

Ghosts of Rwanda

About the film:

FRONTLINE marks the 10th anniversary of the Rwandan genocide with a documentary chronicling one of the worst atrocities of the 20th century. In addition to interviews with key government officials and diplomats, the two-hour documentary offers groundbreaking, eyewitness accounts of the genocide from those who experienced it firsthand: from Tutsi survivors who recount the horror of seeing their friends and family members slaughtered by neighbors and coworkers; to the UN peacekeepers stationed amid the carnage who were ordered not to intervene; to those holding positions of power at the White House. Through these accounts, FRONTLINE illustrates the social, political, and diplomatic failures that enabled the slaughter of 800,000 people to occur unabated and unchallenged by the global community.

A Note to Teachers

For classes in Social Studies, Journalism, Language Arts and Current Events; Grade level 9th–12th

Asking students to grapple with an issue as horrible as genocide, termed "the crime without a name" by British Prime Minister Winston Churchill, is a daunting, wrenching, and, above all, sad challenge. Yet, as the film "Ghosts of Rwanda" shows, while people and governments turned their backs on what was happening in Rwanda in the spring of 1994, some individuals stood up to the horror and acted effectively, often with breathtaking heroism. Students can witness both the depths to which humans can sink and the heights to which they can soar. This guide offers classroom teachers an array of opportunities to teach history and to explore the notion of individual and collective responsibility.

Brief Overview of Genocide

(Note: The following is excerpted from **The Genocide Convention at Fifty** by William Schabas of the U.S. Institute of Peace. Teachers should distribute this excerpt to all students.)

The destruction of ethnic groups has marred the progress of human history almost from its beginnings. There are reports of genocide-like massacres in the writings of the ancient Greeks and in the history of the Middle Ages. Indigenous populations in the Western Hemisphere, Africa, and elsewhere were sometimes slated for elimination by their "discoverers" or their colonizers. But ethnic massacre truly seems to have flourished in the twentieth century. The first great genocide of the era

dates to the First World War when hundreds of thousands of Armenians were destroyed despite the protests of Western diplomats who, possibly for the first time, called such killings a "crime against humanity." In the Second World War, after nearly a decade of mounting anti-Semitism, Hitler undertook what he called the "final solution," reminding his generals that "nobody remembers the Armenians."

Churchill called it "the crime without a name," and it was only in 1944 that a Jewish refugee from Poland teaching in the United States, Raphael Lemkin, coined the term genocide in his book *Axis Rule in Occupied Europe*. Lemkin's neologism was rapidly accepted. In 1945, the Nuremberg prosecutors charged genocide in the indictment of Goering, Hess and the others, although the judges of the International Military Tribunal kept with the official terminology used in their statute and described the Nazi atrocities as "crimes against humanity." After the Nuremberg judgment, the UN General Assembly declared genocide an international crime and directed that a treaty aimed at its prevention and punishment be drafted.

Lesson Plans:

PRE-VIEWING LESSON PLAN:

Learning about Rwanda

Students will learn about key events in Rwandan history, terms used in the film, and the basic principles of the United Nations. They will discuss the meaning of genocide and explore different points of view in reporting an historical event.

LESSON EXTENSION:

Genocide in World War II and its Aftermath

Students will trace the progress of the 1935 Nuremberg Laws to the Wannsee Conference plans for the "Final Solution," to the International Military Tribunal trials of Nazi war criminals at Nuremberg after World War II.

VIEWING LESSON PLAN:

Student Viewing Guide

Students will be assigned to take notes from a particular perspective while viewing the film. As a large group, the class will discuss the impact of the film.

POST-VIEWING LESSON PLAN:

The Big Picture

Students will explore the different actions and reactions of people and groups who were involved in Rwanda.

LESSON EXTENSION:

The Aftermath of Genocide

Students will read articles and consider what happens after genocide.

Reconciliation and Reparations in Rwanda

Students will have the opportunity to learn about both the International Military Court of Justice and the gacaca, the grass-roots level courts for those who participated in the genocide but were not leaders.

