

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

**French 3140B/AH 3390G
Winter-Spring 2019
Rwanda: Culture, Society and Reconstruction**

Instructor: Prof. Henri Boyi

Office: UC # 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. Alain Goldschlager, Prof. Amanda Grzyb, Prof. Jeff Tennant, Stephanie Hayne, Lise Laporte, and former participants, among others) will be invited to speak to the class. Five 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 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 Caritas.

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 2019)	15%
3. Participation (in class and Rwanda)	30%
4. Final Essay (due at end of June 2019)	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 20 minutes for individuals and 30 minutes for a group of 2. They will be based on some of our readings for the course. Highlight the main points of the readings providing clarification where necessary, but also adding critical view on some of 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**).

Written Assignments:

The first written paper is due at the end of March 2019. Students are to write a 1500 word paper on a) a topic related to 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:

Monday of	Topic	Homework
January 7	Introduction to the course	
January 14	<i>Shake Hands with the Devil</i> (Documentary)	
January 21	Service-learning for Health <ul style="list-style-type: none"> ➤ Stevens, Cheryl A. <i>Service-Learning for Health, Physical Education and Recreation.</i> <ul style="list-style-type: none"> • Introduction ➤ Jacoby, Barbara et al. <i>Building Partnerships for Service-Learning</i> Ch. <ul style="list-style-type: none"> • 14- Civic Renewal 	Readings Oral Presentations
January 28	<i>Ubuntu</i> as an African Philosophical Concept	
February 4	Gender legislation in Rwanda Genocides and language	Readings and Oral Presentation
February 11	Pre-departure orientation (1)	
February 18-22	Reading Week	
February 25	Social reconstruction / transitional justice <ul style="list-style-type: none"> ➤ Quinn, Joanna. Social Reconstruction in Uganda ➤ Semujanga, Josias. <i>Origins of Rwandan Genocide</i> <ul style="list-style-type: none"> • Ch. 6: And the Humanitarian Watched 	Readings and Oral Presentation
March 4	Research Project: <i>Ubuntu</i> as an African Philosophical Concept	Readings
March 11	A Thousand Hills <ul style="list-style-type: none"> ➤ Kinzer, Stephen. <i>A Thousand Hills.</i> <ul style="list-style-type: none"> • Ch. 15: Breathless with Fear 	Readings and Oral Presentation

March 18	Research Project: The Deardorff Theoretical Model; The Bennett Model	
March 25	Reconstruction: Post-Genocide ➤ Mamdani, Mahmood. <i>When Victims Become Killers:</i> • Conclusion: Political Reform After Genocide	Readings and Oral Presentation
April 1	Final Project	
April 8	Pre-departure orientation (2)	

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.

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



“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



“I have struggled to express in words throughout this trip how much this experience had meant to me, and now that it is almost complete it is even more difficult. The people of Rwanda have taught me and given me more than I could ever possibly return. This country and the people I have been so blessed to spend time with will always hold a special place in my heart. A part of me will stay in Rwanda and it will keep me coming back I’m sure”. — Simran Cahal

Students with Director Nicolette at Centre Marembo

Testimonials and Photos – Class of 2012



“The opportunity to work alongside passionate teachers and remarkable students at the Gisimba Memorial Centre Nursery School has been inspiring. The Gisimba placement has revealed to us all new experiences, new perspectives and new worlds that have been testaments to the resiliency and virtuousness of the human condition, broadened our horizons to at once penetrate and encompass intercultural differences and have fundamentally given us the extraordinary opportunity to learn and make new friends.” – Melody Ren



The team at the annual Gorilla Naming Ceremony in North Rwanda

“Watching the students discover Kigali and the Rwandan culture over the course of the five weeks was an absolute gift. Without exception, every student put his or her heart and soul into the work. Seeing them work, grow and develop as they learned was the very definition of ‘reciprocity’ in Service-Learning. Each student has gone above and beyond what was expected of them, and I am very proud of the entire group. They undoubtedly had an impact on the lives of the people we worked alongside of, however the impact that was made on them is something that will last a lifetime as it will with me too. On a far away land, they each and all made Western and Canada shine with respect, integrity and leadership.” – Tara Dupuis (Assistant)

Testimonials from Class of 2013



“Through building connections with people from a different culture, I was able to explore my attitudes, grow in knowledge, and develop more intercultural skills. It was an eye-opening experience that was beyond anything I could ever have imagined. As I saw different ways of life in another part of the world, I was challenged to experience my emotions in new ways and discover parts of myself that I did not know before. Though challenging, it was the happiest, most humbling, and most fulfilling time of my life. I would not trade it for anything in this world! I cannot thank Rwanda and its people enough for giving me new life by sharing their lives. This experience has forever changed me, and I will cherish it always! I hope to be an ambassador of these lessons by emulating what I have learned from GMC and Rwanda in my life”

