
Term Information

Effective Term Spring 2017

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3798.03
Course Title Genocide and its Aftermath in Rwanda
Transcript Abbreviation GenocideRwanda
Course Description Course explores the 1994 Rwandan genocide through active learning experiences in Rwanda. Topics include: (1) origins and causes of the genocide in Rwanda and globally, (2) forms of violence, participants, and victims, (3) aftermath and legal response including gacaca courts and collective memories, and (4) human rights, development, and economic growth in Rwanda today
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level General Studies Course
Intended Rank Sophomore, Junior

Requirement/Elective Designation

General Education course:
Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students become familiar with the causes of genocide, how it unfolds, and how countries rebuild in the aftermath of violence
- Students are able to place the specific case of Rwandan genocide within the global historical context.
- Students understand theories of who commits genocide and apply them to the genocide in Rwanda.
- Students develop an understanding of processes of transitional justice, including legal responses to mass violence and their intersection with development and collective memory.
- Students develop analytical skills that help them ask and answer timely questions about genocide, transitional justice, and development in Rwanda and globally.
- Students recognize and describe similarities, differences, and interconnections between Rwanda and the U.S.
- Students are able to function effectively within Rwanda.
- Students articulate how their time abroad has enriched their academic experience.

Content Topic List

- Genocide
- International Law
- Colonialism
- Gender-based Violence
- Transitional Justice
- Collective Memory

Attachments

- Genocide and Its Aftermath in Rwanda Syllabus.docx: Syllabus
(Syllabus. Owner: Williams, Kristi L.)
- GE Outcomes and Assessments Genocide.docx: GE Rationale and Assessment
(GEC Course Assessment Plan. Owner: Williams, Kristi L.)
- Genocide and Its Aftermath in Rwanda Application2.docx: Study Abroad Proposal
(Other Supporting Documentation. Owner: Williams, Kristi L.)
- Official Sociology Crim Curriculum Map April 2016.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Williams, Kristi L.)
- Concurrence SOC 3798.03 Genocide and Its Aftermath in Rwanda_IS.pdf: International Studies Concurrence
(Concurrence. Owner: VanPelt, Susan J)

Comments

- Concurrence requested from Dept of African American and African Studies (Curtis Austin) on 4/5 with 1 month window. Concurrence assumed after no reply. *(by Williams, Kristi L. on 05/09/2016 12:43 PM)*

COURSE REQUEST
3798.03 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/01/2016

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Williams, Kristi L.	05/09/2016 12:43 PM	Submitted for Approval
Approved	Williams, Kristi L.	05/09/2016 12:43 PM	Unit Approval
Approved	Haddad, Deborah Moore	05/09/2016 01:55 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	05/09/2016 01:55 PM	ASCCAO Approval

Genocide and Its Aftermath in Rwanda

Sociology 3798.03

May Term Study Abroad Program

Instructor: Prof. Hollie Nyseth Brehm

Email: brehm.84@osu.edu
Office: 162 Townshend Hall
The Ohio State University



Course Description

In just a few months during 1994, as many as one million people were killed as violence swept across Rwanda. A civil war, an economic downturn, and growing animosity between Rwanda's two main ethnic groups—the Hutu and the Tutsi—preceded the genocide, which affected all parts of the country. The violence ended just a few months after it began, leaving Rwanda's institutions in shambles. Since then, the Government of Rwanda has engaged in multiple initiatives to rebuild the country, and Rwanda has rapidly transformed. This course will explore the 1994 Rwandan genocide and its aftermath through active learning experiences in Rwanda. We will begin by studying the origins of the genocide with an emphasis on why the genocide occurred and, more broadly, what causes genocide globally. We will then study the violence itself, including the forms of violence, who participated in the violence, and who was victimized. Lastly, we will turn our attention to the aftermath of the genocide and study the legal response to the violence. This will involve examining the local *gacaca* courts that were instituted across the country and the collective memories of the genocide. We will also examine the current state of human rights in Rwanda and some of the regional effects of the violence. Finally, we will study development and aid in Rwanda today, critically exploring the country's tremendous economic growth since 1994.

Course Objectives

This course will introduce you to the causes of genocide, how genocides unfold, and how countries rebuild in the aftermath of violence. We will engage in key debates surrounding global crime, transitional justice, development, and human rights. We will also connect readings and class discussions to current events in Rwanda today. As such, I have designed the course with the following goals in mind for each of you:

1. Learn why genocide occurred in Rwanda.
2. Be able to place the specific case of Rwanda within the global historical context.
3. Learn about forms of genocidal violence, including gender-based violence against women and men.
4. Understand theories of who commits genocide and apply them to the genocide in Rwanda.
5. Develop an understanding of processes of transitional justice, including legal responses to mass violence and their intersection with development and collective memory.
6. Improve your ability to articulate your thoughts about course material during discussions and in written assignments.
7. Develop analytical skills that help you to ask (and sometimes answer) timely questions about genocide, transitional justice, and development in Rwanda and globally.

Additionally, this course fulfills the education abroad GE requirement. By living and studying outside the U.S, you will acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware. This GE has the following expected learning outcomes:

1. Recognize and describe similarities, differences, and interconnections between Rwanda and the U.S.
2. Function effectively within Rwanda.
3. Articulate how your time abroad has enriched your academic experience.

Course Format

This course will meet twice prior to our departure to Rwanda. At the first meeting, you will receive a general overview of Rwanda, including basic information about the violence as well as information about Rwanda today. At the second meeting, we will focus on how to prepare for the trip, ranging from what to pack to how to responsibly study human tragedy, think critically about privilege, and best prepare for the tremendous experience ahead. Prior to departure, you will also be invited to attend an optional genocide commemoration with the Rwandan community of Ohio.

Then, we will depart for Rwanda! While there, I will provide lectures, active learning exercises, and case studies in our classroom at the School for International Training headquarters in Kigali (the capital of Rwanda). Though the majority of instruction will come from me, we will also take advantage of the wealth of knowledge and local expertise and thus will have numerous guest lecturers visit our classroom, as further detailed below. Finally, we will engage in many structured excursions in and around Kigali. That said, you will be learning at all times while in Rwanda, and the entire experience will be your classroom.

Finally, the course will meet one time several weeks after we return home from Rwanda in order to debrief our collective experiences, reflect on what you took away from the trip, and discuss how to share your insights with others.

Required Texts

Readings for this class will consist of articles, book chapters, and policy reports. All readings will be posted on our class Carmen website and provided in hard copy in Rwanda. Readings should be completed prior to the day under which they are listed.

Course Requirements

The course will be three credit hours. Assignments are detailed below, and you will also receive handouts with additional information regarding these assignments.

Book Review Due Prior to Departure (10% of grade; 20 points)

To provide you with a foundation of knowledge about Rwanda, you will be expected to complete a three-page book review prior to departure. I will distribute a list of books, ranging from books about the genocide to books about Rwandan history or Rwanda today. The book review will be due on our class Carmen site by (*insert date*), and it is worth ten percent of your grade. You will also be expected to share your knowledge—based on your book—with the class during the study abroad experience when discussions pertain to the book you chose.

Class Activities, Participation, and Group Work (50% of grade; 100 points)

You are expected to actively participate in class. This involves both active listening as well as contributing to discussions. It also involves treating all guest lecturers with respect, asking questions, and making the most out of our structured educational experiences in Rwanda.

