

Botno

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YUNIVESITHI YA
FREISTATA



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

The Institute welcomes the International Summer School on Pluralism, Development and Social Change



The Institute for Reconciliation and Social Justice hosted the International Summer School on Pluralism, Development and Social Change for the third time from 6-21 December 2014. The Summer School is a joint initiative of the University of Humanistic Studies (Utrecht) and Hivos (the Humanist Institute for Development Cooperation) as partners in the Dutch Humanist Alliance, together with the UFS, Glocal University India, the Global Centre for Pluralism (Canada) and the

Gadjah Mada University's Center for Religious and Cross-Cultural Studies (Indonesia). The annual Summer School programme consists of a series of lectures, workshops and field trips.

Previously, it was presented in the Netherlands (2004, 2005, 2006), India (2007, 2008, 2013), Indonesia (2009 and 2010) and South Africa (2011, 2012).

The Summer School brings together an international group of people from civil society, activists and graduate students, and is taught by an international and interdisciplinary staff with expertise in ethics, human rights, political theory, comparative religious studies, sustainable development, governance, gender and education. Candidates have been selected in cooperation with Hivos and partner organisations of the Hivos Pluralism Knowledge Programme.

This year participants from South Africa, Indonesia, Zimbabwe, Kenya, India and the Netherlands engaged in comparative dialogue based on theories and practices of pluralism and development. Participants were encouraged to exchange their views, critically examine their own opinions and question their assumptions and experiences of development, particularly in the context of different forms of pluralism in society.

Four students from the University of the Free State (UFS) participated, namely Tony Ndlovu, Glow Chang, Thabo Motsoane and O'Ryan Heideman. Read more about the Summer School on page 3.

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ARNHE at VUT



Angelo Mockie



Irene Moutlana

Students and staff from the Institute attended an Anti-Racism Network in Higher Education (ARNHE) colloquium which was hosted by the Vaal University of Technology (VUT) on 29 August 2014. The theme of the day was “Social justice and transformation in higher education: How far have we come?” The vice-chancellor and principal of the VUT, Irene Moutlana, introduced the symposium with a paper entitled “Hopes are the same, but life experiences divide the races”. She described racism as “a persistent problem that leaves psychological harm within individuals through different kinds of exclusion” and urged institutions to stop hiding behind the notion of “sameness”, because people are not the same. She concluded by emphasizing the role played by anti-racism initiatives: “Anti-racism does not

essentialise people's social identities, instead it injects necessary tools that destroy structures of prejudices and stereotypical behaviour”. Other speakers included Melissa Steyn (Wits), Gordon Zide (VUT), Salim Valley (UJ) and Beverly Thaver (UWC). The UFS was represented by André Keet, who spoke on anti-racism as a pillar of social justice and transformation, as well as Angelo Mockie and Tonderai Chiyindiko (UFS Student Affairs), who presented a paper on student-driven social justice and transformation initiatives in higher education. The Institute is currently the administrative home of ARNHE for a three-year period. Contact JC van der Merwe (vdmjrc@ufs.ac.za) for more information on ARNHE initiatives. The next colloquium will be hosted by Wits at the end of May 2015.

A rights-based conversation on *social cohesion*

The Institute collaborated with the Human Sciences Research Council (HSRC) in hosting a seminar on “Social cohesion and reconciliation in South Africa: A rights-based conversation”. Critical conversations on the state of democracy in South Africa (20 years since 1994) reflected on the extent and nature of progress made and shortcomings expressed in persistent inequalities and poverty. The seminar contributed to this national conversation by bringing together rights-based perspectives on the subject of social cohesion and reconciliation in the context of Human Rights. In commemorating International Human Rights Day in the twentieth year of democracy, the seminar offered the opportunity to reflect, take stock and ask further questions about achievements, progress and the current gaps related to reconciliation and social cohesion. The seminar objectives focused on understanding the meaning,

purpose and value of social cohesion and reconciliation in the context of building national personality. It also sought to interrogate the antecedents of social cohesion and reconciliation in the context of human rights and the ongoing inequalities in society, and considered prospects pertinent to social cohesion and reconciliation as we enter the third decade of democracy. Kayum Ahmed, CEO of the South African Human Rights Commission, delivered the keynote address titled “Social cohesion and reconciliation in the context of Human Rights Day 2014”. Sharlene Swartz, research director at the HSRC, presented a paper on restitution and reconciliation, while Thabo Motsoane (UFS) and Paballo Chauke (UCT) spoke about student experiences of and perspectives on reconciliation and social cohesion. The seminar took place on 10 December 2014 in Pretoria.

International Summer School on *Pluralism, Development and Social Change*

The International Summer School on Pluralism, Development and Social Change aims to bring together a diverse group of participants who are interested in social change and who wish to enhance their critical understanding of social theory and practices of pluralism, as well as the politics of difference at local and global levels. It seeks to intensify links between development practitioners and scholars in order to enrich both knowledge bases with new perspectives, insights and skills, and to stimulate the creation of international networks of civil society initiatives surrounding issues of social change and pluralism. In facilitating dialogue on theories, practices and personal experiences within different forms of diversity and difference, the Summer School contributes to a critical comparative analysis of pluralism approaches in various social, political, economic and ecological contexts.