Purchasing the Video

"Ghosts of Rwanda" can be purchased from **ShopPBS for Teachers** [URL: <http://teacher.shop.pbs.org/home/index.jsp>].

Credits

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PRE-VIEWING LESSON PLAN: **Learning about Rwanda**

Lesson Objectives:

In this lesson, students will

- Learn about key events in the history of Rwanda
- Encounter key terms in the film
- Discuss the meaning of the term "genocide"
- Learn about the basic principles behind the United Nations
- Explore the importance of point of view in reporting history

Materials Needed:

- Computers with Internet access
- Online map of Africa in 1945, showing European colonies [URL: <http://www.stanford.edu/~dkreiss/Colonial.html>]
- Student Worksheet #1: Key Terms, Dates in Rwandan History, United Nations
- Student Worksheet #2: Exploring Two Different Accounts of History

Time Needed:

Approximately 130 minutes (50-60 minutes to find information to complete Student Worksheet #1; 40-50 minutes to discuss Student Worksheet #1; 20-30 minutes to complete and discuss Student Worksheet #2)

Procedure:

Part I:

For this part of the lesson, students will:

- Look at the map of Africa in 1945
- Explore the chronology and history of Rwanda
- Become familiar with key terms introduced in the documentary
- Learn about the history and purpose of the United Nations and the International Declaration of Human Rights.

1) Instruct all students to look at the map of Africa in 1945 so that they can both see where Rwanda is and how Africa was divided by European powers.

2) Divide the class into groups of four.

3) Assign each group of four students ONE of the three topics below to research and report on. Each group will complete ONE section of Student Worksheet #1 to present to the rest of the class. (Depending on the size

of your class, you might have as many as three groups of four students working on each of the topics.)

4) Students can use the following Web sites as references. However, they should not necessarily limit themselves to these.

Group 1: **History of Rwanda and Timeline**

- **Official Web site of the Republic of Rwanda**
<http://www.rwanda1.com/government/history.html>
- **"Ghosts of Rwanda" Viewer's Guide**
<http://pbs.org/frontline/shows/ghosts/viewers/>
- **Remembering Rwanda: The Rwanda 10th Anniversary Memorial Project**
<http://www.visiontv.ca/RememberRwanda/Chronology.htm>

Group 2: **Key terms**

- **"Ghosts of Rwanda" Viewer's Guide**
<http://pbs.org/frontline/shows/ghosts/viewers/>

Group 3: **History and Purpose of the United Nations**

- What is genocide? How does the United Nations deal with allegations of genocide?

Office of the High Commissioner for Human Rights

http://www.unhchr.ch/html/menu3/b/p_genoci.htm

- See Articles 2 and 6

Universal Declaration of Human Rights

<http://www.un.org/Overview/rights.html>

- What is the United Nations? What is the International Declaration of Human Rights?

History of the U.N.

<http://www.un.org/aboutun/history.htm>

Questions and Answers about the United Nations

<http://www.un.org/geninfo/ir/>

Universal Declaration of Human Rights

<http://www.un.org/Overview/rights.html>

- Everyone in the group should read the Preamble.

- Thirty articles follow the Preamble. The group should divide up the Articles, with each member reading seven or eight articles, writing a statement summarizing what these seven or eight articles say.
- Students will read their summaries to the rest of the group, and they should be prepared to share them with the whole class.

What Does the United Nations Do for Human Rights and Justice?

<http://www.un.org/geninfo/ir/ch4/ch4.htm>

This is the part of the U.N. Web site that talks about U.N. actions on behalf of human rights. Students should be prepared to discuss the following question:

- Based in the U.N.'s own Web site, what is your understanding about what actions the U.N. takes and has taken on behalf of human rights?

Part II:

Assign ALL students to complete Student Worksheet #2 with its media literacy/historical judgment exercise.

All students should also examine the following question:

How do we assess the validity of reports of historical events?