Three Short Reflections (30% of grade; 20 points each)

You are also expected to write three short reflections about what you learn each week. These should be approximately two pages in length (except for the final one, which should be four pages) and should cite at least two readings and/or lectures. This assignment provides you with an opportunity to reflect on what you are learning, and you should reference class content but are likewise able to include personal thoughts as well. Reflections will be due at the end of each week (specifically by the end of the day on Friday) and can be submitted in person (handwritten) or electronically via Carmen. You will receive a set of questions to guide you for each reflection and that your last reflection will involve a full assessment of the experience.

Class Blog (10% of grade; 20 points)

We will be blogging about our experiences for friends, family members, and others interested in our trip. Each of you will be expected to contribute one blog post throughout the trip on behalf of our class, which will involve writing a few short paragraphs about the day's activities and, when possible, posting photos to the class website. We will assign who will be blogging which day when we meet prior to our departure in Columbus, and you will receive the website information to share with your families and friends at that time.

Differing Abilities

Students with differing abilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Late Assignments and Incompletes

Please do not be afraid to talk with me if you cannot make a deadline. If you turn in an assignment one day late *and have not spoken with me*, you can only receive 75% of the original points. If it is two days late, you can receive 50%, and if it is three days late, you can receive 25%. Assignments that are more than three days late *without explanation* will not be graded. Please see me if there is any issue that may influence your ability to complete assignments.

Plagiarism and Citation Styles

Plagiarism: “The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” (dictionary.com). Plagiarism is unacceptable and will result in an automatic F on the assignment as well as referral to the Committee on Academic Misconduct. It can easily be avoided by citing others’ words and ideas. Sociologists prefer the American Sociological Association style for citations, though you may use any style as long as you use it consistently.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Grading

The total number of points possible is 200.

A	93-100 %	B+	87-89 %	C+	77-79 %	D+	67-69 %
A-	90-92 %	B	83-86 %	C	73-76 %	D	63-66 %
		B-	80-82 %	C-	70-72 %		

Disclaimer and Expectations of Me

Though it is important to treat the syllabus as a contract between us, I also reserve the right to make minor changes as necessary or per your suggestions. Likewise, we will be flexible given that our schedule will revolve around many other peoples’ schedules in Rwanda.

Finally, as a student in this class, you can always expect that I will treat you with respect. Furthermore, I will do my best to respond to emails within 48 hours (prior to departure) and to return your graded work in a timely manner. Lastly, I enjoy talking with students about the course as well as future plans. Please feel free to be in touch anytime before or after our experience in Rwanda. This will be amazing, enriching, and fun!

Course Schedule

Please note that exact dates/times are to be determined and will vary slightly based on the availability of speakers. The schedule is thus subject to minimal change. Accordingly, weekly activities are listed until exact dates are known, though the final syllabus will include detailed daily schedules with readings listed by day. Finally, please note that I will choose more limited pages from the readings. My hope is to have about 5-7 pages (at most) per day or every other day. I list the source and chapter below but have yet to ascertain the specific page numbers within articles or book chapters.

COLUMBUS: PRE-DEPARTURE

Pre-Departure Meeting 1: 10:00 a.m. to 12:00 p.m.

*Prior to the meeting, please read Hintjens, Helen. 1999. "Explaining the 1994 Genocide in Rwanda." *The Journal of Modern African Studies* 37(2): 241-286.

- *Group icebreakers and getting to know each other
- *Overview of the course and book review handout
- *Overview of Rwanda

Pre-Departure Meeting 2: 10:00 a.m. to 12:00 p.m.

*Prior to the meeting, please read this brief post:

<http://thesocietypages.org/socimages/2014/12/29/instragrammingafrica-the-narcissism-of-global-voluntourism/>

- *Preparing for the trip
- *Discussing privilege, trauma, and globalization

RWANDA

Week 1: Understanding Rwanda's History and the Road to Genocide

Lectures:

- *Colonialism, Globalization, and Enlightenment Thinking
- *Rwanda's Colonial History
- *Race, Ethnicity, and Class in Rwanda
- *The Holocaust, Human Rights, and International Law
- *Defining War, Genocide, and Violence
- *General Risk Factors of Genocide

- *Risk Factors of Genocide in Rwanda
- *Triggers of Violence in Rwanda

Readings:

- *Mamdani, Mahmood. 2001. *When Victims Become Killers: Colonialism, Nativism, and Genocide in Rwanda*. Princeton, NJ: Princeton University Press. Chapters 2 and 3.
- *Newbury, Catharine. 1988. *The Cohesion of Oppression: Clientship and Ethnicity in Rwanda, 1860-1960*. Chapter 1.
- *Straus, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Chapter 1.
- *Jones, Adam. 2016. *Genocide: A Comprehensive Introduction*. Chapter 1.
- *Des Forges, Alison. 1999. *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. “Choosing War” and “Warnings.”

Structured Educational Experiences:

- *Tour of Kigali
- *Visit to Gisozi Genocide Memorial Museum
- *Visit to Presidential Palace Museum
- *Family Homestay Dinners (weekend)
- *Intercultural exchange with students at the University of Rwanda

Guest Lectures/Visitors:

- *Hope Tumukunde, Vice Mayor of Kigali
- *Dr. Jean-Damascene Gasanabo, Director General of Research of the National Commission for the Fight Against Genocide.
- *Dr. Elisee Rutagambwa, Jesuit Church

Other Activities

- *In-Country Orientation
- *Basic Kinyarwanda Lesson

Week 2: The Genocide and Its Aftermath

Lectures:

- *The Onset of Genocide
- *How Genocides Unfold
- *Genocide within Communities
- *Perpetrators of Mass Violence
- *Gender-Based Violence during Genocide
- *Media Representations of Atrocity
- *Interventions in Violence and Global Responses to Rwanda

Readings:

- *Zimbardo, Philip. "The Psychology of Evil." TED talk available at https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil?language=en
- *Hatzfield, Jean. 2006. *Machete Season: The Killers of Rwanda Speak*. p. 21-27; 36-40.
- *Luft, Aliza. 2015. "Toward a Dynamic Theory of Action at the Micro Level of Genocide Killing, Desistance, and Saving in 1994 Rwanda." *Sociological Theory* 33(2): 148-172.
- *Kuperman, Alan. 2007. "How the Media Missed the Rwanda Genocide." Chapter 23 in Allan Thomson's *The Media and the Rwanda Genocide*. Ann Arbor, MI: Pluto Press.
- *Barnett, Michael. 2003. *Eyewitness to a Genocide: The United Nations and Rwanda*. Cornell University Press. Chapter 2.

Structured Educational Experiences:

- *Visit to Nyamata Genocide Memorial
- *Visit to Nyanza Genocide Memorial and IBUKA (survivors' association) headquarters
- *Visit to Ntarama Genocide Memorial
- *Visit to the National Commission for the Fight Against Genocide

Guest Lectures/Visitors:

- *Commemoration event
 - *Survivor testimonies
 - *Perpetrator testimonies
 - *Rescuer testimonies
- *Note: While I list these roles as descriptors, I will include names in the final version and will make clear to students that people should not be defined by their actions during violence. I will also stress that people's actions are fluid (someone may have committed murders while simultaneously saving a neighbor, for instance, as described in Luft 2015).