The main educational and pedagogical principles of the Summer School are to learn about, and simultaneously live with, difference in a pluralistic, international and intercultural setting. Critical

reflexivity, reading and writing, dialogue, experiential learning, active participation and skills training are central to the program. The Summer School aims to share and develop civil society-based strategies which increase the opportunity for pluralism in practice. The focus is on how national and local communities seek and create ways to live together in situations of difference and conflict in a globalising world. Over the last few years increasing attention has been paid to the important relationship between cultural diversity and sustainable development. The points of departure are the daily realities of participants in India, Southern Africa, Kenya and the Netherlands, and take actual lived experiences, questions and dilemmas as the foundations of the programme. The staff consists of international academics and development experts who jointly develop an innovative and exemplary teaching program for the 20 participants. Caroline Suransky (The Netherlands), JC van der Merwe (South Africa), Henk Manschot (The Netherlands), Sitharamam Kakarala (India) and Mark Tschirgi (Canada) were the 2014 Summer School staff.



Caroline Suransky



O'Ryan Heideman



Henk Manschot and Thabo Motsoane



Directors' Forum



The Institute invited directors of centres focusing on social justice, diversity and transformation to establish the Directors' Forum. Attendees of the forum's launch from the left: Allan Zinn from the Centre for the Advancement of Non-racialism and Democracy (NMMU), Melissa Steyn from the Centre for Diversity Studies (Wits), André Keet, Rozena Maart from the Centre for Critical Research on Race and Identity (UKZN) and JC Van der Merwe. The Directors' Forum will explore various collaborations on research, teaching and learning and community engagement, sharing researchers and speakers, funding and support networks, and student and staff exchanges.

Conferences & Colloquia

Cohesions and disruptions

The Institute for Reconciliation and Social Justice and the Johannes Stegmann Art Gallery, in partnership with the Vryfees, co-presented an artist and academic forum on 18 July 2014. The forum, entitled “Cohesions and disruptions: Art as a key to transformation”, was aptly timed to coincide with Nelson Mandela International Day. This event formed part of the transformation strategy of the Vryfees arts festival, aiming to support increased diversity and cross-cultural contemporary art programmes.

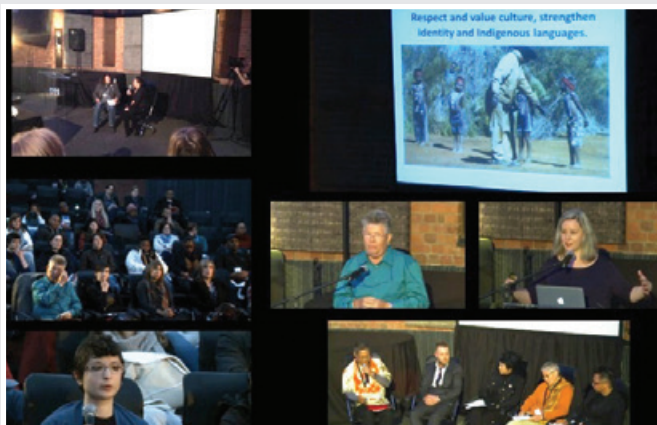
The forum kicked off with a thought-provoking keynote address by Lee-Ann Tjunypa Buckskin. She is a Narungga, Wirangu, Wotjobaluk woman from Victoria, South Australia, and is well-known throughout the Torres Strait Islands and broader arts communities. “Given the histories and present experiences of human rights violations and racial discrimination that indigenous people in Australia and South Africa are subjected to, we are particularly honoured to have Lee-Ann as a guest speaker”, said André Keet, Director of the Institute for Reconciliation and Social Justice. Buckskin’s presentation was titled “Building Young indigenous people’s lives through art and culture in remote Central Australia”. She explained how art has provided the youth a path towards rehabilitation and hope for the future. After her presentation she was joined by Willy Nel (School of Education Studies, UFS), who completed his PhD among the Khomani San in the Kalahari.

The two speakers found many points of contact between Australian and South African indigenous contexts in their engaging discussion, which navigated some difficult complexities in the relationship between culture and art.

Other forum speakers who presented fascinating work included Mari Velonaki, director of the Centre for Social Robotics at the National Institute for Experimental Art at the University of New South Wales (Sydney); artist Nigel Helyer of Sonic Objects (Sydney); Bec Dean, curator at Performance Space (Sydney); Jesse Olivieri; and Cigdem Aydemir, Vryfees visual artist for 2014. Bec Dean, science and biomedical artist, gave an insightful presentation

on the work of John Douglas, an artist who suffers from chronic kidney failure. Her focus touched on the low numbers of organ donors in Australia. She explained that her area of interest departs from the idea that “the perfect body is not the normal body”. The presentations were followed by a panel discussion facilitated by André Keet, in which Jay Pather (UCT), Lis Lange (UFS) and Ricardo Peach responded to the overall presentations. Jesse Olivieri, co-founder of Parachutes for Ladies, discussed art performance, film, and music in public spaces. She revealed that she’d be working on a project in 2015 that would involve the history of the white horse at Naval Hill in Bloemfontein. Cigdem Aydemir, a Sydney-based teacher and artist of Turkish Muslim heritage was responsible for Plastic Histories, as seen with the “pink presidents” at the University of the Free State.

Aydemir gave the audience some wonderful perspectives on the value of experimental artwork. Her presentation encompassed intersectionalities of religion, identity, gender and culture. She discussed artistic practice and her experiences of rage and confusion as a queer Muslim woman in a world full of fear and stigmatisation. Aydemir elaborated that much of her work questions the void between body and dress, as well as its social and political implications.



