

# Botno

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UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



INSTITUTE FOR  
RECONCILIATION  
AND SOCIAL JUSTICE  
INSTITUUT VIR  
VERSOENING EN  
SOSIALE GERECHTIGHEID

## INSTITUTE EMBODIES THE INTERFACE BETWEEN THE 'HUMAN' AND 'ACADEMIC' PROJECT

The Institute was established based on the recognised need to relate the UFS's academic mandate to the complexities arising from a conflicted South African social context. The Institute, more than any other academic initiative, represents the University's Human Project, which rests on cultivating humanity as a counter-strategy to the disrespect and violence that pervade human relations and erode human dignity. We continuously strive towards honing the focus of our work in response to the range of expectations emanating, not only from our immediate university community, but also, from the South African context at large. This is captured in this newsletter covering the conversations, co-hosted events, new research and postgraduate initiatives, as well as our participation in the most recent inaugural lectures presented at the UFS.



### Nobel Laureate

Nadine Gordimer delivered the inaugural Annual Reconciliation Lecture by invitation from the Vice-Chancellor and Rector, Prof. Jonathan Jansen, on 7 November 2012. Miss Gordimer's visit was coordinated by the Institute in conjunction with the Rectorate and Prof. Pumla Gobodo-Madikizela. In her speech, Gordimer lauded the UFS for its efforts at reconciliation and transformation.

### Recipient of Order of the Grand Counsellor of the Baobab (Silver)

The UFS dedicated 26 April 2013 to celebrate the life and legacy of the struggle icon Bram Fischer – the Kowsie Alumnus who helped shape the landscape of South African history. The office of Dr Choice Makhetha (Vice-Rector: External relations) hosted the first Bram Fischer Memorial Lecture presented by Prof. Barney Pityana. A lunch-hour conversation with Bram Fischer's two daughters at the Institute, as well as a mid-afternoon conversation between students and Prof. Pityana, preceded the memorial lecture of that evening.



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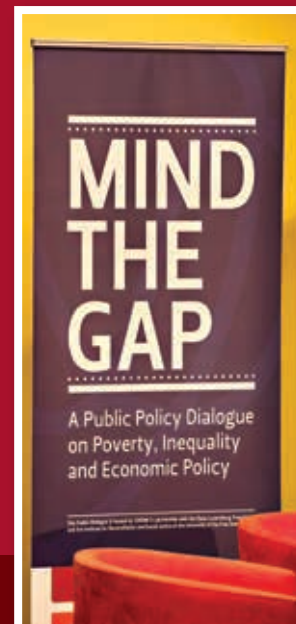
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# News

## Minding the Gap at **MANGAUNG**



Prof. André Keet, Hon. Buti Manamela, Dr Somadoda Fikeni, Ms Sibongisile Masangwane, Prof. Vusi Gumede and Ms Tsepiso Makwetla.



The ANC elective conference, the highest decision-making structure of the ANC, was held at the main campus of the UFS from 16 – 20 December 2012. The 53<sup>rd</sup> National Conference took place in the year of the ANC's 100<sup>th</sup> anniversary and was attended by 4,500 voting delegates.

On 3 December 2012 (the eve of *Mangaung*), the Institute in partnership with the *Rosa Luxemburg Foundation*, *OXFAM* and the *SABC* hosted a public discussion, titled: *Mind the Gap: A Public Policy Dialogue on Poverty, Inequality and Economic Policy*. More than 50 participants attended the public meeting to discuss poverty, inequality and economic policies with Mr Buti Manamela (ANC MP and general secretary of the Young Communist League), Prof. Vusi Gumede (former economic advisor to President Thabo Mbeki), Dr Somadoda Fikeni (political analyst), Ms Sibongisile Masangwane (feminist activist in Alexandra township) and Prof. André Keet (Director of the Institute for Reconciliation and Social Justice).

The continued socio-economic exclusion of millions of people is a reflection of deepening inequality and poverty. It is critical therefore, that academic scholars, activists and politicians come together to reflect and unpack the growing literature and evidence about the underlying causes, effects and solutions to the scourge of inequality.

In their analysis of the causes of poverty and inequality, the speakers agreed that the legacy of colonialism and apartheid continues to influence efforts to build a socially just society. Poverty in South Africa remains predominantly “black” and questionable economic policies since 1994 are also to be blamed for this. There was agreement that urgent reorientation of policies is needed, as well as the promotion and growth of the informal sector and support for young people in accessing the labour market. The afternoon was chaired by television and radio presenter, Ms Tsepiso Makwetla.

## Advising *the Minister*

Prof. André Keet, Director of the Institute, has been appointed as a member of the Oversight Committee on the Transformation of South African Universities. He is one of seven committee members that were appointed by the Minister of Higher Education and Training to monitor progress on transformation in public universities. The other members of the committee are Prof. Malegapuru Makgoba, who will serve as chairperson, Dr Mvuyo Tom, Ms Nazeema Mohamed, Ms Zingiswa Losi, Mr Joe Mpisi and Prof. Shirley Walters.

The committee will advise Minister Blade Nzimande, on the role of universities in promoting the development of a free, fair and non-discriminatory society and on policies to combat racism, sexism and other forms of unfair discrimination in public higher education.

## Launch of the *Human Rights Desk*

“For to be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others.” These famous words by Nelson Mandela encompass the goal of the newly established human rights desk at the Institute. The formal launch of the desk will take place through a symposium to be held in the second semester. Currently, the necessary protocols and agreements which stipulate the mandate of the desk and its relationship with other UFS offices are being drafted. Though the Desk will work in close co-operation with other offices, it will be an independent body that answers directly to the senior leadership of the university.