Assessment:

Monitoring students' work on Worksheets #1 and #2

Participation in classroom discussion of Worksheets #1 and #2

STUDENT WORKSHEET #1
Key terms, Dates in Rwandan History, United Nations

DIRECTIONS: (You will need to write your notes on another paper.)

- Circle the group for which you are responsible. Using the Web resources your teacher provides, take notes on the topics under your group.
- Take notes during the presentations of the other groups.

<u>KEY DATES IN RWANDAN HISTORY</u>	<u>KEY TERMS YOU WILL HEAR IN THE FILM</u>	<u>KEY FACTS TO KNOW ABOUT THE UNITED NATIONS</u>
1899	Tutsis	When and why was the U.N. founded?
1919	Rwandan Patriotic Front (RPF)	How many members started the U.N.?
1935		How many members of the U.N. are there now?
1959	Interahamwe	
1962	Hutus	Judging from the U.N. Web site, what do you think is its most important activity today?
1990		
April 6, 1994	Rwandan Armed Forces (FAR)	When was the International Declaration of Human Rights declared?
April 7, 1994	Arusha Accords (1993)	What does its preamble promise to do?
April 14, 1994	International Committee of the Red Cross	Briefly summarize the overall concerns of the 7-8 Articles of the International Declaration of Human Rights you have been assigned.
April 21, 1994		
April 2, 2002	Genocide	

STUDENT WORKSHEET #2

Exploring Two Different Accounts of History

The 1994 genocide that occurred in Rwanda began with the death of the president of Rwanda. Note the two accounts below, and identify the difference in the way that the deaths are reported.

The first account comes from the U.S. State Department Web site:
<http://www.state.gov/r/pa/ei/bgn/2861.htm#history>

Scroll down in the history section, and you will find the following paragraph:

"On April 6, 1994, the airplane carrying President Habyarimana and the President of Burundi was shot down as it prepared to land at Kigali. Both presidents were killed. As though the shooting down was a signal, military and militia groups began rounding up and killing all Tutsis and political moderates, regardless of their ethnic background."

The second account comes from the Official Web site of Rwanda:
<http://www.rwanda1.com/government/history.html>

Scroll down to "Highlights of Rwanda's Recent History." Here is what you will see:

"1994 April - President Habyarimana dies in a plane crash.
Genocide begins."

Activity:

- Write two to three sentences telling what you can deduce from these different accounts.
- To what do you attribute these differences?
- Discuss your hypotheses about how we tell history.

(Optional) Scroll through all of both accounts and note at least one other difference in the way the Rwanda site and the U.S. State Department site report events.

News Update: Recent Related News

Probe Ends in Rwandan Leader's Crash **By THE ASSOCIATED PRESS**

Published: March 10, 2004

PARIS (AP) -- A French investigation concludes that Rwandan President Paul Kagame was behind the fatal 1994 downing of a plane carrying his predecessor, an event that set off the Rwandan genocide, a newspaper reported Wednesday.

The French daily Le Monde said the investigation into President Juvenal Habyarimana's death also implicates 10 other prominent members of Kagame's Rwandan Patriotic Front, the former Tutsi rebel movement that has been in power since July 1994.

Questions to Consider:

The news update above describes a report that has not been issued as of the writing of this guide. How do you know if the news is true? How would you integrate this news report into what you have learned from the film, "Ghosts of Rwanda" and from your pre-viewing activities?

LESSON EXTENSION:

Genocide in World War II and its Aftermath

Lesson Objectives:

In this lesson, students will:

- Explore the Nazi genocide of Jews and others before and during World War II
- Trace the progress from the 1935 Nuremberg Laws to the Wannsee Conference plans for the "Final Solution," to the International Military Tribunal trials of Nazi war criminals at Nuremberg after World War II

Materials Needed:

- Computers with Internet access
- Student Worksheet #3: Genocide in World War II and its Aftermath

Time Needed:

Approximately 50 minutes

Procedure:

Part I:

Hand out the student worksheet and instruct students to review the following Web sites and take notes for discussion of questions. Also refer students to the excerpt, "A Brief Overview of Genocide" at the beginning of this guide, which they should receive before viewing the film.