Black History Month and *Inter-disciplinary.Net*

Dionne van Reenen travelled to Leeds (UK) and Prague (Czech Republic) in November 2014 to present papers on recent work in which she has been involved at the Institute for Reconciliation and Social Justice. Her visit to the University of Leeds included time with Shirley Tate at the Centre for Ethnicity and Racism Studies, where she presented a paper entitled "Reitz, Race, Rights and Reconciliation" as part of the Black History Month Seminar Series for 2014. The Centre for Ethnicity and Racism Studies is an interdisciplinary centre at the University of Leeds which was established in 1998. It has an international reputation for theoretically-informed, policy relevant research on racism and ethnicity. Van Reenen's presentation was based on a forthcoming publication co-written with JC van der Merwe (currently in press).

She also travelled to Prague, where she presented a paper on female-male representations and relationality in popular culture as part of the Gender and Sexuality hub of *Inter-disciplinary.Net*'s Critical Issues Project, where this work will be published. *Inter-Disciplinary.Net* was established by Rob Fisher as an "international forum for the exchange and interface of ideas, research and

points of view that bear on a wide range of issues of concern and interest in the contemporary world". The organisation encourages and sponsors "inter- and multi-disciplinary encounters by bringing people together from differing contexts, disciplines, professions, and vocations, with the aim to engender and nurture engagements that cross the boundaries of intellectual work" (see www.inter-disciplinary.net). The work and ethic of the organisation focus strongly on collegiality and collaboration and constitutes a stimulating environment in which to engage. Van Reenen will serve on one of the steering committees for the next three years.



Culture and constitutionalism

JC van der Merwe was invited by the Cross-Cultural Foundation of Uganda (CCFU) to participate in a conference on "Culture in constitutional governance: Insights from Ghana and South Africa". The event, which took place on 12 December 2014 in Kampala, Uganda, focused on the integration and harmonisation of traditional governance within democratic governance in Ghana and South Africa. CCFU is a registered non-profit NGO dedicated to promoting the recognition of culture as vital for human development, and responds to Uganda's national identity and diversity. Over the past four years, CCFU has examined the relevance of culture in governance and contemporary development and has now chosen to draw on insights and lessons on culture and constitutionalism from experiences outside the country. Other speakers included John De Coninck (CCFU), Bern Guri (Center for Indigenous Knowledge and Organizational Development, Ghana) and Kansawurche Hajia Azara Bukari (National Association of Women Traditional Leaders, Ghana).



Thailand engagements



Willy Nel, André Keet and Anneline Keet with a group of master's students

André Keet, Willy Nel and Anneline Keet visited Mahasarakham University (MSU) in Thailand in December 2014, where they engaged the university's president, top management, the Research Office, and deans from the Law, Humanities and Education faculties. They also made presentations to the Faculty of Humanities and postgraduate students in Education at MSU and Rajabhat Maha Sarakham University. The visits to rural Mahasarakham to participate in MSU's unique relationship with its community were educational and instructive. In true Thai hospitality, MSU arranged many field visits to sites associated with the university. André Keet also delivered a keynote address at the International Conference on Multicultural and Special Education, jointly organised between Chiang Mai University, UFS and other partners.

CONVERSING THE RESEARCH PROJECT

In a context in which national and international societal problems require complex understandings and the identification of paths and modalities for action, it is necessary to foreground the role of the public university as a community of scholars and students who operate within a social context and have a responsibility towards that context, as well as a responsibility to legitimising the university as a public institution. The Institute for Reconciliation and Social Justice clusters a series of modalities of dialogue that aim to generate debate, critique and the investigation of the implications that theory has for praxis as scholars, researchers, students and citizens under the banner of the Critical Conversations series. Given the cyclical and self-referential tendencies of intellectual work – always returning to the same beginning, which in most instances are intellectual comfort zones – the hope is that these critical conversations will help us to engage in a deep, scholarly manner with social reality and our interpretative and knowledge schema for “acting on it”, and to subject our ways of knowing so that productive critique for innovative social practices continues to emerge.

Colour-blind *racism*



Prominent researcher and academic Shirley Tate delivered a paper on racism at institutions of higher learning in the United Kingdom. Tate is an associate professor of sociology, specialising in race and culture, and director of the Centre for Ethnicity and Racism Studies

at the University of Leeds in the United Kingdom. The Institute for Reconciliation and Social Justice hosted her at both the Bloemfontein and Qwaqwa campuses. The critical conversation focused on the concept of “colour-blind racism”. Her work involves theorising race performativity, critical mixed race, racism in organisations, and race and gender intersectionalities. Within the post-Obama US and UK post-race landscape, there has been a resurgence in racial colour-blindness. This increasingly means that at an interpersonal level, we should overlook racism, racial difference and ethnic particularities in order to promote racial harmony. Colour-blind or race neutral approaches hold that institutional racism and societal discrimination have been replaced by equal opportunity where it is your qualifications, not your colour or ethnicity, that are supposedly key to upward mobility. Colour-blind racism continues to negate the fact that skin colour has consequences in societies where it has been claimed that race no longer matters. The talk sparked a lot of interest from both students and staff who were extremely keen to find out more about Tate’s extensive research and its striking similarities to the South African experience.

