

Term Information

Effective Term Summer 2024
Previous Value Spring 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- (1) Fulfill new GE Citizenship Theme
- (2) Change from 3 to 4 credit hours.

What is the rationale for the proposed change(s)?

Adjust to new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No major implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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: origins and causes of the genocide in Rwanda and globally; forms of violence, participants, and victims; aftermath and legal response including gacaca courts and collective memories; and human rights, development, and economic growth in Rwanda today.
Semester Credit Hours/Units	Fixed: 4
<i>Previous Value</i>	<i>Fixed: 3</i>

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, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Permission of instructor.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Baccalaureate Course
Previous Value *General Studies Course*
Intended Rank Sophomore, Junior

Requirement/Elective Designation

General Education course:
Education Abroad (new); Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

Sought Concurrence

No

Previous Value

Yes

Attachments

- 3798.03 Citizenship Worksheet 6.12.23.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- Education Abroad Inventory 6.12.23.docx
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Syllabus 3798.03 Downey 11.9.23.pdf
(Syllabus. Owner: Downey, Douglas B)
- 3798.03 cover letter.pdf
(Cover Letter. Owner: Downey, Douglas B)

Comments

- Cover letter explains the changes we made as a result of Michael Hilty's 11.3.23 e-mail. *(by Downey, Douglas B on 11/09/2023 09:58 AM)*
- Please see Subcommittee feedback email sent 11/03/2023. *(by Hilty, Michael on 11/03/2023 04:34 PM)*
- - Any reason why the GEL Education Abroad was unchecked? It's unusual at this point to remove a GEL category since some students might still be on the GEL. If that was intentional, just ignore my comment.
- I would suggest you upload a version of the syllabus with all the track changes accepted and the track change feature turned off. Please remove the current one. Indeed, the version of the syllabus that I see is filled with track changes & that will be confusing for the faculty to review. *(by Vankeerbergen, Bernadette Chantal on 09/11/2023 02:00 PM)*

COURSE CHANGE REQUEST
3798.03 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/09/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	06/05/2023 08:21 AM	Submitted for Approval
Approved	Downey, Douglas B	06/05/2023 08:22 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/06/2023 11:29 AM	College Approval
Submitted	Downey, Douglas B	06/12/2023 08:36 AM	Submitted for Approval
Approved	Downey, Douglas B	06/12/2023 08:36 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/11/2023 02:00 PM	College Approval
Submitted	Downey, Douglas B	09/20/2023 10:39 AM	Submitted for Approval
Approved	Downey, Douglas B	09/20/2023 10:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/05/2023 04:48 PM	College Approval
Revision Requested	Hilty, Michael	11/03/2023 04:34 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/09/2023 09:58 AM	Submitted for Approval
Approved	Downey, Douglas B	11/09/2023 09:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/09/2023 11:49 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/09/2023 11:49 AM	ASCCAO Approval



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November 9, 2023

Dear Citizenship Committee,

Thank you for your feedback regarding Sociology 3978.03.

We have made the following changes:

1. We pasted the GEN Goals and ELOs for citizenship into the syllabus. We also constructed a brief rationale for how the course meets these goals/ELOs.
2. We updated the religious accommodations statement recommended by the university.
3. We updated the Student Life—Disability Statement.
3. We removed the statement “Plagiarism is unacceptable and will result in an automatic F on the assignment.” We now include the updated statement on Academic Misconduct.
4. We updated all course statements to those found on the ASC Curriculum and Assessment Services Website.

Sincerely,

Douglas B. Downey
Professor of Sociology

Genocide and Its Aftermath in Rwanda

Sociology 3798.03

Summer Term Study Abroad Program, 2023

Resident Director: Dr. Hollie Nyseth Nzitatira, she/her/hers

nzitatira.1@osu.edu
Office: 162 Townshend Hall
Cell: 715-897-0407

Assistant Resident Director
(Graduate student)



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, including developing a new notion of citizenship. As a result, 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. Central to this will be an exploration of how citizenship, ethnicity, race, and religion are used as bases of exclusion during genocide. 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 the government's attempt to reconstitute citizenship. Finally, we will study development and aid in Rwanda today, critically exploring the country's tremendous economic growth since 1994.

Course Format and Credit Hours

We have several orientations prior to our departure to Rwanda, though the majority of our time together will be in Rwanda. While there, I will provide lectures and active learning exercises in our classroom at the School for International Training (SIT) headquarters in Kigali. Though much 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. Finally, we will engage in many structured excursions in and around Kigali as well as in other parts of the country. You will also stay with a homestay family for one week of the program to experience Rwandan culture with a Rwandan family. Indeed, you will be learning at all times while in Rwanda, and the entire experience will be your classroom. The course will also 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.

Note that our course meets for approximately 148 hours of in-class time focused on the genocide and its aftermath, including pre-departure sessions and our post-departure session. You will also experience roughly 16 hours of eco-tourism excursions that include learning about Rwandan culture and development, as well as over 30 hours of structured engagement with your homestay family. As outlined below, you will also read a full book and write a book review (12 hours), complete several written reflections, including a capstone reflection (6 hours), complete other readings (10 hours), create a blog post (1 hour), and create a capstone presentation (4 hours). You will also engage in unstructured learning time with your homestay families.

The workload in this course is consistent with 4 credit hours as defined in the OSU bylaws and rules, Chapter #335-8-24 Credit hours. This course is completed during a three and a half-week period, along with predeparture orientation and post trip completion meetings. The above requirements constitute a minimum of 227 hours of work (in and out of class), making SOCIOL 3798.03 a four-credit course.