The main initiatives will commence with a pilot programme aimed at the residences situated on the Bloemfontein Campus, but the various projects will ultimately be extended to the whole Main Campus, as well as the QwaQwa and South campus. These projects will not only be educational, but will also seek to develop a culture of dignity grounded in human rights.

One of the key projects of the Desk is the organisation of critical conversations. This project provides a platform for students to encourage new ways of thinking on current topics and aims to inspire a change in our actions towards each other. The Human Rights Desk will also deal with complaints lodged by students and staff relating to human rights violations.

A culture of human rights implies more than the fair and equal treatment of all persons. It implies the freedom to actively and freely participate in shaping a common world. The mission of the desk is to energise Kopsies with a passion for human rights and critical thinking by dealing differently with dilemmas and solving our problems equitably.



## Reconciliation live on *SAFM*

On 19 March 2013, the UFS and the National Research Foundation (NRF) hosted a dialogue on reconciliation and social cohesion in the context of racial inequality at the UFS Bloemfontein Campus. This dialogue formed part of the “Science for Society Lecture Series” by the NRF, which seeks to bridge the divide between science and community issues. The objective is to help society relate to how science, research and technology positively impact our day-to-day lives and those of future generations.

*Prof. Pumla Gobodo-Madikizela, Senior Research Professor on Trauma, Forgiveness and Reconciliation and Prof. André Keet, Director of the Institute for Reconciliation and Social Justice during the live broadcast of the NRF lecture.*

## Institute engages *the Youth*

The Institute launched the *IRSJ: Youth Forum* on 30 May 2013. The introductory meeting of the forum led, by Prof. André Keet and Dr Willy Nel, wasted no time in identifying and scrutinising issues that affect the youth in general and in a more nuanced way, the youth on our campus. The young leaders shot-off-the-bat in providing fresh perspectives and analysis, as well as new ideas on how to approach and address these issues. The session was characterised by probing questions, enlightening insight and critical engagement. Themes at the forefront of the discussion ranged from the democratic character of the university and limited contested spaces to economic freedoms and restrictions.

The meeting also focused on some expectations of the reciprocal relationship between students and the Institute itself, what students expect from the Institute and its daily operational scope with regards to student life in general. This inaugural meeting of the IRSJ Youth Forum concluded with refreshments and light-hearted conversations to network and get to know one another better. This forum is independent and not politically, culturally or religiously affiliated with any other association. All are welcome!





# New Directions in *Transformation*



The University of the Free State hosted delegates from all 23 South African universities for the Higher Education South Africa (HESA) transformation colloquium, which took place from 6 – 8 May 2013 on the Bloemfontein Campus. The colloquium was organised by Higher Education South Africa (HESA) and sponsored by the Department of Higher Education and Training. The Institute, together with the office of the Vice-Rector: External Relations, organised the 3-day colloquium.

The event brought together a wide range of stakeholders, including some members of university councils; vice-chancellors; academics and researchers; leaders of student formations; presidents of student representative councils; transformation managers; executive directors responsible for transformation in various universities; members of the newly established Transformation Oversight Committee; and senior representatives from the Department of Higher Education and Training. The theme of the colloquium was *New Directions: The Question of Knowledge and the Transformation of Higher Education in South Africa*. In his welcoming message the rector said: "We have in response to the national challenges of transformation, tested the construct itself; what does it mean to do transformation beyond the simple arguments about demography, to something much more engaging that encompasses students, staff, curriculum and campus cultures".

The objectives of the colloquium were to explore progress, challenges and new directions relating to the transformation of higher education. The event examined and debated some of

the latest research studies and practices on the topic, as well as selected case studies from a number of public universities in South Africa. The colloquium, which succeeded in deepening debates on transformation within the higher education sector, has broadly agreed that a common understanding should be forged across the sector on the meaning of transformation within higher education. Delegates reaffirmed a view that transformation within higher education is a moral and ethical imperative. To access some of the presentations made at the colloquium as well as the full press release, visit the HESA website at <http://www.hesa.org.za/he-transformation-colloquium>.



# Public Lectures



## Reconciliation Lecture

Nobel laureate Nadine Gordimer delivered the inaugural Annual Reconciliation Lecture by invitation from the Vice-Chancellor and Rector, Prof. Jonathan Jansen on 7 November 2012. Miss Gordimer's visit was coordinated by the Institute in conjunction with the Rectorate and Prof. Gobodo-Madikizela. In her speech, Gordimer lauded the UFS for its efforts at reconciliation and transformation, but also expressed deep concern about the prevalent patterns of violence, corruption and poverty that persistently threaten our dream for the new South Africa.

She addressed the state of education in the country, stating that our youth is disadvantaged by inadequate schooling standards, with two-thirds of primary school pupils leaving primary school without mastering the three R's: reading, writing and arithmetic. According to Gordimer, education is not only entirely what comes out of the textbooks, test tubes, and the great theories and works of exploratory thinking in the past: "Education, however exceptional, is never completed in places of higher learning. Reading is the education that goes on throughout life." General knowledge of what is happening in and around the students' lives can go a long way in contributing to education.

On the issue of race, Gordimer said that all South Africans have been conditioned, even brainwashed, by the legal, cultural and religious demeaning distinctions between race and colour. In reference to the Traditional Courts Bill, she argued that we cannot tolerate any cultural custom that denies and defies the Constitution. Our rights as individuals are secured in the Constitution, and where traditional culture claims to set itself up as an independent law and power above the country's law of human rights, we have to reject such claims. She compared the Protection of State Information Bill to a tsunami threatening to drown freedom of expression. Gordimer concluded the lecture by sharing her opinion on the state of the country as it is, quoting Bertolt Brecht who said, "*We have to start somewhere; we may never stop anywhere*".



