**CU 221 Dialogues on Difference Seminar**

IES ABROAD CENTER CAPE TOWN, SOUTH AFRICA

**COURSE DESCRIPTION:** The goal of this seminar is to enhance the appreciation for diversity and to increase quality interactions among students from diverse groups at the IES Cape Town Center. The seminar is preparatory in nature, conceptualized as a fundamental component of both the personal and interpersonal development of students abroad. The seminar will apply the findings of scholarly research and be grounded in dialogue-based teaching methods and practices.

Concepts of diversity and identity found in South African and U.S. cultures will be examined and compared while placing students’ experiences and observations as a central lens for exploration. Students will be expected to participate in discussion of readings and dialogues centered around increased awareness of social identity and its influence on individuals, systems, structures, and communities. (1 credit)

**CREDITS/CONTACT HOURS:** 1 credit, 15 contact hours

**INSTRUCTOR:**  Tessa Moll, PhD Candidate in Social Anthropology, University of Cape Town

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**PREREQUISITES:** None.

**METHOD OF PRESENTATION / REQUIRED WORK AND FORM OF ASSESSMENT:** The seminar consists of 8 sessions total. It will be assessed as follows:

Active participation and class preparation (15%)

Reflective Journal (30%)

Cultural Bubble Project (25%)

Learning Summary (30%)

All assignments should be e-mailed to the instructor no later than 5pm on the due date. All assignments must be typed, 12-point font, Times New Roman, 1.5 line spacing, regular margins and use Harvard-UCT referencing system (please see lib.uct.ac.za for more information on Harvard-UCT referencing conventions). Assignments should be handed in on the class Vula page by

Active Participation and class preparation: Because this seminar is based in dialogue, student participation is critical to individual and group learning. In dialogue, we are all teachers and learners, and therefore have a responsibility to both share our experiences, values, and beliefs, and to listen to others. As such, student participation in class is highly valued and essential to success in the course. Our class will be a collaboration in which our efforts will depend on the exploration of a number of perspectives and viewpoints.

Class participation therefore includes a variety of ways to contribute to the course development, including meaningful contribution to class discussions, small group work, oral and written reflections, and the like. Moreover, students should always come to class prepared through close readings of the required texts beforehand.

Regarding class dialogue, each person in this course has unique prior experiences and a distinctive viewpoint to share. Moreover, the observations and interactions you will have during your experience abroad will be unique as well and framed by prior experience. This offers a great opportunity for us to learn from each other. Though disagreement and even conflict may occur, we expect your cooperation in maintaining an atmosphere of mutual respect through recognition of each other’s humanity and intelligence as well as open mindedness toward the communities observed as part of your study abroad experience.

Reflective Journal: Students will submit reflective journal entries each week (due the day before the next class at 5pm). These journals are intended to provide them with the space to reflect on the assigned readings, observations, and enduring questions throughout the seminar. They should incorporate references to key points from the assigned readings and reflections related to dialogue experiences with peers. Rather than identifying the events of class (summarizing) or detailing how they went (describing), students are expected to write about how they experienced the class, pertinent communities, and activities. Reflective writing is a personal response to information, events, and situations – a way for students to process new ways of thinking and learning.

Journal entries must be at least 2 pages each and recommended focus questions are given below.

Cultural Bubble Project: Students should individually attend one event in Cape Town (choice in consultation with the professor) that takes them “out of their bubble” in some way. This could be a polemical lecture or play, a neighborhood festival, a student organization meeting, or any other event so long as it somehow relates to the content/objectives of the course. It should not be an activity done for another class (those experiences certainly should be brought up during class dialogues and in Reflective Journal entries, though).

Afterward, the students will find a brief news or scholarly article (not among those provided in class) that supports or contrasts what they learned through their experience. A 3-4 page reflective essay synthesizing the experience, the article, and what they learned will be submitted for grading. Students will follow up with brief formal presentations in class. Paper will be due the day before Session 8 at 5pm on Vula.

Learning Summary: Students will write a 6-8 page learning summary that is due at the end of the course. This assignment will reflect upon the progress made by each participant toward the course learning outcomes. They will want to reflect on how their views toward diversity and identity in South Africa have changed over the term, and they should contrast with their previous and new (if any) viewpoints as they relate to U.S. and other cultures and identities.

Students ideally will complete the assignment only AFTER they have returned to the United States and have up to one week (7 days) after the program end date to submit the assignment via Vula.