-Kaitlin



The 2013 UWO Team enjoying local food and the beach in Gisenyi



The 2014 UWO Team On their way to Lake Kivu

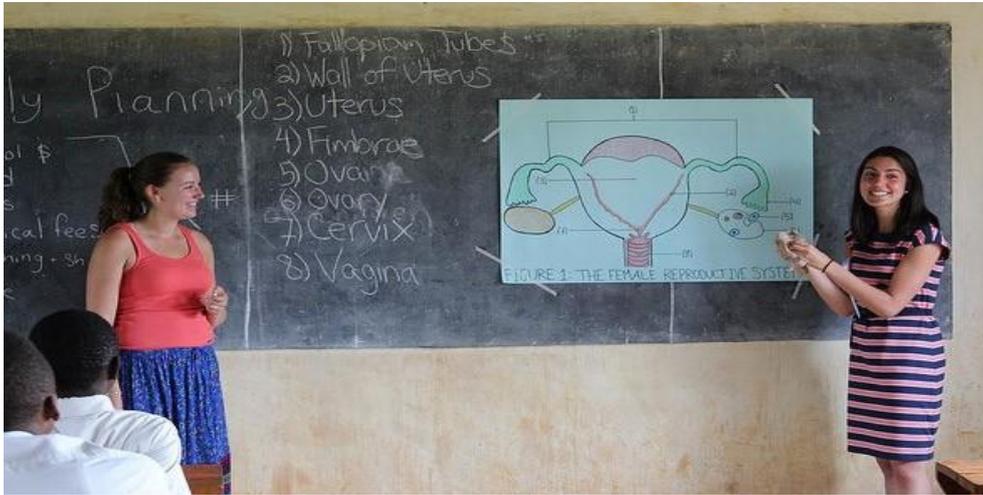
This experiential learning trip was the most incredible experience. I was able to witness first-hand the vitality and strength of a people who had so recently been overwhelmed with hurt and violence. Within those five short weeks in Rwanda, I encountered more inspirational men and women than I had in my entire life. Being able to work with the Rwandan people for a brighter future has truly allowed my intercultural competence to grow. This experience has eliminated any preconceived notions I had associated with Rwanda because of its past and has therefore allowed me to become a better global citizen. I have been to twenty countries and five continents in my life and have yet to experience a place so filled with beauty, strength, perseverance and kindness as Rwanda. I am counting down the days until I will return.

Rachel Goldstein



The 2015 UWO Team in Gisenyi

As Anita Dabirzadeh said in her final reflection, “Choosing to embark on this experience was the bravest and most physically and emotionally challenging thing I have ever done. That being said, it was also the most rewarding thing I have ever done.”



Rachel and Anita teaching a lesson on sexual health at a high school



The 2016 UWO Team received by with Professor Phil Cotton, Vice-Chancellor, University of Rwanda (2nd from left)

2015 World's Challenge Challenge Winning Team

Title of Project/Proposal

Kugera: A sexual health and consent lesson plan



*Rachel Goldstein, Brooke Porter, and Anita Dabirzadeh took part in the **Rwanda: Culture, Society and Reconstruction** course, French 3140B, in May-June 2015. These outstanding Western undergraduate students went on to win the 2015 World's Challenge Challenge with their idea of enhancing sexual health education and learning about consent in Rwanda.*

Team members

- Anita Dabirzadeh, 4th year, Health Studies, Faculty of Health Sciences
- Rachel Goldstein, 3rd year, School for Advanced Studies in the Arts & Humanities, Faculty of Arts & Humanities and Biology, Faculty of Sciences (Double Major)
- Brooke Porter, 4th year, English Literature, Faculty of Arts & Humanities

“I have read through the reflections and am left yet again in awe of what you expose our students to during their time in Rwanda. Thank you for your commitment to this program. It is clearly a life altering experience for our students.”

**Janice M. Deakin, PhD
Provost and Vice President Academic**

“I’m reading in the Western news the 3 stories of students who have participated in your Rwanda course and ISL program. I continue to be impressed and struck by the work you have done with this course and the positive impact it has had on your students. You truly represent to me the best of what internationalization at this university is about.”

**Marianne Larsen, Ph.D.
Associate Professor
Program Chair (Critical Policy, Equity and Leadership Studies)**

Important Academic Information for Students Taking Courses in the Department of French Studies

http://www.uwo.ca/french/undergraduate/counselling/academic_information/index.html