## Bram Fischer Memorial lecture

"South Africa has been endowed with towering and inspirational figures in her history. In many respects many of these represent the conflictual, race and economic colonial history of the country. One might therefore be excused for taking a partial view of that history depending on one's social and political orientation. For good or ill, for better for worse, they have shaped the history of this land. Among such figures, surely, and with the benefit of history, the name of Advocate Bram Fischer is writ large." This was well-known academic and human rights lawyer, Prof. Barney Pityana's opening remarks in delivering the inaugural Bram Fischer Memorial Lecture on Friday 26 April 2013.

Prof. Pityana highlighted Fischer's contribution to the struggle for justice, notably his role as lawyer in the Rivonia trial. He described Advocate Fischer as a "consummate lawyer, with a critical approach to law, who did his best to extract from an unjust legal system the very best for his clients", but someone who had lost faith in the capacity of the law to overcome apartheid structures that were inherently unjust. He gave a critical evaluation of South Africa's legal system, speaking at length about accessibility and transformation of the system. Pityana argued that "transformation" does not just mean a change from one state to another, but actually to change the nature of being almost to the point of being unrecognisable from the past: "This tells me that one must go beyond and drill below the surface beyond the obvious and visible. For example, race is important and it is one category but it is not and should not be the dominant category for ever."

Pityana also proposed that we should consider integrating indigenous law into the means of judicature in our jurisprudence rather than to marginalise indigenous law. He concluded the lecture, by saying: "It is my contention that the quality of law in a country depends on the intellectual and political environment that obtains to enable aggressive, independent lawyers to defend the best interests of the people. This means that the lawyer must earn the trust of the clients, as if he/she has no other client to think about."

# CONVERSING THE RESEARCH PROJECT

Since 2009, the Institute embarked on a number of activities that feed into its research areas. Central among these activities is the Critical Conversation series. At least once a month, the UFS community is invited to take part in a conversation with an invited scholar on a particular theme. The objective of these conversations is to interrogate social and political issues by means of intellectual rigour, allowing for the emergence of new theoretical and practical approaches. **Read more about the conversations of the past few months on pages 6 – 10.**

## Creating Capabilities: *Prof. Melanie Walker*



With the commencement of a new year (25 January 2013) the Institute kicked off its popular Critical Conversation series with some key reflections on social justice and the interplay it has with education. Cognisant of the multiple challenges facing the advancement of education in South Africa, Prof. Melanie Walker (Senior Research Professor in Higher Education and Human Development) lead the discussion on how we can maximise and integrate the notions of human capabilities within higher education towards social justice. Prof. Walker outlined key ideas that underpin the capabilities approach, as developed both by Amartya Sen and Martha Nussbaum, as “the outline for a theory or approach to well-being and justice in society”. Discussions included some of the criticism of the capabilities approach after which its particular significance and potential for transformative higher education were explored: “In a capabilities-oriented education process, education would aim to secure and distribute capabilities to all students, paying attention to the social arrangements in education (pedagogies, institutional culture, and education policy) and to barriers that might impede the development of opportunities and valued outcomes.”



## Specular Border *Intellectuals*

As part of the Institute's expanded mandate, institutional transformation will become a sharpened focus around the various research initiatives and projects at the Institute. In this Critical Conversation on 20 February 2013, Dr Willy Nel (department of Educational Psychology) probed the psycho-political challenges and opportunities that black staff members experience at historically Afrikaans universities. According to Dr Nel one cannot speak about transformative social justice without speaking about race. He suggested that Derek Hook's concept of abjection can be meaningfully used when we deal with issues of racism – when people can realise their shared complicities and mutual vulnerabilities. While recognising the moderate successes that have been achieved with issues of race and social justice in higher education in South Africa, he argued that there is disjuncture between the rhetoric of change and privately held convictions especially when we speak about historically Afrikaans universities where the everyday choices, decisions and manner of operating serve to create and maintain the *status quo*.

He referred to Abdul JanMohamed's concept of specular border intellectuals in which an unfamiliar environment is described as a strangely dislocated cultural space. Dr Nel argued that this concept offers one an opportunity not to essentialise one's position of blackness (not to serve a particular constituency – e.g. the black staff at the university), but rather to loosen and permeate the borders in order to align with a broad coalition of those who subvert essentialised positions. Being in an uncomfortable border space all the time could make for fruitful engagement using this framework of specular border intellectualism. The presentation was followed by a lively discussion in which audience members shared their experiences on the topic in an honest and frank manner.



## The Privilege of Being *Traumatised*

On 13 February 2013, the Institute hosted Yehonatan Alsheh, a postdoctoral fellow in the History Department of the University of the Free State. He wrote his doctoral dissertation on the ideological and political origins of the UN 1984 Genocide Convention at the Tel Aviv University School of Historical Studies. His current research focuses on the drafting of the UN 1973 Apartheid Convention and the problem of “other apartheid”. The title of his presentation was: *Trauma Based Rights and the Privilege of Being Traumatised*.

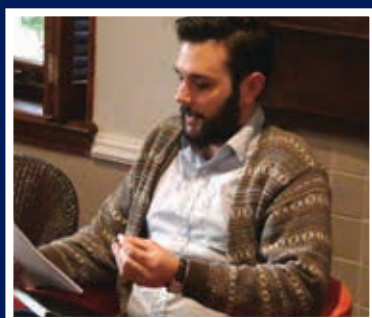
How do the discourses around trauma (and trauma based rights) help style it as a bio-political phenomenon? Following the theme of former critical conversations in this series, this presentation addressed a unique critique of trauma discourse from the perspectives of political philosophy and comparative politics. Dr Alsheh analysed trauma discourse as a bio-political phenomenon and examined its effects on the logic of rights *vis-à-vis* that of privileges. Trans-continental comparisons were made between the South African Truth and Reconciliation Commission, and similar experiences in Mozambique and also Yugoslavia in the 1950s–1970s.





