

## **Reconciliation in South Africa**

### **Statement of Rationale**

#### **Overview:**

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 students to see beyond themselves and their own experiences, and that this will foster love towards people unlike them and towards our Savior who calls to Himself peoples of all tribes and nations.

The course is scheduled to run 12 May - 12 June 2020. The first week will be spent on Westmont's campus; during this time, Dr Meredith Whitnah will facilitate class meetings. The remaining four weeks will be spent in the Cape Town area of South Africa. Students will attend guest lectures by academics and theologians from Stellenbosch University and University of the Western Cape (possible candidates are listed in the course syllabus), group discussions facilitated by Dr Maryke van der Walt, visit sites of historical importance, and interact with South Africans in a variety of settings. This is designed to expose our students to multiple perspectives arising from institutional racial discrimination.

#### **Course Learning Outcomes (CLO's):**

Formally, the course objectives described above can be summarized in the following course learning outcomes. More details about the readings and assessment activities are given below as well. By the end of this course, students should be able to:

	<b>CLO</b>	<b>Instructional Activity</b>	<b>Assessment</b>
(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

**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.

**Assessment:**

Students will participate in the following:

- Group discussion and participation (15% of grade):  
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: (25% of grade)  
Twice a week, students 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: (25% of grade)  
Short reflections on each of the planned group activities. The idea is not for students to merely report what they did or what they saw, but rather to describe how they felt and, especially, what they thought.
- Response papers: (35% of grade)  
Students will complete two response papers. The first paper will be a reflective essay that compares and contrasts the U.S. Civil Rights Movement with the Anti-Apartheid Movement in South Africa. A second reflective essay will be 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 students' 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.*

**General Education: Thinking Globally Certification Criteria**

For a course to fulfill the GE requirement *Thinking Globally*, it should:

- demonstrate substantial engagement of trans-regional connections:  
In this course, students will specifically study connections between the Civil Rights Movement in the United States and the Anti-Apartheid Movement in South Africa. There is evidence that these movements drew from one another even as they engaged very different contexts. Students will be introduced to these connections during class meetings on Westmont's campus in the first week of the program. This will prepare and orient them before they travel to South Africa, where they will visit sites of historical importance, interact with South Africans from a variety of backgrounds, and learn from South African academics about these connections. This criterion is addressed in CLO (i)-(ii) in the table above, and includes specific instructional and assessment activities.
- include multiple perspectives arising from these connections:  
Students will compare and contrast how racial injustice and discrimination, as well as opposition against it, manifested in different contexts, specifically during the Jim Crow era in the United States and the Apartheid regime in South Africa. Students will engage with texts written by leaders of

the Civil Rights Movement and the Anti-Apartheid Movement, and study source documents that highlight the perspectives of the founders of the Apartheid regime. They will also consider different theological perspectives from this time in the United States and South Africa. This criterion is addressed in CLO (i)-(iii) in the table above, and includes specific instructional and assessment activities.

- evaluate the impact of global processes on various world contexts and life experiences:  
Students will have the opportunity to interact with South Africans from different ethnic and socio-economic backgrounds – I have taken care to identify academics who can help students appreciate these different perspectives, and to arrange activities where students will interact with South Africans from all walks of life. This can be seen in CLO (ii)-(iii) in the table above.
- explore the ethical demands for Christians:  
Students will reflect upon how their knowledge and observation of racial injustice and reconciliation in the United States and South Africa shape their own world view and identities as followers of Christ. This can be also be applied more generally to other instances of injustice and discrimination present in the world today. This criterion is addressed in CLO (iv) in the table above.

**General Education: Thinking Globally Student Learning Outcome:**

Upon completing a course that satisfies the GE requirement *Thinking Globally*, students will be able to describe and analyze the dynamics of a particular artistic, economic, political, scientific, or social connection across cultural or regional boundaries. Upon completing this course specifically, students will be able to describe, analyze and contrast the dynamics of racial injustice and reconciliation in the contexts of the Civil Rights Movement and the Anti-Apartheid Movement. This is addressed specifically in CLO (i)-(iii) in the table above.