

**The University of Western Ontario
Department of French Studies**

**French 3100B (Winter-Spring 2012)
Rwanda: Culture, Society and Reconstruction**

Instructor: Prof. Henri Boyi

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Office hours: *Monday 4:30pm - 6:30pm; Wednesday 5:00pm - 6:30pm*

Course Description:

This is an interdisciplinary Experiential Learning Course on Rwanda, based in the Department of French Studies. It provides students an opportunity to learn about Rwandan society, and about themselves by serving in an international social and cultural setting. The readings for the course will deal with issues related to the history and culture of Rwanda and will offer an in-depth look at a number of contemporary social issues. Guest lecturers will be invited to speak to the class. Four weeks of active and interactive community service in Rwanda will be required for the completion of the course. Our main community partner in Rwanda is Kigali Health Institute, located in the capital city of Kigali. Other partners will be schools and orphanages such as Kwa Gisimba, Les Enfants de Dieu and Centre Marembo.

Course Objectives:

- to learn about the history, culture and people of Rwanda
- to give students an opportunity to immerse themselves in an international community/society
- to offer opportunities for international internships and service learning activities in Rwanda and allow students to develop intercultural competence
- to increase students' clear understanding of the needs of global communities through effective international experiential learning
- to take part in Western's commitment to *Engaging the Future* in the areas of internationalization and the best student experience

Learning Outcomes:

By the end of the course you should:

- be familiar with aspects of Rwandan history and culture
- understand the nature of the Rwandan genocide from multiple perspectives and how the country is currently dealing with the aftermath
- be aware of cultural and personal biases towards groups, places and events and have worked to overcome these or understand them in new way
- have added to your personal growth by sharing your thoughts, opinions and feelings about your experiences in insightful and supportive group reflections

- be aware of how experiential learning (and in this case international service-learning) can dramatically enhance the academic learning process

Evaluation:

1. Oral Presentation:	20%
2. First Written Essay (due March 14 th , 2012)	20%
3. Participation (in class and Rwanda)	30%
4. Final Essay (due at end of June 2012)	30%

Oral Presentations:

In small groups of two students will present on the weekly readings to the class and facilitate discussion. Presentations will take about 25 minutes for a group of 2. They will be based on our readings for the course. Highlight the main points of the readings providing clarification where necessary, but also adding critical view on some those main points. Prepare some discussion questions that you feel are relevant to the topic.

Written Assignments:

The first written paper is due at the end of March 2012. Students are to write a 1000-1500 word paper on a) a topic related an area of the assigned readings, b) either of the documentaries or c) a topic related to Rwandan history, society and culture as long as it is approved by Prof. Boyi.

The second paper is due upon completion of the experience in Rwanda. Students are to write a 1500-2000 word paper on their experience including but not limited to: what they learned about Rwanda, its culture, history and society; how the country is dealing with the genocide, the significance of their service-learning placement etc. *Hint: look at the course objectives and expectations. Were these met? How? Has it changed your ideas, perspectives or outlook on life, other cultures or the world in general? What is the significance of these changes?

Group Reflections:

While in Rwanda students, in groups of 2 or 3, are expected to engage their peers in a group reflection in order to share ideas and opinions about the experience. It is advisable that students think about and start to prepare the reflection activities prior to the trip.

Guest lecturers:

Colleagues and experts on issues relevant to our course will be invited to speak to the class. Those will include the following colleagues: Jeff Tennant, Alain Goldshlager, Joanna Quinn, Nanda Dimitrov, and Stephanie Hayne.

READINGS:

Week of	Topic	Assignments
Jan. 09-13	Shake Hands with the Devil (Documentary)	
Jan. 16-20	Research Project	
Jan. 23-27	Service-learning and Experiential Learning	Readings
Jan. 30-Feb. 03	Research Project	
Feb. 06-10	Society and Culture in Rwanda	Readings and Oral Presentation
Feb. 13-17	Research Project	
<i>Feb.20-24</i>	<i>Reading Week</i>	
Feb 27-Mar. 02	Origins and History of the Genocide Social Reconstruction in Uganda	Readings and Oral Presentation
Mar 05-09	A Thousand Hills	Readings and Oral Presentation
March 12-16	Research Project	Research Project Due
March 19-23	Reconstruction: Post-Genocide Rwanda Development Board	Readings and Oral Presentation
March 26-30	Varia	
Apr. 02-06	Documentary : As We Forgive	Readings and Oral Presentation
Apr. 09-11	Last Meeting	
<i>BONNE CHANCE !</i>		

Required Readings :

- **Compiled copy at Western bookstore.**

Week of Jan. 09-13

➤ Dallaire, Romeo. *Shake Hands With the Devil*. Toronto : Vintage Canada, 2003. P. 510-522.

