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# NARRATIVES OF PEACE, CONFLICT, AND JUSTICE: TRANSITIONAL JUSTICE IN POST-APARTHEID SOUTH AFRICA

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Instructor: Mgr. Dagmar Kusá, PhD.

Course meeting times: Mo and Wed. 2:30 – 4:00 pm in Tatarka Room

Office hours: Friday 10:00 – 15:00

Contact: kusa@bisla.sk, 0915 373 226

Course website: [www.bisla.sk/kabinet/moodle](http://www.bisla.sk/kabinet/moodle)

Credits: 6 ECTS credits (Spring semester course), 2 ECTS credits (study field trip)

## LEARNING OUTCOMES

- Develop an understanding and grapple with texts and writing about the topic of conflict, peace, and justice,
- Apply the terms and concepts learned over the course to each student group's own cultural context,
- Develop a familiarity with the conflictual issue in each other's countries,
- Explain the history of apartheid in South Africa,
- Develop intercultural collaborative relationships and intercultural communication skills by discussing concepts in groups of three, with one student of each country, through writing, Internet applications, and face-to-face,
- Demonstrate perspective-taking in a range of assignments that allow students to look at the topics from different angles and through various media,
- Apply theories of public space, human nature, social constructionism, language and reconciliation to analysis of conflict and peacemaking.

## **COURSE DESCRIPTION**

Narratives of Peace, Conflict, and Justice is a course developed in cooperation with the faculty at Hope College, MI, and University of Lebanon in Beirut, with the support of the Global Liberal Arts Association and the Carnegie Mellon Foundation.

This course offers an interdisciplinary look into the processes of coming to terms with the past in the context of regime transition to democracy. Central focus is given to the concept of identity and conflicts of identity and the role of historical narratives in conflicts and their resolution. The approach is deliberately interdisciplinary, rooted in social constructivist approach to conflict and conciliation. During the semester, we will get acquainted with concepts and theories of conciliation and transitional justice, as well as social, political, and cultural issues related to the position of minorities in countries of such various background as South Africa, Slovakia, Lebanon, and the United States.

Studying the issues of race, identity, and exclusion and inclusion of minorities in the process of transition in South Africa, we will be drawing parallels mostly with the Slovak experience of transition from communism and the position of the Roma minority within it.

Studied topics are engaged through a multitude of resources and media. We will read academic texts, memoirs, novels, watch movies and documentaries, and learn from sharing of experiences and reflections among students across all three connected classrooms.

This course is a prequel to a two weeks long connected study trip to South Africa, which will examine many of the studied topics first-hand.

## **COURSE READINGS**

### **Selected excerpts from:**

Daniel Goleman: *Emotional Intelligence*

Marshall Rosenberg: *Non-Violent Communication*

Martha Minow: *Between Vengeance and Forgiveness*

Angela Jill Lederach & John Paul Lederach: *When Blood and Bones Cry Out*

Marc Howard Ross: *Cultural Contestation in Ethnic Conflict*

Catherine Verdery: *The Politics of Dead Bodies*

Paul Lederach: *When Blood and Bones Cry Out*

Desmond Tutu: *No Future Without Forgiveness*

Pumla Gobodo-Madikizela: A Human Being Died That Night

Antjie Krog: *Country of My Skull*

## **POETRY & FICTION**

Rian Malan: *My Traitor's Heart*: A South African exile returns to face his country, his tribe, and his conscience.

Kimberly Burge: *The Born Frees*: Writing with the Girls of Gugulethu

*The New Century of South African Poetry* (ed. Michael Chapman),

Nadine Gordimer: *Selected Stories*

The play "*Blood Knot*" by Athol Fugard ( [https://en.wikipedia.org/wiki/Blood\\_Knot](https://en.wikipedia.org/wiki/Blood_Knot))

## **MOVIES AND DOCUMENTARIES**

**(All movies available on the main computer in Spitzer Room)**

## **SOUTH AFRICA**

*Cry, the Beloved Country*

[Amandla! Revolution in Four Parts Harmony](#)

