



INCL 345: issues in peacebuilding, genocide & reconciliation (3)

Course Instructor: Anastase Rugirangoga, M.Div.

Course Description:

This course explores issues of peacebuilding 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 experience these human tragedies as well as those who are at the forefront of reconciliation work in the country.

Course Learning Objectives:

At the conclusion of this course, each student will be able to:

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 Evaluation:

▪ Reflection Papers (3)	75	225
▪ Class Participation	200	200
▪ Group Presentation	300	300
TOTAL		725

Grading Scale:

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

Assignments:

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.

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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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.

Reflection Papers – Three reflection papers are required throughout the semester. Each

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 ½ 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.

Policies and Expectations:

Attendance

Students are expected to be present for every meeting of the course. Success in the course depends heavily on one's attendance and participation in the classroom. The instructor has e-mail and voice-mail. The instructor must be notified in advance for consideration of an excused absence. Even if the absence is excused, the student is fully responsible for any homework or lessons that were assigned or covered in the missed session.

Academic Integrity and Honesty

Students should practice academic honesty. The faculty will discourage all academic dishonesty, cheating, and plagiarism, and will encourage responsible conduct. The faculty has defined cheating as offering the work of another as one's own; for example:

- giving or receiving aid during an examination, turning in written work prepared partially or wholly by another
- claiming to have done laboratory work or outside reading that was not completed
- failure to cite sources used in a research paper or oral presentation.

Plagiarism

The faculty is particularly concerned that many college students are tempted to plagiarize. Faculty members are urged to explain carefully the correct methods for fully documenting an author's work. The faculty has defined plagiarism as follows:

- Copying all or part of a theme, examination paper, library reading report, or other assigned written work from another person's production,
- Submitting as one's own, work that was actually done by another,
- Incorporating passages in term papers from a source book without using quotation marks and footnotes to indicate clearly what has been borrowed.
- Using in collateral reports or book reviews the opinion of a professional literary critic – or a campus friend – as though it were one's own original thought, and
- Unauthorized copying of workbook answers of any sort.



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Teaching and Learning Methods:

This course will take advantage of several learning opportunities. Reading and understanding assigned material in order to participate in class discussions anticipates that students in this class are motivated to read and digest assignments in a timely fashion. Class discussion will assume that all participate and contribute to the instruction as well as take advantage of the learning opportunities. Writing assignments are in place to assist the student in both processing information and in developing skills for clearly expressing new ideas. Field assignments are designed to expose students to specific community development situations so that practical application of class discussions and readings are possible. Group projects will allow students the opportunity to integrate learning into practical solutions and into a context of competing community needs.

Required texts:

- 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
- www.oxfordresearchgroup.org.uk
- www.CRInfo.org
- www.colorado.edu/conflict
- www.euconflict.org
- www.usip.org
- www.preventgenocide.org
- www.womenforwomen.org

Rwanda:

- <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://history1900s.about.com/cs/rwandangenocide/>

Interesting paper about ethnic conflict and Kosovo:

- http://www.paytonpapers.org/Alumni/essays/pdf/kessler_seminar.pdf



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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	
2	Outline of Genocide; Visit to Gisozi Memorial	Increase knowledge of Genocide through discussion & site visit	Prunier: Ch. 1-2
3	History: how past and present contribute to peace and conflict	Students will understand the impact of historical factors on conflict	Prunier: Ch. 3-5 Vasina: All
4	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	1st Reflection Paper - due by 5pm Prunier: Ch. 6-8
5	Trauma Issues; Visit Nyamata Memorial	The aftermath of conflict remains within a society, students will learn the lessons of a specific locality	Prunier: Ch. 9-10
6	Guest Speaker: Frameworks for Peace	Students will learn a variety of approaches to the peace process	Daley: Ch. 1,5
7	Social Frameworks: Positive and Negative Peace	Students will learn the levels of peace and how they are achieved within a society	Barash: Ch. 1 Schirch: All
8	Guest Speaker: National Unity and Reconciliation Commission – Peace building and community reconciliation	The Rwandan response is presented as an example of a nations process of healing and reconstruction	2nd Reflection Paper – due by 5 pm
9	Guest Speaker: The Church - Peace building and community reconciliation	A church leader will provide a case study on the role of the church in building community and reconciliation	
10	Relaxing Weekend Retreat	Students will visit the Rwandan country-side and experience the beauty of Rwanda and see the continuity of life	
11	Guest Speaker: Gacaca Courts – Reconciliatory justice for peace building	Students will learn of the challenges of addressing justice and reconciliation	
12	Issues of Peace Building in the region	Students will be led to consider and reflect of the current challenges to	3rd Reflection Paper – due by



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		peace	5 pm Daley: Ch. 9-10
13	HIV/AIDS and Peace	HIV/AIDS is considered as an ongoing challenge to peace, students will learn the complexity of maintaining a peaceful society	
14	Final Presentations	Students will present their projects	
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