



Multiculturalism and Human Rights in South Africa

AFRS 3000 (3 Credits / 45 class hours)

SIT Study Abroad Program:
South Africa: Multiculturalism and Human Rights

Course Description

The Multiculturalism and Human Rights course is delivered through two interrelated modules. Through lectures, discussions and excursions to relevant sites, this course aims to provide students with a broad understanding of the historical background to South Africa's Apartheid system, how Apartheid shaped and continues to impact social policy, the visions for post-Apartheid South Africa and the political, economic and social structure of the future South Africa. The course begins with the necessary foundational and contextual materials relating to South Africa's sociopolitical, cultural and economic history required to place the remainder of the course and program components into proper context. From there the course covers topics on multiculturalism's theoretical foundations, national unity and reconciliation, power asymmetries across gender, race, class and ethnic lines, the efficacy of the Truth and Reconciliation Commission in serving justice and human rights, liberal democracy, social and economic development, and peaceful co-existence. Multiculturalism carries a variety of connotations, but the discourse of power generally images it as a positive thing, along the liberal humanist lines of "celebrating diversity," whose South African equivalent is "Rainbow Nationalism." Also important for this course is the discourse that challenges liberal humanism because of its connections with hegemonic globalization. The goal will be to expose students to a variety of views, and to encourage students to process and reach their own conclusions, as well as to emerge from the experience with new and insightful questions to take forward. We will look at aspects of Human Rights that are pertinent to issues around multiculturalism such as social change in education, language use, land, social justice organizations, party politics, rural development, social welfare NGOs and tourism, for example.

Course Objectives

Multiculturalism and Human Rights has an interdisciplinary and critical focus encompassing 45 academic hours (3 credits). Its main objectives:

- To provide students with foundational understanding of South Africa's cultural, political, social and economic history and contemporary makeup ;

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

- To examine multiculturalism's theoretical principles and perspectives, with particular focus on the nature and scope of multicultural discourses, policies and rhetoric in South Africa;
- To investigate the critical topic of Human Rights in the South African context, for the purposes of understanding its relationship to reconciliation, justice, equity, development, and nation-building;
- To introduce students to the unique resources available in South Africa through contact with host nationals of expertise, including local communities, practitioners, and academics.

Expected Outcomes

By the end of the course, students should have attained the following:

- The ability to demonstrate knowledge of South Africa's political, economic, social and cultural landscape from both historical and contemporary perspectives;
- Broad and demonstrable knowledge of the multiculturalism paradigm and the ability to critically examine multicultural policies and discourses in the context of South Africa;
- The capacity to assess the principle of Human Rights as applied to the case of South Africa, and the ability to deconstruct the concept to identify the core elements that shape human rights discourse in the country.

Course Requirements

Readings

You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class. Additionally, at a minimum, students are required to read the weekly *Mail & Guardian*; it is also recommended that you read a daily newspaper (perhaps alternating papers to get various perspectives) as well as a Sunday paper. It is advised that you watch a session of the news on "SABC" or "E" at least once a week, though this is in no way a substitute for keeping up with the print media. Familiarity with current events and a working knowledge of today's political and economic issues will be assumed in the seminar.

Bekker, J. & C Boonzaaier. "How Equal is Equal? A legal-Anthropological Note on the Status of African Women in South Africa." *De Jure* (2007): 277-289.

Bekker, Simon & Anne Leildé. "Is Multiculturalism a Workable Policy in South Africa?" *IJMS: International Journal on Multicultural Societies* 5.2 (2003): 119-134.

Chisholm, L. *Changing Class: Education and social change in post-apartheid South Africa*. Cape Town: HSRC Press, 2004.

Friedman, Steven. "An Accidental Advance? South Africa's 2009 Elections." *Journal of Democracy* 20.4 (October 2009): 108-122.

Gibson, James L. *Overcoming Apartheid: Can Truth Reconcile a Divided Nation?* Cape Town: HSRC Press, 2004.

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Henri, Yazir and Heidi Grunebaum. "Re-historicising Trauma: Reflections on Violence and Memory in Current-day Cape Town." Direct Action Centre for Peace and Memory. Web. 02 December 2011. < <http://www.medico-international.de>>

Mubangizi, John C. "Protecting Human Rights amidst Poverty and Inequality: The South African Post-apartheid Experience on the Right of Access to Housing." *African Journal of Legal Studies* 2 (2008): 130-146.

Ntsebeza, Lungisile and Ruth Hall, eds. *The Land Question in South Africa: The Challenge of Transformation and Redistribution*. Cape Town: HSRC Press, 2007.

Rex, John & Gurharpal Singh "Pluralism and Multiculturalism in Colonial and Post-Colonial Societies." *IJMS: International Journal on Multicultural Societies* 5.2 (2003): 106-118.

Steven Robins and Nick Shepherd, eds. *New South African Keywords: A Concise Guide to Public and Political Discourse in Post-apartheid Society*. Johannesburg: Jacana Publishers and Ohio University Press, 2008.

Thompson, Leonard. *A History of South Africa, Third Edition*. New Haven, CT: Yale University Press, 2001.

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Multiculturalism and Human Rights Seminar Assignments

Students are expected to prepare for, attend, and participate in the lectures, discussions, and field visits. Also, in addition to completing the required readings, students are encouraged to read local newspapers and other popular media for more local context. The Academic Director assigns all final grades. Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

Book Review	50%
Student-Led Seminar Discussion	30%
Participation	20%

Book Review: The book review offers you the time and space to select and explore one piece of professional academic literature from South Africa in a variety of topics such as cultural identity, history and memory, contemporary politics, political economy, gender, xenophobia, education, human rights or multicultural policies, theory or discourse. You may wish to use this opportunity to read something that maybe relevant for your ISP.

