Middle East. 7pm Love Auditorium.

Tuesday, February 12: Who Killed and Why?

Fujii, Lee Ann (2009) "Chapter 3: Local Narratives and Explanations" in *Killing Neighbors: Webs of Violence in Rwanda*, pp. 76-102. Ithaca, NY: Cornell University Press. Moodle.

Umutesi textbook, "Chapter 4: Survival in the Camps at Kivu" and "Chapter 11: The End of the Ordeal" pp. 71-88 and, pp. 223-246.

National Unity and Reconciliation Commission, under the direction of Dr. Anastase Shyaka (2007) "Preamble" and "Foundations of the National Unity and Reconciliation Policy" in *The National Unity and Reconciliation Policy*, pp. 1-6, Kigali: NURC.

Recommended: Straus, Scott (2006) "Chapter 5: Why Perpetrators Say They Committed Genocide" in *The Order of Genocide: Race, Power and War in Rwanda*, pp. 122-152. Ithaca, NY: Cornell University Press

Thursday, February 14: On Ethnicity, Power and Politics

Fujii, Lee Ann (2009) "Chapter 2: Local Narratives and Explanations" in *Killing Neighbors: Webs of Violence in Rwanda*, pp. 45-75. Ithaca, NY: Cornell University Press.

Thomson, (2013) "Chapter 2: The Historical Role of the State in Everyday Life" in *Whispering Truth to Power*, pp. 62-101.

No author (n.d.) "Rwanda: A Country of Interest"
<http://www.rwandagateway.org/spip.php?article1760> , accessed January 19, 2013.

In class documentary: *Ghosts of Rwanda* (2004), clips from.

Monday, February 18, PCON Movie Night @Hamilton Theatre: Bernard, Raymond, dir. (1932) *Les Croix du Bois* (Wooden Crosses), 113 minutes.

Tuesday, February 19: Development without Politics I: Making Good Citizens

Purdeková, Andrea (2012) "Civic Education and Social Transformation in Post-Genocide Rwanda: Forging the Perfect Development Subjects" in Maddalena Campioni and Patrick Noack (eds.) *Rwanda Fast Forward: Social, Economic, Military and Reconciliation Prospects*, pp. 192-209. London: Palgrave MacMillan.

Thomson "Chapter 4: Practices of National Unity and Reconciliation" in *Whispering Truth to Power*, pp. 145-170. Moodle.

Kwibuka, Eugene (2013) "Rulindo district's [sic] rich embrace poor in fight against poverty" January 15. *The New Times* (Kigali)
<http://www.newtimes.co.rw/news/index.php?i=15238&a=62854>, accessed January 18, 2013.

Thursday, February 21: Development without Politics II: An Economic Miracle?

Crisafulli, Patricia and Andrea Redmond (2012) "Introduction," Rwanda Now: The Skyscraper and the Chicken" and "Raising the Bottom of the Pyramid" in their *Rwanda, Inc.: How a Devastated Nation became an Economic Model for the Developing World*, pp. 1-7, pp. 9-26, pp. 131-154. New York, NY: Palgrave MacMillan. Moodle.

Hayman, Rachel "Chapter 7: Funding Fraud? Donors and Democracy in Rwanda" in our Straus and Waldorf textbook, pp. 118-131.

Kagame, Paul (2012) "State of the Union Address by H.E. Paul Kagame, President of the Republic of Rwanda" December 31.
http://www.paulkagame.com/2010/index.php?option=com_content&view=article&id=921%3Apresident-kagame-state-of-the-nation-address&catid=36%3Anews&Itemid=71&lang=en, accessed January 18, 2013.

Tuesday, February 26: Rwanda's Democratic Transition: Increasing Authoritarianism & Closure of the Political Space

Reyntjens, Filip (2011) "Constructing the Truth, Dealing with Dissent, Domesticating the World: Governance in Post-Genocide Rwanda" *African Affairs* 110(438), pp. 1-34. Moodle.

Longman, Timothy "Chapter 1: Limitations to Political Reform: The Undemocratic Nature of Transition in Rwanda" in our Straus and Waldorf textbook, pp. 25-47.

Longman, Timothy P. (2012) "Stifled Dissent in Rwanda" June 29. *The New York Times*. <http://www.nytimes.com/2012/06/30/opinion/stifled-dissent-in-rwanda.html>, accessed July 12, 2012.

Human Rights Watch (2012) *World Country Report – Rwanda 2011*. January 23. London and New York: HRW.

Guest Speaker: Professor Noel Twagiramungu (Smith College, and former Executive Director of a Rwandan human rights organization that the RPF forcibly shut down) on freedom of expression and the strains of daily life under RPF rule (by Skype and to be confirmed (TBC)).

