

The University of Western Ontario
Department of French Studies

French 3140B
Winter-Spring 2014

Rwanda: Culture, Society and Reconstruction

Instructor: Prof. Henri Boyi
Office: University College #221B
Office hours:

Monday 2 :30 pm- 4:30pm
Friday 11am - 12:0 0pm

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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, Centre Marembo, and others.

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:	15%
2. First Written Essay (due end of March 2014)	15%
3. Participation (in class and Rwanda)	30%
4. Final Essay (due at end of June 2014)	40%

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 2013. Students are to write a 1000-1500 word paper on a) a topic related an area of the assigned readings on Service-Learning, 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 two, 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.

READINGS:

Week of Homework		Topic
Jan. 08	Introduction to the course Service-Learning Practice and theoretical framework	Shake Hands with the Devil (Documentary)
Jan. 15	Research Project on Experiential Learning	
Jan. 22	Service-learning for Health ➤ Stevens, Cheryl A. <i>Service-Learning for Health, Physical Education and Recreation</i> . • Introduction ➤ Jacoby, Barbara et al. <i>Building Partnerships for Service-Learning</i> Ch. • 14- Civic Renewal	Readings Oral Presentations
Jan. 29	Research Project on Study Abroad	
Feb 5	Gender legislation in Rwanda	Readings and Oral Presentation
Feb. 12	Class meeting	
Feb 17-21	<i>Reading Week</i>	
Feb 26	Social reconstruction /t ransitional justice ➤ Quinn, Joanna. Social	Readings and Oral Presentation

	<p>Reconstruction in Uganda</p> <ul style="list-style-type: none"> ➤ Semujanga, Josias. <i>Origins of Rwandan Genocide</i> • Ch. 6: And the Humanitarian Watched 	
March 5	Research Project: The Bennet Model of Cultural Integration	Readings
March 12	<p>A Thousand Hills</p> <ul style="list-style-type: none"> ➤ Kinzer, Stephen. <i>A Thousand Hills</i>. • Ch. 15: Breathless with Fear 	Readings and Oral Presentation
March 19	Research Project : The Deardorff Theoretical Model	
March 26	<p>Reconstruction: Post-Genocide</p> <ul style="list-style-type: none"> ➤ Mamdani, Mahmood. <i>When Victims Become Killers :</i> • Conclusion: Political Reform After Genocide ➤ Pre-departure orientation 	Readings and Oral Presentation
April 2	Research Project	
April 9	Class Meeting	
<i>BONNE CHANCE !</i>		

Required Readings :

- Compiled copy at Western bookstore.
- Other readings will be indicated through the term.

References

- Dallaire, Romeo. *Shake Hands With the Devil*. Toronto : Vintage Canada, 2003. P. 510-522.
- Stevens, Cheryl A. *Service-Learning for Health, Physical Education and Recreation*. Illinois : Human Kinetics, 2008. P. xi-xx.
- Jacoyb, Barbara et al. *Building Partnerships for Service-Learning*. San Francisco : John Wiley and Sons Inc, 2003. P. 289-313.
- International forum on the role of leadership in gender equality and women's empowerment. *Women's Health and Education*. May 17-18, 2010.
- 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.
- Kinzer, Stephen. *A Thousand Hills*. New Jersey : John Wiley & Sons, 2008. P. 253-280.
- Mamdani, Mahmood. *When Victims Become Killers : Colonialism, nativism, and the genocide in Rwanda*. New Jersey : Princeton University Press, 2001. P. 264-282.
- Prunier, Gérard. *The Rwanda Crisis : History of a Genocide*. New York : Columbia University Press, 1997. P. 336-355.
- Carr, Rosamond, and Howard Halsey. *Land of a Thousand Hills*. New York : Plume, 2000. P. 222-235. Print.