

**COURSE INSTRUCTOR:** Anastase Rugirangoga, M.Div.

### COURSE DESCRIPTION:

This course explores issues of peace building and reconciliation in the Great Lakes region. While the primary focus is on the Rwandan context, other conflicts and situations in the region are also addressed. Students will study issues in the healing of trauma (both personal and social), the processes of building peace, and establishing reconciliation in Rwanda. The history of Rwanda is important to understanding the basis of genocide. As students learn about the reconstruction process they will discover the roles played by the state, the church, and non-governmental organizations. The role of the international community both during the genocide and during the rebuilding process will be discussed. Students will also discuss the increasing presence of religious diversity. Students will have opportunities to interact with individuals who experienced these human tragedies as well as those who are at the forefront of reconciliation work in the country.

### COURSE LEARNING OBJECTIVES:

1. Develop a theoretical framework that explores political, historical, and social antecedents to conflict in Rwanda and the Great lakes region
2. Articulate how aspects of Rwanda's geography, culture, and politics contribute to life and peace
3. Understand the differences between positive and negative peace and apply to issues in the region
4. Discuss the roles played by the state, church, and NGOs during and after the genocide
5. Understand the approaches taken by the government and NGOs to build lasting peace and the challenges they face
6. Discuss the significance of trauma for peace building
7. Understand the challenges of religious diversity facing Rwanda

### COURSE READINGS:

Students are expected to critically engage material presented in readings and incorporate this material in class discussions, reflection papers and the final project.

Barash, D.P. and C.P. Webel. (2002). Peace and Conflict Studies. Thousand Oaks: Sage.

Vansina, J. (2004). Historical Antecedents to Modern Rwanda: The Nyiginya Kingdom. Kampala: Fountain Publishers.

Prunier, G. (1994). Rwanda Crisis: History of a Genocide. Kampala: Fountain Publishers.

Daley, P.O. (2008). Gender and Genocide in Burundi. Kampala: Fountain Publishers.

Schirch, L. (2004). The Little Book of Strategic Peacebuilding: Good Books.

### WEBSITES:

Preventing conflict/genocide:

- [www.crisisweb.org](http://www.crisisweb.org)

- S
- Y
- [www.oxfordresearchgroup.org.uk](http://www.oxfordresearchgroup.org.uk)
  - [www.CRinfo.org](http://www.CRinfo.org)
  - [www.colorado.edu/conflict](http://www.colorado.edu/conflict)
  - [www.euconflict.org](http://www.euconflict.org)
  - [www.usip.org](http://www.usip.org)
  - [www.preventinggenocide.org](http://www.preventinggenocide.org)
  - [www.womenforwomen.org](http://www.womenforwomen.org)

Rwanda:

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- <http://library.stanford.edu/depts/ssrg/africa/rwanda.html>
  - [www.sas.upenn.edu/African\\_Studies/Country\\_Specific/Rwanda.html](http://www.sas.upenn.edu/African_Studies/Country_Specific/Rwanda.html)
  - [www.africa.no](http://www.africa.no)
  - <http://history1990s.about.com/cs/rwandangenocide>

Interesting paper about ethnic conflict and Kosovo

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- [http://www.paytonpapers.org/Alumni/essays/pdf/kessler\\_seminar.pdf](http://www.paytonpapers.org/Alumni/essays/pdf/kessler_seminar.pdf)

### COURSE ASSIGNMENTS:

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1) Field Trips: Students are required to participate in group excursions, which vary from semester to semester but generally include: memorial site visits, attending gacaca court sessions, church visits, and university campus visits. These excursions provide opportunities for students to encounter individuals who have been impacted by ethnic violence and those who are at the forefront of reconciliation work.

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2) Class discussions & Debriefing Sessions: Students will be graded on their participation in class discussions. Attending group debriefing sessions is also required, as site visits need to be unpacked and processed. Group processing is an important component of the course.

3) Reflection Papers: Three reflection papers are required throughout the semester.

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4) Final Project: At the beginning of the course, students will be arranged into groups for the final project. Each group will focus on the role of one of the following sectors in the Rwandan Genocide and its potential contribution to peace and reconciliation: education, the government, the church, and the international community. Throughout the semester, groups will work together to gather information that will be compiled into a 1 1/2 to 2 hour presentation for the instruction of the learning community. Students are accountable to meeting with and participating in the process of their group. Each will be evaluated by self, group, and the professor as to their contribution to the process of preparing the final Presentation. Presentations are given during the final week of the course.