## Libby Roderick on *The Power of Listening*

The Institute was pleased, to once again welcome Libby Roderick during her second visit to the UFS for the Difficult Dialogues Workshop hosted by the Centre for Teaching and Learning (9 May 2013). Libby began the conversation by reporting some of her personal experiences to demonstrate the importance of listening to opposing sides of potentially explosive dialogues. During the conversation, Libby frequently organised the audience into “listening pairs” in order to show, and emphasise, the value of being able to have a voice as well as the value of being heard. “Listening pairs” represents just one of the numerous techniques suggested in the Difficult Dialogues project, which is aimed at fostering democratic discussion in classrooms, in order to establish a more inclusive attitude towards teaching and learning. The audience commented regularly on the difficulty of listening without interruption. Libby discussed several alternate tools for discussion and offered some useful pointers and resources for improving listening skills. The audience responded positively with several reports from students and staff signifying the need to open the communicative channels more effectively and to add more creative components to the learning process.



## Justice for the African Nonhuman?

On Thursday, 25 April 2013 the Institute hosted a Critical Conversation session with Jesse Arseneault at the DF Malherbe House. Jesse is currently a PhD candidate at McMaster University’s English and Cultural Studies Department in Hamilton, Canada, and visited the UFS as a research fellow with the Department of English. The topic of the Critical Conversation was: *Thinking Through Justice for the African Nonhuman: Politics and Problematics of Concern for Animal Life*.

Jesse introduced the topic by referring to a statement made by president Jacob Zuma in which he labeled people who keep dogs as pets as “un-African”. Zuma followed up this speech with the insistence that animals should be “loved [and] cared for” but that we should not “elevate our love for animals above our love for other human beings”. Jesse used Zuma’s comments as a springboard in thinking about broader issues surrounding justice for the nonhuman in African contexts, including inquiries into fights for and resistance to animal rights and whether the notion of the “right” is appropriate to thinking through justice for the nonhuman.

Drawing on and responding to popular reasoning behind why we should not care for animals, he suggests that love and concern for the nonhuman are more complex political forces than we have hitherto assumed. He also argued that the call to justice for animals does not suspend concern for the human, but compels us to broaden our scope of ethical concern in areas where both human and animal life are precarious.

The question at the forefront of the dialogue was whether human rights and human dignity is of greater importance than that of the rights and dignity of animals. Jesse argued that as living beings, animals should be granted as much social justice as humans. A lively debate followed when the question was asked as to what does it say about South Africa, when the National Press Club named the South African rhino as the Newsmaker of the Year for 2012, the same year in which the Marikana massacre happened in which 34 miners were killed.



## The use and abuse of *trauma narratives*

Anja Henebury visited the UFS as a postgraduate fellow at the Department of Afrikaans and Dutch, German and French. She is completing her PhD on *Shifts of Paradigm in Representations of National Socialism in Recent German Literature* with Prof. Stuart Taberner at the University of Leeds. The topic she addressed in this Critical Conversation 30 October 2012 was: *Trauma, Narrative Authority and Recognition: Working with/through the past*. Psychoanalytically-inspired concepts that evolved in the aftermath of the Holocaust are nowadays applied universally when dealing with the grave human rights violations and their cultural reflections. Drawing on a case study from the German context, she examined the use and abuse of trauma narratives in contemporary memory contests.

## Re-humanising Psychological Data

The Institute partnered with Prof. Pumla Gobodo-Madikizela’s Dialogue between Science & Society to host Oliver Fuchs and Patricia Blake (18 October 2012). They spoke on *Re-humanising Psychological Data: The limits of Positivist Research and a case for the use of subjectivity in research* and *Attachment Detachment: Attaining and maintaining integrity in the research process* respectively.

# Truth and Reconciliation Commissions (TRC's)

The Institute and the Faculty of Theology co-hosted a conversation with Prof. Pumla Gobodo-Madikizela and Dr David Tombs (Trinity College, Dublin) on *The uniqueness of Truth and Reconciliation Commissions in the South African and Latin American contexts*, respectively. Dr Tombs is an Assistant Professor of the Belfast-based MPhil in Conflict Resolution and Reconciliation and has done research on *The Church and Human Rights in El Salvador and Guatemala* as well as on *Religious Pluralism and Human Rights*.

## Rwanda's first *gender studies curriculum*



Jennifer Fish (Old Dominion University) – *Linking public gender victories to higher education: Establishing Rwanda's first gender studies curriculum* (23 October 2012). The conversation tracked the development of the first gender studies curriculum at a Rwandan university. Prof. Fish presented a brief overview of Rwanda's history, tracing the complexities during the colonial period until the genocide in 1994. The living memorials to the victims of the genocide were described in some detail as she reflected on the aftermath of the genocide, with a specific focus on South Africa's TRC in contrast to the nature of the Gacaca hearings (1994–2011).

She also analysed the tension between the successes of Rwanda's national development plan and the limited freedom of speech experienced in the country. Gender equity has been of particular importance in the time following 1994, but with a critical question being whether women are merely placed in leadership positions in order to superficially adhere to gender equality requirements, or whether such women occupy spaces where they can actually exercise power.