Goodbye Bafana  
Dry White Season  
Cry Freedom  
Searching for Sugar Man  
Mandela: the Long Road to Freedom  
Soweto Rising - documentary, a “mini-doc dialogue on street culture on Johannesburg street culture” (<http://www.okayafrica.com/news/soweto-rising-documentary-noxolo-mafu-lilian-magari/> )

#### **UNITED STATES**

**Twelve Years a Slave**  
**Buttler**

#### **LEBANON:**

**Caramel (Nadine Labaki)** – film on gender and sectarian issues. Winner of various international awards  
**Where do We Go Now** (Nadine Labaki)  
**West Beirut** (Ziad Doueiri) A classic to learn a bit about the civil war, especially from teens’ perspective  
**Little Wars** (Maroun Baghdadi) – Fiction. His real time footage of the civil war is unparalleled.  
**War on Wars** (Maroun Baghdadi) – Documentary.

#### **SLOVAKIA:**

**Gypsy** (2011, Martin Šulík, Slovakia) Gypsy tells the story of Adam, a boy who, after his father dies, tries to cross the boundary of his Roma shantytown and to improve the lives of his brothers and sisters. He encounters racial, social and cultural prejudices and comes into conflict with the unwritten laws of his own community. Circumstances turn against him and his situation drives him towards a tragic act.

**The Way Out** (2014, Petr Václav, Czech Republic) Social drama on disappointment and hope of a Roma heroine in trying to make ends meet against the odds of prejudices and obstacles.

**Judgment in Hungary:** (2013, Eszter Hajdú, Hungary) “A claustrophobic courtroom drama” documentary on the court trial for serial killings of the Roma in Hungary (rent on Vimeo On Demand)

**All My Children** – the film follows the Roma “mission” of the priest Marián Kuffa and gradually reveals the stories of a few Roma families living on the margins of the Slovak society.

#### **EVALUATION CRITERIA**

**ATTENDANCE POLICY:** You are expected to attend all classes during this course. Absences (no more than four) are to be reserved for sickness and emergencies only.

**PLAGIARISM:** Refer to the Plagiarism Guidelines on BISLA website.

### Evaluation points breakdown:

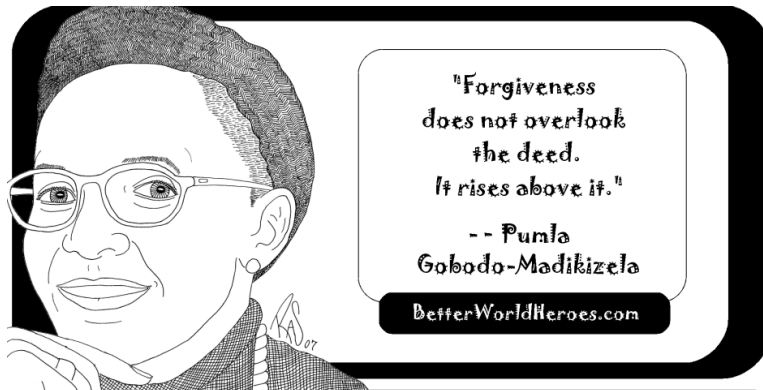
- 15% Seminar participation (reading course materials, participation in discussion, short in-class presentations)
- 20% Presentations of Slovak context to other two classes (contribution to small group work, finalization of the group presentation)
- 20% Skype interviews (3 country interviews + 3 other Skype sessions and brief write-ups on groups' WordPress blogs) (average)
- 20% Moodle forum reflection posts to movies and novels (average)
- 25% Presentation of your research in class

**NOTE:** You are expected to complete ALL of the assignments. In this course, there is no midterm or final exam. There is no long essay assignment. It is essential that you contribute short assignments on a weekly basis and in a timely manner.

**Late submissions will not be accepted** as they would miss their purpose of serving as a basis for discussion in class and in Skype groups.

If a problem arises, discuss it with me more than 24 hours before the deadline.

