

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

<b>Course Code:</b>	<b>SPE 157</b>
<b>Course Title:</b>	<b>Trauma, Reconciliation and Peacemaking After Mass-Violence: Learning from Rwanda</b>
<b>Prerequisite Courses:</b>	<b>None</b>
<b>School:</b>	<b>Community and Social Justice</b>
<b>Division/Academy/Centre:</b>	<b>Centre for Counselling and Community Safety</b>
<b>Previous Course Code &amp; Title:</b>	
<b>Course First Offered:</b>	<b>May 2013</b>

<b># of Credits:</b>	<b>0.5</b>
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**Course Description:**

Using the example of the post conflict state of Rwanda, this course will examine trauma on victims and perpetrators, healing, forgiveness, reconciliation and restorative justice. A brief historical overview to the Rwandan genocide will be provided, and there will be an exploration of gacaca (community courts) - a 10 year long 'justice without lawyers' transitional justice approach adapted from traditional methods. The Rwandan approach to unity and reconciliation will be compared to other post violence situations and be used to stimulate participants' own beliefs regarding victim-perpetrator reconciliation.

This is a dynamic, stimulating and interactive course that will combine presentations, storytelling, music, slide shows and films with discussion and dialogue. This course is relevant to practitioners working in the conflict resolution and restorative justice fields, post-trauma interveners including psychologists, social workers and community workers, international development workers and immigrant communities.

**Course Goal(s):**

This course aims to use Rwanda as a case example for exploring the causes, impact and legacy of mass violence as well as approaches to peace, reconciliation and restorative justice implemented by Rwandan villagers, NGO's and the national government. This case example will provide learning about trauma, healing and reconciliation in post conflict situations that can then be applied to diverse situations.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Describe how one country has responded to mass violence and genocide; specifically, to describe the causes, events and legacies of the Rwandan 1994 genocide;
2. Articulate leading causes for mass violence generally and identify preventative strategies;
3. Explain the Rwandan system of community justice (gacaca), its successes and challenges and to compare this to other restorative justice approaches;

4. Demonstrate an understanding of the traumatic impact of mass violence on all (survivors, perpetrators, bystanders) and the role of individual and collective trauma resolution processes;
5. Describe the essential factors in the Rwandan approach to unity and reconciliation and to apply those to practitioners own work in trauma, conflict resolution, restorative justice, international development, etc;
6. Understand, through testimony and discussion, the experience of the survivor;
7. Analyze the central factors contributing to victim-perpetrator reconciliation;
8. Identify the central approaches, values and messages of diverse peacemaking approaches;
9. Assess lessons from the Rwanda experience that are relevant to work in the trauma, conflict resolution and restorative justice fields.

**Course Topics/Content:**

- An orientation to the history and culture of Rwanda
- Overview of the causes and consequences of the Rwandan genocide
- Overview of causes and consequences of mass violence generally
- Gacaca (community courts): An examination of a unique approach to truth-telling and reparative justice in which Rwandan villagers came face to face with their neighbors – survivors, perpetrators, bystanders – in a process facilitated by locally chosen judges
- Comparing gacaca to the approaches of other post-conflict societies and other restorative justice methodologies
- Testimony from Rwanda
- Trauma after mass violence and the impact of trauma in reconciliation processes
- Survivor-perpetration reconciliation: illustrated storytelling, films, etc.
- An exploration of forgiveness: what is it, what role does it play in reconciliation, is it necessary
- The role of witness: a report and discussion on work of Rwandans and internationalist bearing witness to the genocide
- Learnings from a 2011 evaluation of workshops attended by Rwandan secondary students on the theme: Learning from the past; building the future
- Application of course material to student's work and interests

**Text and Resource Materials:**

N/A

**Required:**

N/A

**Recommended:** (optional)

1. The gacaca courts, post-genocide justice and reconciliation in Rwanda: Justice without lawyers. Phil Clark, Cambridge University Press, 2010
2. After genocide: Transitional justice, post-conflict reconstruction and reconciliation in Rwanda and Beyond. Clark and Kaufman (eds). Columbia University Press, 2009.
3. Strength in What Remains. Tracy Kidder. Random House Paperbacks, 2009. (Story of surviving violence in Burundi with parts set in Rwanda)



**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe): Special Event				

**Equivalent Course(s) within the JIBC:**
**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	5.0			
Simulation/Lab	2.0			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	7.0			

**Comments on Delivery Methods:**

This session will include presentations -some illustrated, large and small group discussions, video/film material and power point

**Course Grading System:**

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	70%	Other	%
Quizzes/Test	%	Simulations	30%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:****Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.



**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.