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 the importance of citizenship, 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. Examine theories regarding why the genocide occurred in Rwanda.
2. Identify how the specific case of Rwanda fits within the global-historical context, including how notions of citizenship, belonging, and difference during colonialism shaped life worldwide.
3. Describe and critique theories of actions undertaken during genocide (e.g., perpetration, rescue) and apply them to the genocide in Rwanda.
4. Evaluate processes of transitional justice, including legal responses to mass violence and their intersection, development, collective memory, and citizenship in Rwanda today.
5. Improve your ability to articulate your thoughts about course material during discussions and in written assignments.
6. Develop analytical skills that help you to ask (and sometimes answer) timely questions about genocide, transitional justice, citizenship, and development in Rwanda and globally.

General Education

This 4-credit course fulfills the citizenship for a just and diverse world general education (GE) requirement through integrative practices via our education abroad and away experience. Below, please find the goals, expected learning outcomes, and course activities.

Citizenship for a Just and Diverse World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

This course meets the goals and Expected Learning Outcomes for the Citizenship for a Just and Diverse World theme through the use of Citizenship-related readings, topics, assignments, discussions, and a capstone project. Students will examine the notion of justice by reflecting on the way citizenship has been defined before and after the genocide in Rwanda.

This course demands higher-level critical thinking abilities, a significant investment in time (beyond the 22 days in Rwanda). Students will receive frequent feedback on their work, and have structured opportunities to reflect and integrate this feedback. Finally, they will complete a capstone presentation that integrates the course content and applies it to the Rwandan context and beyond.

Required Texts

Readings for this class will consist of articles, book chapters, and policy reports. All readings will be posted on Carmen several weeks prior to our departure, and you find them listed on the last page of this syllabus. You should be able to access them in Rwanda but may want to consider downloading them or printing them prior to leaving. Readings should be completed prior to the day under which they are listed.

Course Requirements

The course constitutes four credit hours. Assignments are detailed below, and handouts with additional information regarding these assignments are available on Carmen.

Book Review Due Prior to Departure (8% 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. You have already received a list of books, ranging from books about the genocide to books about Rwandan history or Rwanda today. The book review is due on Carmen by **May 24th** (11:59 p.m., EST), 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 (40% of grade; 100 points)

You are expected to actively participate in class. This involves 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. Please note, however, that we will also have many meals and much unstructured time together (e.g., bus rides). These times you are not being graded, as during these times you will be free to discuss whatever you wish (though of course with respect and courtesy for everyone around us).

Three Reflections (24% of grade; 20 points each)

You are also expected to write three short reflections about what you learn each week. There is one set of instructions and rubric for this assignment, though each week has different prompts that are related to citizenship, genocide, and justice. These mini reflections should be approximately two double-spaced pages in length (except for the final one, which should be approximately four pages) and should cite at least one reading and one course experience (e.g., lecture, trip), as further explained in the rubric. Reflections will be due at the end of each week (specifically by 11:59 p.m., Kigali time) and can be submitted in person (handwritten) or electronically via Carmen. Please see the instructions for the three reflection papers on Carmen.
These are due on June 4, June 11, and June 18.

Class Blog (8% 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. You will receive detailed instructions about the blog post and which day you are assigned to post. Please also note that if you do not bring a computer, we will ensure that you have a computer available to write the blog post. Note also that if the Internet is not working on the day you are assigned to post, I will be flexible!

Capstone Presentation (20% of grade; 50 points)

On our last day, we will travel to a think tank called IRDP (the Institute of Research and Dialogue for Peace). There, you will be tasked with giving a 15-minute presentation on what you are taking away from the experience, with an emphasis on citizenship and justice. The Rwandans in attendance will ask you questions, and afterward, we will have a dialogue with them about the experience. You will receive much more information about the requirements of this presentation once we are in Rwanda.

Assignments Recap

	Points
Book Review	20
Class activities, participation, group work	100
Reflections (3 at 20 points each)	60
Class Blog	20
Capstone Presentation	50

	Points
Total	250

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Academic Misconduct

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 250.

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 %		

Late Assignments and Incompletes

Please do not be afraid to talk with me if you cannot make a deadline. 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; I am very happy to provide extensions as needed, so the key is just speaking with me about it.

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 any emails or requests as quickly as possible.

Wellbeing in Rwanda

Learning about genocide is not easy. We will have some structured time to reflect and debrief in Rwanda, but please do not hesitate to be in touch if you are struggling with any material either while we are there or after we have returned to the United States. Additionally, if you anticipate that any subject will be particularly difficult for you, please be in touch now so we can work out a plan for the day(s) that engage that subject matter.

Education Abroad Etiquette and Beyond

I expect that each of you treat one another, as well as everyone we interact with in Rwanda, with respect. If you disagree with someone, remember to disagree with their ideas rather than the person. Keep in mind that you are ambassadors for OSU, as well as for the United States. To this effect, we will be creating a contract during our first day in which we agree to group norms.

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or

veteran status, is prohibited.

Course Plan

Below you will find a detailed course schedule. Specifically, the first week focuses on Rwandan history, including conceptions of citizenship, identity, and ethnicity prior to and during colonialism. The first week likewise focuses on learning about Rwandan culture and acclimating to life in Rwanda. The second week focuses on the genocide itself. The third and final portion of the last week focus on rebuilding the country after the genocide. Each day of the course covers a particular theme as well, as you will see on the schedule.