100 – 93%	A
92 – 83%	B
82 – 73%	C
72 – 63%	D
62 – 53%	E
52 – less	Fx



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# TOPICS AND READINGS

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<b>WEEK 1</b>	<b>INTRODUCTION</b>
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**Monday Feb 15:** Introduction

Orientation, division of tasks

**ASSIGNMENT 1.1: Forum post on Cry, my beloved country (before Wednesday)**

**Wednesday Feb 17:** Narrative approach to conflict and conciliation studies.

Discussion on Cry, my beloved country

**ASSIGNMENT 2 : Create an introductory video/PPT for the other two classes - short video postcard from our class to theirs (IN CLASS)**

**Note: Assignment 3.1 is due before next Monday! (Reflection on family generations - WordPress blog post)**

**WATCH:** Cry, My Beloved Country

**READ:** Madikizela A Short History of Apartheid (Reader)

Introduction and The Origins of Apartheid (Reader)

<b>WEEK 2: CONFLICT AND THE HUMAN MIND</b>
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**Monday Feb 22: Meet and Greet:** Introductions to AUB and Hope

Conflict and the human brain: how is our brain wired and how are conflicts of identities related to that

**Wednesday Feb 24: In-Class: Social Construction of Other (Hope, BISLA, AUB)**

Discussion of Madikizela's

**READING:** Pumla Gobodo-Madikizela: A Human Being Died That Night (Reader)

**Voluntary:** Goleman: The Emotional Brain. What are emotions for? (Reader)

**ASSIGNMENT 3.1: SKYPE – introductions, Family Generations (also post as a blog on WordPress) due Monday**

**ASSIGNMENT 1.2 : Forum post on Human Being Died That Night due Tuesday 8pm**

**External content:**

(Vydavateľstvo Kalligram, 2015) dňa **23. februára 2016 o 18.00 h, kníhkupectvo Panta Rhei**, (Poštová ul., I. poschodie). Prezentácia slovenského prekladu knihy **Autonómie v Európe: riešenia a výzvy**. Publikáciu predstavia autori: Zoltán Kántor, István Kollai, Csaba Zahorán, prof. Miroslav Kusý, ako aj prekladateľka knihy Dagmar Kusá.

**More external content:**

**Thursday. February 25: Critical Issues Symposium at Hope College:**

"Engaging the Middle East: Understanding Contemporary Changes," Wednesday, .

Thursday, 2:15 p.m (8:15pm our time)., Schaap 1019: Dagmar Kusa on Dialogue &

Peacebuilding: *The Path to Peace Leads Through the Past*. Model of a sustained community dialogue, connecting Israeli Jewish and Arab communities through collective memory.

**- let me know if you want to join in by Skype**

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## CASE STUDIES

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<b>WEEK 3</b>	<b>CASE STUDY: USA</b>
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**Monday Feb 29:** Presentation on Race in America in USA by Hope College students

In-class: Processing of Social Construction of Others

**Wednesday Mar 2:** Discussion on race in America, cultural trauma and its legacy for present-day tensions. Links to the South African context.

*Work groups: preparing for presentation on Slovakia - IN CLASS*

**READING:** Ron Eyerman: *Slavery and the Formation of the African American Identity*

**WATCHING:** *12 year a slave/ Buttler*

**ASSIGNMENT:** 3.2. Skype Groups: USA Race, Skype Assignment posted to Wordpress Blog

<b>WEEK 4</b>	<b>CASE STUDY: Lebanon</b>
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**MONDAY March 7:** Presentation by UAB on religion and sectarianism in Lebanon

**WEDNESDAY March 9:** Discussion on Lebanon

Putting together our presentation for next Monday: **INDIVIDUAL PARTS OF THE SLOVAKIA PACKAGE HAVE TO BE READY BY WEDNESDAY**

**ASSIGNMENT 3.3:** Skype groups: Lebanon Context Skype after Thursday. Assignment posted on Wordpress blog

**READING:** The Girl with the Red Beret, excerpt from Patricia The Bullet Collection: short story "Autumn" (Reader)

**WATCHING:** *Correcting My Mothers Essay* (poem/youtube) and one of the movies *Caramel*; *West Beirut*, by Ziad Douiri; and *Where Do We Go from Here* by Nadine Labaki

