

Hotel Rwanda Film Response

Choose one (1) question and answer it. To receive full credit, you must address all aspects required by the question. Your answer must be written in paragraph-form (1-2 paragraphs) and employ specific examples from the film and connections to ethical principles we have studied. Please, see the attached rubric for specific grading criteria.

1. Those behind the genocide in Rwanda have been treated well in the prison run by the International Criminal Tribunal. They receive adequate food. They are allowed to pray. If they are ill, they receive medicine. This is much more than they gave their victims and, in fact, they are living better than many innocent people in Rwanda. Should they be treated this well?
2. At the beginning of the film, Paul places far greater value on protecting his family than on protecting his neighbors. However, as the film progresses, his sense of obligation to his neighbors and his countrymen deepens. Indeed, rather than abandon the refugees he is sheltering, he sends his family to safety while he stays behind.
 - a) Is his decision the morally right one?
 - b) In making decisions, how much weight should one give to the welfare of one's family compared to the welfare of one's neighbors?
 - c) How much weight should governments give to the welfare of foreign peoples compared to that of their own citizens?
3. The UN Colonel tells reporters that his troops are "peace-keepers," not "peace-makers." By UN mandate, UN troops were permitted to use their weapons only in self-defense. If the Colonel had disobeyed orders and authorized his troops to fire on *Interhamwe* fighters, would he have done the right thing?
4. Do you agree that racism played a role in the international community's failure to act to stop the genocide, as the UN colonel says? The film makes no mention of other possible contributing factors, such as the disastrous U.S. humanitarian intervention in Somalia in 1993, less than a year before, which ended after a U.S. helicopter was shot down and the bodies of U.S. soldiers were dragged through the streets of Mogadishu. Does this justify the U.S. and the UN's refusal to intervene?
5. The film shows that there was a close relationship between the French and Hutu governments, even while the killings were going on. On the tenth anniversary of the genocide, Rwanda's president accused the French of consciously training and arming the Hutus, knowing that they would massacre Tutsis. The French deny this, yet it is indisputable that France was the Rwandan government's number-one supplier of weapons.
 - a) Does this fact alone make France more culpable for the genocide than the rest of the international community?
 - b) How should responsibility be allocated for what happened, both inside and outside Rwanda?
 - c) How has the international community, in particular Belgium, France, the United States, and the UN, faced up to the question of responsibility and blame in the years since the genocide?

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Grading Criteria

Student Name: _____

Score: _____/20 = _____%

CATEGORY	4	3	2	1
Amount of Information	All topics/subtopics are addressed and all questions answered with at least 2 sentences about each (examples not included).	All topics/subtopics are addressed and most questions answered with at least 2 sentences about each (examples not included).	All topics/subtopics are addressed, and most questions answered with 1 sentence about each (examples not included).	One or more topics/subtopics were not addressed (examples not included).
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples from the film.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples from the film.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Connections to Course	A strong and clear connection has been established to at least 1 course topic with explicit and proper identification of the theory and/or particular philosopher.	An adequate and clear connection has been established to at least 1 course topic with explicit and proper identification of the theory and/or particular philosopher.	A weak connection has been established to at least 1 course topic and/or there was improper identification of the theory and/or particular philosopher.	No clear connection has been established to at least 1 course topic (even though there was mention of a theory and/or particular philosopher).
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.