Tentative Course Schedule (coffee/tea/snack breaks will occur between sessions)

Week 1: Rwanda's History

	<i>Monday May 29th</i>	<i>Tuesday May 30th</i>	<i>Wednesday May 31st</i>	<i>Thursday June 1st</i>	<i>Friday June 2nd</i>	<i>Saturday June 3rd</i>	<i>Sunday June 4th</i>
8 am		Breakfast @ SIT	Breakfast @ SIT	Breakfast @ SIT	Breakfast @ SIT	Breakfast @ SIT	Breakfast @ Emmaus
9 am		Introductions, review the program's schedule, and discuss fears and	Briefing on "New Discovery" exercise and receive lunch stipend by Hollie and Celine @ SIT	Brief Health Orientation @ SIT by Dr. Christian	Brainstorm breakfast menu	Travel to Huye	Visit Murambi
10 am	Arrival	group expectations with Hollie and Celine @SIT	"New Discovery" exercise	Pre-Genocide Identity Politics by Bernard Rutikanga @ SIT	Placing Rwanda in Global Context: Colonization, Globalization, and Enlightenment Thinking by Hollie @ SIT	Nyanza King's Palace	
11 am		Life and Culture in Kigali by Apollon Kabahizi @SIT		Pre-Genocide Political Development by Bernard Rutikanga @ SIT	Placing Rwanda in Global Context: The State, Genocide, and Global Human Rights by Hollie @ SIT		
12 pm		Lunch @ Afrika Bite	Lunch on own	Lunch @ Sundowner	Lunch @ Borneo Indonesian Buffet		

2 pm		Survival Kinyarwanda by Jean Pierre Bisangwa @ SIT	Debrief “New Discovery” exercise by Hollie and Celine @ SIT	Visit Gisozi Genocide Memorial	Visit to MINUBUMWE, Rwanda’s Ministry of National Unity and Civic Engagement	Continue on to Huye	
3 pm			Overview of the 1994 Genocide Against the Tutsi and Overview of Studying Genocide by Hollie @ SIT		Tour of the city		Debrief @ Emmaus and free time
4 pm		Trip to UTC (buy phone/SIM card)		Peace Circle by TBD @ SIT		Gelato and time at Kigali Heights to get money, read, shop, etc.	
5 pm							Reflection 1 due
6 pm	Dinner & Accommodation @ SIT Apartments	Welcome Dinner@ The Hut Accommodation @ SIT Apartments	Dinner @ Khana Kazana Accommodation@ SIT Apartments	Dinner @ Lalibela Ethiopian Accommodation @ SIT Apartments	Dinner @ Kigali Heights Accommodation @ SIT Apartments	Overnight @ Emmaus	

Week 2: The Genocide

	<i>Monday June 5th</i>	<i>Tuesday June 6th</i>	<i>Wednesday June 7th</i>	<i>Thursday June 8th</i>	<i>Friday June 9th</i>	<i>Saturday June 10th</i>	<i>Sunday June 11th</i>
8 am	Breakfast @ Emmaus	Breakfast @ SIT	Breakfast @ SIT	Breakfast @ SIT (safari cars will leave at 5:30)	Breakfast @ SIT	Breakfast @ Homestay	Breakfast @ Homestay
9 am	Complicating Theories of Actors During Genocide: Perpetrators, Victims, Bystanders, and Rescuers by Hollie @ Emmaus	Team building and reflection by Simon Mashirika @ SIT	Meet and interact with people who committed genocide @SIT	Safari (Akagera national park)	Variation in Genocidal Violence by Hollie @ SIT	Free Day/time with homestay family	Free Day/time with homestay family
10am					Propaganda activity		
11 am	Meet with rescuers @ Emmaus	Risk Factors of Genocide by Hollie @ SIT	Lunch @ Kigali Heights and Explore Convention Center Area		Homestay orientation		
12 pm							

1 pm	Lunch @ Emmaus	Pizza ordered to SIT	Trip to RPF museum at Rwandan Parliament		Lunch @ SIT during the orientation		Reflection 2 due
2 pm	Visit women's cooperative	Other Genocides Activity by Hollie and Mariah @ SIT	Watch Ghosts of Rwanda @SIT	Homestay pickup between 2 and 5.			
3 pm							
4 pm							
5 pm							
	Return to Kigali	Meet with Claver Irakoze to provide a survivor's perspective	Debrief with former UN peacekeeper @ SIT while eating dinner				
	Dinner TBD						
6 pm	Accommodation @ SIT Apartments	Dinner at Casa Keza Accommodation @ SIT Apartments	Dinner @ SIT Accommodation @ SIT Apartments	Dinner @ SIT	Dinner and Accommodation @ Homestay	Dinner and Accommodation @ Homestay	Dinner and Accommodation @ Homestay

Week 3: Rebuilding Rwanda and Remaking Citizenship

	<i>Monday, June 12th</i>	<i>Tuesday, June 13th</i>	<i>Wednesday June 14th</i>	<i>Thursday June 15th</i>	<i>Friday, June 16th</i>	<i>Saturday June 17th</i>	<i>Sunday, June 18th</i>
8 am	Breakfast @ Homestay	Breakfast @ Homestay	Breakfast @ Homestay	Breakfast @ Homestay	Breakfast @ Homestay	Breakfast @ SIT	Return to SIT
9 am	Homestay debrief	Collective memory lecture and activity briefing	Jessica Fonzi @ SIT to discuss mental health	Post-Genocide Economic Development by Pierre Celestin Rwabukumba @ SIT	Speaker on human rights in Rwanda @ SIT	Citizenship in Rwanda by Hollie @SIT	
10 am							
11 am	Transitional Justice with focus on						Visit Kigali Art