<b>WEEK 5</b>	<b>CASE STUDY: SLOVAKIA</b>
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**Monday March 14:** Our presentation on the Roma in Slovakia

**Wednesday March 16:** Discussion: relating the question of Roma minority status, culture, identity, policies, and challenges to the South African context

**READING:** Isabel Fonseca: *Hindupen* from *Bury Me Standing* (Reader)  
Iveta Radičová / Uherek, pp. 63-89 from *Čačipen Pal o Roma* (Reader)

**ASSIGNMENT 4:** for MONDAY: prepare a 30-40 minute group video/PPT explaining the social, political, cultural, identity context of the Roma in Slovakia

**ASSIGNMENT 3.4. SKYPE within your connected group. Produce a brief write-up, post on WordPress blog.**

## WEEK 6 COMMUNICATION

**Monday March 21** Language in political use. Narratives as constructions of social reality and identities. Language as a tool of conflict and conciliation.

**Wednesday March 23** **WORKSHOP on Non- Violent communication:** Learning the giraffe language in the world of jackals

**READING: Paul Chilton:** Analysing Political Discourse (MOODLE)

**Lily Marjorie:** Language and Politics in SA (Reader)

**LISTEN to BBC episode Our Language in Your Hands (Moodle)**

**Marshall Rosenberg:** Giving from the Heart (from Non-Violent Communication) (Reader)

**Watching:** Goodbye Bafana

**ASSIGNMENT 1.3: Forum post on language in political use in South Africa (due March 22 by 8pm)**

## WEEK 7 READING WEEK

**READ: *The Born Frees: Writing with the Girls of Gugulethu***

**Pumla Gobodo Madikizela: *A Human Being Died that Night* part II**

**ASSIGNMENT 6:** Prepare the presentation for your shared SKYPE interviews of the "Other" in the Slovak context for next week

**ASSIGNMENT 1.4: Forum post on The Born Frees (due April 2 by midnight) text on MOODLE**

## WEEK 8 NARRATIVES OF MEMORY AND TRAUMA

**Monday April 4** Narrative approach to trauma. Cultural trauma and its impact on discourse and relations today

**Wednesday April 6** Gender and memory in South Africa and Slovakia.

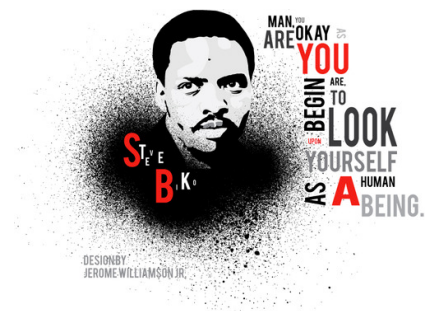
**READING: J&J Lederachs:** *When Blood and Bones Cry Out*

**Henry Trotter :** Trauma and memory: the impact of apartheid-era forced removals on coloured identity

**Watch: Cry Freedom**

**ASSIGNMENT 5: Skype: Narrative of the Other / interview**

**Presentation Wed:** The Gender of memory in Post-Apartheid South Africa (use the reading *Seventh Veil* + *The Gender of Memory...*). Draw parallels between the South African and Slovak experience



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## PROCESSES OF CONCILIATION

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### WEEK 9 PROTEST movements and strategies: organized struggle during Apartheid

**Monday April 11** Strategies of opposition: non-violence, violence, political, apolitical

**Wednesday April 13** Skype session with Adam Silver, Associate Professor at Simmons College, Boston: Music as a tool in civil rights movements.