Thursday, February 28: More Women equals Better Democracy?

Burnet, Jennie E. (2011) "Women Have Found Respect: Gender Quotas, Symbolic Representation and Female Empowerment in Rwanda" *Politics & Gender* 7, pp. 303-334.

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

Monday, March 4: Jennie Burnet, Brown Bag (11:30am) and Lecture (7pm): Both events are MANDATORY. If you have a scheduling conflict, let me know before her talks. Note that there is no class tomorrow to compensate for today's heavy schedule.

Brown Bag: "Doing Research in Rwanda: Ethical and Practical Challenges," PCON/WMST Brown Bag. PCON "War Room" (2nd Floor, Alumni), 1130am to 1pm. A good opportunity to integrate lessons from Dr. Burnet's experience into your IRB application assignment.

Guest Lecture: "Women and Peacebuilding: Lessons Learned from Post-Genocide Rwanda." @Love Auditorium, 7pm.

Tuesday, March 5: Class Cancelled as I host our guest speaker across campus.

Thursday, March 7: "Human Subjects Research" in Rwanda (Topic choice deadline – nothing written. Get approval during my office hours later than today)

Colgate University Institutional Review Board (n.d.) *Research with Human Subjects: A Manual for Investigators*. Moodle.

National Institutes of Health Office of Human Subjects Research (1979) *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Available online: <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>, accessed January 7, 2013.

Thomson, Susan (2009) *Developing Ethical Guidelines for Researchers Working in Post-Conflict Environments*. States and Security Program, City University of New York. Moodle.

Tuesday, March 12 & Thursday, March 14: Mid-Term Recess. Class Cancelled.

Monday, March 18, PCON Movie Night: Horowitz, Adam Jonas, dir. (2011) *Nuclear Savage: The Islands of Secret Project 4.1*, 87 min

Tuesday, March 19: The “Plumbing” of the Rwandan State

Purdeková, Andrea (2011) “Even if I am not here, there are so many eyes’: surveillance and state reach in Rwanda” *Journal of Modern African Studies* 49(3), pp. 475-497. Moodle

Ingelaere, Bert “The Ruler’s Drum and the People’s Shout: Accountability and Representation on Rwanda’s Hills” in our Straus and Waldorf textbook, pp. 67-75.

Sommers, Marc (2012) “Appendix: Bet/wager [Performance Contracts] on the *Umudugudu* Level,” *Stuck: Rwandan Youth and the Struggle for Adulthood*, pp. 247-249.

National Unity and Reconciliation Commission (2004) “Summary of Results: Consensus Values Underlying Governance Reform and Decentralization” *Opinion Survey: The Process of Decentralization and Democratization in Rwanda*, pp. 40-64. Moodle.

Thursday, March 21: “Party”-Statals and Rwanda’s Private Sector Development w/ Guest Speaker Nilgun Gökğür

Gökğür, Nilgun. 2012. *Rwanda’s ruling party-owned enterprises: Do they enhance or impede development?* Discussion Paper/ 2012.03/ISSN 2033-7329. University of Antwerp, Institute for Development Policy and Management (IOB). Moodle.

Booth, David and Frederick Golooba-Mutebi (2012) “Developmental Patrimonialism? The Case of Rwanda” *African Affairs* 111(444), pp. 379-403. Moodle.

Tuesday, March 26: Research Skills, The Ethics of Research in Conflict Environments (Research statement & annotated bib. due via Moodle)

Fetterman, David M. (2010) “Chapter 3: A Wilderness Guide: Methods and Techniques” in his *Ethnography: Step-by-Step*, pp. 33-68. Thousand Oaks, CA: Sage Publications, Inc. Moodle.

Thomson, Susan, An Ansoms and Jude Murison (2012) “Introduction: Why Stories Behind the Findings?” in their *Emotional and Ethical Challenges for Field Research in Africa: The Story Behind the Findings*, pp. 1-11. London: Palgrave. Moodle.

Thursday, March 28: Research Skills, Gaining Access

Begley, Larissa (2012) “The RPF Control Everything! Fear and Rumour under Rwanda’s Genocide Legislation” in Thomson, Ansoms and Murison, eds., pp. 70-83.

Norman, Julie (2009) “Got trust? The challenge of gaining access in conflict zones” in Chandra Lekha Sriram, John C. King, Julie A. Mertus, Olga Martín-Ortega and Johanna Herman, eds., pp.71-90. *Surviving Field Research: Working in violent and difficult situations*. London: Routledge.

