

Reconciliation in South Africa

May/June 2020

Facilitator: Dr Maryke van der Walt
Guest lecturers: Dr Meredith Whitnah
Academics from Stellenbosch University (SU), University of Western Cape (UWC)
email: mvanderwalt@westmont.edu
Office: Winter Hall 305
Office Phone: 805-565-6297
Meeting times: 5 hours per week plus activities / site visits

Required resources:

- (a) *Long Walk to Freedom* by Nelson Mandela.
- (b) *Apartheid in South Africa: A Brief History with Documents* by David M. Gordon.
- (c) *Dare We Speak of Hope?: Searching for a Language of Life in Faith and Politics* by Allan Aubrey Boesak.
- (d) *Letter from a Birmingham Jail* by Martin Luther King, Jr.
- (e) *Freedom Summer* by Doug McAdam.
- (f) Readings supplied by guest lecturers in South Africa.

Overview and Objectives: (3 credit hours) The purpose of this course is to study South African history while being immersed in its culture. Specifically, we will investigate together the history of racial injustice in South Africa on different levels and ask how and where progress is being made towards reconciliation and peace among different ethnic groups.

Of course, racial injustice is not unique to South Africa – it has also been and continues to be a reality in the United States. Therefore, we will also explore how racial injustice has been manifested in the US context: How is it similar to the South African context? How does it differ? How does this challenge your own assumptions?

My hope is that this course will help you to see beyond yourself and your own experiences, and that this will foster love towards people unlike you and towards our Savior who calls to Himself peoples of all tribes and nations.

Course Learning Outcomes (CLO's): Formally, the course objectives described above can be summarized in the following course learning outcomes. By the end of this course, students should be able to:

	CLO	Instructional Activity	Assessment
(i)	understand the history of racial injustice in South Africa, including perspectives from different ethnic groups in South Africa and how historical events have contributed to these different viewpoints;	lecture discussion readings (resources (a), (b)) tour Iziko Slave Lodge tour District Six Museum film night: Sarafina!	group discussion reading log activity log response paper 2
(ii)	identify similarities and differences between the U.S. Civil Rights Movement and the Anti-Apartheid Movement in South Africa, including theologies in the U.S. and South Africa during this time;	lecture discussion readings (resources (d), (e)) tour Robben Island	group discussion reading log activity log response paper 1
(iii)	describe some of the progress that is being made towards reconciliation in South Africa and in the United States, on a policy level and on an individual level;	lecture discussion tour Parliament of S.A. tour Langa and Gugulethu visit Funda Fundisa interact with Libertas Choir film night: Invictus	group discussion activity log response paper 1
(iv)	reflect upon how their observation of racial injustice and reconciliation in the United States and South Africa shapes their own world view and identities as followers of Christ, with particular reference to injustice and discrimination.	discussion readings (resource (c))	group discussion reading log response paper 2

General Education (GE): This course fulfills the General Education requirement *Thinking Globally* because it:

- demonstrates substantial engagement of trans-regional connections (specifically, connections between the Civil Rights Movement in the United States and the Anti-Apartheid Movement in South Africa) (CLO (i)-(ii));
- includes multiple perspectives arising from these connections (CLO (i)-(iii));
- evaluates the impact of global processes on various world contexts and life experiences (on policy, theology and individual level) (CLO (ii)-(iii)); and
- explores the ethical demands for Christians, with particular reference to injustice and discrimination (CLO (iv)).

The course will help students to be able to describe and analyze the dynamics of a particular artistic, economic, political, scientific, or social connection across cultural or regional boundaries (GE student learning outcome) (see specifically CLO (i)-(iii)).