Prof. Fish shared some significant public gender victories, such as Aloisea Inyumba's *Everyone takes one* campaign, in response to the 500,000 children left orphaned after the genocide. The final section of the conversation tracked the development of the Centre for Gender, Culture, and Development at the Kigali Institute of Education, and the challenges faced during this process. The participants engaged on the intersectionality of data relating to the disparity between girls' and boys' performances in secondary education.

## Making Sense of Being South African: The Construction of National Identity by Young South Africans



The conception of a shared national identity is a widely contested one in the South African context. In this Critical Conversation (27 February 2013), Dr Saskia Welschen (University of Amsterdam) investigated how young South Africans give meaning to their national identity in talk. Informed by a social constructionist perspective, the assumption is that talk or language is an important site where identities are built, maintained and challenged. Creating a sense of national identity entails imagining, or construction a "national we", a community of people that have certain things in common. In a country as diverse and historically divided as South Africa, this is an arena full of contradictions, complexities and contestations.



# In conversation with *Ilse Wilson, Ruth Rice and Barney Pityana*

The UFS dedicated 26 April 2013 to celebrate the life and legacy of Bram Fischer. In addition to the Memorial Lecture hosted during the evening, the Institute held a lunch-hour conversation with Bram Fischer's two daughters, as well as a mid-afternoon conversation between students and Prof. Pityana on the role of student leadership at public universities.



Ms Ilse Wilson, Ms Ruth Rice, Prof. Barney Pityana, Prof. Nicky Morgan, Mr Sibusiso Tshabalala and Ms Nangamso Koza.

Leon Wessels (visiting professor at the Institute) facilitated the lunch-hour conversation on *Memory and Meaning: Reflections on the Life of Bram Fischer*. Ms Ilse Wilson and Ms Ruth Rice shared with the audience what their father's memory means to them, by sharing some personal experiences from their childhood. As young girls, the Fischer sisters would see people of all races come to their house for evening meetings and they were taught from an early age the principle of racial non-discrimination. The sisters, even though they had a very strong Afrikaner background and culture, were raised with a deeply instilled value that everyone should be equal and that apartheid was unjust. They said they were very privileged to have had a father like Bram and they are proud of the South Africa we live in today, although we still have a long way to go as a country.

During the afternoon, Ms Wilson and Ms Rice joined Prof. Pityana in a discussion with students where Prof. Pityana spoke about the history of the South African Students Organisation (SASO) and the role of student leaders. Being one of the founding members of the South African Students' Organisation and an important figure in the Black Consciousness Movement with Steve Biko, Prof. Pityana recalled some of his experiences as a young student leader. Drawing on his experiences as the former Principal and Vice-Chancellor at the University of South Africa (UNISA), and also a former chairperson of the South African Human Rights Commission, a highly stimulating discussion followed on the role of student leaders and student politics at public universities.

## We also talked to ...



### *Wilhelm Verwoerd*

The first lunch-hour Conversation in 2013 was on 29 January with Dr Wilhelm Verwoerd, grandson of apartheid prime minister, H.F. Verwoerd. Though rooted in his family history, Verwoerd shared his own life experience and critical choices he made, presenting some thought-provoking perspectives on social justice and reconciliation. He was a researcher for the Truth and Reconciliation Commission and published a book in 2000 titled *Looking Backward, Reaching Forward: Reflections on the TRC*. Dr Verwoerd shared with us some of the work he had been doing as programme co-ordinator for the War Veterans and Survivors programme at the Glencree Institute for Peace in Ireland.



### *Gerold Krozewski*

Gerold Krozewski (Graduate Institute and Department of History, University of Sheffield, England) and was a visiting research fellow at the UFS. His conversation (16 May 2013) was entitled: *Debates about Conflict, Justice and Reconciliation after mass Violence in the mid-1990s*. The first half of the 1990s experienced large-scale violence in a number of countries in East and West Africa and in south-eastern Europe. These cases had repercussions for international humanitarian governance and led to renewed debates in academia on topics of justice and reconciliation and appropriate strategies to prevent the re-occurrence of mass violence. During his analysis, Krozewski highlighted relevant arguments in a range of research paradigms and used Rwanda and Bosnia to contextualise this research from a historical-political perspective. Particular attention was given to state-society relations, international agency, the engagement with the past, and the relationship between research and agency.

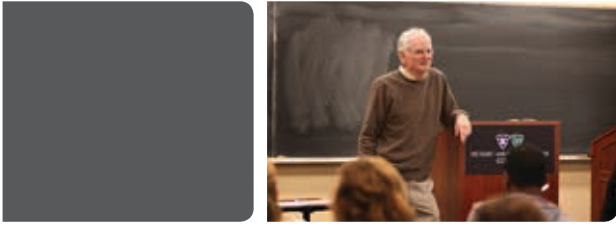


### *Willie Esterhuyse*

On 30 October 2012, Prof. Willie Esterhuyse was interviewed by Sibusiso Tsabalala on his book *Endgame. Secret talks and the End of Apartheid*. In this book Prof. Esterhuyse recounts how these talks, held behind closed doors in England, not only kicked-started negotiations in South Africa, but also led to an unlikely, yet lasting, friendship between an Afrikaner insider and an activist, Thabo Mbeki, who eventually became the president. The full story of the secret meetings between ANC leaders and a select few Afrikaners in the turbulent 1980s, was told for the first time by someone who was actually present.

## We also talked about...

### The Broederbond – Dunbar Moodie



#### Critical Conversation | Professor Dunbar Moodie

##### The Role of the Broederbond in South Africa's Transition.

Professor Moodie is Honorary Research Professor at the Society, Work and Development Institute, University of the Witwatersrand. His work is deeply rooted in understanding South African social, cultural, economic and political realities through the close analysis of changing patterns of power and resistance in this structural setting. He visited the Institute on 18 February 2012.