Thomson, Susan (2009) “‘That is not what we authorised you to do...’: Access and government interference in highly politicised research environments” in Chandra Lekha Sriram, John C. King, Julie A. Mertus, Olga Martín-Ortega and Johanna Herman, eds., pp. 108-124. *Surviving Field Research: Working in violent and difficult situations*. London: Routledge.

Monday, April 1, PCON Movie Night: LebowskiFest in the Visual Lab, 7pm.

Tuesday, April 2: Elite Ambitions and Rural Realities (Draft Literature Review Due via Moodle)

Newbury, Catharine "High Modernism at the Ground Level: The *Imidugudu* Policy in Rwanda" in our Straus and Waldorf textbook, pp. 223-239.

Ansoms, An "Rwanda's Post-Genocide Economic Reconstruction: The Mismatch between Elite Ambitions and Rural Realities" in our Straus and Waldorf textbook, pp. 240-251.

MINALOC (2010) *Terms of Reference for Joint Task Force Shelter Scheme on Eradication of "Nyakatsi"* Kigali: MINALOC.

Thursday, April 4: Post-Genocide Justice: International and Local

Peskin, Victor "Victor's Justice Revisited: Rwandan Patriotic Front Crimes and the Prosecutorial Endgame at the ICTR" in our Straus and Waldorf textbook, pp. 240-251.

Ingelaere, Bert (2012) "From Model to Practice: Researching and representing Rwanda's 'modernized' gacaca courts" *Critique of Anthropology* 38(4), pp. 388-414.

Kagame, Paul (2012) "Speech by H.E. Paul Kagame on the Closing of the Gacaca Courts" June 18. http://www.paulkagame.com/2010/index.php?option=com_content&view=article&id=691%3Aspeech-by-he-paul-kagame-president-of-the-republic-of-rwanda-at-the-official-closing-of-gacaca-courts&catid=34%3Aspeeches&Itemid=56&lang=en, accessed July 6, 2012.

Tuesday, April 9: The Politics of Justice and Reconciliation (Identification of "Respondents," Informed Consent Form and Field Site draft Protocol due via Moodle)

Ngoga, Martin (2009) "Chapter 16: The Institutionalisation of Impunity: A Judicial Perspective of the Rwandan Genocide" in Phil Clark and Zachary D. Kaufman, eds. *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond*, pp. 321-332. New York: Columbia University Press. Moodle.

Burnet, Jennie (2012) "Chapter 7: Reconciliation, Justice and Amplified Silence" in *Genocide Lives in Us: Women, Memory and Silence in Rwanda*, pp. 194-221. Madison: University of Wisconsin Press. Moodle.

Tertsakian, Carina "Chapter 13: "All Rwandans Are Afraid of Being Arrested One Day": Prisoners Past, Present and Future" in Straus and Waldorf, eds., pp. 210-220.

NURC (2010) "Executive Summary: Social Cohesion 2005-2007: Support for Governance – Social Trust Mixed" *Social Cohesion in Rwanda*, pp. 1-7. Kigali: NURC.

Guest Speaker: Carina Tertsakian, Human Rights Watch researcher on Rwanda (by Skype and TBC)

Thursday, April 11: Poverty Reduction Programs

Huggins, Chris "The Presidential Land Commission: Undermining Land Law Reform" in our Straus and Waldorf textbook, pp. 252-265.

National Institute for Statistics (2012) *The Evolution of Poverty in Rwanda from 2000 to 2011: Results from the Household Surveys (EICV)*. Kigali, Rwanda: National Institute of Statistics. Moodle. (Skim Read results, focus on text)

Chu, Jeff (2009) "Rwanda Rising: A New Model for Economic Development," April 1. *Fast Company*. <http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic>

[development](#), accessed May 21, 2009.

LA Times (2012) "How did Rwanda cut poverty so Much?" February 16. *The Los Angeles Times* http://latimesblogs.latimes.com/world_now/2012/02/how-did-rwanda-cut-poverty-so-much.html, accessed March 12, 2012.

Monday, April 15, PCON Movie Night: Silvia M.T. , dir. (2010), *Atomic Mom*. 87 minutes.

Tuesday, April 16: Genocide Ideology and Ethnic "Divisionism" (Emotional & Physical Safety and Security, including confidentiality and anonymity protocol due via Moodle)

Waldorf, "Instrumentalizing Genocide: The RPF's Campaign against "Genocide Ideology" in our Straus and Waldorf textbook, pp. 48-66.