12 pm	Gacaca by Hollie @ SIT Q&A with Inyangamugayo (judges)	Early lunch in Bugesera	Trip to ARCT-Ruhuka to discuss mental health	Regional Economic Reintegration by Pierre Celestin Rwabukumba @ SIT	Visit Itorero Commission to learn about the “We Are All Rwandan Program”	Museum Arts Tour Lunch @ TBD Arts Tour Continued
1 pm	Lunch @ Afrika Bite		Lunch @ TBD	Lunch @ SIT	Lunch @ Sundowners	Lunch @ TBD
2 pm	Visit Never Again Rwanda Debrief and Human Rights Activity by Hollie @ SIT	Nyamata & Ntarma site visits	Q&A on religion and reconciliation with Pastor Antoine	Shopping at Kimironko market	Visit Nyamata reconciliation group & cultural dance at reconciliation village	Genocide prevention activity Late afternoon and Dinner at Kunda Eco Arts Center Reflection 3 Due!
3 pm		Visit Nyanza Peace Garden on the way home; debrief with Ibuka	Activity on rebuilding a country	Visit social enterprises		
4 pm			Reading time and coffees at Kigali Public Library		Dinner @ Ubumwe Rooftop hotel	
5 pm						Accommodation @ SIT Apartments
6 pm	Dinner and Accommodation @ Homestay	Dinner and Accommodation @ Homestay	Dinner and Accommodation @ Homestay	Dinner and Accommodation @ Homestay	Dinner and Accommodation @ Homestay	Accommodation @ SIT Apartments

Week 4: Reflecting on Our Experiences

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
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	<i>June 19th</i>	<i>June 20th</i>	<i>June 21st</i>	<i>June 22nd</i>
8 am	Breakfast @ SIT	Breakfast @ Nyungwe	Breakfast @ SIT	Breakfast @ SIT
9 am	Travel to		Capstone Presentations at IRDP Think Tank	Program debrief and evaluation
10 am				

11 am	Nyungwe			
12 pm				
		Rainforest Hike		Souvenir shopping
				Time @ Ikirezi bookstore for 3 rd reflection, debriefing, etc.
1 pm	Lunch on the way	Lunch in Nyungwe	Lunch @ IRDP	Packing time
2 pm		Return to Kigali	Capstone Discussion	Group dinner
3 pm				
4 pm				
5 pm				
6 pm	Accommodation @ Nyungwe Eco Lodge	Dinner & Accommodation @ SIT Apartments	Farewell Homestay Dinner and Party Accommodation @ SIT	Evening departure

Important Schedule Notes

Please note that the times for the three weeks detailed above will vary slightly based on the speakers' schedules. You will receive a revised schedule once you arrive in Rwanda, though given the potential changes to others' schedules, we will also be flexible and make small changes as needed.

The free time will not change, and you can feel free to begin planning how you will spend that time now. Whenever you are traveling *outside* of Kigali, you will be required to fill out a one-page form (below) to inform me of where you are going. You will find this form under "Key Documents" on Carmen.

OFFICE OF INTERNATIONAL AFFAIRS

EDUCATION ABROAD

Off-Site Travel Form

Name(s): _____

Phone Number(s): _____

Travel destination(s): _____

I/we know or do not know where I/we will be staying.

Hotel/hostel name, phone number and address: _____

Method of transportation and specifics: _____

Date leaving: _____ Date returning: _____

If my plans change significantly or I am due to arrive later than anticipated, I will notify the Ohio State resident director.

Signature(s): _____

Date: _____

THE OHIO STATE UNIVERSITY

OFFICE OF INTERNATIONAL AFFAIRS
140 Stassen Classroom Building | 2000 Neil Ave. | Columbus, Ohio 43210
614.292.4101 | oia.osu.edu

Assignment Due Date Recap

May 24 th :	Book Review due (on Carmen)
June 4 th :	First Mini Reflection due (in person or on Carmen)
June 11 th :	Second Mini Reflection due (in person or on Carmen)
June 18 st :	Third/Final Mini Reflection due (in person or on Carmen)
June 21 st :	Capstone Presentation
Varying:	One post on the class blog on your assigned day

Reading Schedule in Addition to Book Review (Readings on Carmen)

Week 1: Citizenship, Identity, and Belonging in Precolonial, Colonial, and Post-Colonial Rwanda

Reading for June 1st

Weitz, Eric. 2003. "Race and Nation: An Intellectual History." *A Century of Genocide: Utopias of Race and Nation*. Princeton University Press. Chapter 1.

Newbury, Catherine. 1988. *The Cohesion of Oppression: Clientship and Ethnicity in Rwanda, 1860-1960*. Columbia University Press. Chapters 5 and 6 on citizenship, ethnicity, and clientship in Rwanda.

Reading for June 2nd

Savelsberg, Joachim J. 2009. *Crime and Human Rights: Criminology of Genocide and Atrocities*. Chapters 1 and 2.

Week 2: Understanding Genocide

Reading for June 5th

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.

Mironoko, Charles. 2004. "Igitero: Means and Motive in the Rwandan Genocide." *Journal of Genocide Research* 6(1): 47-60.

Reading for June 7th

Des Forges, Alison. 1999. "Leave None to Tell the Story: Genocide in Rwanda." *Human Rights Watch*. Pages 6-15 are required. (Note that this is a 600-page report.)

Week 3: Rebuilding Rwanda

Reading for June 12th

Nyseth Brehm, Hollie, Christopher Uggen, and Jean-Damascène Gasanabo. 2014. "Genocide, Justice, and Rwanda's *Gacaca* Courts." *Journal of Contemporary Criminal Justice* 30(3): 333-352.

Reading for June 16th

Buckley-Zistel, Susanne. 2006. "Dividing and Uniting: The Use of Citizenship Discourses in Conflict and Reconciliation in Rwanda." *Global Society* 20(1):101-113.