The *need* for truth



JC Van der Merwe, André du Toit and Pieter Duvenage

The Institute for Reconciliation and Social Justice, in collaboration with the Department of Philosophy, hosted André du Toit, emeritus professor in the Department of Political Studies at the University of Cape Town from 14-16 October 2014. Du Toit has worked extensively in the areas of the intellectual history of South African political thought and traditions; political ethics, ideologies and discourse; philosophical reflections on the Truth and Reconciliation Commission; and the narrative interpretation of political violence in South Africa. At the UFS he presented the following papers on the Truth and Reconciliation Commission: “A need for ‘truth’: Amnesty and the origins and consequences of the TRC process”, followed by “Tracking down a belated and inconclusive amnesty pact: The obscure origins and problematic significance of the ‘Postamble’ as founding text of the TRC process”. The talks were well-attended and elicited some lively discussion among audience members.

Education, economy and society



Salim Vally, Lis Lange, Ivor Baatjes, Carol Anne Spreen, Steven Klees, John Samuel and Enver Motala

On 25 July 2015, Salim Vally and Enver Motala launched their book *Education, Economy and Society* at the Institute. The relationship between education, the economy and society is the subject of considerable media discussion, policy deliberations, academic writing and public angst. In South Africa and elsewhere there exists an unquestioning acceptance of simplistic claims related to the link between education and economic growth, and that more and better education and training will automatically lead to employment. The contributors in this book systematically challenge these assumptions and set out the basis for an alternative vision in which knowledge and skills are not perceived in purely instrumental terms, but as an intrinsic, indispensable tool for creating an inclusive, transformed society. They argue that the value and purpose of education is much broader and linked to a rich tradition of praxis based on social justice and democratic citizenship. According to Steven Klees (University of Maryland) the book offers a critique of the current three basic discourses that are used to support education and skills solutions to contemporary difficulties. He summarised the three discourses as follows: “In

the *mismatch discourse*, education is blamed for the mismatch between what education produces and what business wants. The *neoliberal discourse* ignores the problems faced by public schools and promotes market solutions through private schools, vouchers, charters, and the like. The *human capital discourse* ignores the value of education outside of work. Solving the triple challenge of poverty, inequality and unemployment has been unproductively directed towards a lack of individual skills and education, instead of capitalist and other world system structures whose very logic makes poverty, inequality and lack of employment commonplace”. While the left is often falsely criticised for economic determinism, the book points out how the right, in the discourses above, practices its own version of economic determinism: education leads to skills, skills lead to employment, employment leads to economic growth, economic growth creates jobs and is therefore the way out of poverty and inequality. The book examines how nothing could be further from the truth, how these supposed links are false and why they have not been fulfilled, as well as why trying to fulfil them takes society ever further in the wrong direction.

Organ transplantation and euthanasia



In September 2014, IP Scholtz, a UFS medical student, gave a presentation entitled “Where science and religion come together: Organ transplantation and euthanasia” at the Institute for Reconciliation and Social Justice. The talk was based on a comparative study between euthanasia and procedural transplantation dynamics in the Netherlands and South Africa. The study also discussed the two countries’ laws and beliefs on organ transplantation and euthanasia. According to Scholtz religious and financial aspects have proven to be justifying factors to disallow the legalisation of euthanasia within the South African legislature. Shifting his conversation to the audience, Scholtz asked whether euthanasia should be legalised in the country as a way to indirectly increase the donor pool and save lives. He justified his question by taking the audience through recent findings relating to organ transplantation. According to Scholtz, while organ transplantation can save eight people’s lives, in the process it can improve 50 more. He posed a critical ethical question: “South Africa has a very low number of organ donations, could we then use euthanasia to increase the donor pool in order to save more lives?” Both medical practitioners, and people from other disciplines in the audience, grappled with this difficult and contested topic.

Freedom of sexuality

“Are human rights a reality or a far-off ideal for those who stand in solidarity with, the LGBTI?” “Why is it even necessary for society to label people on grounds of their sexuality, gender or sexual orientation?” These are but two of the many questions raised during the Freedom of Sexual Orientation seminar held by the Human Rights Desk on 27 August 2014 at the Institute for Reconciliation and Social Justice, which was held in collaboration with Student Affairs.

The seminar created a safe space where all could speak frankly about one of South Africa’s most deeply ingrained biases. Geraldine Phakedi and Amos Mokobe introduced the discussion, which was facilitated by Zola Valashiya.

People recognise in themselves a sexual orientation and a gender identity, and this shared fact means that discrimination against members of the LGBTI community based on sexual orientation and/or gender identity is an issue that transcends that community and affects all members of society.

Sexual orientation can be directed towards people of the same or different sexes (homosexual, heterosexual or bisexual orientation). Gender identity refers to the complex relationship between sex and gender, referring to a person’s experience of self-expression in relation to socially constructed categories of, for example, masculinity or femininity.

A person’s subjectively felt gender identity may be at variance with their sex or physiological characteristics. However, across



Zola Valashiya, Geraldine Phakedi and Amos Mokobe

the globe there remain many instances where individuals’ sexual orientation or gender identity can lead them to face execution, imprisonment, torture, violence or discrimination. These abuses are ongoing, and contravene the fundamental tenets of international human rights law. Representatives from the Commission for Gender Equality, the South African Human Rights Commission, Out@Kovsies, and a number of NGOs, highlighted the support mechanisms in place to address instances of violations of rights.