**ADDITIONAL COST:** N/A

**LANGUAGE OF INSTRUCTION:** English

**LEARNING OUTCOMES:** By the end of the semester, students will be able to:

* Demonstrate their understanding of scholarly material on concepts such as diversity, culture, identity and intergroup dialogue.
* Describe and critique popular concepts and beliefs related to South African definitions of diversity and identity; further critique and garner greater understanding of diversity and identity of the US context.
* Compare and contrast on an informed level the South African context with observations based on their own cultures, experiences, and identities.
* Display increased levels of intergroup understanding (e.g., increased levels of perspective taking and social identity awareness) and improved quality of intergroup relationships (e.g., increased levels of comfort in communication with others).
* Improve perceptions/attitudes toward diversity education opportunities through advocacy and leadership.
* Define, understand, and critical engage with the similarities and differences in experiences across multiple and intersecting social group memberships.
* Work with others through differences, disagreements, and conflicts as opportunities for deeper understanding and transformation.

**Syllabus**

***Session 1****.* Set the rules of our collective engagement. Introduce the seminar, our objectives and ourselves; establish the academic and participatory expectations; define and distinguish dialogue from discussion and debate; and familiarize ourselves with IES’ commitment to diversity.

*Required readings (these are to be read before the session)*

* Yankelovich, Daniel, The Magic of Dialogue: 35-46.
* Wainaina, Binyavanga, How to write about Africa, https://granta.com/how-to-write-about-africa/

*Journal Questions*

Write your own testimonial; tell your story as it relates to one of your social identities. Sample questions to think about while writing your testimonial:

* What are some of the stereotypes of Africa or South Africa that you understood before coming here? Where did these stereotypes come from?
* When did you first start noticing messages about your identity? What were those messages and from where were they coming?
* What do other people think about your identity? Where do their opinions come from/what informs these opinions? Are they accurate? How do you feel about them?

***Session 2****.* Our multiple social identities affect how we interact with the world as individuals and as members of these groups. We’ll introduce the concept of social identities, how these are historically, socially, interactionally and politically constructed; and how we have multiple, intersectional identities.

Guest Lecturer: Warrick Moses, PhD Candidate in African studies, Harvard University

*Required readings*

* Tatum, Beverly Daniel, 2000, “Who am I? The complexity of identity” in *Readings for Diversity and Social Justice.*
* Erasmus, Zmitri, 2001, Introduction: Re-imagining coloured identities in post-Apartheid South Africa,” *Coloured by History, Shaped by Place*
* Fanon, Franz, 1952, “The Fact of Blackness”, in *Black Skin, White Mask*
* Crenshaw, Kimberle, 1991, “Mapping the margins: Intersectionality, identity politics and violence against women of color”

*Journal questions*

* What is it like labeling all of the different ways you identify? Write about an experience where multiple identities were affected, or write about one where you were either part of an advantaged or targeted group.
* How has your understanding of your identity changed over time? What were some of the key experiences that have shaped your identity and your understanding of the concept of identity?
* Where are you with your comfort zones and learning edges up to this point in class? What’s been intellectually/emotionally/socially challenging or easy, and why?

***Session 3.*** Empathy and the art of putting oneself in someone else’s shoes and why this is so important in South Africa. We shall consider the history of South Africa. How this history has shaped the current understanding of diversity, difference and identity? And how have these concepts changed over time and what are the political tensions behind them? How does this relate to the current US debates regarding diversity and difference?

*Required readings*

* Thornton, Robert, 1988, “Culture: A contemporary definition,” in *South African Keywords: The uses and abuses of political concepts*
* Jethro, Duane, 2014, “Vuvuzela Magic: The Production and Consumption of ‘African’ Cultural Heritage during the FIFA 2010 World Cup,” *African Diaspora*
* FILM: “The People vs the Rainbow Nation” dir. Lebogang Rasethaba, Available at: <https://www.youtube.com/watch?v=Yu-1Wlo5_Hs>

*Journal questions*

* What are some examples that you can describe of ‘culture’, ‘diversity’ and ‘difference’ being used in the US? How does this compare to South Africa?
* What are some of the current debates on these issues and what is shaping these debates?
* What socio/cultural/ethnic/economic differences have you observed so far and how do you imagine this class assisting you in processing those observations.

***Session 4.*** Space & land, class & wealth, belonging. Colonialism and apartheid not only created the racial categories we live with today, but used these as fulcrums of differential access to wealth, privilege, and power. Understand this history and its impact today. Understand the role that individual, social, and historical privilege and discrimination plays in society. Consider our own identities and our relationship to privilege and discrimination.