"Rwanda: Events of 2022." Human Rights Watch. <https://www.hrw.org/world-report/2023/country-chapters/rwanda>

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Genocide and Its Aftermath in Rwanda focuses on a pressing global social problem: genocide, which is essentially the attempt to eradicate diversity. There have been more than 40 genocides since the Holocaust, and learning about this course involves learning about why it happens, how it happens, and how countries rebuild and pursue justice in the aftermath--vital topics for individuals concerned about peace and justice at a global level. Such insights are important for communities around the

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Students will evaluate theories regarding why the genocide occurred in Rwanda, critique theories of actions during genocide, evaluate transitional justice process, and develop analytical skills (analyze). During class time, students will engage in individual and group reflection activities that will prompt them to evaluate what we have discussed or learned, to compare or contrast experiences, to analyze content shared by guests or by the professor, and to otherwise debrief experiences in a critical and reflexive fashion. Almost all class
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students in this course will be learning about cutting edge research about genocide. As seen in the course goals, students will analyze why genocide happens, including why the genocide in Rwanda occurred. They will likewise assess competing theories regarding actions that people take during genocide (e.g., Why do people commit genocide? Why do others choose to save people? Why do others watch and do nothing?) Additionally, students will evaluate transitional justice mechanisms, or the mechanisms used by a country to respond to a violent past. With respect to structured class time, Rwandan scholars will visit the students such that students will learn about the genocide in Rwanda from diverse scholarly perspectives. For instance, students will receive a history lecture from Rwanda’s preeminent historian. What is more, the professor’s lectures will also address current research. Students will also hear stories from many Rwandans. In Rwandan culture, stories are an in-depth form of knowledge, as oral storytelling is incredibly important. In this sense, students will learn from a range of Rwandans in an in-depth manner, often through visits to government ministries, nonprofits, cooperatives, and art collectives. Active-learning activities will likewise facilitate in-depth and advanced learning about Rwanda and genocide more broadly. For instance, students will engage in an activity in
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	To further engage student learning about genocide, course goals invoke identifying, describing, and synthesizing knowledge about genocide. Specifically, students will identify how the specific case of Rwanda fits within the global-historical context. They will describe and critique theories of actions undertaken during genocide (e.g., perpetration, rescue) and apply them to the genocide in Rwanda. At the end of the course, students will be able to thoughtfully answer the following questions: Why does genocide happen? How does genocide happen? What causes regional variation in genocide? Why do people commit genocide? Why and how do people choose to resist genocide? How do countries recover after genocide? And how can we prevent genocide? These questions motivated the content that we address during our in-class time, and as we examine this content, students will be identifying, describing, and synthesizing
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Two of the course goals explicitly address this learning outcome. Specifically, one course goal is for students to improve their ability to articulate their thoughts about course material during discussions and in written assignments, and another is for students to develop analytical skills that will help them to ask (and sometimes answer) timely questions about genocide, transitional justice, and development in Rwanda and globally. These goals are explicitly tied to developing as a learner. Additionally, much of an education abroad experience involves responding to new and challenging contexts, especially given the differences between the United States and Rwanda. With respect to class time, much of our time will be dedicated to reflection and self-assessment. On the first day, students will write a letter to themselves about what they want to learn from the experience. They read this letter on the last day and reflect on what they are taking away from the experience. Moreover, we will have many discussions about the new and challenging context of Rwanda. We will address hopes and concerns on our first day and again during the homestay orientation. After particularly difficult site visits to memorials, we will undertake a practice called a peace circle in which we address our thoughts and feelings, individually and collectively. In this sense, students learn and grow as individuals in a myriad of ways beyond formal educational training. Students also respond to new contexts throughout their time in Rwanda. For instance, they go on a “New Discoveries” exercise that is essentially a scavenger hunt geared toward addressing core questions about life in Kigali (e.g., How do Rwandans get food at the market? How do they obtain their news?). This experience helps students draw upon their prior experiences to adapt to a new context, while also learning in the process. With respect to assignments, students will complete weekly written reflections. We also will have a post-trip meeting in which we discuss our transition back to the United States.