- Conclusion

*We will be watching the documentary on Romeo Dallaire : *Shake Hands With the Devil*

Week of Jan. 23-27

- Stevens, Cheryl A. *Service-Learning for Health, Physical Education and Recreation*. Illinois : Human Kinetics, 2008. P. xi-xx.
 - Introduction
- Jacoyb, Barbara et al. *Building Partnerships for Service-Learning*. San Francisco : John Wiley and Sons Inc, 2003. P. 289-313.
 - Chpt. 14- Civic Renewal

Week of Feb. 06-10

- Adekunle, Jullius. *Culture and Customs of Rwanda*. Connecticut : Greenwood press, 2007. P. 97-114.
 - Chpt. 6: Gender Roles, Marriage and Family
- International forum on the role of leadership in gender equality and women's empowerment. *Gender and Environment*. May 17-18, 2010.
- International forum on the role of leadership in gender equality and women's empowerment. *Women's Health and Education*. May 17-18, 2010.

Week of Feb. 27-Mar. 02

- Quinn, Joanna. Social Reconstruction in Uganda: The Role of Customary Mechanisms in Transitional Justice. In *Human Rights Review*: 8: 4 Netherlands: Springer. 2007. 389-407.
- Semujanga, Josias. *Origins of Rwandan Genocide*. New York: Humanity Books, 2003. P. 211-240.
 - Chpt. 6: And the Humanitarian Watched a Genocide

Week of Mar. 05-09

- Kinzer, Stephen. *A Thousand Hills*. New Jersey: John Wiley & Sons, 2008. P. 253-280.
 - Chpt. 15: Breathless with Fear

Week of Mar. 19-23

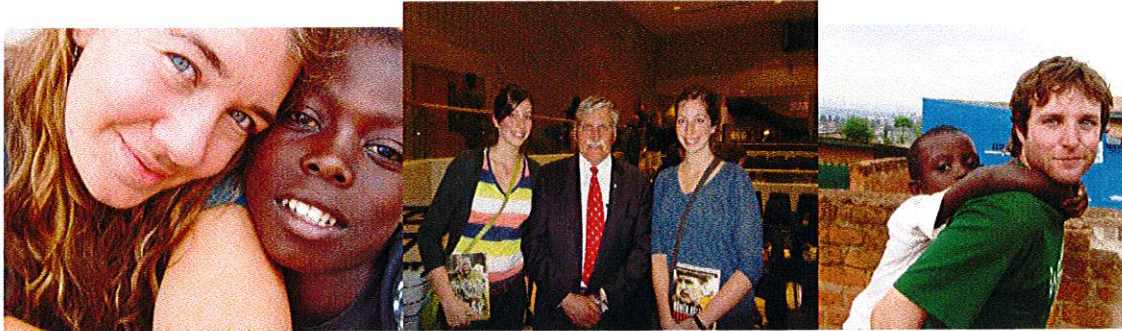
- Mamdani, Mahmood. *When Victims Become Killers: Colonialism, nativism, and the genocide in Rwanda*. New Jersey: Princeton University Press, 2001. P. 264-282.

Conclusion: Political Reform After Genocide
- Prunier, Gérard. *The Rwanda Crisis: History of a Genocide*. New York: Columbia University Press, 1997. P. 336-355.
 - Chpt. 9: Aftermath or new beginning
 - The attitude of the international community