The Nuremberg Laws on Citizenship and Race (1935)

<http://www.mtsu.edu/~baustin/nurmlaw2.html>

Contains the Nuremberg Laws enacted on Sept. 15, 1935

Law for the Protection of German Blood and German Honor

<http://www.us-israel.org/jsource/Holocaust/nurmlaw2.html>

Describes the provisions that apply to Jews

The Wannsee Conference (1942) and the "Final Solution"

<http://www.ushmm.org/outreach/wannsee.htm>

Contains a brief overview and excellent timeline

The Nuremberg Trials (began 1945)

<http://www.facts.com/icof/nurem.htm>

Describes what happened at the Nuremberg Trials

Part II:

After a class discussion, students should write a page supporting one of the following statements:

- If genocide or a "crime against humanity" occurs, humanity has an obligation to try and punish the perpetrators.

OR

- If genocide or a "crime against humanity" occurs, humanity has an obligation to help the survivors and forgive the perpetrators.

Assessment:

Discussion of questions on Student Worksheet #3

"You Decide" exercise at the end of Student Worksheet #3

STUDENT WORKSHEET #3
Genocide in World War II and its Aftermath

Directions: As you do your research, take notes for discussion of questions 1-5.

- 1) Why do you think the Nuremberg Laws were written? Against which group were they directed?

- 2) According to the Nuremberg Laws, how was citizenship in the German Reich based?

- 3) Name three things non-citizens were prohibited from doing. Is there logic behind the prohibitions?

- 4) What was the plan developed at the Wannsee Conference? Why do you think the euphemism "Final Solution" was adopted?

- 5) What was the basis for trying Nazis after World War II in trials at Nuremberg?

FINALLY—"YOU DECIDE":

On the basis of what you have read, write a page supporting one of the following statements:

If genocide or a "crime against humanity" occurs, humanity has an obligation to try and punish the perpetrators.

OR

If genocide or a "crime against humanity" occurs, humanity has an obligation to help the survivors and forgive the perpetrators.

VIEWING LESSON PLAN:
Student Viewing Guide

Lesson Objectives:

In this lesson, students will watch the film and familiarize themselves with the main events and people in "Ghosts of Rwanda."

Note: Because this is such a powerful and emotionally affecting film, students will need time to debrief immediately after seeing it. If possible, try to see the film ahead of time so that you can be more prepared for student reactions.

Materials Needed:

- The film "Ghosts of Rwanda"
- Student Worksheet #4: Viewing Guide
- Debriefing/discussion questions

Time Needed:

Two hours to watch the film; 90 minutes to debrief and to hear student reports

Procedure:

Part I:

1) Break the class into seven groups and hand out the student worksheets.

2) Assign each group to track one of the following groups or individuals while viewing:

- The United Nations
- The United States
- The International Red Cross (IRC)
- Carl Wilkins (the only American to remain in Rwanda) and Monique Mujawamariya (Rwandan human rights activist)
- The Tutsis
- The Hutus
- The journalists

3) Students will view the film together. Tell them that they will be viewing a documentary that examines the possible causes, events, and continuing effects of the 1994 Rwanda genocide. After viewing and discussing the documentary, tell students that they will be responsible for contributing to class discussion, with a focus on the constituency they have been tracking. Teachers should encourage good note-taking.

Part II:

1) Following the viewing, engage students in debriefing and discussion using the following questions as starting points:

- What had the most impact for you in the film?
- What did you learn from watching the film?

