

**WILLIAM & MARY
SCHOOL OF EDUCATION**



**Community Well-Being and Peace Education
(EDUC CXX)
Summer 2019**

Instructors:

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Purpose:

The people of Rwanda have endured many significant hardships, including a genocide that took the lives of a million people in 100 days. In recent years they have worked tirelessly to repair and restore their society and culture creating a stronger infrastructure as well as safe environment. Rwanda's efforts towards peace, reconciliation, and healing makes it one of the best places on earth to learn about developing strong communities that transform suffering into human flourishing and community well-being.

The purpose of this course is to examine the Rwandan genocide through the eyes of those who participated in it with a particular focus on the survivors and their recovery. Specifically, we will identify what contributed to the genocide occurring as well as the subsequent peace, community well-being, and ultimately social and individual healing and restoration that has emerged in the 25 years since the genocide. Within these topics, we will highlight the processes of forgiveness, hope, and resilience required for constructive reconciliation and community well-being.

This course will be beneficial for students in counseling, education, psychology, public health, religion, philosophy, humanities, sociology, political science, public policy, pre-law, to name just a few relevant disciplines. The course will consist of lectures by local experts, genocide survivors, government officials, and peace educators. Activities will include readings, research, tours of genocide memorials, engagement of those living in reconciliation villages, small group sessions, and optional meditation practice.

At the conclusion of this course students should have learned and be able to demonstrate the following dispositions, knowledge, skills, and/or attitudes:

1. Understand the historic significance of the Rwandan genocide and peace movement
2. Understand the stages of genocide and genocide prevention
3. Understand and articulate key concepts related to peace education
4. Identify aspects of a healthy community
5. Be able to demonstrate the application of interventions within therapeutic or educational context that can foster peace education, hope, forgiveness, and empathy.
6. Develop skills in advocacy and peace education leadership

Course Partner

William & Mary is partnering with the Aegis Trust in the development and delivery of this course. Aegis Trust is an international organization working to prevent genocide. By engaging in this work, Aegis honors the memory of the victims of genocide and enables students, professionals, decision-makers and a wider public to meet survivors and learn from their experiences. Through education, Aegis works to build long-term peace by encouraging communities to change from mindsets of mistrust and prejudice to a position of shared responsibility for peace and stability. Aegis also helps survivors in difficult circumstances to rebuild their lives.

Aegis conducts and encourages research about genocide to improve the practice of prevention. They work in places where genocide is a current threat, campaigning for decision-makers to help protect those most at risk. Their advocacy involves taking the voices of those at risk to politicians, the media and the public.

Nature of the course

This course involves traditional and experiential approaches to learning about community well-being and peace education. Students will be exposed to challenging content and experiences in order to advance their understanding of the Rwandan experience. Although we encourage students to work within their comfort levels relative to addressing very difficult topics such as genocide, it is critically important that students engage with the course content in ways that will lead them to being informed and sensitized to the need for constructive discourse and positive engagement related to differences associated with political views, cultural practices, religious beliefs, and ethnicity.

Required Texts

Community: The Structure of Belonging by Peter Block

Two of the following (your choice):

We Wish to Inform You That Tomorrow We Will Be Killed with Our Families by Philip Gourevitch

Life Laid Bare by Jean Hatzfeld

Shake Hands with the Devil by Romeo Dallaire.

One of the following (your choice):

Taking Wrongs Seriously: Acknowledgement, Reconciliation and the Politics of Sustainable Peace” by Trudy Govier