Other Activities:

- *Mid-point reflection
- * Unstructured time on the weekend with suggestions for what to do in Rwanda

Week 3: Remaking Rwanda

Lectures:

- *Transitional Justice and Genocide
- *Rwanda's *Gacaca* Courts
- *Unity and Reconciliation in Rwanda
- *Women and Mass Atrocity
- *Collective Memory and Genocide

- *Development and Economic Growth in Rwanda
- *Human Rights in Rwanda Today
- *The Great Lakes Region

Readings:

- *Newbury, Catherine. 1998. "Ethnicity and the Politics of History in Rwanda." *Africa Today* 45(1): 7-24.
- *Select chapters on development and state building in Scott Straus and Lars Waldorf's 2011 edited volume, *Remaking Rwanda: State Building and Human Rights After Mass Atrocity*. Wisconsin University Press.
- *Karekezi, Urusaro Alice, Alphonse Nshimiyimana, and Beth Mutamba. 2004. "Localizing Justice: *Gacaca* Courts in Post-Genocide Rwanda." In *My Neighbor, My Enemy: Justice and Community in the Aftermath of Mass Atrocity*. Cambridge University Press.

Structured Educational Experiences:

- *Visit to TIG (community service camp for genocide perpetrators)
- *Visit to Rwandan Development Board
- *Visit to AVEGA (Widow's Association) and Discussion with Counselors about Trauma
- *Visit to a Women's Cooperative

Guest Lectures/Visitors:

- *Rwandan Patriotic Front Spokesperson, General Joseph Nzabamwita
- *Pelly Uwera, Deputy Director of TIG in central Rwanda
- *Apollon Karebezi, designer of Gisozi Memorial Museum
- *Rwandan *Gacaca* Judge

Other Activities:

- *Structured reflection time
- *Time to visit art cooperatives and art museums in Kigali
- *Potentially participate in *umuganda* (mandatory community cleaning on particular Saturdays)
- *Unstructured time on weekend prior to departure

COLUMBUS: POST-DEPARTURE

Post-Departure Meeting 1: 10:00 a.m. to 12:00 p.m.

- *Debrief experience
- *Discuss how to improve the experience for future courses
- *Determine how to share experiences with others

Genocide and Its Aftermath in Rwanda
Study Abroad Proposal
Hollie Nyseth Brehm, Sociology

1. A detailed rationale for the number of credit hours to count for GE credit.

The proposed course will be three credit hours. According to OSU policy, one credit hour is awarded for 750 minutes (12.5 hours) of classroom instruction accompanied by an additional 1500 minutes (25 hours) spent on engagement with course material outside of the classroom. This equals approximately 37.5 hours of instruction and 75 hours of additional engagement with course material, totaling 112.5 hours. The proposed course will involve approximately 50 hours of formalized instruction (including 4 hours of meetings in Columbus prior to departure and 2 hours post-departure). Formalized instruction will involve instruction provided by me and guest speakers and will typically occur at the School for International Training’s headquarters in Kigali. The class will also involve approximately 42 hours of structured educational experiences—such as trips to genocide memorials and government agencies—and an additional 25 hours for assignments and short readings (with five hours allocated for the book review prior to departure), totaling 117 hours. The remainder of students’ time will consist of unstructured time within Rwanda. The formalized instruction and structured educational experiences are further detailed below.

Pre-Departure Meetings: 4 Hours of Formalized Instruction

Two meetings: 4 hours

Week 1: Understanding Rwanda’s History and the Road to Genocide

Formalized Instruction:

Colonialism, Globalization, and Enlightenment Thinking:	1 hour
Rwanda’s Colonial History:	1 hour
Race, Ethnicity, and Class in Rwanda:	2 hours
The Holocaust, Human Rights, and International Law:	2 hours
Defining War, Genocide, and Violence:	2 hours
General Risk Factors of Genocide:	2 hours
Risk Factors of Genocide in Rwanda:	2 hours
Triggers of Violence in Rwanda:	1 hour
Hope Tumukunde, Vice Mayor of Kigali:	2 hours
Dr. Jean-Damascene Gasanabo, Director General of Research of the National Commission for the Fight Against Genocide	2 hours
Dr. Elisee Rutagambwa, Jesuit Church:	2 hours

Total Formalized Instruction:	19 hours
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Structured Educational Experiences:

Tour of Kigali:	2 hours
Visit to Gisozi Genocide Memorial Museum:	3 hours
Visit to Presidential Palace Museum:	2 hours
Family Homestay Dinners (weekend):	3 hours
Intercultural exchange with students at the University of Rwanda:	2 hours
In-Country Orientation:	2 hours
Basic Kinyarwanda Lesson:	2 hours

Total Structured Educational Experiences:	16 hours
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Week 2: The Genocide and Its Aftermath

Formalized Instruction:

The Onset of Genocide:	1 hour
How Genocides Unfold:	2 hours
Genocide within Communities:	2 hours
Perpetrators of Mass Violence:	2 hours
Gender-Based Violence during Genocide:	2 hours
Media Representations of Atrocity:	1 hour
Interventions in Violence and Global Responses to Rwanda:	2 hours

Total formalized instruction:	12 hours
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Structured Educational Experiences:

Visit to Nyamata Genocide Memorial:	3 hours
Visit to Nyanza Genocide Memorial and IBUKA headquarters:	2 hours
Visit to Ntarama Genocide Memorial:	2 hours
Visit to the National Commission for the Fight Against Genocide:	2 hours
Commemoration event:	2 hours
Survivor testimonies:	1 hour
Perpetrator testimonies:	1 hour
Rescuer testimonies:	1 hour

Total Structured Educational Experiences:	14 hours
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Week 3: Remaking Rwanda

Formalized Instruction

Transitional Justice and Genocide:	2 hours
Unity and Reconciliation in Rwanda:	2 hours

Women and Mass Atrocity:	2 hours
Collective Memory and Genocide:	3 hours
Includes Apollon Karebezi, designer of Gisozi Memorial Museum	
Development and Economic Growth in Rwanda:	1 hour
Human Rights in Rwanda Today:	2 hours
The Great Lakes Region:	1 hour

Total formalized instruction:	13 hours
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Structured Educational Experiences:

Visit to TIG (community service camp for genocide perpetrators):	3 hours
Pelly Uwera, Deputy Director of TIG in central Rwanda	
Visit to Rwandan Development Board:	1 hour
Visit to AVEGA (Widow's Association) and Discussion about Trauma:	2 hours
Visit to a Women's Cooperative:	2 hours
Rwanda's <i>Gacaca</i> Courts & visit to Rwandan <i>Gacaca</i> Judge:	2 hours
Visit to RPF, including discussion with RPF Spokesperson:	2 hours

Total Structured Educational Experiences:	12 hours
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Pre-Departure Meetings: 2 hours of Formalized Instruction

One Meeting	2 hours
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Total Formalized Instruction	
Pre-Departure:	4 hours
Week 1:	19 hours
Week 2:	12 hours
Week 3:	13 hours
Post-Departure:	2 hours
Total:	50 hours

Total Structured Educational Experiences	
Pre-Departure:	0 hours
Week 1:	16 hours
Week 2:	14 hours
Week 3:	12 hours
Post-Departure:	0 hours
Total:	42 hours

STUDY ABROAD GENERAL EDUCATION RATIONALE

This course will fulfill the Study Abroad General Education Requirement. I address the rationale as related to the stated objectives below.

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

Course Objectives

The Course Objectives are as follows: 1) Learn why genocide occurred in Rwanda; 2) Be able to place the specific case of Rwanda within the global historical context; 3) Learn about forms of genocidal violence, including gender-based violence against women and men; 4) Understand theories of who commits genocide and apply them to the genocide in Rwanda; 5) Develop an understanding of processes of transitional justice, including legal responses to mass violence and their intersection with development and collective memory; 6) Improve your ability to articulate your thoughts about course material during discussions and in written assignments. 7) Develop analytical skills that help you to ask (and sometimes answer) timely questions about genocide, transitional justice, and development in Rwanda and globally. **Objectives 1 and 2** directly relate to interconnections between the United States and Rwanda, as we will discuss the role of the international community—including the U.S.—before, during, and after the genocide.

