

**The University of Western Ontario**  
**Department of French Studies**  
***French 3140B/ ARTHUM 3392G Syllabus***  
**Winter-Spring 2020**  
**Rwanda: Culture, Society and Reconstruction**

**Instructor:** Prof. Henri Boyi

**Office:** University College, room 2122

**Office hours:**

***Monday 2:30 pm – 4:30pm***

***Friday 11am – 12:00pm***

**Email:**

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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 with an opportunity to learn about Rwandan society, and about themselves by engaging in an international social and cultural setting. The readings for the course will focus on issues related to Community Service Learning and the history and culture of Rwanda. The course will offer an in-depth look at a number of contemporary social issues that are common in the African Great Lakes region. Guest lecturers (Dr. Nanda Dimitrov, Prof. Tracy Isaacs, Prof. Joanna Quinn, Prof. Amanda Grzyb, Prof. Helene Berman, Lise Laporte, and former participants, among others) will be invited to speak to the class. Five weeks of active and interactive community Engaged Learning in Rwanda will be required for the completion of the course. Our main community partner in Rwanda is The College of Medicine and Health Sciences (former KHI), located in the capital city of Kigali. We will mainly work with three community partners : Centre Marembo, Les Enfants de Dieu, and Aspire Rwanda

As we go so far to serve and learn in these community centres where we have developed extremely solid relationships and excellent work habits for the last six years, we also commit to the integrity and integrality of our team as ambassadors of Western University and Canada.

**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

- to develop and solidify leadership skills and global citizenship

### **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 2020)	15%
3. Participation (in class and Rwanda)	30%
4. Final Essay (due at end of June 2020)	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 30 minutes for a group of 2. They will be based on our readings for the course and research done every other week. 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.

### **Attendance and Participation:**

The success of your learning experience in this course requires that you regularly attend classes and actively participate in discussions and other course activities. If you must miss classes for a valid reason, you should speak with your instructor and provide adequate (written) justification for your absence to your academic counselor. One unjustified absence will make you lose 10% of the course mark. Group activities in and outside the classroom, as well as while in Rwanda, have been and will be an integral part of the course, and participation marks will take into account this

important aspect. Unjustified lateness or absence for your placement work will not be acceptable. Respect for everyone in class and for our partners will be of paramount importance (**See University's Code of conduct**).

**Important notice:**

**Laptops, cell phones, and other electronic devices will not be allowed during class. Should you choose to use any electronics, you will lose marks in participation. If repeated more than once, you will be asked to leave the class.**

**Written Assignments:**

The first written paper is due at the end of March 2020. Students are to write a 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 the professor.

The second paper is due upon completion of the five-week community engaged learning in Rwanda. Students are to write a 3000-word research paper reflecting on their experience. This work will be based on important theories from Deardorff, Bennet, and Kolb among the major ones, and on your experience including but not limited to lessons learnt. \*Hint: look at the course objectives and expectations.

**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.

**READINGS:**

**Wednesday of Homework**

**Topic**

January 8	Introduction to the course <i>Ubuntu</i> as an African Philosophical Concept	Shake Hands with the Devil (Documentary)
January 15	Research Project on Experiential Learning Shake Hands with the Devil	

January 22	<p>Service-learning for Health</p> <ul style="list-style-type: none"> <li>➤ Stevens, Cheryl A. <i>Service-Learning for Health, Physical Education and Recreation.</i> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> </li> <li>➤ Jacoby, Barbara et al. <i>Building Partnerships for Service-Learning</i> Ch. <ul style="list-style-type: none"> <li>• 14- Civic Renewal</li> </ul> </li> </ul>	<p>Readings Oral Presentations</p>
January 29	Research Project on Study Abroad	
February 5	Gender legislation in Rwanda Genocides and language	Readings and Oral Presentation
February 12	Class meeting: Planning for the Trip	
<b>February 15-23</b>	<b><i>Reading Week</i></b>	
February 26	<p>Social reconstruction / transitional justice</p> <ul style="list-style-type: none"> <li>➤ Quinn, Joanna. Social Reconstruction in Uganda</li> <li>➤ Semujanga, Josias. <i>Origins of Rwandan Genocide</i> <ul style="list-style-type: none"> <li>• Ch. 6: And the Humanitarian Watched .....</li> </ul> </li> </ul>	Readings and Oral Presentation
March 4	Research Project: The Bennet Model of Cultural Integration	Readings
March 11	<p>A Thousand Hills</p> <ul style="list-style-type: none"> <li>➤ Kinzer, Stephen. <i>A Thousand Hills.</i> <ul style="list-style-type: none"> <li>• Ch. 15: Breathless with Fear</li> </ul> </li> </ul>	Readings and Oral Presentation
March 18	Research Project : The Deardorff Theoretical Model	

March 25	Reconstruction: Post-Genocide <ul style="list-style-type: none"> <li>➤ Mamdani, Mahmood. <i>When Victims Become Killers</i> :</li> <li>• Conclusion: Political Reform After Genocide</li> <li>➤ Pre-departure orientation</li> </ul>	Readings and Oral Presentation
April 1	Class Meeting	
<b>BONNE CHANCE !</b>		

**N.B. On days we do not meet, there will be work on group reseach projects; and we will also have group activities off campus in the community for intercultural learning.**

**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.
- Deardorff, Darla. "Intercultural Competence: A Definition, Model and Implications for Education Abroad." In *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education*, ed. Victor Savicki. pp. 32-52. Sterling, VA: Stylus.

- 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.
- Hatcher, J. A., Bringle, R.G., & Muthiah, R. (2004) Designing effective reflection: What matters to service-learning? *Michigan journal of Community Service Learning*. 38-46.
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- 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.