Rusagara, Frank K. "The Spread of 'Genocide Ideology' within the Great Lakes Region: Challenges for Rwanda" in Maddalena Campioni and Patrick Noack (eds.) *Rwanda Fast Forward: Social, Economic, Military and Reconciliation Prospects*, pp. 213-227. London: Palgrave MacMillan.

Amnesty International (2010) *Safer to stay silent: The chilling effect of Rwanda's law on 'genocide ideology' and 'sectarianism.'* September 16.

<http://www.amnestyusa.org/research/reports/safer-to-stay-silent-the-chilling-effect-of-rwandas-laws-on-genocide-ideology-and-sectarianism>, accessed October 1, 2010.

Thursday, April 18: Research Skills, Thinking about Safety and Security

Mertus, Julie (2009) "Maintenance of personal security: ethical and operational issues" in Chandra Lekha Sriram, John C. King, Julie A. Mertus, Olga Martín-Ortega and Johanna Herman, eds., pp. 108-124. *Surviving Field Research: Working in violent and difficult situations*. London: Routledge.

Barrett, Christopher B. and Jeffery W. Cason (2010) "Chapter 6: Safety and security matters" in *Overseas Research: A Practical Guide*, 2nd edition, pp. 90-101. London: Palgrave.

Martin-Ortega, Olga and Johanna Herman (2009) "There and back: surviving field research in violent and difficult situations" in Chandra Lekha Sriram, John C. King, Julie A. Mertus, Olga Martín-Ortega and Johanna Herman, eds., pp. 227-241. *Surviving Field Research: Working in violent and difficult situations*. London: Routledge.

Recommended: Thomson, Susan (2010) "Getting Close to Rwandans since the Genocide: Studying Everyday Life in Highly Politicized Research Settings" *African Studies Review* 53(3), pp. 19-34. (Useful if you are working with "vulnerable" or "marginal" actors).

Monday, April 22, PCON Movie Night: Horowitz, Adam Jonas, dir. (2011) *Nuclear Savages: The Islands of Secret Project 4.1*, 87 min

Tuesday, April 23: History and Memory (Safety and Security Safeguards for you and your "respondents" Protocol due via Moodle)

Eltringham, Nigel "The Past is Elsewhere: The Paradoxes of Proscribing Ethnicity in Post-Genocide Rwanda" in our Straus and Waldorf textbook, pp. 269-282.

Meierhenrich, Jens "Topographies of Remembering and Forgetting: The Transformation of *Lieux de Memoire* in Rwanda" in our Straus and Waldorf textbook, pp. 283-296.

National Unity and Reconciliation Commission (2007) "Objectives," "Guiding Principles,"

“Strategies,” “Implementation” and “Conclusion” in *The National Unity and Reconciliation Policy*, pp. 6-17 Kigali: NURC. Moodle.

Thursday, April 25: Regional Relations

Reyntjens, Filip “Waging (Civil War) Abroad: Rwanda and the DRC” in our Straus and Waldorf textbook, pp. 132-151.

Stearns, Jasons and Federico Bordello “Bad Karma: Accountability for Rwandan Crimes in the Congo” in our Straus and Waldorf textbook, pp. 152-169.

Recommended: Mancini, Francesco (2013) “Interview with Steve Hege, Former Coordinator, UN Group of Experts on the DRC” January 16. *Global Observatory*

<http://theglobalobservatory.org/interviews/414-interview-with-steve-hege-former-coordinator-un-group-of-experts-on-the-drc.html>, accessed January 19, 2013.

In class Podcast: Chatham House (2012) “M23 and the Challenges for Peace in Eastern DRC” December 17.

http://www.chathamhouse.org/sites/default/files/audio/m23_and_the_challenges_to_peace_in_the_easterndrc_jas_on_stearns_ben_shepherd_0.mp3, accessed December 26, 2012. 25:59.

Tuesday, April 30: The Dance Remains the Same? (Draft Methodology Protocol due via Moodle)

Sebarenzi, Joseph “Justice and Human Rights for All Rwandans” in our Straus and Waldorf textbook, pp. 343-353.

Habimana, Aloys “The Dancing is Still the Same” in our Straus and Waldorf textbook, pp. 354-356.

Sibomna, André (1997) “Rwanda Caught in an Impasse” in *Hope for Rwanda: Conversations with Laure Guilbert and Hervé Deguine*, pp. 137-152. London: Pluto Press. Moodle.

Guest Speaker: Joseph Sebarenzi, exiled former Speaker of the Rwandan Parliament (by Skype, and TBC).

Thursday, May 2: Peer Review of your IRB proposal as prep for the Final Exam

Exam Week: Proposal defense meeting. Schedule your meeting via the Google Drive file I will sent out in early April.