Objectives 1 and 2 will also involve much discussion of culture in Rwanda, including race, ethnicity, and socioeconomic status. **Objective 2** also ties directly into the United States, which was a pivotal actor in defining the term “genocide” and, today, remains a pivotal actor in responding to genocide worldwide. Objective 2 will also be pursued through a discussion of other genocides worldwide, including the colonial genocide that occurred in the United States.

Objective 3 will involve many discussions about norms surrounding gender in Rwanda, which will inevitably be compared against such norms worldwide. These three objectives will also be met through analysis of norms surrounding violence, which will also be comparative. As we discuss who commits genocide (**Objective 4**), for instance, we will link theories of genocide participation to theories of who commits violence in any context, including homicide in the U.S. We will also discuss the situations under which people could be mobilized to commit violence in either country. **Objective 5** will involve comparisons between justice following genocide in Rwanda and justice in the United States. Although these may seem like odd cases to compare, these two countries had the highest incarceration rates worldwide throughout much of the past decade. Analyzing how two countries have responded to mass incarceration in wildly different ways will catalyze important comparative conversations.

Readings

The readings for this course draw from peer-reviewed journal articles and book chapters. They also draw across disciplines (sociology, political science, history, African Studies) as well as across continents, including scholarship produced in the United States, Europe, and Rwanda.

Prior to departure, students will be required to complete a book review. I will provide a list of books on Rwanda, and several will discuss the relationship between the United States and Rwanda—both during the genocide and today. Beyond this, the readings broadly examine why the genocide happened and the response to the genocide.

To provide a few examples of how select required readings relate to the United States:

Mamdani, Mahmood. 2001. *When Victims Become Killers: Colonialism, Nativism, and Genocide in Rwanda*. Princeton, NJ: Princeton University Press. Chapters 2 and 3.

*This chapter examines the social construction of race and ethnicity in Rwanda. Students will read that such social groups are socially constructed worldwide, including in the United States. Yet, certain historical factors have shaped the construction of these groups in each country. Mamdani argues that colonialism was particularly consequential in Rwanda, and students will consider the absence of colonialism in the United States and discuss the factors that shape social constructions of race, ethnicity, and social difference in each country.

Kuperman, Alan. 2007. “How the Media Missed the Rwanda Genocide.” Chapter 23 in Allan Thomson’s *The Media and the Rwanda Genocide*. Ann Arbor, MI: Pluto Press.

*This chapter examines Western medias’ treatment of the Rwandan genocide, and it explicitly analyzes how United States newspapers, like the *New York Times*, framed the genocide. Students will consider how different countries frame violence in distinct ways. They will also consider common Western misconceptions of violence in Africa (which is often seen as tribal or deeply-rooted) and, in doing so, will be encouraged to consider misconceptions about the United States as well.

Barnett, Michael. 2003. *Eyewitness to a Genocide: The United Nations and Rwanda*. Cornell University Press. Chapter 2.

*This chapter examines how the United Nations Security Council—of which the United States is one of five permanent members—responded to the genocide. In this case, students will consider whether there is a global responsibility to respond to genocide, what that responsibility could be, and what proportion of it may fall on the U.S.

Topics and Other Course Components

The course topics will promote recognition of and reflection on the similarities, differences, and interconnections between the U.S. and Rwanda in several main ways. **First**, we will directly connect the United States and Rwanda through historical study. Both countries were influenced by the same world historical patterns that brought colonialism to many parts of the globe, and both continue to be influenced by the current international system. **Second**, we will directly connect the United States and Rwanda as we discuss responses to the genocide. The United

States is one of the few countries that has formally apologized (through former President Bill Clinton) for not intervening in the genocide, and we will consider why the United States did not intervene along with a critical assessment of responses to genocide. **Third**, as we consider Rwanda's economy and political situation today, we will discuss their allies. The United States features prominently among these allies, and we will discuss the reasons for this as well as reasons for the growing tenuousness of this allegiance. **Fourth**, as we discuss ongoing effects of the genocide, we will consider the Rwandan diaspora population that resides in the United States today. Throughout each of these conversations, we will take a comparative lens, often asking what factors shaped life in Rwanda over the past few decades. For instance, we will discuss how being a land-locked, small, resource-poor country has shaped life in Rwanda and, by contrast, the divergent factors that have shaped life in the United States.

Fifth, prior to our departure, students will attend a genocide commemoration with Rwandans who live in and around Columbus, which will enable students to see how events across an ocean shaped their local city. **Sixth**, once in Rwanda, we will also have structured time for intercultural exchange. This will involve an intercultural exchange with students from the local university, during which students will have time to discuss similarities and differences between Rwanda and the United States. This will also involve homestay dinners with local families. At each, students will be encouraged to ask about cultural norms and activities in Rwanda and share their own thoughts on the U.S. as well. In doing so, they will learn about Rwanda, but they will also begin to think critically about their own norms and customs. **Seventh and finally**, when possible, we will make comparisons between Rwanda, the United States, and other countries worldwide. For instance, as we discuss the *gacaca* courts, which were the local courts that tried the perpetrators of the genocide, we will discuss how these courts are similar to and different from justice efforts in the United States and globally, such as the South African Truth and Reconciliation Commission.

Written Assignments

There are several writing assignments for this course. As noted above, prior to departure, students will be required to write a book report about Rwanda. I will compile a list of relevant books, and each of the books on the list will put Rwanda in global-historical context and, in doing so, emphasize interconnections between Rwanda, the U.S., and other countries worldwide. These books also each discuss life in Rwanda and Rwandan culture, which will enable students to learn about its history, the economy, the political system, norms surrounding the family, norms surrounding gender, norms surrounding religion, etc. Students will also be asked to write three short reflections about course content and experiences. These reflections will be about what they have learned each week, and as noted above, this content will involve numerous interconnections. Notably, these reflections will encourage students to reflect on the academic material but also to reflect on the similarities and differences that they learn through their experiences and engagement with Rwandans on a daily basis. As further detailed below, the third reflection will serve as the capstone reflection.

b) *What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?*

Course Objectives

Learning about the genocide and the response to the genocide is core to learning to function effectively in Rwanda. Put simply, almost everyone was affected by the genocide. In a country of eight million people, one million people were killed, and another million were implicated as perpetrators. Rwandans are constantly confronting this violence, which has shaped the country today. Thus, **Objective 1** (learning why the genocide occurred) and **Objective 5** (developing an understanding of the processes after genocide) are particularly important to understanding Rwanda today. **Objective 7** also involves developing analytical skills that help students to ask (and sometimes answer) timely questions about genocide and transitional justice in Rwanda, which will aid them in conversations within the country and help them address current events during their conversations with others.

Readings

As with above, the following examples illustrate how the readings will support this objective:

<http://thesocietypages.org/socimages/2014/12/29/instagrammingafrica-the-narcissism-of-global-voluntourism/>

*This brief reading will encourage students to think about privilege and travel, especially travel to the Global South. Such reflection will be vital for students to consider prior to arriving in Rwanda (as well as throughout the time there). It will also encourage them to think about Global North privilege and perceptions of the Global South (and, in turn, how the Global North is perceived).

Newbury, Catherine. 1998. "Ethnicity and the Politics of History in Rwanda." *Africa Today* 45(1): 7-24.