### COURSE EVALUATION:

Reflection Papers (3)	75	225
Class Participation	200	200
Group Presentation	<u>300</u>	<u>300</u>
<b>Total</b>		<b>725</b>

### GRADING SCALE:

95-100 A	85-88 B	75-78 C	65-68 D
92-94 A-	82-84 B-	72-74 C-	62-64 D-
89-91 B+	79-81 C+	69-71 D+	0-61 F

### COURSE POLICIES:

Attendance is required at all class sessions. Success in the course depends heavily on your attendance, preparation and participation.

Students shall practice academic honesty. All academic dishonesty, cheating, and plagiarism is prohibited, including, for example:

- giving or receiving aid during a quiz or examination;
- turning in written work prepared partially or wholly by another;
- presenting another's ideas or work as your own without proper citation;
- failure to cite sources used in a research paper or oral presentation.

If you are uncertain about how to comply with academic integrity standards, including how to avoid plagiarism, please ask.

Students are expected to produce written work that is focused, well developed, organized, and relatively free of grammatical, punctuation and spelling errors. Papers that do not meet this standard will be returned to the student for revision within a reasonable time.

At a minimum, the paper shall have:

- a clear thesis and maintain a focus;
- paragraphs that are well developed with topic sentences and adequate support;
- smooth transitions and flow of ideas;
- correct grammar and academic style;
- proper documentation of borrowed ideas using MLA (or other recognized) citation format.

Papers should be written with a logical flow, using headings and subheadings to organize your thoughts and the reader's attention. Additional criteria for papers will be discussed in class. All assignments are due on time. Late assignments will be penalized. Permission for

extensions must be requested in advance of the due date, and the assignment is still subject to grade reduction. Assignments turned in late without a request for extension will not be graded.

### COURSE OUTLINE:

DAY	TOPIC	OUTCOMES	READING/ ASSIGNMENTS
1	Welcome/Introduction to Rwanda Final Project Groups	Preparation for course and assignments; Intro to Conflicts in Rwanda & Great Lakes Region	Prunier: Ch. 3-5
2	Rwanda Aspects: how Rwanda's geography, culture and politics contribute to life and peace	Students will understand the impact of social & cultural development within a particular setting contribute to conflict	
3	History: how past and present contribute to peace and conflict	Students will understand the impact of historical factors on conflict	Prunier: Ch. 1-2 Vasina: All
4	Visit Kigali Genocide Memorial		
5	Visit Ntarama & Nyamata genocide memorials		
6	Outline of the Genocide	Increase knowledge of genocide through discussion	Prunier: Ch. 6-8
7	Guest speaker: Frameworks for peace	Students will learn a variety of approaches to the peace process	Daley: Ch. 1-5 <b>1st Reflection Paper due</b>
8	Positive and Negative Peace	Students will learn the levels of peace and how they are achieved within a society	Schirich: All Barash: Ch. 1
9	Guest speaker: Gacaca courts and reconciliatory justice	Students will learn the challenges of addressing justice and reconciliation	
10	Trauma Issues	The aftermath of conflict remains within a society. Students will learn the lessons of a specific loyalty	Prunier: Ch. 9-10

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## INCL 345: ISSUES IN PEACE BUILDING, GENOCIDE & RECONCILIATION (3)

DAY	TOPIC	OUTCOMES	READING/ ASSIGNMENTS
11	Guest speaker: National Unity and Reconciliation Commission	The Rwandan response is presented as an example of a nation's process of healing and reconstruction	Daley: Ch. 9-10
12	The role played by the church in peace and reconciliation	Students will learn the role of a faith-based organizations in the peace and reconciliation process	<b>2nd Reflection Paper due</b>
13	Good practices of peacebuilding: IRDP		
14	HIV/AIDS and peace	HIV/AIDS is considered an ongoing challenge to peace. Students will learn the complexity of maintaining a peaceful society	
15	Issues of peace in the region	Students will be led to consider and reflect on the current challenges to peace	Daley: Ch. 9-10
16	The role of NGOs. Visit PHARP		
17	Practical reconciliation: Testimony by a survivor and genocide perpetrator		
18	Final presentation		<b>3rd Reflection Paper due</b>
19	Final presentation		
20	Overnight trip to Kibuye	Students will enjoy fellowship and relaxation in Kibuye and around Lake Kivu. Attend church in Kibuye	

*All days and topics are approximate. Lecture topics, reading assignments and due dates will be confirmed in class. This syllabus is intended to facilitate the exchange of information between the instructor and student and in no way should be construed as legal document or commitment.*