Planned Group Activities: Students will engage in the following activities while in South Africa:

- **Tour Robben Island:**
Visit the site where Nelson Mandela, the first president of South Africa elected in a fully representative democratic election, was incarcerated for 18 years.
- **Tour District Six Museum:**
District Six was a neighborhood designated for non-whites during the Apartheid regime.
- **Tour Iziko Slave Lodge:**
A museum that explores the history of slavery in South Africa.
- **Tour Langa and Gugulethu:**
A local resident act as tour guide of two townships in Cape Town.
- **Tour Parliament of South Africa:**
South Africa's House of Parliament is situated in Cape Town.
- **Visit Funda Fundisa:**
Interact with students from a Stellenbosch University campus club that provides tutoring services to high school students from a local township.
- **Visit Libertas Choir:**
Interact with members of a choir that was established in 1988 with the mission of fostering harmonious co-existence between the respective cultural communities in South Africa through choral music, as reflected in the choir's membership.
- **Attend guest lectures by faculty from Stellenbosch University and University of the Western Cape.**

Tentative Schedule:

Meet on Westmont campus		
Week 1: Connections between Civil Rights Movement and Anti-Apartheid Movement		
Guest lectures Dr Meredith Whitnah	Readings (d), (e)	Activities
Monday May 18: Meet at Cape Town International Airport, South Africa		
Week 2: Ideology of Apartheid, resistance and repression		
Guest lectures Dr Andrew Bank? (UWC Dept History) Dr Ciraj Rasool? (UWC Dept History) Dr David Scher? (UWC Dept History) Dr Leslie Witz? (UWC Dept History)	Readings (a), (b), (f)	Activities Tour Iziko Slave Lodge Tour Robben Island Film night: Sarafina!
Week 3: Life under Apartheid		
Guest lectures Dr Chet Fransch? (SU Dept History)	Readings (b), (f)	Activities Tour District Six Museum
Week 4: Ending Apartheid and reconciliation		
Guest lectures Dr Mary-Anne Plaatjies van Huffel? (SU Dept Theology) Dr Cheryl Walker? (SU Dept Sociology) Dr Bernhard Dubbeld? (SU Dept Sociology)	Readings (a), (b), (f)	Activities Tour Langa and Gugulethu Tour Parliament of SA Film night: Invictus
Week 5: Ending Apartheid and reconciliation		
Guest lectures Dr Amanda Gouws? (SU Dept Political Science) Dr Nicola de Jager? (SU Dept Political Science)	Readings (c), (f)	Activities Attend rehearsal of Libertas Choir Meet students from Funda Fundisa
Friday June 12: Last day of classes in South Africa		

Assessment: Students will participate in the following:

- Group discussion and participation:
Your active participation is essential for the success of this course. Participation may take a variety of forms: asking a clarifying question, offering examples, critiquing an idea, actively engaging other students in a small group, thoughtfully answering written prompts, or otherwise actively engaging material and contributing to the discussion. Participation will be graded daily on a 5-point scale.
- Reading log:
Twice a week, you will submit a full paragraph (5-6 sentence) response to the assigned readings. Each reading response should identify key ideas and engage them. These will be graded on a credit/no-credit basis. Turning in a response on time and showing good effort to engage the material results in credit. Failure to submit, or observations and questions that fail to demonstrate that you have read the material, results in no credit.
- Activity log:
Short reflections on each of the planned group activities. The idea is not for you to merely report

what you did or what you saw, but rather to describe how you felt and, especially, what you thought.

- Response paper 1:
A reflective essay that compares and contrasts the U.S. Civil Rights Movement with the Anti-Apartheid Movement in South Africa.
- Response paper 2:
A reflective essay composed at the end of our time in South Africa. It will serve as the final academic exercise of the program, and will operate as a summative analysis of your views and knowledge of this course. Possible prompt: *Consider how the varying perspectives you have considered shapes your own understanding of the connections between systems of racial inequality, and how this might contribute to your action in your own context.*

Grading: Grades will be calculated as follows:

Participation and group discussions:	15%
Reading log:	25%
Activity log:	25%
Response papers:	35%

Academic Integrity: Dishonesty of any kind may result in loss of credit for the work involved and the filing of a report with the Provost's Office. Major or repeated infractions may result in dismissal from the course with a grade of F. Westmont's plagiarism policy is available at https://westmont.edu/_offices/provost/Plagiarism/policydoc.pdf.

Accommodation Procedure: Students who have been diagnosed with a disability (learning, physical or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your equal access to this course. Please contact Sheri Noble, Director of Disability Services (310A Voskuyl Library, 805-565-6186, snoble@westmont.edu) or visit http://www.westmont.edu/_offices/disability/.