*This reading will guide students as they think about the politicization of narratives of the genocide as well as about what ethnicity means in Rwanda today. This is vital to functioning in Rwanda, as it is currently taboo to discuss prior ethnic categories.

Select chapters on development and state building in Scott Straus and Lars Waldorf's 2011 edited volume, *Remaking Rwanda: State Building and Human Rights After Mass Atrocity*. Wisconsin University Press.

*These chapters will discuss the state-building projects in Rwanda today, ranging from the influence of international aid to state-led memory projects and justice pursuits. This will provide students with information about the political system, the economy, families, gender, and numerous other aspects of Rwandan life today.

Topics and Other Course Components

This course has several elements that will ensure that students learn to function effectively within Rwanda. First, prior to departure, we will spend time discussing life in Rwanda, white privilege, and trauma. Our discussion on life in Rwanda will include consideration of daily life in Kigali, such as what is safe to eat and drink, the local currency, where to get money (ATMs), or the type of electrical outlet (tied to colonial presence!). We will also discuss the current political climate, the type of government, and any notable “don’ts.” In Rwanda, denying the genocide is criminalized, and students will be taught that they should not do this in any circumstance. Our discussion of tourism and privilege will involve reading and reflecting on a short blog post on international tourism on the continent of Africa, as noted above, and we will also discuss (mis)conceptions of the U.S., misconceptions about “Africa” as a homogenous place, and the often unpleasant feelings that accompany processing trauma.

Once in Rwanda, this will continue. Under Week 1, “Other Activities” on the syllabus, there are two important units: an In-Country Orientation and a Basic Kinyarwanda Lesson. A School for International Training staff member has agreed to provide a basic Kinyarwanda lesson to students. This will ensure that students can purchase food, water, and travel around the city without the assistance of staff members. The In-Country Orientation will also be conducted by a Rwandan SIT staff member, though I will assist with this as well. Specifically, after first discussing how culture is socially constructed, we will discuss cultural norms in Rwanda. This will involve norms surrounding greetings, personal space, eye contact, family relationships, small talk, clothing, food, relationships, and other relevant interpersonal interactions.

As seen in the syllabus, I have also scheduled a tour of Kigali during the first week. This will involve a general tour of the city so that students can get their bearings as well as group practice using the public transportation system. Specifically, we will drop students at select locations and, in groups, have them find their way back to the hotel. SIT typically does activity this with their study abroad programs in Rwanda, and this will enable us to be sure that students can find their way back if they ever become separated from the group (which will clearly be discouraged). It will also encourage students to feel confident taking public transportation and to recognize that they can, in fact, do so in an unfamiliar (yet very safe) location.

Students will also be required to purchase cell phones (cheap and easy in Rwanda, as plans are not necessary) and to carry their phones with them at all times. They will also receive a list of numbers to call if they are in need of assistance. This will assist with unanticipated problem-solving as needed.

Written Assignments

Finally, written assignments will allow students to process the information that they have learned. Each of the potential books for the book review will include information about Rwandan history and social life, which will allow students to learn about Rwanda prior to arriving. Students will also process everything listed above in the reflections.

c) In what ways will the students' time abroad enrich their academic experience?

Course Objectives

All of the course objectives are geared toward enriching students' academic experience. The genocide in Rwanda was one of the greatest tragedies of the 1990s, if not the entire century. It affected millions of people and had lasting impacts in the Great Lakes Region, influencing much subsequent violence in the DRC as well as catalyzing international law initiatives, including an ad-hoc international tribunal (the ICTR) and, through this momentum, the international criminal court. Thus, by learning about the genocide (**Objective 1**) and placing it within world historical context (**Objective 2**), students will be learning about key events that occurred during their lifetime. Students will also learn about forms of genocidal violence (**Objective 3**) and theories of who commits violence (**Objective 4**). No courses at Ohio State (to my knowledge) focus on genocide despite the fact that genocide killed more people during the 20th century than all of the international wars of the century combined. Learning about this pressing social problem will thus be core to their academic experience. Additionally, as transitional justice and collective memory initiatives are occurring in numerous countries worldwide (**Objective 5**), students should learn about and understand these initiatives. Finally, the ability to ask and answer timely questions and to express themselves in writing and verbally will surely contribute to students' entire academic experience (**Objective 6 and 7**).

Readings

All of the readings are geared toward enhancing the students' experiences. The readings address a wide range of topics, ranging from the structural causes of genocide to why people participate in mass violence to how violence can be gendered and how countries respond to genocide. Readings will also engage topics of collective memory and transitional justice. These topics will enrich students' experiences by introducing and expanding upon this content. Beyond this, I have chosen readings from a variety of disciplines, including sociology, political science, anthropology, genocide studies, history, and legal studies. This interdisciplinary approach will enrich the experience of students in this class by incorporating new perspectives and ideas.

Topics and Other Course Components

Beyond what is noted above, the activities in Rwanda are sure to enrich students' academic experience. For many, this may be their first time on the continent of Africa. Thus, the opportunity to visit a thriving city where there are skyscrapers, nice restaurants, and clean sidewalks is sure to challenge pre-conceived notions. Exploring topics like race and ethnicity in a different context will also encourage students to consider how all social groups are socially constructed.

Students will visit genocide memorials, which will provide them with the chance to think critically about how memories and memorials are socially constructed and prod them to ask questions about who constructs them. Students will also have the opportunity to talk with people

who committed genocide, which will show them—first hand—that people who commit genocide are ordinary individuals who do extreme things in certain situations. Additionally, by interacting with Rwandan families and students, students will have the ability to learn about a culture very different from their own, which will enable them to think about global differences and similarities.

Written Assignments

Finally, the writing assignments are designed to help students process the information that they are learning. Completing a book review will contribute to their ability to read, comprehend, and critique an academic book. The reflections will provide structured time for students to reflect on what they are learning, which is core to deepening their knowledge and reinforcing what they learn. All students will also be required to write one blog post for friends and family on a course blog. This will enable them to practice writing for a public audience. Beyond this, it will encourage students to think critically about how to communicate what they are learning to an outside audience.

Taken together, these assignments will enable students to gain experience writing book reviews, reflections, and blog posts—three different forms of writing. I will also offer detailed feedback on writing, which I always do as a professor. For instance, we will discuss the importance of writing as a class, and I will provide students with detailed comments on their assignments. Finally, students will be encouraged to develop information literacy in a number of different ways. As we talk about the book review, for instance, we will discuss differences between types of presses. When we read the academic sources, we will talk about peer-reviewed sources and compare them with other sources of information. Perhaps more importantly, however, we will discuss the social construction of knowledge. This will be accomplished when we discuss divergent narratives about the same event, as numerous scholars present unique narratives of the genocide. The government of Rwanda has constructed a narrative of the violence as well, and we will discuss this narrative as we visit memorials and monuments. In this sense, we will discuss who controls the creation of knowledge (and why), which will surely promote information literacy.

GE ASSESSMENT PLAN

I will rely upon both formative and summative assessment techniques to analyze whether and how students are achieving the Expected Learning Outcomes. Formative techniques will involve reflection circles, quick check-ins throughout the day, and active learning exercises that apply concepts we learn and engage. As noted in the syllabus, this will include weekly reflection papers. I will provide students with prompts for each of these reflections. The third and final reflection in this series of reflections will be the capstone reflection that is required of the study abroad GE. This reflection will include the following prompts, which are adopted from the sample reflection and directly speak to the three objectives for this general education requirement.