2) After the initial debriefing discussion, students should get into their six groups for further discussion. Encourage students to be prepared to talk about and refer to:

- The concerns of the group they have been tracking
- At least one anecdote about each of the constituencies/individuals they have been tracking

3) After the groups have had 10 to 15 minutes to talk, reconvene the class as a whole to give students an opportunity to share their ideas and thoughts from the small groups. Discuss the following questions:

- Who in the film do you think might be haunted by "the ghosts of Rwanda?" Why?
- Some of those involved have suggested that racism may have been a factor in the international community's decision not to intervene in Rwanda. Do you agree or disagree with this statement? Why?
- At what points could someone have intervened and possibly changed the history of the genocide?
- Why was the Red Cross more effective in Rwanda than the U.N.?

Encourage students to look at their notes on Student Worksheet #4 during the debriefing discussion. The discussion should naturally move back and forth between the larger questions and the concerns of the specific groups.

Assessment:

Students' notes

Participation in classroom discussion

STUDENT WORKSHEET #4
Viewing Guide: "Ghosts of Rwanda"

Directions: Circle the group below to which you have been assigned. As you watch the film, pay special attention to the issues surrounding your group and the people in it. **Take notes so that you can share your ideas after the film.**

<p>Group 1: The United Nations Names to listen for and learn about:</p> <ul style="list-style-type: none"> • Gregory "Gromo" Alex • Secretary-General Kofi Annan • Major Brent Beardsley • General Romeo Dallaire • Mbaye Diagne 	<p>Group 5: The Tutsis Names to listen for and learn about:</p> <ul style="list-style-type: none"> • RPF (Rwandan Patriotic Front) • President Kagame (the leader of the RPF) • Valentina (the girl in the church)
<p>Group 2: The United States Names to listen for and learn about:</p> <ul style="list-style-type: none"> • Madeline Albright • Prudence Bushnell • President Clinton • Anthony Lake • Laura Lane • George Moose • Michael Sheehan 	<p>Group 6: The Hutus Names/issues to listen for and learn about:</p> <ul style="list-style-type: none"> • The plan of the "extremists" • The Interahamwe • Their leaders (Colonel Bagasora)
<p>Group 3: Adventist Missionary Carl Wilkins Issue to listen for and learn about:</p> <ul style="list-style-type: none"> • Why he was the only American to remain in Rwanda during the genocide? • What did he do during the genocide? • What were his thoughts during and after the genocide? 	<p>Group 7: The Journalists</p> <ul style="list-style-type: none"> • Mark Doyle of the BBC • Fergal Keane of the BBC • Katelijne Hermans of Belgian television
<p>Group 4: Response of the International Red Cross (IRC) and of a Rwandan human rights activist Names to listen for and learn about:</p> <ul style="list-style-type: none"> • Philippe Gaillard of the International Red Cross • Monique Mujawamariya, Rwandan human rights activist 	

POST-VIEWING LESSON PLAN: The Big Picture

Lesson Objectives:

After students have had the opportunity to discuss what happened during the film, they should be given the opportunity to step back from what they have seen to reflect on the larger issues raised by "Ghosts of Rwanda."

Materials Needed:

- Student Worksheets Numbers 1-4 as resources
- Discussion questions below

Time Needed: 45-60 minutes

Procedure:

Part I:

Choose among the questions below for the one(s) that best suit your students OR give the students the questions the night before and ask them to think about which ones they want to address.

Then, encouraging students to refer to the notes they have already taken, engage students in discussion.

Possible Questions:

1) Using the students' notes and oral presentations as the basis for discussion, start by asking students to discuss:

- One incident in which they believe the participants acted correctly
- One incident in which they might have done something different than the participants
- Which forces constrained some people from doing what they believed was right
- Which forces allowed some participants to do what they believed was right

2) Discuss the following quotation: "If you don't at least speak out clearly, you are participating in the genocide. ... If you just shut up when you see what you see -- morally and ethically you can't shut up. It's a responsibility to talk." – Philippe Gaillard, director of the Red Cross in Rwanda during the genocide.

- Why did so few people, in and out of Rwanda, speak out?
- What happened when people *did* speak out?