Guest Lecturer: Terry-Jo Thorne, National Heritage Site Project Coordinator at District Six Museum, Master’s student in African studies

*Required readings*

* Ross, Fiona, Intro to *Raw Life, New Hope*, pg 1-8
* Raj Patel, Introduction, *No Land, No House, No Vote*
* Morris, Toby, “A short story about privilege,” <https://brightside.me/article/what-you-should-think-about-before-you-judge-others-10155/>

*Field trip*

Solms Delta Wine Farm

Read more:

* Social history and wine tour: <http://www.solms-delta.co.za/tours/social-history-and-wine-tour/>
* “No more baas or klaas,” <http://www.iol.co.za/business-report/companies/no-more-baas-or-klaas-7450003>

*Journal Questions*

* After observing day-to-day interactions in Cape Town, what conclusions would you draw regarding use and abuse of power? Think about your own life here in Cape Town, and how do we operate within systems of power and privilege, both locally and globally?
* Are there ways you could propose to foster dialogue and bridge the gap between privileged and underserved communities in South Africa? What may or may not apply to your U.S. context?

***Session 5.*** Race and classification. Understanding these key concepts, their lasting consequences, and the constant ways race and identities remain, mutate, and fluxuate in response to changing socio-political landscapes. What are the modalities of building difference both historically and today? How are racial identities socially, historically, and politically constructed? And how do we negotiate our identities within these structures?

*Required readings*

* Salusbury, T. & Foster D. (2004) “Rewriting WESSA history,” In N. Distiller & M.E. Steyn (Eds) *Under construction: “Race” and identity in South Africa today.* Sandton: Heinemann (p. 92-109)
* Distiller & Steyn, 2004, “Introduction: Under Construction”, in *Under Construction: “Race and identity in South Africa today”*
* Erasmus, Zmitri, “Race”, in *New South African Key Words*
* Nyamnjoh, Francis and Fuh, Divine, 2014, “Africans consuming hair, Africans consumed by hair,” *Africa Insight*

*Recommended (not required) film:*

* FILM: *Fokofpolisiekar: Forgive Them For They Know Not What They Do* (documentary), 2009, Dir. Bryan Little

*Journal Questions*

* Apartheid-era categories remain salient in South Africa today; for example, in regards to affirmative action policies at the university. Consider the impact of the continued use of race categories.
* What is it like labeling all of the different ways you identify? Share another experience like you did with the testimonial activity in class. But this time, write about an experience where multiple identities were affected, or write about one where you were either part of an advantaged or targeted group.
* Where are you with your comfort zones and learning edges up to this point in class? What’s been intellectually/emotionally/socially challenging or easy, and why?

***Session 6.***  Tradition and modernity, gender and sexuality; negotiations, subversions, and intersections of identities. We will use these topics as a spring board to practice dialogue and the skills we have learned regarding empathy, active-listening and perspectives.

Guest Lecturer: Tammy Wilkes, Masters student in Religious Studies

*Required readings*

* Muholi, Zanele, “Faces and Phases”, *Transition*
* Waetjen, Themisa and Mare, Gerhard. 2009. “Tradition’s Desire: The Politics of Culture in the Rape Trial of Jacob Zuma”
* Ruth Morgan & Graeme Reid, 2003, “‘I've got two men and one woman’: ancestors, sexuality and identity among same‐sex identified women traditional healers in South Africa”

*Suggested readings/films:*

* Posel, Debra, “'Getting the Nation Talking about Sex': Reflections on the Discursive Constitution of Sexuality in South Africa since 1994”

*Journal Questions*

* How do you compare religious practices and beliefs about sexuality in South Africa and the U.S.?
* What was the dialogue like for you? How did it feel to listen to others and express your own opinions? How were you challenged? How did you experience conflict or disagreements? What did you learn?
* In your conversations with South African acquaintances and American fellow students, have you noticed any links between religion, gender, class and ethnicity?
* In your own life, have you experienced times when your identity has changed – either because you have changed or because your circumstances, location, or community changed?

***Session 7****.* Experiences of dialogue outside of the classroom with civic engagement. Explore opportunities for collaborative change by identifying individual, collective, and community-based assets and the relationships among them.

*Required readings*

* Bar-On, Dan, *Bridging the Gap: Storytelling as a Way to Work through Political and*  *Collective Hostilities*: 21-27.
* Gobodo-Madikizela, Pumla, 2002, “Remorse, forgiveness, and rehumanization: stories from South Africa,” in *Journal of Humanistic Psychology*
* Lederach, John Paul, *Building Peace: Sustainable Reconciliation in Divided Societies*: 23-35

Recommended film:

Black Christmas: Where forgiveness is not in the saying, it’s in the doing, Dir. Mark Kaplan

*Journal Questions*

* Were you in the position to found an NGO in South Africa, which sector would you choose and why? Write a mission statement to reflect that.
* What kind of leader would it take to promote change in South Africa? Can you think of any good practices in the U.S. that may help your cause?

