

The University of Western Ontario  
Department of French Studies  
***French 3140B/ ARTHUM 3394G Syllabus***  
Winter-Spring 2021  
Rwanda: Culture, Society and Reconstruction

**Instructor:** *Henri Boyi*  
**Office Hours:** *Through email and Zoom meetings.  
Contact me to schedule an appointment if  
needed.*  
**Email:** *hboyi@uwo.ca*

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**Note:**

- 1. The course will be taught remotely; it is not an online course. It will be taught in English.***
- 2. A short application form must be completed before registering to this course.***

**Course Description:**

This is an interdisciplinary Experiential Learning Course on Rwanda, based in the Department of French Studies. It will provide students with an opportunity to learn about Rwandan society, culture by engaging in lectures, conversations, movies and/or documentaries about important topics related the country and its people. The readings for the course will focus on matters related to Experiential Learning and the history and culture of Rwanda. Close attention will be given to the 1994 genocide and the aftermath of the tragedy, and the exploration of theories and practice in Community Engaged Learning. Guest lecturers (including former participants) will be invited to speak to the class. Unfortunately, there will not be a trip to Rwanda this year, as it has been for several times in the past, because of the pandemic. Instead, we will interact remotely with communities locally and in Rwanda.

**Course Objectives:**

- to learn about the history, culture and people of Rwanda
- to give students an opportunity to learn about an international community/society
- to offer opportunities to understand and develop intercultural competence
- to increase students' clear understanding of the needs of global communities through *Ubuntu* lens.
- to develop and solidify leadership skills and global citizenship

**Learning Outcomes:**

By the end of the course students 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
- have added to personal and intellectual growth by sharing thoughts, opinions and feelings about 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. Tests (2)	30%
2. Participation	10%
3. Oral Presentation:	20%
4. Final Project	40%

**1. Tests (30%)**

There will be two tests that will cover the material that will have been see in class. Each of the test will count for 15% of the final mark.

**2.Participation (10%)**

Although the course will be taught remotely, participation through readings, discussions, and group reflections will be very important to engage everyone in the course for the benefit of all.

**3. Project Presentations (20%):**

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 a critical view on some of those main points. Prepare some discussion questions that you feel are relevant to the topic.

**4. Final Project (40%)**

It is required to write a final essay of at least 2000 words that expands your reflection on the course content. Discuss a major problem in today’s society whether it be local or global reviewing evidence from multiple sources. This will require an extensive and critical review of the literature regarding that issue; solutions and further directions should also be addressed. This work may include tables, videos, and images.

**READINGS:**

Dates	Topic	Homework and Evaluation
January 4	-Introduction to the course - <i>Ubuntu</i> as an African Philosophical Concept	Dallaire's " <i>Shake Hands with the Devil</i> " (Documentary)
January 11	-Conversation on " <i>Shake Hands with the Devil</i> " and the Rwandan Genocide  <i>The Genocide Factor</i> (PBS Documentary-2000)	
January 18	Darla Deardorff Intercultural Competence  The Bennett model	Readings Oral Presentations
January 25	Service-learning for Health Stevens, Cheryl A. <i>Service-Learning for Health, Physical Education and Recreation</i> . <ul style="list-style-type: none"> <li>● Introduction</li> </ul> Jacoby, Barbara et al. <i>Building Partnerships for Service-Learning</i> Ch. <ul style="list-style-type: none"> <li>● 14- Civic Renewal</li> </ul>	
February 1		Readings and Oral Presentation
February 8	Guest lecture Gender legislation in Rwanda Genocides and language	
<b>February 15-19</b>	<b><i>Reading Week</i></b>	
February 22	Social reconstruction / transitional justice  Quinn, Joanna. Social Reconstruction in Uganda  Semujanga, Josias. <i>Origins of Rwandan Genocide</i>	Readings and Oral Presentation