- Towards a provisional conclusion

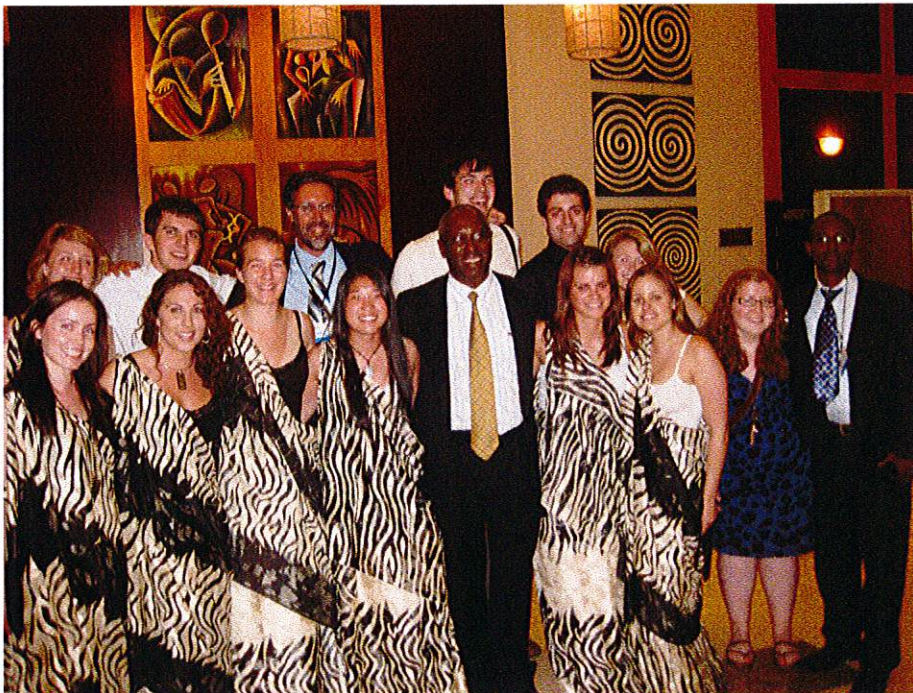
Week of Apr. 02-06

- Carr, Rosamond, and Howard Halsey. *Land of a Thousand Hills*. New York: Plume, 2000. P. 222-235. Print.
- Chpt. 32: Imbabazi



Testimonials and Photos – Class of 2010

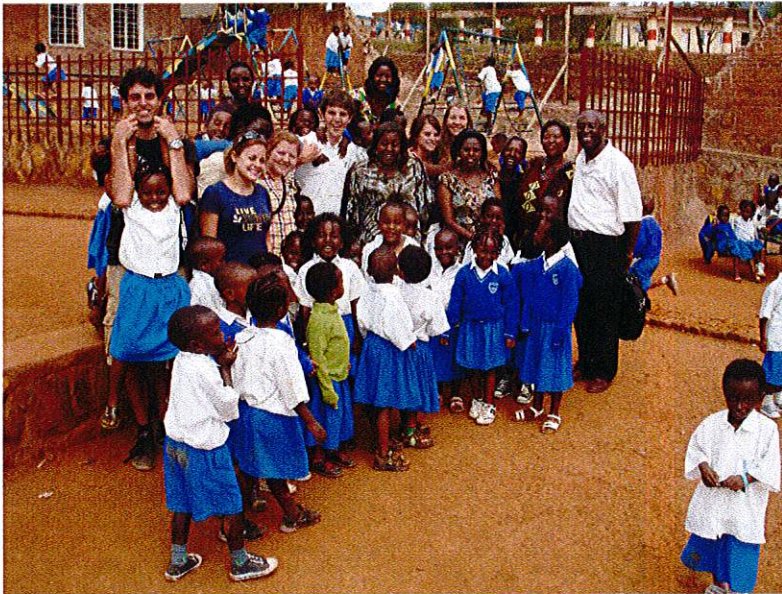
“Of everything we saw between the Belgium memorial, the New Kigali and just the beautiful scenery of green hills, the [Genocide] Memorial for me was the most eye-opening. I had a lump in my throat the entire time and I nearly lost it in the final room, where survivors from the genocide were talking about their parents that they lost and how much they missed them...While this experience was very sad, it also made me very curious as I couldn’t understand how Rwandans could extend the kind of forgiveness they had to their fellow neighbours who took away their families.” –Sheila Cassidy



FRE 3100B Class of 2010 Dinner Gala with President Kagame

"Gisimba presented an entirely different learning opportunity and I believe I learned a lot and grew immensely as a result of spending time helping at the orphanage. The experience of assisting in the classroom allowed me to explore my ability to be patient and flexible, as the 'baby class' was a constantly changing and hectic environment. The experience will ultimately help me in any career I choose, as functioning in an environment with the language barriers I faced at Gisimba allowed me to develop my critical thinking skills. On a personal level, at the end of the experience I felt I was able to make a connection with every student in the class, and I will take away many special memories of all of the children I met during my time at Gisimba. I think I made some progress in teaching some English to both the students in my class as well as my teacher, but I think that help cannot compare to the personal growth I experienced as a result of my time at the school and the orphanage." – Melyssa Kerr