Machete Season by Jean Hatzfeld

** Please note: Additional Course Readings will be available on the Blackboard website.*

Course Requirements

- 1.) **Attendance/ Participation:** This is a unique course conducted abroad. Participation is expected and will account for 25% of your grade. Participation includes but is not limited to: a) group attendance, b) contributing to group discussions, c) asking questions related to class topics and/or professional/ethical issues, and d) participating in activities
- 2.) **Pre-Trip assignment:** Before leaving for Africa you are to watch two films which describe Rwandan history. After watching the films, you are to write a 2-page reflection (one for each film) paper describing your thoughts and feelings associated with the content. The paper should include a brief summary of the content of the film but should primarily consist of reflection and burning questions associated with the reviewed material. There will also be two pre-trip class meetings for which attendance is also mandatory. During those meetings, students will learn about pre-travel requirements, course logistics, and course expectations.
- 3.) **Journal:** Throughout the course you will be asked to partake in a number of activities (e.g., reconciliation hearings, tour of genocide memorial, community service day, small group processing, etc.). Students are required to keep a journal of their experiences. This journal should contain a minimum of 3 comprehensive entries per week describing your thoughts, feelings, and experiences throughout the time in Africa. The journals are not going to be graded on their content, but instead will be graded on the basis of complete or incomplete. You will not receive credit for incomplete entries. Please take this time to reflect on your experiences and apply what you are learning from the experience. If desired, students can utilize audio video recording as their journal entries or convert this into a photovoice assignment.
- 4.) **Ubumuntu paper:** You will be required to write a paper for this course wherein you apply what you have learned from this experience and how you believe it applies or does not apply to current events happening in the United States. Additionally, please reflect on the concept of *ubumuntu* and what you can do to spread Ubumuntu in your community. The papers should include any insights generated by the course material and readings associated with this course as well as current research that supports your argument.
- 5.) **Forgiveness project:** Forgiveness is a cornerstone in the recovery and reconciliation process of the Rwandan people. We believe that forgiveness is interwoven with every aspect of peace education. Advocates for peace education must know how to forgive and model forgiveness. Accordingly, you will be asked to take part in a forgiveness project. The project will require you to identify an area in your life in which forgiveness is an essential

Grading Scale

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|--------------------------------|---------------------------|
| Assignment Points | TOTAL POINTS = 100 |
| Attendance: 15 pts | |
| Pre-trip work: 10 pts | |
| Journal: 25pts | |
| Ubumuntu Project: 25 points | |
| Forgiveness Project: 25 points | |
| | |

Professionalism: Due to the experiential, interpersonal, and intrapersonal nature of this course professionalism is critical. Within course discussions, students will need the ability to engage with Rwandan citizens sensitively and to engage with each other sensitively. When visiting memorials, students should dress and interact accordingly (remember that memorial sites are locations where mass killings occurred and where victims' remains are buried). Please see the instructors if you have any concerns.

Student Conduct & Academic Integrity: Students are expected to maintain academic integrity and honor in this course. The Honor Code prohibits students from cheating on exams, plagiarizing, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Any member of the campus community can report allegations of academic dishonesty directly to the Honor Council. For more information on William & Mary's student honor code, please visit:

<http://www.wm.edu/offices/deanofstudents/services/studentconduct/index.php>

Accommodating Students with Special Learning Needs: Students who have a **diagnosed** disability or a condition, which may impair their ability to complete assignments or otherwise satisfy course criteria, are encouraged to seek support from the Student Disabilities office for potential instructional accommodations. For information on student disability support, please visit the website at:

<http://www.wm.edu/offices/deanofstudents/services/disabilityservices/index.php>, or call (757) 221- 2510.

It is the responsibility of the student to notify the professor of any written accommodations made by the student disabilities office no later than the second week of class.

COURSE SCHEDULE

WEEK 1: Tuesday May 14th – Sunday May 19th

ARRIVAL DAY – Monday, May 13th

Immediately as you arrive in Kigali, the capital of Rwanda, directly from the Kigali international airport, you will start experiencing and familiarizing yourself with your new surroundings, taking in the scenery, the culture and listening to the local language, Kinyarwanda. Upon the arrival of everyone, we will review the scheduled itinerary for the next three weeks and discuss your expectations of the course. We will also share our expectations related to your participation and engagement with the course experience.