Requirements

You are required to review a South African book relevant to the course theme. The book selected can be a scholarly book, edited collection, biography, autobiography or work of fiction. You should plan to discuss your interests during your first one-on-one meeting after orientation and make a book selection shortly after. The SIT library is well stocked and current, but books are available on a "first come, first served" basis. Your review should be approximately 2000 words, and has the following objectives:

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

- To provide students with an opportunity to read in-depth a scholarly work, edited collection or biography concerned with current issues in South Africa;
- To provide students with an opportunity to explore a potential ISP topic;
- To expose students to the art of critical reading and analysis of academic literature;
- To encourage students to practice literature selection, synthesis and writing skills.

Assessment

In your analysis should include, but not be limited, to the following –

- a brief description of the book's general thesis;
- a summary of the book's main argument/s;
- your views on the merits or otherwise of these arguments, providing support from lectures, observations, interviews, information from local or national media, other scholarly sources, etc;
- in the case of an edited collection, provide an assessment of the strength or weakness of the various chapters;
- your overall assessment on the text and whether you would recommend it to other SIT group members (supporting your views of course).

All quotes and references from either primary or secondary sources must be properly cited, and points will be awarded papers which are clear, concise, well written, free of typos or grammatical errors, and engaging.

Student-Led Seminar Discussion: We will meet regularly throughout the semester to discuss the course lectures, readings and excursions. Each discussion session will be led and moderated by a small group of students, and every student will be part of at least one facilitating group during the semester. The facilitating group will need to meet before the seminar discussion to agree on which topics/readings/lectures/excursions to cover, and how. You may also want to include issues that haven't been covered, and relate them to current affairs. The facilitators should compile an outline for their session which must be distributed before the discussion. Every student is expected provide the facilitators one or two discussion questions based on the week's readings a day before the seminar discussion group meets. This will allow the group presenting the opportunity to consider everybody's questions and points of view as they determine a focus. Each discussion should be approximately one (1) hour long. This will include a presentation, facilitated discussion and a question and answer period.

Objectives

- To gain experience in group work, including the ability to delegate tasks and compile data for coherent presentation;
- To practice and refine presentation skills;
- To practice group facilitation skills;
- To offer a forum for deeper academic exploration on your particular topic.

Assessment

- The presentation will be evaluated based on the following criteria:
- The ability to synthesize module data and present a coherent explanation of a topic or series of topics based on lectures, readings, field trips, home-stay experiences and current events.
- The ability to explain your presentation and what it represents in a logical and compelling manner. Also under consideration will be the pace and flow of the presentation as well as creativity;
- The ability to answer questions and facilitate an interesting group discussion;

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

- Full and equitable participation of all group members.

Participation: Participation is assessed as followed:

Attendance: promptness to class, and positive presence in class;

- Active listening: paying attention in class/during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes;
- Involvement in class discussions: either in small or large groups sharing knowledge and information;
- Group accountability: participates as part of a group during field excursions and classes;
- Respect: culturally-appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Grading Scale: The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Grading Criteria

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students' participation will be monitored and taken into account.

Program Calendar

The course is designed as two related modules:

Module 1 – South Africa: Historical and Contemporary Issues, Foundations and Context

Engaging a broad range of lecturers and activities, and taught primarily in Johannesburg and Cape Town, this introductory module works to develop a critical and nuanced lens through which to view the South African experience. The aim is to provide a common frame of reference for students to more fully explore issues of multiculturalism and human rights in South Africa. Students will be exposed to a wide range of lecturers and field visits that will examine South Africa's history of colonialism and apartheid and its visible and deeply felt legacy. These contextual lectures are complemented by visits to the Apartheid Museum, the Constitutional Court, Soweto and sites of memory and resistance in and around Cape Town. Lectures may include the following topics and speakers:

History of South Africa – Dr. Peter Lekgoathi

20th Century History – Dr Peter Delius

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Education in Transition – Dr. Neville Alexander
Langa History – Mr. Aron Hobongwana
Land Restitution – Dr. Ruth Hall
Political Economy – Dr. Adrian Hadland
Politics – Mr. Richard Calland
Public Health and HIV/AIDS – Ms. Morna Cornell
Gender Politics – Dr. Helen Moffat
History of the Cape – Dr Chris Saunders
History and Memory – Ms H.Gruenbaum

Module 2 - Multiculturalism and Human Rights in South Africa

This module introduces some of the basic theories of "multiculturalism" and asks a key question of how a modern liberal democracy such as South Africa can reconcile the diverse political claims of constituent groups and individuals with the claims of the nation-state as a whole. The work of the Truth and Reconciliation Commission is also studied, investigating its effectiveness in uncovering the gross human rights violations of the past as well as helping to create the conditions for the recognition of human rights, democracy, peaceful co-existence, and development opportunities for all South Africans. Finally, we engage in a two-day intensive peace-building training workshop with a small NGO made up of African National Congress (ANC) ex-freedom fighters. Through seminar and site visits students are afforded a first-hand glimpse of how grassroots organizations are effecting change on personal, local, and national levels. Scheduled activities include:

Theories of Multiculturalism – Dr. Crain Soudain
The Truth and Reconciliation Process – Mr. Zenzile Khoisan
Peace Building Training Workshop – Mr. Yazir Henri and the Direct Action Centre for Peace and Memory
Social Justice and Inequality in South Africa – Dr. A. Hungwe
Multiculturalism in South Africa – Dr. Neville Alexander
Land, Race and Human Rights – Dr. Ruth Hall
Ideology and Concepts of Race and Prejudice in SA – K. Foflonker
Robben Island Excursion

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.