Physically impaired LGBTI project

The Human Rights Desk of the Institute for Reconciliation and Social Justice and the dean of the Faculty of Law co-hosted a critical conversation on the challenges faced by the physically impaired LGBTI community. This focus was on through promoting individual and collaborative advocacy, helping educate the public about sexual orientation and disability, generating and documenting knowledge on the lives of physically impaired persons, and building the capacity of physically impaired persons to be peer-educators on sexual orientation. The discussion, facilitated by Vhugala Nthakeni, took place on 15 October 2014 and the speakers included Marelize Marais, Zola Valashiya, Talita Calitz and Hetsie Veitch.

Good governance requires that students are able to pursue their studies without discrimination or harassment, especially students

who come from groups traditionally the subject of considerable marginalization, such as the LGBTI community. The bullying, ostracisation, and tormenting of LGBTI students, who often have no family members or friends to turn to, were once commonplace on South African campuses. With the increased number of self-identifying LGBTI students, more universities need to tailor services suiting the needs of this portion of the campus population. LGBTI students bring distinct perspectives and experiences to campuses, adding an important aspect of diversity. This means smart institutional leadership should adjust student services to fit the profile of students who often “come out” before arriving on campus. One important resource for evaluating universities and colleges is Campus Pride, a student-focused organisation that works to create safer, more inclusive LGBTI supportive campuses.

Child rights and the media

The Institute for Reconciliation and Social Justice and the National Institute for Crime Prevention and Rehabilitation of Offenders hosted a seminar on “Child Rights and the Media” on 30 July 2015. Mariette Reyneke, Marita van Kraayenburg, Quintin Cilliers and Willemien Marais formed the panel. The discussion revolved around recent media coverage of court cases involving both children in conflict with the law and child victims. The social and legal consequences of the media coverage for these children and their families, due especially to the non-protection of their anonymity, are seldom considered. It is necessary to debate the clash between the human rights of children and the media’s right to freedom of expression.

Children as a vulnerable group have all the rights entrenched in the Constitution of the Republic of South Africa. There are various provisions in the Constitution specifically pertaining to children’s rights and anchoring the importance to promote and fulfil these rights. The media is obligated not to infringe on any of these rights, especially those relating to the right to dignity of all children.

It is vital that a child’s identity and privacy is protected, and the media must do its utmost not to violate this right and, moreover, to enforce and protect all children’s rights. The media itself could be a useful tool in negating such infringements and violations.

The globalisation of the world’s financial and economic markets is surpassed only by the globalisation of the media. Access to information via technology has increased exponentially in recent years, and consequently the media has acquired immense power and influence. Furthermore, and possibly to society’s detriment, the media may have the ability to influence society’s values and norms. The media could undeniably play a key role in raising public awareness about the rights of children and the promotion of children’s rights – this is a challenge to media. However, there appears to occasionally be a genuine lack of concern for children’s rights by the media. It must not merely report honestly, fairly and accurately, but also have the responsibility to report in a manner that is in the best interests of children, and show a commitment to protect and promote children’s rights.

Social justice and the platinum belt miners’ strike



Linda Smith, Nicky Morgan and Anneline Keet

The Institute for Reconciliation and Social Justice, in collaboration with the Department of Social Work, hosted Dr Linda Smith, who is a senior lecturer at the University of the Witwatersrand. Dr Smith’s research projects include social work education, critical imperatives for social change, developing social work discourse and theory from social movements, critical conscientisation among social work students, oppressive or transformative interventions in the platinum belt, radical social work, and historiography of social work in South Africa. Dr Smith initiated a compelling discussion surrounding the 2012 events of Marikana, as well as the state of protest and resistance in modern-day South Africa. She argued that our responses and interventions are driven by ideological determinants, such as colonialism and Apartheid, which require critical interrogation: “We are positioned on a continuum between oppressive, domesticating discourse and

practice; status quo maintenance and social control; through to transformative and liberatory practice and discourse. Our social justice ideals for a better world require that we adopt a radical stance and that our work has psycho-political validity.”

Dr Smith began her discussion by showing a documentary produced and directed by Rehad Desai titled *Miners Shot Down*. According to the film’s producer the documentary uncovers the truth behind the Marikana massacre. The film paved the way for a significant discussion on social justice, as the audience gave various responses to the film ranging from concerns about economic inequality to service delivery dissatisfaction. Some expressed their opinions on the impact and effects that the Marikana massacre might have had on transformative progress in the country, while others showed more immediate disquiet towards miners’ welfare and working conditions.

Talking Arts and Culture



The annual Arts and Social Justice Week is an initiative within which the Institute for Reconciliation and Social Justice's mandate finds expression in the visual, literary and performing arts. The week of activities and performances is designed to engage students and members of the university, as well as the broader community of Mangaung. With a specific focus on social justice, we are hoping to inspire audiences toward developing engaged citizenship and cohesive communities.

From Selma to Soweto

On 18 August 2014 the Institute hosted producer and director Connie Field for a screening and discussion of her film *From Selma to Soweto*. Field has worked on numerous dramatic and documentary films, as well as independently producing her own work. She has received a John Grierson Award for being an outstanding social documentarian and a John Simon Guggenheim Fellowship. Her most recent endeavour, *Have You Heard from Johannesburg?*, is a seven-part documentary series on the global effort to end Apartheid in South Africa. *From Selma to Soweto, 1977-1986* is the fifth episode of *Have you heard from Johannesburg?* The series furthermore chronicles the history of global anti-Apartheid movement that took on South Africa's entrenched Apartheid regime and its international supporters who considered South Africa an ally in the Cold war. The discussion that followed the screening was both informative

and moving for many audience members who remembered a time in South Africa's recent past with poignant reflection and renewed awareness.