Day One - Tuesday, May 14th

The day begins with a visit to the **Kigali Genocide Memorial**, where you will learn about the genocide against Tutsis in 1994. Specifically, you will learn about how the genocide came to be and how it was stopped by the Rwandan Patriotic Army, led by General Paul Kagame, the current President of Rwanda. This powerful memorial provides a context for much of what Rwanda experienced in 1994, especially in terms of bringing the perpetrators to justice.

We will also visit the **Campaign Against Genocide Museum**: the museum, which is exhibited in the parliament, will help you understand in detail how the genocide was stopped by the forces of Rwanda Patriotic Front. You will also learn about the different stages of the liberation struggle.

Day Two- Wednesday, May 15th

This day focuses on learning about the political, social, cultural, and economic circumstances underlying the genocide. We will visit the **Ntarama and Nyamata Memorials**, which is a short drive south out of Kigali. There we will learn about the history of the Bugesera District where Tutsis from the North were moved to be killed by the Tse Tse fly in 1962. We will also visit the Nyamata and Ntarama Memorials, former catholic churches.

We will then shift focus to considering the ways in which the Rwandan people have worked to forgive and reconcile with each other during the post-genocide period. We will achieve this by visiting the border of Burundi to experience one of several **Reconciliation Villages**, where former perpetrators and victims of the genocide live peacefully together farming their crops, herding their livestock etc. We will also hear about experiences of extreme forgiveness and the judicial structures installed to facilitate reconciliation through the local court system known as “Gacaca,” which emphasizes restorative justice across Rwanda.

The reconciliation village will provide an opportunity for you to hear firsthand accounts from survivors and repented perpetrators about their experiences during the genocide, as well as their forgiveness and reconciliation processes. You will be able to see this unique way of living that allows for this reconciling and uniting process.

Days Three and Four – Thursday, May 16th , Friday, May 17th

Peace Education: This training focuses on the prevention of hate-fuelled atrocities and inhumanity through education, using story telling as our main tool. We will highlight how strategies of peace education help strengthen values of humanity using education aimed at preventing pathways of violence, and strengthening pathways of benevolence - in Rwanda, and increasingly so, beyond Rwandan borders.

FIRST DAY THEME:

Morning: **Historical account of Rwanda Pre-Genocide and Genocide** focusing on the pre-colonial and colonial eras and the first republics and understanding the continuum of violence and the 1994 Genocide against Tutsi.

READING:

- 1) *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families* by Philip Gourevitch
- 2) **Life Laid Bare** by Jean Hatzfeld
- 3) **Shake Hands with the Devil** by Romeo Dallaire.

Afternoon: An overview of the **Consequences of Genocide and steps to social reconstruction.**

READING:

- 1) **Taking Wrongs Seriously: Acknowledgement, Reconciliation and the Politics of Sustainable Peace** by Trudy Govier
- 2) **Machete Season** by Jean Hatzfeld.

SECOND DAY THEME: Peacebuilding, Unity and Reconciliation

Morning: **Understanding the post genocide journey of rebuilding of Rwanda** focusing on the personal journey of reconciliation post atrocities. Looking at ideals like forgiveness, active bystandership and active listening in the peacebuilding journey.

READING:

- 1) **The Antelope's Strategy** by Jean Hatzfeld

Afternoon: Examining the role of critical thinking, empathy and personal responsibility in prevention.

Day Five - Saturday, May 18th

Community Service Day

We will join personnel from **One Hope One Direction**, which is a youth project started by Aegis Trust. Every Sunday, they host an event for young vulnerable children, most of whom have been street children. The program is aimed to raise funds for these children's school fees as well as raise their self-confidence and help them integrate back into the community and school environment.

We will also join **Solid Africa**, on their delivery route of food and other necessities to vulnerable patients in a Kigali hospital.

Day Six – Sunday, May 19th

We will travel east to the **Akagera National Park** on the border with Tanzania, for a safari drive through the Park, looking out for lions, leopards, black rhinos, elephants, giraffe, buffalo, zebras, impala and many more. This is a relaxed day with a focus on learning about the diverse array of animal creatures who call Rwanda their home.