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	<p>Citizenship is part of the course goals in that genocide involves the intent to destroy a group of people based on nationality, race, religion, or ethnicity. As such, it directly invokes questions of citizenship, including who belongs and who does not. Consequently, each of the course goals that involve genocide also involve citizenship and notions of belonging. In much the same way, the process of rebuilding a country (transitional justice) includes defining who is part of that country, once again directly invoking notions of citizenship.</p> <p>With respect to in-class time, historical lectures focus on what citizenship is, as well as how it became tied to colonialism and ethnicity within the Rwandan context. Students consider how precolonial Rwandans conceived of nationality and ethnicity, as well as how such notions changed with the advent of colonialism. This occurs via lecture but also via a visit to the pre-colonial museum (Nyanza King’s Palace) in which students learn first-hand about how colonists introduced notions of difference and belonging. Additionally, the professor will give a lecture on eugenics thinking and notions of difference globally, and almost every discussion with a Rwandan—whether they are talking about their actions during the genocide or their involvement in some type of organization today—invokes notions of who belonged during the genocide, as well as who belongs today. Indeed, citizenship is also deeply relevant to transitional justice and rebuilding Rwanda. In fact, students learn that in Rwanda, there was a state-led program to eradicate notions of ethnic difference and instead focus on citizenship. We study this program, hear from people who created it when we visit the Itorero commission, and then analyze it as part of Rwanda’s transitional justice process.</p>
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	<p>An education abroad course is explicitly geared toward creating and augmenting competencies for global citizenship. With respect to the course goals, learning about genocide—which is arguably one of our world’s most pressing social problems—is important for being an informed citizen. Knowledge gleaned in the class will help students to interpret current events (e.g., the International Criminal Court’s warrant for Vladimir Putin) and to engage with their local representatives on issues related to genocide (e.g., China’s treatment of the Uighurs, which Congress is currently considering with respect to fast-fashion companies like Shein based in China).</p> <p>With respect to class time, students will benefit from meeting with a Rwandan to explicitly discuss life and culture in Rwanda. Pre-departure and in-class sessions also focus on Rwandan culture. Additionally, students will learn some of the Rwandan language (Kinyarwanda), as language is an important part of culture. We also explicitly discuss Rwandan culture before the homestay experience, though the homestay experience is the real teacher. During this experience, students learn first-hand about how to interact with individuals from an incredibly different culture, in turn directly impacting their intercultural competence. Throughout the course, students also will learn about formal governmental processes via</p>
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	<p>Genocide involves the intent to destroy a group of people simply because of who they are. It is an explicit attempt to target, and in many ways diminish, diversity. As such, course goals explicitly speak to implications of diversity, equity, and inclusion, as five of the goals directly address learning about genocide and its aftermath. Additionally, an education abroad experience involves exploring a variety of lived experiences by design.</p> <p>With respect to the class time, students learn about why genocide happens and the forms that it takes, including an in-depth examination of gender-based violence during genocide. Moreover, we will engage in an active learning exercise in which we analyze propaganda tied to the genocide—an activity we extend into examining how social media can be used to target groups even today. We will also consider equity and inclusion with respect to transitional justice. Specifically, we will assess whether the post-genocide court system was equitable and whether and how certain peoples’ narratives of the genocide are reflected in prominent memory efforts regarding the genocide. We will likewise hear from the director of Rwanda’s stock market on economic inequalities in the country, which will be part of a day in which we engage with economic aspects of development. A guest speaker will also consider human rights and health in Rwanda, including LGBTQIA rights, and the homestay experience is additionally designed to provide students with a glimpse of others’ lived experiences.</p> <p>With respect to assignments, the readings each touch on aspects of diversity and inclusion given that they all focus on genocide and transitional</p>
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	<p>Course goals involve examining theories regarding why the genocide occurred in Rwanda. Genocides are implemented by people in positions of power who are often seeking to redefine who belongs within their country. As such, genocide involves structures of power that political elites use to directly try to eradicate diversity. Additionally, the course goal involving evaluating transitional justice ties into concepts of justice because we consider the many forms of justice that can be implemented after genocide (e.g., punitive justice, restorative justice, transformative justice, healing justice).</p> <p>Class time will consider the forms governments that exist, as certain types of governments are more associated with genocides than others. In doing so, students will learn about scales measuring how democratic or autocratic governments are, and they also engage in an active learning exercise to apply what they learn to other contexts. Moreover, students hear from guests and visit museums that focus on conceptions of difference within Rwandan society, including how political elites capitalized on and furthered conceptions of difference to sow the seeds of genocide. Students will also evaluate transitional justice efforts, which are likewise often led by people in positions of power. In the case of Rwanda, the transitional justice effort involved reestablishing a pre-colonial method of dispute resolution, meaning that students will learn about how Rwandan culture shaped the transitional justice efforts. They also will study how people in positions of power impact narrative efforts (e.g., memorials) via our many trips to memorials. Furthermore, students will engage in an active learning exercise on preventing genocide (hence learning about advocacy for social change).</p>

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 4.2 <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>

Education Abroad Inventory

Education Abroad & Away Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice. Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Education Abroad & Away

Sociology 3798.03

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The course goals invoke higher-level critical thinking abilities. Specifically, students will *evaluate* theories regarding why the genocide occurred in Rwanda, *critique* theories of actions during genocide, *evaluate* transitional justice process, and develop analytical skills (*analyze*). Readings are drawn almost exclusively from peer-reviewed texts, including several full academic articles. What is more, students will conduct a book review of a peer-reviewed book, and the book review is notably formatted exactly like a book review that a professor would undertake if publishing a review of a peer-reviewed book. Written reflections also ask students to synthesize information, which is likewise an advanced academic task.

Experiences in country are also designed at an engaging, high-level. For instance, students meet directly with people who perpetrated genocide. They also engage with individuals who were victimized during the genocide, with spouses of people who were victimized or who perpetrated violence, and with many other Rwandans who speak with them about their lived realities during and after genocide. These are sensitive conversations that deepen students' learning but that also require social and emotional maturity in addition to a high-level understanding of the context. What is more, students visit government offices and meet with high-ranking religious officials and senators. In doing so, they serve as delegates of the United States and thus step into roles as ambassadors. Additionally, students engage in a table-top exercise in which they take on the role of high-level government officials trying to prevent genocide. Such high-level exercises have been tied to a myriad of academic benefits and further buttress student learning.

Finally, students live with Rwandan homestay families. This involves navigating the transportation system, undertaking in-depth conversations with local Rwandans, and figuring out—in some instances—how to take bucket showers, among many other life experiences. This type of experiential learning is unparalleled and likewise requires critical and logical thinking as students navigate new spaces.

Education Abroad & Away Course Inventory

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students spend roughly 22 days in country, including approximately 148 hours of in-class time. These 148 hours notably do not include debriefing on buses or visits to ecotourism locations (e.g., a rainforest canopy walk, going on a safari, camping in dwellings modeled after traditional Rwandan king's palaces). Yet, even on these eco tourist experiences, students continue to learn about the genocide (e.g., how the genocide impacted the flora and fauna of Rwanda) as well as Rwandan culture more broadly (e.g., tea as Rwanda's main export, which is grown around the rainforest).

Course goals involve learning deeply about the genocide and its aftermath, including major institutions with the country (e.g., gender, government, citizenship, economy, families, arts, language, education, memory spaces, judicial institutions). As such, students engage deeply with aspects of local culture and context via engaged activities and site visits. These visits notably occur in urban areas (e.g., Kigali, Huye) but also in rural areas (e.g., women's cooperative visit, reconciliation village visit) such that the students learn about urban and rural cultural differences. Guest speakers also spend sustained periods of time with the students, often totaling several hours of interaction per guest. Additionally, students spend several hours of structured time with Rwandan college students, and they also continue to interact with these students in their unstructured time as well. Their final capstone assignment also involves presenting to (and eventually answering questions from and engaging in dialogue with) Rwandans.