3) Take any one of the following three statements, and be prepared to present an argument agreeing or disagreeing with it:

- An African human rights worker during the genocide who noted: "Human rights is a joke."
- President Clinton, who in an address to the Naval Academy in 1994 (while the genocide was still in progress), declared that unless "the cumulative weight of the American interests [was] at stake," the U.S. would step aside from conflicts in other countries.
- An American diplomat, who, commenting on the inadequacy of the U.S. response to the genocide, described it as "like trying to win a sprint with one leg."

PART II:

Students should choose ONE of the questions below and write a two- to three-page essay.

1) Judging from what you have seen, read, and heard, could genocide occur again, in Rwanda or other parts of the world?

2) What is the nature and limit of personal responsibility in the 21st century? Support your personal view with evidence from the film and/or from your own knowledge of current events.

3) "The events of Sept. 11, 2001 changed how America views its responsibilities in the world." Agree or disagree, supporting your view with evidence from the film and/or from your own knowledge of current events.

Assessment:

Participation in classroom discussion

Student essays

LESSON EXTENSION:
The Aftermath of Genocide

Lesson Objectives:

In this lesson, students will

- Read and assess the words of the two American writers, Phillip Gourevitch and Samantha Power, whose work was instrumental in bringing the Rwandan genocide to American consciousness
- Think about what happens after genocide

Materials Needed:

- Computer with Internet access

Time Needed:

30-45 minutes to read the article (can be done for homework); plus 30-45 minutes to discuss

Procedure:

Part I:

1) Students should choose ONE of the following articles to read.

Conversation with Philip Gourevitch

<http://globetrotter.berkeley.edu/people/Gourevitch/gourevitch-con0.html>

Note: Parts four through the conclusion are focused on Rwanda.

The Atlantic, September 2001, "Bystanders to Genocide"

<http://www.theatlantic.com/issues/2001/09/power.htm>

Atlantic Unbound, Interviews, "Never Again, Again"

<http://www.theatlantic.com/unbound/interviews/int2002-03-14.htm>

2) After they have read their chosen article, students should be prepared to discuss how Gourevitch and Power see individual and collective responsibility for the Rwandan genocide.

Part II/Assessment:

1) Students should write a letter to one of the people in the film, "Ghosts of Rwanda." Then, drawing on what they learned watching the film and reading the articles, they should express their view of the actions of the person to whom they are writing during and after the Rwanda genocide.

OR

2) If students have read the articles without watching the film, they should choose one of the activities below:

- Write a letter to the U.N., expressing your view of what its role should be in the world today.

- Write a letter to the editor of your local newspaper expressing your view about the American role in the world, particularly about American policy toward people who live in lands considered to be not crucial to American interests.

LESSON EXTENSION:
Reconciliation and Reparations in Rwanda

Lesson Objectives:

Students will have the opportunity to learn about the both International Military Court of Justice and the *gacaca* (pronounced ga-CHA-cha), the grass-roots level courts for those who participated in the genocide but were not leaders.

Materials Needed:

- Computer with Internet access

Time Needed: 45 minutes to prepare (can be done for homework); plus 45 minutes for discussion and for the *gacaca* trial and verdict.

Procedure:

Part I: The International Criminal Tribunal for Rwanda:

International Criminal Tribunal for Rwanda

<http://www.ictr.org/>

- Click on English
- Click on About the Tribunal
- Click on Fact Sheets
- Click on "The Tribunal at a glance" and read the two paragraphs under "Role and Jurisdiction." Summarize what you've read in a sentence or two.

Then

- Click on Cases
- Click on Cases in Progress
- Click on Bagosora,
- Click on Indictment (Note: This is a PDF file and may take a moment to load.) Scroll down through the history and background of the Rwandan genocide until you get to the specific allegations in #5. Be prepared to summarize the accusations against Colonel Bagosora.

Part II: Gacaca Background. The *gacaca* courts in Rwanda deal with those who participated in the genocide but were not leaders.

1) For a brief introduction to the role and scope of *gacaca*, go to:

FRONTLINE/WORLD Fellows. Rwanda – After the Genocide.