"I really enjoyed my second placement at Gisimba Orphanage. I found that once we got into a routine at the school, we were actually able to provide a helpful service. The kids were really wonderful to spend the mornings with. The language barrier was easier to manage because they were trying to learn English. I got to know some of the kids and was able to become close with many of them. By the time I left Gisimba, my class had a good understanding of the English words for insects, fruits, vegetables, water animals, directions, sizes, positions, and they could spell their names." – Jesse Gardner



"From the very beginning, with the warm welcomes we received till the very end and the heartfelt urges to return, the relationships I made with the people I met there taught me more than I could learn in a lifetime of school...By experiencing struggles and problems so unlike those that we face in Canada, our eyes can be opened to new ideas and alternative solutions." – Meagan Rust

Kwa Gisimba School/Orphanage

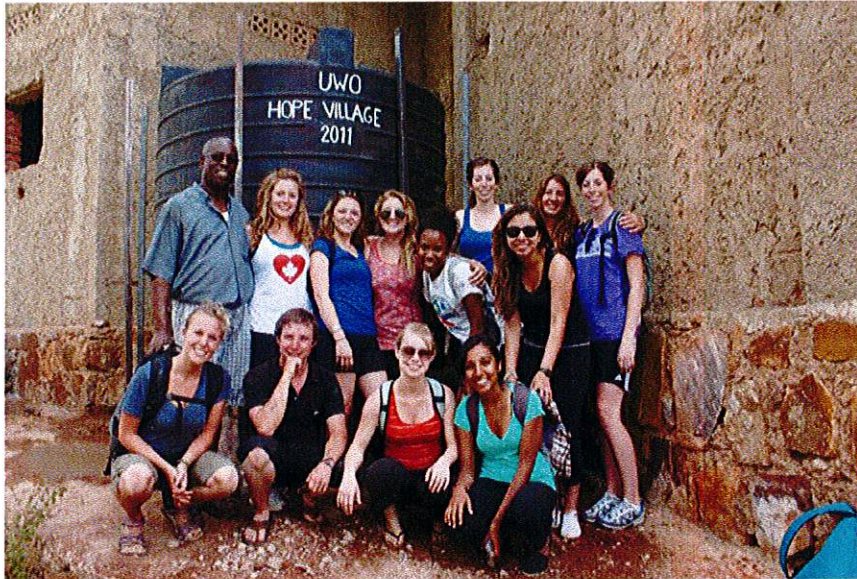


"As much as this wonderful trip was an experiential learning trip about the culture, society, and reconstruction of Rwanda, it also became a trip about forming lifelong friendships with fellow Western students, beyond the classroom. Every part of this trip was unexpected, and yet produced memories that changed the manner

in which I view the world and people around me.” – Diane Tisdall

Hope Village Orphanage – Building a Water Tank

Testimonials and photos: Class of 2011



“Cooperation and reciprocity can span even the largest of cultural and language gaps. According to Cheryl Stevens (2008), ‘students partaking in a service-learning course should keep an open mind and commit to working through any challenges that arise during the process’, and I believe that as a class- and as individuals- we were able to do that in Hope Village. Despite the fact that Hope Village was at times

controversial and perhaps out of my realm of understanding, I value the time I spent at the Village and am grateful for what I learned while working there.” -----Tara Dupuis



"I approached this experience with an open-mind, ready for the best experience of my life. In that sense, my expectations were met a million times over. What I was not prepared for, however, was the profound impact that occurred when my learning moved from the classroom to the real



world... I learned more about myself in those short weeks than I ever have in my life, and I received more from the children in the school and the orphanage in one day that I could ever hope to give them in one week. Their courage, hope, and joy are an inspiration, and the impact that they made on my life and me is something that I could never repay, and I will never forge that." -----

Elizabeth Dupuis

"Words can't adequately

express how thankful I am to have had this opportunity. I feel I've learned something new every day, and thankfully my rate of learning and growing- even as our time comes to an end- hasn't diminished. The boys at the centre have taught me more than I have ever learned in a conventional classroom."

-----Jennifer Gowan