- 1) What are some of the similarities and differences between the United States and Rwanda? How are these two countries connected?
- 2) How have you developed and demonstrated an ability to function effectively within Rwanda (think, for example, of your communication with Rwandans, your ability to respond to challenges, and your ability to navigate Kigali during unstructured time)?
- 3) Overall, how has the experience in Rwanda enriched your academic experience? Please use concrete examples.

Each student will complete this reflection, and it will be graded using the assessment tool below. It will be worth 20 points and will be at least four pages long.

Beyond this, during the debriefing meeting following our return from Rwanda, we will discuss these questions as a group. This meeting will take place after students have had some time to digest their experiences and share them with others, which will encourage them to think further about these questions. Thus, at this meeting, our discussion of these questions will function like a focus group. As such, I will also take the opportunity to ask students about how each of these objectives could have been further improved through reading, writing, topics, or activities. Additionally, prior to the exit meeting, I will ask students to fill out a course evaluation with similar questions (and many other personalized questions about the class) so that I can use this information to improve the course for the following year.

Below is the assessment tool I will use—modified from the suggested assessment tool—to assess the capstone assignment.

	Benchmark (1)	Milestone (2)	Milestone (3)	Capstone (4)
Objective 1 Knowledge of Rwanda and US	Recognizes and questions some of the similarities and differences in cultural norms and practices between Rwanda and the U.S.	Can articulate some similarities and differences and recognizes interconnections between cultural norms and practices in Rwanda and the U.S.	Demonstrates deep understanding of differences, similarities, and interconnections between cultural norms and practices of Rwanda and U.S. Also understands how Rwanda and U.S. are (and have been) connected.	Articulates sophisticated understanding of differences, similarities, and interconnections between cultural norms and practices of Rwanda and the U.S.—including their social construction. Also is able to articulate connections between the U.S. and Rwanda.
Objective 2 Skills for effective functioning:				

(a) Verbal and nonverbal communication and interaction	Demonstrates minimal level of understanding of cultural differences in verbal and nonverbal communication and interaction between Rwanda and the U.S.	Demonstrates basic understanding of cultural differences in verbal and nonverbal communication and interaction Between Rwanda and the U.S. Shows awareness that cultural misunderstandings can occur.	Demonstrates high level understanding of cultural differences in verbal and nonverbal communication and interaction between Rwanda and the U.S. Begins to negotiate a shared understanding accordingly.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and interaction between Rwanda and the U.S. Is able to skillfully negotiate a shared understanding accordingly.
(b) Problem-solving	Struggles to navigate Rwanda and to overcome obstacles.	Navigates Rwanda decently and overcomes basic obstacles.	Navigates Rwanda and overcomes obstacles comfortably.	Navigates Rwanda and overcomes obstacles with confidence and ingenuity.
Objective 3 Enrichment of academic experience:				
(a) Knowledge	Recognizes connections between knowledge gained in Rwanda and preexisting ideas.	Connects knowledge gained in Rwanda with pre-existing ideas.	Synthesizes knowledge gained in Rwanda with pre-existing ideas.	Articulates how knowledge gained in Rwanda has transformed pre-existing ideas.
(b) Skills	Makes minimum effort to engage with people and ideas in Rwanda.	Makes effort to engage with people and ideas in Rwanda.	Actively engages with people and ideas in Rwanda.	Initiates and develops engagement with people and ideas in Rwanda.
(c) Attitudes/perspectives	Recognizes the experience of Rwandans (and Africans) as different, but only	Identifies different perspectives of Rwandans (and Africans), but responds in all	Recognizes intellectual and emotional dimensions of multiple	Interprets intercultural experience from the perspective of multiple

	through own worldview. States minimal interest in learning more about other cultures.	situations with own worldview. Asks simple or surface questions about other cultures.	worldviews and the relative status of one's own. Asks deep questions about other cultures and seeks out answers.	worldviews. Demonstrates the ability to act in a supportive manner that recognizes the values and norms of another cultural group. Asks complex questions about other cultures and seeks out/ articulates answers to these questions that reflect multiple cultural perspectives.
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Goals:

- 100 percent of students at Milestone 2 for Objective 1; at least 25 percent of students at Milestone 3 or higher;
- At least 75 percent of students at Milestone 2a for Objective 2a; at least 25 percent of students at Milestone 3 or higher;
- At least 75 percent of students at Milestone 2b for Objective 2b; at least 25 percent of students at Milestone 3 or higher;
- At least 75 percent of students at Milestone 2c for Objective 2c; at least 25 percent of students at Milestone 3 or higher;
- At least 50 percent of students at Milestone 3 for Objective 3a;
- At least 75 percent of students at Milestone 2 for Objective 3b; and
- At least 75 percent of students at Milestone 2 for Objective 3c.

Process Used to Review the Data

As this is an intensive three-week course, I will conduct formative assessment techniques daily and directly speak with students at the 1.5-week mark who are not at least meeting Benchmark 1 for all of the objectives listed above. This will ensure that students may have the opportunity to grow during the course. These outcomes will also allow me to assess the full course experience, however. This will take place after the course has ended, and it will involve several steps. First, as I review students' performances, I will assess whether and how their engagement with course material, attitude toward the experience, or other unforeseen factors may have shaped their abilities to reach the anticipated milestones. If this seems to account for the inability to meet the milestones, no action will be taken. However, if the number of students who do not meet the milestones stated above is large (at least 1/3 or more), I will re-assess course content, readings, and activities in order to determine if alternative content or methods may be warranted.

Genocide and Its Aftermath in Rwanda
Study Abroad Proposal
Dr. Hollie Nyseth Brehm, Sociology

Academic Components

1. Syllabus

Please see the attached syllabus. Note that the syllabus will be expanded to include a detailed daily schedule prior to departure for Rwanda.

2. Credit rationale

The proposed course will be three credit hours. According to OSU policy, one credit hour is awarded for 750 minutes (12.5 hours) of classroom instruction accompanied by an additional 1500 minutes (25 hours) spent on engagement with course material outside of the classroom. This equals approximately 37.5 hours of instruction and 75 hours of additional engagement with course material, totaling 112.5 hours. The proposed course will involve approximately 50 hours of formalized instruction (including 4 hours of meetings in Columbus prior to departure and 2 hours post-departure). Formalized instruction will involve instruction provided by me and guest speakers and will typically occur at the School for International Training's headquarters in Kigali. The class will also involve approximately 42 hours of structured educational experiences—such as trips to genocide memorials and government agencies—and an additional 25 hours for assignments and short readings (with five hours allocated for the book review prior to departure), totaling 117 hours. The remainder of students' time will consist of unstructured time within Rwanda. Please see the GE proposal for additional information about the credit rationale.