### Imperial skulduggery – Reinhardt Kössler



#### Critical Conversation | Professor Reinhardt Kössler

##### Imperial Skulduggery and the Search for Closure after Atrocity: Reflections on some Southern African experiences.

Professor Reinhardt Kössler is a social scientist, working at the Arnold Bergstraesser Institute in Freiburg and teaching political science at the University of Freiburg. Besides his academic pursuits, he is involved in a wide range of civil society initiatives in Germany with a long-standing focus on Southern Africa. The conversation on the search for closure after atrocity took place on 24 October 2012.



### Hope in Worcester – Lindi Dudu, Beulah van der Westhuizen, Audrey le Fleur and Guido Opperman



#### Invitation | Courtyard Conversation

##### Reflections on the Worcester Hope and Reconciliation Process.

Capturing the ideals of restitution and authentic reconciliation, this discussion focused on the experiences of four pioneering young people and their involvement in the Worcester Reconciliation and Hope Process. Lindi Dudu, Audrey le Fleur, Beulah van der Westhuizen and Guido Opperman shared their insights on the inter-relation between restitution, restorative justice and reconciliation in Worcester (14 November 2012).

Read more about the project at: <http://restitution.org.za/>



### “Ordentlikheid” in Afrikaner femininities – Christi van der Westhuizen



#### Critical Conversation | Christi van der Westhuizen

##### “Ordentlikheid” in the (re)making of Afrikaner femininities.

Christi van der Westhuizen is the author of *White Power & the Rise and Fall of the National Party* (Zebra Press, 2007) and a regular analytical columnist in the English and Afrikaans press. She is a Research Associate attached to the Institute and visited the Institute on 26 November 2012.

Her blog can be read at <http://www.thoughtleader.co.za/christivanderwesthuizen>



# Talking Arts and Culture

## Open Mic

The Institute collaborated with the Johannes Stegmann Arts Gallery, Student Affairs and AAMPS (Artist Actor Musicians and Poetry Society) in presenting a series of public performance events labelled as “open mic sessions” at different locations on campus. These events aim to give students a platform to freely express themselves and speak about/share/deal with social issues and experiences that affect them on and off campus. The first of these was held on 19 April 2013 at the Willem Boshoff-Thinking Stone, which is situated in front of the main building next to the Red Square. This initiative serves as the build-up to the 2<sup>nd</sup> Annual Arts & Social Justice Week of the Institute that will be held during the month of August.



## In Whom Can I Still Trust?

The exhibition *In Whom Can I Still Trust?* portrays the history of the persecution of homosexuals during the Nazi era. It cuts even closer to home, as it also explores the discrimination against sexual minorities in South Africa. Richard Freedman, Director of the South African Holocaust & Genocide Foundation, said at the opening of the exhibition on 6 June 2013 “This evening’s opening marks the continuation of a year-long national programme which we hope will not only grow people’s knowledge of the largely unknown history of the Nazi persecution of homosexuals but will also help to engage a wide public in the deep prejudices which, despite a constitution and bill of rights, still exist across every strata of society towards sexual minorities”.

*In whom can I still trust?* investigates the lives of gay men and women during the Nazi era through individual stories. The exhibition reflects research based on a multitude of Gestapo, police, camp, hospital and court records that historians only recently accessed. Originally under the curatorship of Dr Klaus Mueller from Berlin, on behalf of IHLIA (Homosexual and Lesbian Archive, Amsterdam), the South African Holocaust & Genocide Foundation redesigned and developed the exhibition specifically for South Africa.

The exhibition does not work in a traditional chronological fashion; instead it works through themes and personal stories allowing for the examination of the human response. The exhibit is developed along four themes: trust, love, identity and death. Through additional panels, the exhibition aims to focus attention on the limited protection of sexual minorities in South Africa. The *It Gets Better South Africa Project* – a collection of videos that discourages homophobic bullying – forms an important part of the exhibition. In his closing remarks, Freedman said: “Each community is characterised by whom it excludes from its midst. We need to remind ourselves that human rights are not only for those who are like us but they are especially to be protected for those who are not like us. It is our hope that this exhibition will contribute to this very necessary and crucial conversation on this campus.”

*In Whom Can I Still Trust?* was hosted by the Institute for Reconciliation and Social Justice at the UFS in partnership with the South African Holocaust & Genocide Foundation, the Open Society Foundation for South Africa, the Johannes Stegmann Art Gallery and Student Affairs.





# Public Engagement Initiatives



## The Body: Rights, Power and Violence

A human rights symposium held on 28th March 2013 was the product of the combined efforts of the Institute's Human Rights Desk, the Students for Law and Social Justice and the Human Rights Commission of South Africa. The theme of the symposium was, *The Body: Rights, Power and Violence*. The symposium aimed to bring forth a discussion on the violence too often visited on the female body. The discussion was led by a keynote address by Ms Samantha van Schalkwyk. Dr Yehonatan Alshen, Dr Lis Lange, Dr Ilze Keevy and Mr Ace Moloï provided insightful perspectives on both the keynote address and the problem of violence against women in South Africa at large. The panel responses drew probing questions from the audience and a lively discussion followed.



*Ms Samantha Van Schalkwyk, Dr Ilze Keevy and Dr Lis Lange*

## “How Free Are Our Airwaves?”

On 19 October 2012 the Institute co-hosted a seminar with the Media Development and Diversity Agency (MDDA) to celebrate Press Freedom Day. The seminar, organised by Zubeida Jaffer, brought together community radio stations from across the Free State province to engage on the theme “How Free Are Our Airwaves?”.