Miners Shot Down

The award-winning documentary film *Miners Shot Down* was screened on 14 August 2014. In this film renowned director Rehad Desai returned to the dark events of August/September 2012, when the Lonmin mine in Marikana became the scene of the worst episode of bloodshed since the Sharpeville massacre in 1960. For seven days thousands of miners protested for a living wage. The non-violent demonstration was brought down through an intervention by police forces, in which more than 30 miners were shot dead and many others injured. In what reads like a script for a political thriller, the director reconstructs the consequences of the events through testimonies and footage of the massacre, drawing a disturbing picture of the mechanism of power in South Africa, where corporations make profits by exploiting the poorest. The discussion that followed elicited important engagement about the relationship between state and society in South Africa, which has become one of the most protest-ridden countries in the world. Peaceful protests have often resulted in fatal clashes bringing into question the complex interactions between mining companies, unions the state and workers.

Poetry and music

The Institute for Reconciliation and Social Justice collaborated with the Johannes Stegmann Art Gallery, Students Affairs and the Artist Actor Musicians and Poetry Society in presenting a series of public performance events in the form of an open mic sessions. These poetry and music events aimed to give students a platform to freely express themselves and speak about social justice issues that affect them on and off campus.



A struggle without documentation *is no struggle*

The latest exhibition of one of South Africa's most internationally acclaimed photographers, Dr Peter Magubane, arrived at the UFS Bloemfontein Campus after much anticipation. The exhibition features Magubane's photographs taken from 1954-1994. From the township streets to the hallways of power, Magubane has spent more than half a century photographing the struggle against Apartheid and other significant social issues.

The exhibition, entitled "A struggle without documentation is no struggle", was hosted from 13 August-12 September 2014 by the Johannesburg Stegmann Art Gallery in association with Absa.

Dr Magubane has received numerous accolades for his dedication and outstanding contribution to the world of photography. These include the Mother Jones-Leica Lifetime Achievement Award, the Martin Luther King Luthuli Award, a Fellowship from the Tom Hopkinson School of Journalism, and four honorary doctorates from various South African universities.

From June 1969 to 1971 Magubane spent a total of 586 days in solitary confinement and was later banned as a photographer in South Africa for five years.

From the 1980s he worked for *Time* magazine. In 1990 he was selected as Nelson Mandela's official photographer to chronicle South Africa's transition to a new political dispensation. Today Magubane mainly focuses his lens on the diverse traditions and cultural practices of South Africans.



Peter Magubane



Kastreer

Employing the words of some of South Africa's leading playwrights, ten final year students of the UFS Department of Drama and Theatre Arts created a voice for themselves in the setting of a chaotic, yet realistic, classroom.

Unsentimental and without any excuses, the state of the South African psyche – especially that of the youth – is examined in an investigation into the South African's ape-man mentality – here and abroad. Drama texts *Die Van Aardes van Grootoor* (Pieter-Dirk Uys), *Nag van Legio* (P.G. du Plessis), *Die Jogger* (André P. Brink), as well as *Die Keiser* (Bartho Smit) and *African Gothic* (Reza de Wet), form part of the rich theatrical history unearthed by this new generation in their sardonic search for solutions.

Directors Walter Strydom and Helet de Wet (creators of *VREK*, winner of Beste Kopskuifstuk at Vryfees 2013) exposed the audience to some cutting commentary, and an evening of hilarious entertainment with glaring moments of truth.

ROOK

Arts and Social Justice Week

13 – 20 August 2014

Activity: ROOK (Drama)

14 August | 13:00 | AWO
15 August | 17:30 | AWO

To Smoke or NOT to Smoke, that is the question....., This is an English/Afrikaans production...., Smoking was an issue for decades...., Some do smoke for the safety of others....., don't you understand. Here we discuss the pro's and con's with a cigarette in our hands, polluting the air.

What was the fire about in South-Africa, it's all blissed out, but hey, there's still smoke...., polluting the air. Don't we all, just need one big smoke-break.., Hand me a Vogue (LGBTI), care for a Dunhill (HIV/AIDS), care to share a Lucky Strike (Racism), got any camels (Abuse)...., which brings us to another great attraction of cigarettes, their international, flavor, cigarettes from all over the world, many of which I have tried.

Directed by: Jefferson Dirks Korkee

<http://institute.ufs.ac.za>

T: +27(0)51 401 2313 | E: MockieSMA@ufs.ac.za | www.ufs.ac.za

Public Engagement Initiatives

A tree for *reconciliation*



The Human Rights Desk of the Institute for Reconciliation and Social Justice, in collaboration with Student Affairs and Physical Resources, hosted a tree-planting event in celebration of reconciliation, environmental rights and Arbour Day on 1 September 2014. The event was led by learners from three schools (Dr Blok Secondary School, C&N Meisieskool Oranje and Lekhulong



Secondary School) who gave speeches on their perceptions and experience of reconciliation. The event provided interesting insight into the youth's perception of this resounding topic. The speeches were followed by the planting of an ironwood tree. The learners planted the tree in the hope that it would stand as a lasting symbol of the youth's significant role in the reconciliation processes.