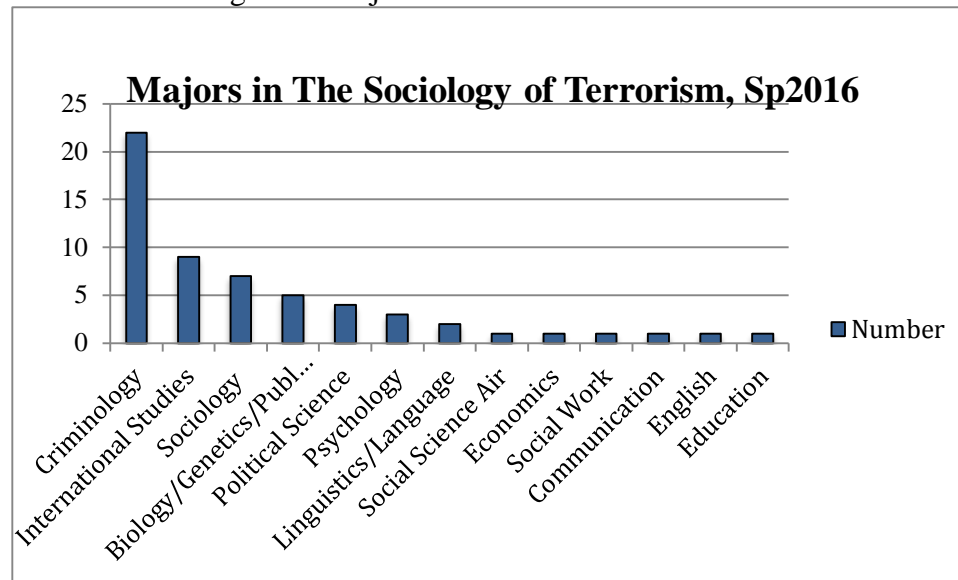
3. Audience

This course will appeal to students in numerous disciplines, and I would welcome freshman, sophomores, juniors, and seniors. Within sociology, there is only one study abroad course (to Poland), so this course will fill a need for internationally-engaged experiences within the major. Beyond this, the study of violence is a major component of academic inquiry within the disciplines of sociology, criminology, political science, and history. I will thus incorporate readings and theories from each of these disciplines in the course and expect majors from each discipline to be interested in the class. As the genocide in Rwanda is one of the best-known episodes of mass violence of the 20th century, this class will also be of interest to students who are focusing on Security/Intelligence and World Politics. Due to the global component, the course will certainly appeal to students majoring in International Studies, African Studies, and Globalization Studies. Additionally, due to the emphasis on development in Rwanda and on the legal response to genocide, the course will appeal to students who are studying economics as

well as to pre-law students. Finally, because of the prevalence of trauma in Rwanda today, public health majors and students in psychology will also likely be interested in the course.

Note also that I teach classes on global criminology and terrorism, and I will recruit students from these classes. My average overall SEI (Student Evaluation of Instruction) for all five courses I have taught since beginning my position at Ohio State is a 4.9/5. This semester I received the Arts and Sciences Outstanding Teaching Award and was also recently awarded the Ohio State Alumni Distinguished Teaching Award. I love teaching, and my courses constantly fill and recruit diverse students (see Figure 1 on students currently enrolled in my Sociology of Terrorism course).

Figure 1. Majors in Instructor's Current OSU Course



Additionally, I am currently the faculty advisor for a new student group—Refuge—that will serve as an online community to promote intercultural exchange between refugee high school students and OSU students. This group is sure to gain popularity once it is formed, and I anticipate many of the students in this group will be interested in the class as well.

Finally, I will develop a flier for the course and visit relevant classes (such as peace studies courses) when enrollment for the course opens. I will also write an article about the course for The Lantern as well as for Buckeye Voices.

4. Credit in Home Department

Broadly, the course could fulfill the following requirements:

- a. Elective for sociology and criminology;
- b. Concurrence with African American and African studies and International Studies;
- c. Fulfill an education abroad general education requirement; and

- d. Fulfill the integrated elective for experiential learning for sociology and criminology majors. (Specifically, all students in sociology and criminology must complete an experiential learning experience. Typically, this takes the form of research or an internship, though this course could fill this requirement as an alternate form of experiential learning).

Logistical Components

1. Overview of Host Institution

This program will be run through a partnership with the School for International Training (SIT). SIT is a world-renowned, nonprofit institution that "...prepares students to be interculturally effective leaders, professionals, and citizens. In so doing, SIT fosters a worldwide network of individuals and organizations committed to responsible global citizenship." SIT programs have been approved through Ohio State, including a semester-long program in Rwanda that will hopefully gain interest from students who complete my course.

In preparation for this application, I visited the SIT program in Kigali, Rwanda, during February 2015 with Jeannie Simmons. I was greatly impressed by the SIT in-country staff—two of whom I knew previously through work with the *gacaca* courts and memorials in Rwanda. As mentioned above, all SIT in-country staff members are Rwandans, and partnering with local individuals and institutions will greatly benefit this course. Indeed, SIT has been running programs in Rwanda for years and thus has built a strong base of institutional knowledge.

Through this partnership, SIT will provide its headquarters for our formalized instruction. The headquarters is located in a central location in Kigali and is a large home with plenty of space for classroom instruction as well as a kitchen, bathrooms, and outdoor space. Most formalized instruction, as well as lectures from visitors, will take place at the SIT headquarters.

Students will stay at a hotel given the length of time the program will be offered. While homestays would be preferable, travel to and from homestays often takes up to two hours (one way) using Rwandan public transport, which is too much time lost for such a short program. Students will, however, visit Rwandan families chosen and vetted by SIT for dinner on two separate occasions. The hotel is yet to be determined though will be chosen in collaboration with SIT.

Breakfast will consist of a continental breakfast at the hotel. Lunches and dinners will also be provided and will be scheduled in collaboration with SIT.

Finally, students will travel in two vans, obtained by SIT and driven by SIT-vetted staff.

2. Health, Welfare, and Safety

The first course trip will (likely) be the instructor's 8th trip to Rwanda, and the members of the SIT staff are Rwanda natives. Thus, those facilitating the course have deep experience and familiarity with the country, both as citizens and as visitors. That said, we will take utmost precaution to ensure the security and safety of program participants.

To begin, there is not a current DOS alert or warning for Rwanda. Note, however, that a Presidential election is scheduled for Summer 2017. As Rwandans have recently decided to change their constitution to allow the current President to seek a third term (the former constitution only provided for two terms), and as elections are often triggers of violence in fractionalized societies, the study abroad will not take place if the election is scheduled near May 2017 and/or if there is an increased threat of violence. If that is the case, the class will begin in 2018. Other details pertaining to health, welfare, and safety are discussed in turn below.

Safety and Security

Due to infrequent grenade attacks, the U.S. State Department advises travelers to avoid large crowds and public demonstrations. Students will be instructed to do so, and none of our class activities will involve interaction with demonstrations or public gatherings.

The State Department also suggests that travelers exercise extreme caution when venturing near the border of the Democratic Republic of Congo (DRC). We will not travel anywhere near this border, and students will be forbidden from traveling to the border during their unstructured time as well.

Natural disasters, though quite unlikely, are possible. Earthquakes are infrequent but could occur, and our class will accordingly discuss safety during an earthquake prior to departure. There is also an active volcano near Rwanda, though as the volcano is located across the border in the DRC, it is not a concern.

Finally, according to the U.S. Department of State Bureau of Diplomatic Security, crime in Rwanda is low and rarely violent. Students will nonetheless be encouraged to travel in groups and to remain vigilant in all public places. Although the program is only three weeks, students will also be expected to purchase a cell phone (approximately \$15 USD) to use throughout the program, which would prove useful in emergency situations.

Health

Students will be required to obtain appropriate vaccinations—as recommended by the Center for Disease Control (CDC)—as well as international insurance prior to embarking on the program. Vaccinations include vaccinations for Yellow Fever, routine vaccinations (as dictated by the CDC), Hepatitis A, and Typhoid. Hepatitis B and Rabies vaccinations will not be necessary, as students will not be traveling to rural areas or working with livestock or needles.

Students will also be advised to obtain malaria prevention medication and to sleep with a mosquito net at all times. In line with this, students will be instructed to spray their clothing with

insect repellent prior to embarking on the trip and to wear insect repellent daily. According to the World Health Organization, there is less than .1 cases of malaria per 1000 people in Kigali. Malaria still exists, however, along with other mosquito-borne diseases. All precautions will thus be emphasized and followed.