*Tending the discussions were from left: Prof. André Keet (Director of the Institute), Ms Yasmin Sooka (Executive Director of the Foundation for Human Rights), Dr Willy Nel (Faculty of Education), Ms Gugu Ncongwana (Director: Department of Justice and Constitutional Development), Ms Danaline Franzman, (Chief Director: Social Justice and Participatory Democracy in the Department of Justice and Constitutional Development) and Andile Mngxitam (columnist and political commentator).*

## National Action Plan

In 2001, the SA government hosted the Third World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, as mandated by the United Nations. The conference, which took place in Durban, was attended by representatives of 160 countries. The conference adopted the Durban Declaration and Programme of Action which advises “States to establish and implement without delay national policies and action plans to combat racism, racial discrimination, xenophobia and related intolerance, including their gender-based manifestations”, amongst others. After a long delay South Africa now has a Draft National Action Plan (NAP), which is to be finalised by cabinet any time this year (2013). The NAP envisages that civil society will play a significant role in assisting the country to realise the objectives of the plan.

On 12 March 2013 the Institute, together with the Department of Justice and Constitutional Development and the Foundation for Human Rights, hosted a workshop-style discussion with university and community role players on the National Action Plan (NAP) to Combat Racism, Xenophobia and related intolerances. The NAP was presented by Yasmin Sooka (Executive Director of the Foundation for Human Rights) and Dr Willy Nel, from the Faculty of Education, was the respondent. The main objective of the collaboration was to inform civil society and interested institutions on the existence of the NAP and its draft provisions. The expectation was that such awareness would assist civil society to prepare its own responses and start thinking about how to implement and monitor the NAP.

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# Research

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## Research *framework*

In 2011, the Institute adopted an innovative research agenda consisting of a variety of conceptual strategies and thematic areas. The overarching framework is *Shared Complicities and Mutual Vulnerabilities: Democracies of Proximity (social cohesion) and the Futures of Justice*. This framework takes its primary focus to be the study of structural inequality, everyday violence and disrespect in human relations. The research framework of the Institute is aimed at exploring how human relations across an infinite number of “divides” can be re-thought and reconstituted for democratic arrangements and practices to advance reconciliation and social justice.

## Research *projects*

### Human Rights and Citizenship framings in Higher Education

This research project explore: how students and staff frame the notions of human rights and citizenship pre-theoretically and theoretically; how such framings impact on the university's transformation agenda; and how citizenship and human rights activism can be reconstituted within university spaces. This exploration will assist the research team to inquire into intuitive human rights and citizenship expressions within social reality.

According to the project leader, Prof. André Keet, an analysis of these intuitive understandings will better link the abstracted notions of rights and citizenship with an activism that may already be rooted in pre-theoretical experiences. Apart from its broader intellectual contribution, such systematised observations will serve the strategies and activities that the university will employ in its pursuit to develop a culture of human rights and inclusive citizenship.

### Reitz Research Project

The first journal article on this project has been completed and submitted and the digital archive is functional, populated and is continuously developing. A monograph on Living with difference: *Mapping 'Reitz', the meaning of 'Reitz'* is being finalised.

### Curriculum as Discourse

NRF-funded inter-disciplinary and inter-institutional national research project committed to the broader project of transformation in higher education, exploring curriculum practices and content as well as the disciplinary traditions in six selected fields of study.

### Dignity and Difference

International comparative study on 'Dignity and Difference' in collaboration with the Centre for the Study of Culture and Society in Bangalore, India and the Kosmopolis Institute in Utrecht, Netherlands.

### Humanizing Pedagogy

A large-scale empirical study on the theme of *Rights, Citizenship and Social Cohesion/Justice* in collaboration with NMMU and partners in the United States.

### Pedagogies to advance capabilities

In March 2013, Proff. Melanie Walker and André Keet invited 8 UFS academics to participate in a two-year (2013– 2014) collaborative, three-country (SA – UFS and UWC, Netherlands, Cyprus) research project on *Universities as 'spaces for social justice': Pedagogies to advance capabilities*. The project's aim is to work with university practitioner-researchers to investigate the university as a 'space of justice' that advances the capabilities and valuable functionings of all students through curriculum and pedagogical arrangements.

The project is on-going and also includes an advocacy dimension aiming at raising awareness about the need to continuously reflect on, and improve, pedagogical practices as one of the major leverage points for real transformation. Students and staff are welcome to share their practices and concerns with us. Please feel free to contact Proff. Walker (WalkerMJ@ufs.ac.za) and Keet for any inquiries. (KeetA@ufs.ac.za)

### Postgraduate studies at the Institute

A number of options exist for students who wish to pursue postgraduate studies in affiliation with the Institute. Linked to, and located within a variety of national, regional and international networks, the Institute offers research engagement and supervision with renowned academics and experts in the fields of reconciliation and social justice. Students can also register with a range of departments across faculties for full research master's and doctoral degrees associated with the Institute.

## MA (*Reconciliation and Social Cohesion*)

Under the leadership of the Institute, a steering committee has been developing an MA degree in Reconciliation and Social Cohesion. Straddling the faculties of humanities, law, education, theology and the natural and economic sciences, it explores the social dynamics of human relations as intrinsically linked to development and sustainable democracy.