Finally, the one-week homestay experience with a Rwandan family offers students the opportunity to create and build meaningful connections with local Rwandans. Students spend a weekend with their family, which often involves attending a wedding or a similar family celebration. What is more, students eat breakfast and dinner with their families and hence have numerous opportunities for meaningful engagement. Though the course only runs three weeks, most students stay in touch with their homestay families on whatsapp, and several students have even returned to Rwanda to visit their homestay families. Note also that three Rwandan staff also work with the program such that several Rwandans are always with the students, providing another opportunity for engagement.

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students on the Genocide and Its Aftermath in Rwanda program spend at least three weeks in Rwanda. As seen on the schedule, the class is together for the first two weeks from 9 a.m. to roughly 8 or 9 p.m. when we finish dinner. During this time, the students interact with the professor the assistant resident director (a Ph.D. student). They also interact with each other, as well as with many Rwandans (formally at least 60 different Rwandans are included in the planned schedule, and students engage with many other Rwandans informally).

Before departing for Rwanda, students have several in-person orientations that address life and culture in Rwanda. Specifically, students watch part of the TED talk on Single Stories by Chimamanda Ngozi Adichie, followed by a discussion of single stories of “Africa.” We then address how Africa is an incredibly diverse continent comprised of 54 countries that are each unique. As such, we discuss stereotypes and misconceptions of the continent and the region before even entering Rwanda. We continue this conversation during our in-country introductions when we discuss fears and expectations of life in Rwanda with the students on Day 1.

In-class time also includes numerous lectures from the professor (coupled with active learning exercises), including lectures on the Genocide Convention as well as lectures on the history of colonialism. Class time also addresses why genocide happens (drawn from the professor’s work to forecast genocide for the U.S. government), why people commit genocide (drawn from academic research and the professor’s 300 interviews with people who committed genocide in Rwanda), and why people rescue (drawn from academic research and the professor’s 200 interviews with people who rescued in Rwanda), among many other topics.

Moreover, students respond to new contexts in many ways. For instance, they undertake a “New Discoveries” exercise that is essentially a scavenger hunt geared toward addressing key questions about life in the capital city (e.g., How do people get food at the market? Where do they obtain their news?). This is incredibly challenging but helps them to draw upon their prior experiences to adapt to a new context and learn in the process. We also have a homestay orientation with the students in which we consider fears and worries. Then, after their first weekend at homestay, we spend the morning debriefing what new cultural encounters they had at homestay, addressing the many questions they bring with them that morning.

Education Abroad & Away Course Inventory

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Two course goals are particularly relevant. Specifically, goals 5 and 6 involve 1) improving abilities to articulate thoughts about course material during discussions and in written assignments and 2) developing analytical skills that help students to ask (and sometimes answer) timely questions about genocide, transitional justice, and development in Rwanda and globally.

As such, students receive verbal feedback on discussions as well as written feedback on assignments. On a daily basis, we have a debriefing session in which students share something they learned, something they are still questioning, and something they want us to discuss. Afterward, the professor provides feedback to each student. Furthermore, students write weekly reflections that synthesize what they are learning in their readings, the lectures, the activities, and the excursions, and students receive written feedback on the reflections within 48 hours of submission. Students also receive written feedback on their book review within several of submission. Note that each assignment has a rubric and that students will also receive several paragraphs of written feedback on their assignments.

The homestay debrief also provides another time to provide feedback on intercultural interactions in particular, as students share interesting situations they experienced, including how they handled uncertainties, in a discussion with the professor and with the Rwandan staff.

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Much of our time is dedicated to reflection and self-assessment geared toward cultural self-awareness and intercultural empathy. On the first day, students write a letter to themselves about what they want to learn from the experience. They read this letter on the last day and reflect on what they are taking away (both academically but also what they learned about themselves).

Moreover, we have many discussions about the new and challenging context of Rwanda. We address hopes and concerns on our first day and again during the homestay orientation, and we debrief difficult experiences the first Monday after the first weekend at homestay. The professor also calls each student to touch base on their homestay experience on their first weekend, and this provides an additional opportunity to reflect on challenging experiences.

Furthermore, after particularly demanding and emotional site visits to memorials, we undertake an activity called a peace circle in which we address our thoughts and feelings. In this sense,

students learn and grow as individuals in a myriad of ways beyond formal educational training. There are at least two formal peace circles scheduled, and in years past, students have also asked for additional peace circles. Additionally, many of the “debrief” times on the schedule are likewise times in which we speak frankly about what we have learned.

Finally, students publicly reflect on what they have learned from the experience in their major capstone assignment, which is to give a 10-minute presentation (to Rwandans) on what they are taking away from their experience in Rwanda.

Education Abroad & Away Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Genocide is a contemporary global issue, as there have been more than 40 genocides since the Holocaust and as genocide is currently occurring in several countries. As such, students undertake an activity in which they analyze current genocides, in turn underscoring the relevance of studying genocide.

Moreover, students engage in a tabletop activity on genocide prevention. This particular activity serves as a capstone activity, as throughout the three weeks, students learn about the risk signs of genocide, how interventions work once genocide is underway, and how countries rebuild in the aftermath of violence (which is part of prevention given that prior genocide is the largest predictor of future genocides). During the tabletop activity, students integrate knowledge they glean throughout the experience to assess how to respond to an imminent threat of genocide.