	<ul style="list-style-type: none"> <li>● Ch. 6: And the Humanitarian Watched .....</li> </ul>	
March 1	Research Project: The Bennet Model of Cultural Integration	Readings
March 8	A Thousand Hills ☐ Kinzer, Stephen. <i>A Thousand Hills</i> . <ul style="list-style-type: none"> <li>● Ch. 15: Breathless with Fear</li> </ul>	Readings and Oral Presentation
March 15	Research Project : The Deardorff Theoretical Model	
March 22	Reconstruction: Post-Genocide ☐ Mamdani, Mahmood. <i>When Victims Become Killers</i> : <ul style="list-style-type: none"> <li>● Conclusion: Political Reform After Genocide</li> </ul> ☐ Pre-departure orientation	Readings and Oral Presentation
March 29	Varia	
<b><i>BONNE CHANCE !</i></b>		

### 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.

## **IMPORTANT ACADEMIC AND ADMINISTRATIVE INFORMATION**

### **Use of Recordings**

All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

### **Hardware, software, Internet connection**

Students are responsible for these technical requirements for this course:

- a computer (or equivalent device) capable of:
  - typing French accents directly in Owl without copy-paste (all accent mistakes count, always)

- web browsing
- audio recording
- an internet connection (high-speed)
- a compatible browser (Firefox, Google Chrome, and Internet Explorer are supported by OWL); depending on configurations, students may also need to install supplementary software such as Java or Adobe Flash.

## **Taking Online Tests and Quizzes**

### **Code of conduct**

Distance learning can only work if students live by the same ethics online as on campus. By registering in this online course, you are agreeing to the University of Western Ontario Code of Student Conduct (<http://www.uwo.ca/univsec/pdf/board/code.pdf>) and the Scholastic Discipline For Undergraduate Students

(<http://www.westerncalendar.uwo.ca/2016/pg113.html>).

Ultimately, each student is responsible for his or her learning achievements, and this is why we trust that you will take online examinations as you would on campus, and this includes explicitly not seeking outside help (human, printed, software, web, etc.) when no indications otherwise permit you to do so.

### **A quiet setting**

Some online tests are metered and cannot be interrupted, so make sure to have a quiet environment.

Turn your phone off, as well as all messaging or email software that could distract you with noises or pop-up windows.

To avoid possible software glitches, before taking a test online, it is advisable to restart your computer and launch only one browser application, with only one window open, and leave no other programs running in the background.

At the end, make sure you save all your answers before you submit for grading.

## **Submitting an assignment**

Instructions for submitting an assignment on Owl:

- When you have finished, click Submit at the bottom of the screen. Do not click Submit until you are certain that you have completed the assignment. Once you click Submit, you will no longer be able to access the assignment (e.g., to add more text or attachments).
- You will receive an email message confirming your submission. If you do not receive a confirmation, check to see if you have successfully submitted the assignment or contact your Instructor within 24 hours.

## **Communication with the Instructor about course-related matters**

- I will post regular public announcements which you will receive on the « Announcements » section on OWL.
- Please use my email (hboyi@uwo.ca) for any inquiries or questions you may have pertaining to this online course.
- You are advised to keep a copy of all written correspondence with the Instructor for the duration of the course.

## **Accommodation Policies**

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

## **Academic Consideration for Student Absence**

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

### **Support services**

Students who are in emotional/mental distress should refer to Mental Health@Western [http://www.health.uwo.ca/mental\\_health](http://www.health.uwo.ca/mental_health) for a complete list of options about how to obtain help.

## Statement on Plagiarism, Cheating and other Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence in the Academic Handbook available on the Academic Calendar website, here: <http://www.westerncalendar.uwo.ca/2014/pg113.html>

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

[http://www.uwo.ca/french/undergraduate/counselling/academic\\_information/index.html](http://www.uwo.ca/french/undergraduate/counselling/academic_information/index.html)

## 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 no 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 that 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**



**Centre St. At Paul Hostel: Our second home!**



**A morning at Les Enfants de Dieu!**



**Prof. Isaacs and Natalie at Centre Marembo**



**The 2019 Happy Team at Akagera National Park!!**