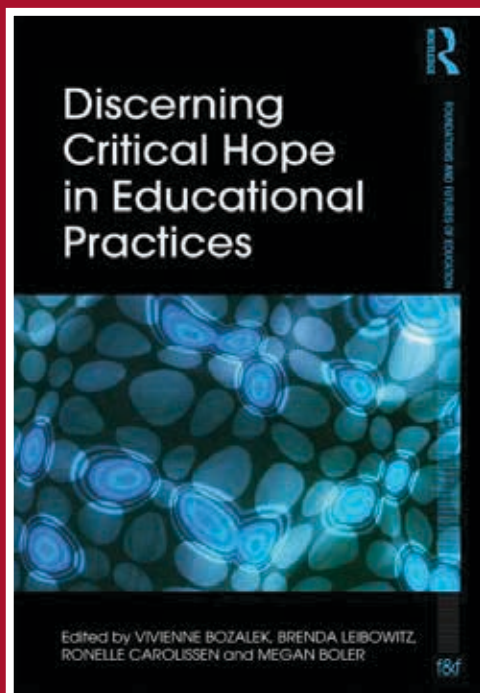
The purpose, outcomes and curriculum of the Master of Reconciliation and Social Cohesion is closely tied to the university's strategic direction both in terms of the *Academic and Human Project*. Though the justification, or rationale, of the degree incorporates epistemological, political, cultural, socio-economic and broader academic considerations, this degree is undoubtedly located within the university's strategic vision. The Master of Reconciliation and Social Cohesion will be coordinated by the Institute for Reconciliation and Social Justice at the UFS and be administered through the Faculty of Theology.

This programme develops an inter-disciplinary research approach to the social, ethical, political and theological aspects of reconciliation and social cohesion. In the first semester students enrol for two compulsory modules that focus on research, namely Theoretical and epistemological frames (Discourse and Disruptions) and Researching reconciliation and social cohesion. In the second semester students choose three modules out of four available electives: (1) Dignity and difference and the challenges relating to reconciliation and social cohesion; (2) Justice, democracy and wellness; (3) Mourning, forgiveness, trauma and memory; and (4) Public theology and liberating justice **OR** The liturgies of a life together. In the second year, students will complete a 90-credit research dissertation. For any inquires contact J.C. Van der Merwe (vdmjc@ufs.ac.za).

## Forthcoming Colloquia

- 26 September 2013 – Mass violence and genocide in Africa: Colonial and postcolonial perspectives (Co-hosted with Prof. Ian Phimister).
- 19 November 2013 – Michalinos Zembylas and Lebo Moletsane on Pedagogy and Contested Knowledges.
- 10 December 2013 – The mother of the nation/Volksmoeder debate 100 years after the unveiling of the National Women's Memorial. (Co-hosted with Christi van der Westhuizen).
- January 2014 – Diversity and the politics of engaged scholarship: A comparative study in higher education (Co-hosted with Prof. Frans Kamsteeg VU Amsterdam).
- 10 May 2014 – Silence after Violence (Co-hosted with Prof. Robert Gordon).

## Discerning critical hope in *educational practices*



How can discerning critical hope enable us to develop innovative forms of teaching, learning and social practices that begin to address issues of marginalisation, privilege and access across different contexts?

At this millennial point in history, questions of cynicism, despair and hope arise at every turn, especially within areas of research into social justice and the struggle for transformation in education. This book addresses the absence of sustained analyses of hope that simultaneously recognise the hard edges of why we despair.

The volume posits the notion of critical hope not only as conceptual and theoretical, but also as an action-oriented response to despair. The book is divided into four sub-sections:

- Critical Hope in Education
- Critical Hope and a Critique of Neoliberalism
- Critical Race Theory/Postcolonial Perspectives on Critical Hope
- Philosophical Overviews of Critical Hope.

Education can be a purveyor of critical hope, but it also requires critical hope so that it, as a sector itself, can be transformative. Proff. Keet and Zembylas contribute to this publication on the following themes respectively: *Plasticity, Critical Hope and the Regeneration of Human Rights Education* and *Exploring the Notion of "Critical Emotional Praxis"*. With contributions from international experts in the field, the book will be of value to all academics and practitioners working in the field of education.



# General

## About the *Institute*

The Institute is one of the flagship intellectual projects of the University of the Free State. The Institute, more than any other academic initiative, represents the University's Human Project, which rests on cultivating humanity as a counter-strategy to the disrespect and violence that pervade human relations. Following the "Reitz incident" in February 2008, and within the context of a worldwide intensification of racism and social conflict, a collective vision took shape to set up a research outfit that would exemplify the scholarship and practice of reconciliation, forgiveness and social justice. After an incubation period of consultations and discussions lasting almost three years, Archbishop emeritus Desmond Tutu launched the Institute on 27 January 2011.

The Institute's mandate is divided into two distinct, but complimentary sections - one being research and the other institutional transformation and human rights. These two areas work hand-in-hand, in the sense that the Institute's approach to institutional transformation and human rights is informed by its research framework while its research agenda is responsive to work done in the area of institutional transformation and human rights.

## Get involved with the *Institute's* work

UFS staff (academic or otherwise), as well any person or institution outside of the University, locally or internationally, who want to get involved with the Institute's work are welcome to approach us with project proposals. The Institute has also initiated a *Student Volunteer Programme* for interested undergraduate and postgraduate students registered at the UFS. Participants will be given the opportunity to independently develop and drive projects that link up with the Institute's mandate. Students who wish to participate will be required to show a keen interest in social justice issues, identify and interpret issues of concern on the University's various campuses and actively engage with the surrounding communities. Interested students should contact Pinky Mokemane (Pinky.Mokemane@gmail.com).

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Driekie Hay (DVC, UFS)

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THE HUMAN EMBRACE

Newsletter of the Institute for Reconciliation and Social Justice