<http://www.pbs.org/frontlineworld/fellows/rwanda1103/context.html#gacaca>

2) For a specific example of how a *gacaca* works, read through the brief descriptions of the main participants in one *gacaca* trial:

- **The killer: Pacifique Mukeshimana**
<http://www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-1.html>
- **The victim: Domina Nyirandayambaje**
<http://www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-2.html>
- **The court monitor: Aloys Habimana**
<http://www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-3.html>

Part III: Creating a *Gacaca* in the Classroom: A Role-Play Exercise

- 1) After students have completed reading the words of a victim, a perpetrator and a court monitor, break up students into three groups. Each group will represent one of the three view points.
- 2) Students should have time to brainstorm in their groups, choosing one or more student(s) to read the words of the person for whom they are speaking.
- 3) After a five to 10 minute brainstorm, the teacher (judge) should convene the *gacaca*.
- 4) The court monitor should speak first, briefly telling why he thinks the *gacaca* is necessary for the future of Rwanda.
- 5) The victim should speak next.
- 6) The perpetrator should speak next.
- 7) With the facilitation of the teacher/judge, students, maintaining the roles they were assigned, should discuss the issues, problems, and effectiveness of the *gacaca*.

If appropriate, students can write a one-page evaluation of their view of the effectiveness of *gacacas* in Rwanda. Students may want to read FRONTLINE's interview with journalist Helena Cobban, in which she gives her point of view on prospects for peace and reconciliation in Rwanda. [URL: <http://pbs.org/frontline/shows/ghosts/today/>]

Assessment:

Participation in Gacaca

Student essay on the effectiveness of *gacacas* in Rwanda

Further resources

Web Sites:

Ghosts of Rwanda

<http://www.pbs.org/wgbh/pages/frontline/shows/ghosts>

This is the companion Web site to the film.

The Triumph of Evil

<http://www.pbs.org/wgbh/pages/frontline/shows/evil/>

The companion Web site to FRONTLINE's 1999 documentary on Rwanda offers a range of historical background and information.

Amnesty International

<http://web.amnesty.org/library/index/engior400031998?open&of=eng-385>

This Web site contains information about the International Criminal Tribunal for Rwanda, including a detailed report about the findings of Amnesty International's visit.

Out of Madness, A Matriarchy

http://www.motherjones.com/news/featurex/2003/01/ma_spc_01.html

This is a story from *Mother Jones* about Rwanda's women who have survived machetes and mass rapes and are learning how to lead their country out of the darkness.

Photo Essay

<http://www.ushmm.org/museum/exhibit/online/kimberlee/>

This photo essay from the United States Holocaust Memorial Museum was made on the occasion of the 10th anniversary of the Rwandan genocide. It chronicles photojournalist Kimberlee Acquaro's visit to Rwanda to meet with women who survived the genocide.

Non-fiction Books

We Wish To Inform You That Tomorrow We Will Be Killed With Our Families, Stories From Rwanda by Philip Gourevitch, published by Picador

Gourevitch, a staff writer for the *New Yorker*, describes Rwanda's history, telling his own stories and those of a broad range of Rwandan people he met during his many visits to the country. The book was the Winner of the National Book Critics Circle Award for Non-fiction.

"A Problem from Hell": America in the Age of Genocide by Samantha Power, published by Perennial

Power, now the executive director of Harvard's Carr Center for Human Rights, was formerly a journalist for *U.S. News and World Report*. In this Pulitzer prize-winning book, she writes about the Turkish genocide of Armenians in 1915-1916, the Holocaust, Cambodia's Khmer Rouge genocide of millions between 1975 and 1979, Iraqi attacks on Kurdish populations, Rwanda, and Bosnian "ethnic cleansing." The central question of the book is why America, which had vowed "never again" after the Holocaust, has allowed acts of genocide to continue and Power describes Americans who courageously attempted to prevent genocides and who tried to get their country to act.