WEEK 2: Monday, May 20th – Sunday, May 27th

Day Seven - Monday, May 20th

We will visit the organizations and government institutions that have played important roles in the rebuilding processes post-genocide, such as the **Unity and Reconciliation Commission, National ITORERO Commission (NIC), Rwanda Governance Board and the National Parliament and the National University of Rwanda**. We will also get an opportunity to have an audience with the **President of the Republic, a cabinet minister of Youth, ICT or Culture**.

We will then take a **Kigali City Tour**, to view some of the historical landmarks and monuments in Kigali and to visit to one of the many lively markets.

Day Eight - Tuesday, May 21st

We will travel to the south of the country to visit **the Murambi Genocide Memorial**: The Murambi memorial will provide students with the opportunity to explore the international role (and specifically, France's role through the Operation Turquoise) during the genocide. We will also use this visit to discuss the role of memorials in Rwanda in the peace and reconciliation process.

Followed by a visit to the **King's Palace** situated in the South Province, on a hill 2km southwest of town, this fascinating museum is less about ancient history and more about royal residences. The displays center on a replica king's 'palace'. The King's Palace will allow students to learn about pre-colonial history and culture.

Day Nine- Wednesday, May 22nd

We will visit to the Ethnographic Museum of Rwanda, formerly known as the National museum of Rwanda located in Huye in the southern province of Rwanda. The Museum gives a detailed account of the historical and cultural heritage of Rwanda pre and post-colonial era.

Day Ten– Thursday, May 23rd

The Volcanoes National Park in the north, near the Uganda and Congo border has recently been expanded into a historic handover by the African Wildlife Foundation to the Rwanda government. Students will trek through the Bamboo forest in search of the famous golden monkeys. We will then head over to Musanze, where we will visit the famous ‘Karisoke’ Gorilla Centre_which honors the extensive work of Diane Fossey with these remarkable primates.

To travel the length and breadth of Rwanda is to see first-hand how incredibly hard working, industrious and determined Rwandan people are. It is not unusual to see a man pushing his bicycle up a very steep road, loaded up with sacks of carrots, potatoes, wood or other cargo several meters high! And you will marvel at how the women keep balanced on their heads their own cargoes of vegetables, water and much more, so steadily and graceful!

Days Eleven and Twelve – Friday and Saturday, May 24th and 25th

We travel to Rubavu and spend day relaxing as we look on the very blue beautiful lake KIVU till the sun set and end the day enjoy a bonfire at the Discover Rwanda Youth Hostel.

Finally, we will participate in Umuganda or a commemoration activity.

Day Thirteen – Sunday, May 26th

Travel back to Kigali and rest for the remaining of the Sunday.

WEEK 3: A week of reflection, May 27th- May 31st

Day Fourteen - Monday, May 27th

We will engage in reflection on the experiences of the past two weeks, focusing on how interactions with Rwandans have inspired your **own personal forgiveness project**, analyzing in more detail the forgiveness journey that Rwandans have undertaken. We will review and discuss models of forgiveness for students to consider.

Day Fifteen - Tuesday 28th

Community well-being in action requires opportunities for jobs, a healthy environment, and other aspects of community well-being. We will visit the Gahaya links project to discuss how the opportunity to find jobs connects to community well-being and restoration as well as personal development.

Day Sixteen - Wednesday, May 29th

Resilience and Hope will be the focus of our attention through conversations with survivors who are part of the Aegis Trust social programs. Students will participate in a charitable physical project, e.g., renovating a survivor's house or engaging in other similar work projects. Finally, students will be exposed to a model of hope action theory.

Day Seventeen and Eighteen - Thursday and Friday 30th - 31st

A reflection on Ubuntu Project: how do you think you will contribute to the presence of peace in the world. Students will share their personal reflections and plans related to this topic.

Final visit to a local market in Kigali.

May 31st- Return to United States