Finally, street food is prohibited in Rwanda, so students will not be consuming food from street vendors. Nevertheless, I will also encourage them to avoid very small shops, unpasteurized milk, or anywhere that appears uncleanly during their unstructured time. As noted above, most meals will be served through the program. If someone does fall ill due to food consumption, antibiotics for food-related illnesses are readily available over-the-counter. Additionally, water from faucets is not potable; students will thus be instructed to drink bottled water and to brush their teeth with bottled water as well. Given previous experience with a colleague not knowing how to boil water (and using a coffee pot to try to do so!), I will also briefly discuss options for water purification but will strongly advise students to simply buy bottled water rather than boiling it themselves.

Travel and Transportation

While the main roads in Rwanda are in relatively good condition, travel can be hazardous for several reasons. First, moto taxis are a common mode of transportation. These taxis are dangerous, however, and students will *never* be allowed to use them. Thankfully, Rwandan public transportation is quite safe, and the State Department recommends that travelers use official Kigali city buses or established cars or taxi services. Official buses are operated by Kigali Bus Services, and students will be instructed to exclusively rely on these buses (and told how to recognize them) during their unstructured time. I will also provide students with a list of vetted car drivers who they can call if they find themselves needing a ride.

All travel to structured educational experiences will be completed through two large vans that will be rented and driven by SIT personnel with valid drivers' licenses. When students travel to home stays, families (chosen and vetted by SIT) will be instructed to follow program transportation guidelines. Students will be forbidden from driving at any time.

3. Information for an OIA Program Information Sheet

Please note: As this program draws closer, I am happy to work with OIA to make this a bit more engaging, provide photos, etc.

PROGRAM

This course will explore the 1994 Rwandan genocide and its aftermath through a three-week study abroad experience in Kigali, Rwanda. We will begin by studying the origins of the genocide with an emphasis on why the genocide occurred and, more broadly, what causes genocide globally. We will then study the violence itself, including the forms of violence, who participated in the violence, and who was victimized. Lastly, we will turn our attention to the aftermath of the genocide and study the legal response to the violence. This will involve examining the local *gacaca* courts that were instituted across the country and the collective memories of the genocide. We will also examine the current state of human rights in Rwanda and some of the regional effects of the violence. Finally, we will study development and aid in Rwanda today, critically exploring the country's tremendous economic growth since 1994.

LOCATIONS

There are two major components of the program. The first includes classroom instruction led by Prof. Hollie Nyseth Brehm and various Rwandan guest lecturers. The second component involves experiential learning through visits to various locations in Kigali. These include genocide memorials, museums, Rwandan government offices, survivor organizations, women's cooperatives, and prison community service camps, among others.

COURSES AND CREDITS

Admitted participants are required to register for 3 credit hours of SOC 3798.03 during May term. Participants will also be required to attend two pre-departure meetings with the instructor (dates TBD).

ACCOMODATIONS

[Hotel TBD]

PROGRAM COSTS

Students are responsible for paying The Ohio State University tuition plus a \$TBD program fee. The program fee includes lodging, in-country transportation, and admission to site visits. It does not cover international airfare, some meals, free day activities, passports, and visas. If students withdraw or become ineligible eleven days after the acceptance notification, they will be held responsible for a cancellation fee. Please refer to OIA's Cancellation Policy <<http://oia.osu.edu/application-and-policies/cancellation-policy.html>>.

APPLICATION INFORMATION

Applicants must submit the Office of International Affairs Study Abroad Application online via Buckeye Link <<http://buckeyelink.osu.edu>>. Please note that upon application, a \$150 application fee will be assessed to your Statement of Account. The application fee will be refunded only if you are not accepted or submit a written request to withdraw your application prior to the application deadline.

SCHOLARSHIPS

Students should begin researching funding opportunities <<http://oia.osu.edu/getting-started/funding-study-abroad.html>> before they have been accepted into a study abroad program. Deadlines for grants and scholarships <<http://oia.osu.edu/getting-started/grants-and-scholarships.html>> may occur before the study abroad program application deadline.

SPECIAL PETITION PROCESS

In the event that a U.S. Department of State travel warning is issued for Rwanda, study abroad will be possible only by special petition. If a travel warning exists at the time of acceptance, the petition must be included as part of the program acceptance materials. If a travel warning is issued after acceptance to the program, participants will be asked by their Office of International Affairs study abroad coordinator to submit a petition at that time. All petitions are reviewed by the International Travel Policy Committee and subject to approval by the Provost.

ELIGIBILITY

In order to be eligible to apply for this program, students must meet OIA's General Eligibility Requirements <<http://oia.osu.edu/application-and-policies/eligibility-requirements.html>> and Conditions for Participation <<http://oia.osu.edu/application-and-policies/conditions-for-participation.html>>. All students will also be required to participate in on-campus pre-departure orientations organized by the Office of International Affairs.

PASSPORTS

Passports are required for every Ohio State study abroad program. For many study abroad destinations, passport information is required to apply for an entry visa (as early as 6 months prior to departure). For information about applying for a passport, go to travel.state.gov. Note that a visa will also be required to enter Rwanda but that visas can be obtained in the airport.

WEBSITES

Ohio State Funding Opportunities: oia.osu.edu
U.S. Department of State: travel.state.gov

VanPelt, Susan

From: Williams, Kristi
Sent: Thursday, April 14, 2016 12:31 PM
To: VanPelt, Susan
Subject: FW: Concurrence Requested: SOC 3798.03 Genocide and its Aftermath in Rwanda

From: Mughan, Anthony
Sent: Tuesday, April 05, 2016 1:27 PM
To: Williams, Kristi
Subject: RE: Concurrence Requested: SOC 3798.03 Genocide and its Aftermath in Rwanda

Kristi,

International Studies enthusiastically endorses the Department of Sociology's study abroad course proposal: SOC 3798.03: Genocide and its Aftermath in Rwanda. Everything about the course indicates it will be very attractive to students.

Best wishes,

Tony Mughan

Anthony Mughan
Professor, Political Science &
Director, International Studies
2140 Derby Hall
The Ohio State University
Columbus, OH 43210

Phone: (614) 292-9657
Fax: (614) 688-3020
E-mail: mughan.1@osu.edu

From: Williams, Kristi
Sent: Tuesday, April 05, 2016 12:48 PM
To: Mughan, Anthony; Austin, Curtis J.
Cc: Brehm, Hollie Nyseth; VanPelt, Susan
Subject: Concurrence Requested: SOC 3798.03 Genocide and its Aftermath in Rwanda

Dear Tony and Curtis,

The Department of Sociology has created a new study abroad course proposal: SOC 3798.03 Genocide and its Aftermath in Rwanda. The course has been developed and will be taught by Assistant Professor Hollie Brehm. I have attached the syllabus, Study Abroad Proposal, and GE Outcomes and Assessment Plan.

Sociology would like to request concurrence from both International Studies and from the Department of African American and African Studies.

Please feel free to let me know if you have any questions or concerns or if this email should be directed to someone else in your department. Otherwise, you may offer your concurrence by "REPLY ALL" to this email or by emailing Susan Van Pelt directly at vanpelt.2@osu.edu.

We would like to submit the course in the next two weeks so please reply by 4/19/16 if possible.

Many thanks,

Kristi Williams



THE OHIO STATE UNIVERSITY

Kristi Williams, PhD
Associate Professor
Department of Sociology
Editor, Journal of Marriage and Family

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