*Field trip:*

Dine with Khayelitsha: <https://www.facebook.com/Dinewithkhayelitsha/>

**Session 8:** Re-entry and constructive comparisons between the U.S. and South Africa. Class presentations on Project

*Required Assignments*

* Cultural Bubble Project Essay and Presentation

Your final assignment is a reflective summary of your time in the program as it relates to the seminar. This is an opportunity to show your learning curve, the connections made to your life, and the reflections on your experiences abroad. It should be submitted electronically within 7 days of program end, which allows you some time to reflect on your experience after returning to your home country.

*Final Summary Questions (for your 6-8 page final summary)*

* How have the dialogue skills developed for you over the course? Has your ability to communicate with others improved? Why or why not?
* Revisit the social identity profile, and identify and write about an identity of yours that is privileged, and one that is not. In what ways have you experienced or witnessed privilege and discrimination?
* What was it like for you to engage in a controversial topic with other people? How did you communicate with others during this process? What was it like to listen to other’s perspectives? What did you learn from others?
* How do you now think we should learn to speak across, through, and in negotiation with differences? What do you think you can take from this course to the context in the US? What lessons have you learned that are relevant for the current American context?
* Is your learning from this course relevant to the following areas? Please consider: a. Family b. Self c. Community d. IES Community e. Professional goal/career

**REQUIRED READINGS:**

* Yankelovich, Daniel, The Magic of Dialogue: 35-46.
* Wainaina, Binyavanga, How to write about Africa, <https://granta.com/how-to-write-about-africa/>
* Tatum, Beverly Daniel, 2000, “Who am I? The complexity of identity” in *Readings for Diversity and Social Justice.*
* Erasmus, Zmitri, 2001, Introduction: Re-imagining coloured identities in post-Apartheid South Africa,” *Coloured by History, Shaped by Place*
* Fanon, Franz, 1952, “The Fact of Blackness”, in *Black Skin, White Mask*
* Crenshaw, Kimberle, 1991, “Mapping the margins: Intersectionality, identity politics and violence against women of color”
* Thornton, Robert, 1988, “Culture: A contemporary definition,” in *South African Keywords: The uses and abuses of political concepts*
* Jethro, Duane, 2014, “Vuvuzela Magic: The Production and Consumption of ‘African’ Cultural Heritage during the FIFA 2010 World Cup,” *African Diaspora*
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* Salusbury, T. & Foster D. (2004) “Rewriting WESSA history,” In N. Distiller & M.E. Steyn (Eds) *Under construction: “Race” and identity in South Africa today.* Sandton: Heinemann (p. 92-109)
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* Erasmus, Zmitri, “Race”, in *New South African Key Words*
* Nyamnjoh, Francis and Fuh, Divine, 2014, “Africans consuming hair, Africans consumed by hair,” *Africa Insight*
* Muholi, Zanele, “Faces and Phases”, *Transition*
* Waetjen, Themisa and Mare, Gerhard. 2009. “Tradition’s Desire: The Politics of Culture in the Rape Trial of Jacob Zuma”
* Ruth Morgan & Graeme Reid, 2003, “‘I've got two men and one woman’: ancestors, sexuality and identity among same‐sex identified women traditional healers in South Africa”
* Bar-On, Dan, *Bridging the Gap: Storytelling as a Way to Work through Political and*  *Collective Hostilities*: 21-27.
* Gobodo-Madikizela, Pumla, 2002, “Remorse, forgiveness, and rehumanization: stories from South Africa,” in *Journal of Humanistic Psychology*
* Lederach, John Paul, *Building Peace: Sustainable Reconciliation in Divided Societies*: 23-35

**FILMS:**

“The People vs the Rainbow Nation” dir. Lebogang Rasethaba, Available at: <https://www.youtube.com/watch?v=Yu-1Wlo5_Hs>

**SUGGESTED:**

* Posel, Debra, “'Getting the Nation Talking about Sex': Reflections on the Discursive Constitution of Sexuality in South Africa since 1994”
* FILM: *Fokofpolisiekar: Forgive Them For They Know Not What They Do* (documentary), 2009, Dir. Bryan Little
* FILM: *Luister* (documentary), 2015, <https://www.theguardian.com/world/2015/sep/07/luister-south-africa-film-racism-stellenbosch>