In addition to these activities, the last week of the course focuses on contemporary Rwanda and, specifically, how to rebuild a country after atrocity. For instance, the head of the stock market teaches students about the economics of rebuilding a country, and students learn about development in Rwanda and throughout the world. They also study the court system that was implemented after the genocide, both via a lecture from the professor but also via discussion with court judges themselves. In this sense, students learn about an alternate form of justice, and they further reflect on this justice system in a written reflection that week.

Finally, we begin class every morning by talking about the news in Rwanda and around the world. Students are encouraged to read English versions of local newspapers from the region (available online), and we discuss news in the region, as well as how these papers frame events occurring back in the United States.

Public Demonstration of competence both in academic settings and, if possible, in the study away site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

A key course goal is improving one's ability to articulate thoughts about course content. Students are consequently expected to ask questions of and engage with every guest speaker. As such, students demonstrate competence in a public setting every day. For instance, when we visit the government ministry (MINUMBUMWE), each student is encouraged to ask a question. When we visit the reconciliation village and the women's cooperative, students are likewise encouraged to each ask a question. Rwandan guests also typically ask questions of the students, and their public responses likewise provide a demonstration of competence.

Moreover, every student gives a presentation during the “other genocides” activity on an ongoing situation of genocide. They are asked to reflect on the risk factors of genocide and on the forms of genocidal violence during this activity, which is another public demonstration of competence. Students also give public speeches about their homestay families during the homestay party, which is a demonstration of cultural competence in particular.

Finally, and most notably, students give a 10-minute presentation on what they are taking away from the experience (with respect to justice and citizenship in particular). This presentation takes place at a think tank and is given to Rwandans, and it is followed by structured dialogue.

Education Abroad & Away Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Courts goals explicitly address learning about the genocide and its aftermath in Rwanda. While Rwandan culture certainly transcends the genocide, students nonetheless learn deeply about how the event has impacted most aspects of Rwandan life.

As previously noted, students formally interact with at least 60 Rwandans throughout scheduled events. In each of these interactions, students ask questions and otherwise engage with the individuals. Notably, guests purposefully demonstrate diverse viewpoints, even amongst Rwandans. For instance, students hear from someone who speaks about human rights in Rwanda and is critical of the government, and they also hear from a high-level government official who praises the government. They interact with a Rwandan who was a major religious figure throughout the transitional justice period (and who remains one of the most famous pastors in the country), and they meet with organizations that take a much more secular approach.

Students also engage in a structured debate with college students in which they spend several hours addressing differences in social norms. Some of the other activities likewise address different worldviews. For instance, in our human rights in Rwanda activity, we address Eurocentric views of Rwanda.

Likewise, students live in a homestay for a week, and during this time, they have a myriad of interactions with their families. They eat dinner and breakfast together, they attend family events together, and they sit in the sitting room and have conversations together. There is also a homestay party before we return to the United States, and each student introduces their family to the rest of the group.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

While no specific course goal addresses inclusivity, a course on genocide—again a crime dedicated to eradicating diversity—continually addresses how genocide is an atrocity, often deemed the “crime of crimes.” As such, the course begins by addressing how genocide became a

crime of international law, including a historical overview of colonial genocides and the Holocaust, as well as eugenics movements. The instructor explicitly underscores why genocide is one of the four crimes under the jurisdiction of the International Criminal Court, highlighting how efforts to deem others as unworthy or as not belonging somewhere should be highly criminalized.

With respect to culturally responsive pedagogy, the instructor tells the students that readings reflect a variety of viewpoints but also diverse authors, including different genders, authors from the Global South, and authors of varying generations. The students also receive instruction from Rwandan instructors and experience a different type of learning environment.

The syllabus explicitly indicates the professor's pronouns, and students are encouraged to share their pronouns several times. Additionally, the syllabus explicitly states the following: "I expect that each of you treat one another, as well as everyone we interact with in Rwanda, with respect. If you disagree with someone, remember to disagree with their ideas rather than the person. Keep in mind that you are ambassadors for OSU, as well as for the United States. To this effect, we will be creating a contract during our first day in which we agree to group norms."

In line with this, we have a discussion early-on in Kigali about having a high tolerance for error. Education abroad is filled with cultural missteps, and we discuss how we need to be open to being kind to one another and ourselves as we embark on the learning journey. In fact, we create and sign a group contract, and the professor encourages students to consider a group norm tied to this (if they do not already suggest it themselves).

Finally, the course itself is designed with low physical effort in mind. Given high rates of disabilities from the genocide, many of the buildings in Kigali are wheelchair accessible. Additionally, all PowerPoints used by the instructor consider accessibility with respect to images, colors, and font, and any video clips the students view have subtitles.

Education Abroad & Away Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific activities/assignments* through which it will be met (50-500 words)

The professor takes several steps to try to increase enrollment of underserved populations and students from minoritized communities. First, the professor visits a variety of classrooms to promote the course. Promotion also occurs at expected venues (education abroad fair) and less expected ones (e.g., the professor's speech to the incoming freshmen at several freshmen orientations).

Notably, the professor also works with her department to secure scholarships for the program. In the five years it has ran, every student who applied for a department scholarship has received one. The professor runs the scholarship program, including creating the application for the scholarship, serving on the board that reviews them (with others), and connecting the students with the donors afterward. Such efforts are frankly time consuming yet vital, as financial constraints stand in the way of many students' education abroad experiences.

The professor also meets with students and helps them apply for funding. This has involved writing hundreds of letters of recommendation for students who are applying for funding for the course. It has also involved supervising 6 research projects in Rwanda tied to the study abroad, as students were then able to apply for research funding as well. The professor also purposefully keeps her costs low (supplementing her lodging from her research funds and not taking daily per diem) to ensure that the program funding can go as far as possible.

Additionally, the professor holds a parent and loved one orientation to ensure that peoples' families are comfortable with the trip. Many students have commented that this orientation significantly impacted their ability to attend the program.