Human rights consciousness

The award ceremony of the Human Rights Desk essay competition held on 25 October 2014 was the culmination of a 6-month project undertaken by the Human Rights Desk, the UFS Law Clinic and the Department of Public Law of the Faculty of Law. The project aimed at increasing student participation in community service, improving students' mindfulness of human rights, and general human rights education. Law students participated in every stage of the essay competition as part of their community

service training. The essay writing in itself allowed students to engage with the topic of human rights from the perspective of South African history in progress. Students entered the debate on whether human rights, and the conceptualisation thereof, remain an unattainable ideal, or if these rights have truly been accepted by the public. As a whole the project's success was not found in the amount of essays submitted, but in the insight students gained through their participation.



Breggie Hoffman congratulating some of the winners

Mandela Day

Following the forum on disruptions and cohesions held on 18 July 2014, participants were invited to take part in Mandela Day activities which have become part of the South African and international calendar. Anita Venter, from the Centre for Development Support and co-founder of Qala Phelang Tala (QPT), hosted artists and participants who joined in the afternoon activity of manufacturing natural bricks and creative tiles for an arts hub. QPT, which is Sotho for "start living green", is an initiative focusing on community development in terms of sustainability. They are assisting communities in Mangaung to build houses from natural materials (mud, straw, manure and recycled bottles). One of their projects includes the construction of an arts and crafts hub at Lebone Village. The structure was to be built in November; however, for Mandela Day the community was joined by artists, volunteers, students, and natural builder mentor Peter McIntosh (from Ladismith in the Western Cape) in a great effort at producing bricks and tiles which would be used for the hub.



Research

The research vision of the Institute is to be a premier interdisciplinary site for intellectual inquiries relating to, but not dogmatically limited to: social cohesion, reconciliation and social justice; critical studies in higher education transformation; and dexterous scholarship on human rights and *critical* human rights education. Research projects, conferences, publications and post graduate studies are organized around the following three research programmes:

Programme 1: Social cohesion, reconciliation and social justice

This research programme aims at rethinking society and its heterogeneity; studying the social dynamics of disrespect, disaffiliation, solidarity, integration and friendship; exploring the structures of social domination and freedom; and crafting possibilities for social justice agency through transformative praxes. As a critical enterprise, students will revisit and redefine current notions of reconciliation, social cohesion, inclusivity, social justice, human rights, diversity and citizenship in a changing world by applying interdisciplinary approaches to its analyses and practice.

Programme 2: Critical studies in higher education transformation

This research programme focuses on critical analyses of higher education transformation that study inclusion and exclusion in relation to:

- the social structure of the academy;
- the power relations embedded within the organisation of knowledge, its disciplines and disciples;
- the construction of professional and student identities;
- the regulation of student life and voice;
- staff and student access and success;
- the mechanics of authority within knowledge generation processes;
- research subjects, objects, topics and trends;
- pedagogical typologies;
- the interplay between pedagogy, research and institutional culture; and
- the connectionist dynamics between higher education and the state, private sector, interest groups, pressure formations and broader society.

Programme 3: Human rights and critical human rights education

The objectives of this research programme are to:

- deepen the study of human rights in higher education and in society in general;
- study human rights violation globally;
- generate comparative and international research initiatives on the scholarship of human rights education within various socio-political contexts;
- engender creative approaches by which human rights can be enriched by interdisciplinary and multidisciplinary approaches; and
- prompt inquiry into the linkages between human rights and peace, conflict, development, multiculturalism, citizenship and democracy.

Research projects

Reitz research project

The Reitz archive is functional and populated and is continuously developing. The first monograph, titled *Reitz, Race, Rights and Reconciliation* (JC Van der Merwe and Dionne Van Reenen), is being finalised. This will be the first publication in the newly established *Critical Studies in Higher Education Transformation* series. Another publication, *The Mapping of Reitz* (Theuns Verschoor), is nearing completion. Project leader: JC van der Merwe (vdmjc@ufs.ac.za).

Pedagogies to advance capabilities

This is a two-year (2013–2014) collaboration between three countries – South Africa (in the form of UFS and UWC), the Netherlands and Cyprus – with the focus on “Spaces for social justice: Pedagogies to advance capabilities”. The project’s aim is to work with university practitioner-researchers to investigate universities as a “space of justice” that advances the capabilities and valuable functioning of all students through curriculum and pedagogical arrangements. The project is ongoing and also includes an advocacy dimension aiming at raising awareness about the need to continuously contemplate and improve upon pedagogical practices as one of the major leverage points for real transformation. Project leaders: Melanie Walker (WalkerMJ@ufs.ac.za) and André Keet (KeetA@ufs.ac.za).

Humanising pedagogies

This is 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. The study is driven by colleagues from NMMU and explores the following themes:

- Understanding humanising pedagogies and its meanings; critical engagement with humanising pedagogies; new interpretive schemes; progressive practices; and innovative praxes.
- Humanising pedagogies, teaching and learning strategies, research practices; staff-student dynamics; and community engagement practices.
- Staff, student and community initiatives.

Dignity and difference

This is an international comparative study on “Dignity and Difference” in collaboration with the Glocal University in India and the Kosmopolis Institute at the University of Humanistic Studies in the Netherlands. The Institute for Reconciliation and Social Justice hosted the International Summer School on “Pluralism and Social Change” from 6–21 December 2014. The 2015 Summer School will be held in Indonesia. The Summer School is a collaborative initiative between the Institute for Reconciliation and Social Justice, the University of Humanistic Studies (Utrecht), Hivos (The Netherlands), Glocal University (India) and Gadjah Mada University, Indonesia. Project leaders: Caroline Suransky (c.suransky@uvh.nl) and JC Van der Merwe (vdmjc@ufs.ac.za).

Curriculum as discourse

This interdisciplinary and inter-institutional national research project is committed to the broader project of transformation in higher education. The study is approved and funded by the National Research Foundation, and applies a primarily qualitative methodology that includes researchers from the following universities: University of Stellenbosch, University of the Western Cape, University of Fort Hare, University of the Witwatersrand, University of Cape Town, Nelson Mandela Metropolitan University and the University of the Free State. This study explores curriculum practices and content, as well as the disciplinary traditions in selected fields of study (specifically psychology, occupational therapy and architecture) across institutional sites, probing for patterns of inclusion and exclusion at the level of disciplinary and curriculum practices and content.

Human rights and citizenship framings in higher education institutions

This research project explores how students and staff frame the notions of human rights and citizenship both pre-theoretically and theoretically, how such framings have an impact on a university's transformation agenda, and in which ways 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. Such 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. Project leaders: André Keet (KeetA@ufs.ac.za) and Willy Nel (NelWN@ufs.ac.za).

Postgraduate studies

Students can register with a range of departments across faculties for full research master's and doctoral degrees associated with any one of the three research programmes of the Institute: Social Cohesion, Reconciliation and Social Justice, Critical Studies in Higher Education Transformation, and Human Rights and Critical Human Rights Education. In addition to these the Institute offers the following postgraduate programmes:

Interdisciplinary master's and doctoral studies in Social Cohesion, Reconciliation and Social Justice

This programme provides development opportunities for academics, professionals and practitioners to advance social critique and social justice-directed transformation in various contexts. This programme is ideally suited for persons working in public and private institutions, community and non-governmental organisations, social movements, regional and transnational structures, and those pursuing careers across a variety of social justice fields. Both the master's and doctoral programmes require a full research dissertation or thesis respectively, and students will also be expected to attend specialist cohort sessions on agreed upon times. This programme is open to all students with background studies in the economic and management sciences, natural sciences, health sciences, social sciences, law, education, theology, and so on, including those in the heritage, development, human rights, transitional justice and peace sectors, as well as candidates in the cultural and creative industries. For more information contact Annelie de Man (demana@ufs.ac.za)

This programme develops an interdisciplinary research approach to the social, ethical, political and theological aspects of reconciliation and social cohesion. In the first semester students enrol for two compulsory 30-credit 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 20-credit modules out of four available electives: 1) Dignity and Difference; 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. This programme will commence as soon as it has been approved by the Council on Higher Education. For more information contact Willy Nel (NelWN@ufs.ac.za).

General

About the Institute for *Reconciliation and Social Justice*

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 pervades human relations. Following the so-called Reitz incident of 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 three complimentary legs, one being research and the other two being institutional transformation/higher education transformation and human rights. These two areas work hand in hand with the research mandate in the sense that the Institute's approach to transformation in higher education and human rights is informed by its research framework, while its research agenda is responsive to work done in the area of transformation in higher education and human rights.

Get involved with the *Institute's work*

The UFS staff, as well any person or institution outside of the university (locally or internationally), who wants 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 tie in 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 UFS's various campuses and actively engage with the surrounding communities. Visit institute.ufs.ac.za for more information.

Director

Prof. André Keet
Tel: T: +27 (0)51 401 9808
Email: keeta@ufs.ac.za

Office manager


Rochelle Ferreira
Tel: +27 (0)51 401 9808
Fax: +27 (0)51 401 9006
Email: FerreiraR1@ufs.ac.za

Physical address

DF Malherbe House
Graduandi Lane
University of the Free State (Main campus)
Bloemfontein

Postal Address

Internal Box 125
P.O. Box 339
Bloemfontein
9300

<http://institute.ufs.ac.za> •  UFS.IRSJ |  UFSweb |  UFSweb



Staff

André Keet (Director)
J.C. van der Merwe
Huibrecht Hoffman
Rochelle Ferreira (Office manager)

Administrative assistants

Asithandile Nkatha
Ona Xolo

Assistant researchers

Annelie De Man
Dionne van Reenen
Giselle Baillie

Research Assistants

Fezile Kona
Geraldine Phakedi
Joseph Besigye
Lien Vanneste
Moruti Ledwaba
O'Ryan Heideman
Tarminder Kaur
Thabo Motsoane

Student Assistants

Amos Mokobe
Chris Rawson
Marika Smuts
Nandi Bester
Nomithe Mkhanazi
Pinky Mokemane

Post-Doctoral fellows

Anja Henebury
Christian Williams
Maroyi Mulumeoderhwa
Punam Pandey

Associates

Izzeldien Abualish
Caroline Suransky
Felisa Tibbitts
Leon Wessels
John Samuel

Advisory board

Jonathan Jansen (chairperson)
Lebo Moletsane
Michalinos Zembylas
Choice Makhetha
Katinka De Wet
John Samuel Sechaba Mahlomaholo
Lucius Botes
Fanie Snyman
Caroline Nicholson

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