**READING:** Robert Mnookin: Nelson Mandela: Apartheid in South Africa (from Bargaining with the Devil) (Reader)

Protest and Resistance; Reigniting the Struggle (Reader)

**Watch *Amandla! Revolution in Four Parts Harmony* (available on YouTube) before Wednesday**

**ASSIGNMENT 1.5: Forum post on protest movement and strategies (due Tue 8pm)**

**Presentation (Monday): Strategies of opposition: violence and non-violence; opposition to Apartheid and communism in South Africa and Slovakia.**

### WEEK 10 POST-CONFLICT CONCILIATION – JUSTICE and FORGIVENESS

**Monday April 18:** Models of transitional justice. Truth and Reconciliation Commission model.

**Wednesday April 20** Justice vs. Peace. Forgiveness, apology, and acknowledgment in the processes of conciliation

**READING:** Martha Minow: Between Vengeance and Forgiveness, chs.

Vengeance and Forgiveness, chs.

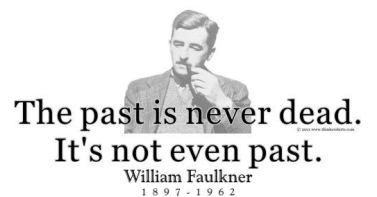
Desmond Tutu: <http://billmoyers.com/2014/12/25/forgiveness-liberating-desmond-tutu-healing-nations-racist-past/>

Recommended: Olga Botcharova: Two Track Diplomacy

**Watching: Mandela: Long Road to Freedom**

**ASSIGNMENT 1.6: Forum post on Martha Minow**

**Presentation: to be invented**



### WEEK 11 POST-CONFLICT CONCILIATION – Path to PEACE Leads through the Past

**Monday April 25** Historical conciliation, theories, steps, and guiding principles  
You may look at the [How Long Will I Cry?](#) Interviews at for inspiration and monologue narrative.

**Wednesday April 27** Approaches to addressing the past on political level: South Africa, Slovakia, and beyond.



**ASSIGNMENT 6: SKYPE: Research Outline with Sources on Similarities and Differences of Reconciliation and Integration.**

**READING:** Rian Malan: *My Traitor's Heart...* (on Moodle)

**Watch:** [A Dry White Season](#)

**LISTEN:** Redeeming the Past...

**Presentation Wed:** Parallels between South Africa and Slovakia's dealing with the past (legal, symbolical, political ways of addressing (or not addressing) the past)

<b>WEEK 12</b>	<b>POST-CONFLICT CONCILIATION – PEACE: POWER SHARING ARRANGEMENTS</b>
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**Monday May 2** Models of power sharing in ethnically divided societies. From civil war to power

**Wednesday May 4** Power sharing in South Africa and in Slovakia.

**READING:** Sisk and Stefes: Power sharing as interim step

**Watching:** [In My Country](#)

**ASSIGNMENT 1.7: Forum post on In My Country**

**PRESENTATION:** policies of integration of Roma minority during the Slovak transition and democratic consolidation: strategies, policies, and setbacks (compare with the integration policies in South Africa)

<b>WEEK 13</b>	<b>TERRITORIALITY and PUBLIC SPACE</b>
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**Monday May 9** Territoriality and Conflicts of Identity. Application of Sack's model of territoriality.

**Wednesday May 11:** Discussion on territoriality – South African and Slovak contexts spatial practices of minority segregation and integration

**READING:** R. Sack: Human Territoriality: A Theory

**Lemon:** *Imposed Separation*

**Watching** [Soweto Rising](#)

**PRESENTATION:** the anatomy of a township/ Roma settlement (research the spatial aspects of segregation, draw parallels between the South African and Slovak context)

<b>WEEK 14</b>	<b>MEMORIALIZATION</b>
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**Monday May 16.** Rewriting history and reclaiming memory through public rituals. Displays of the politics of memory in public space.

**Wednesday May 18.** Politics of memorialization in South Africa and Slovakia.

**READING:** Marc Howard Ross. 2007. The Politics of Memory and Memorialization in post-apartheid South Africa. In: *Cultural Contestation in Ethnic Conflict*.

(K. Verdery: "RECONFIGURING TIME; Accountability and the Past: Rewriting History". In: *The Politics of Dead Bodies*)

**ASSIGNMENT 1.8: Forum post on rituals in public space**

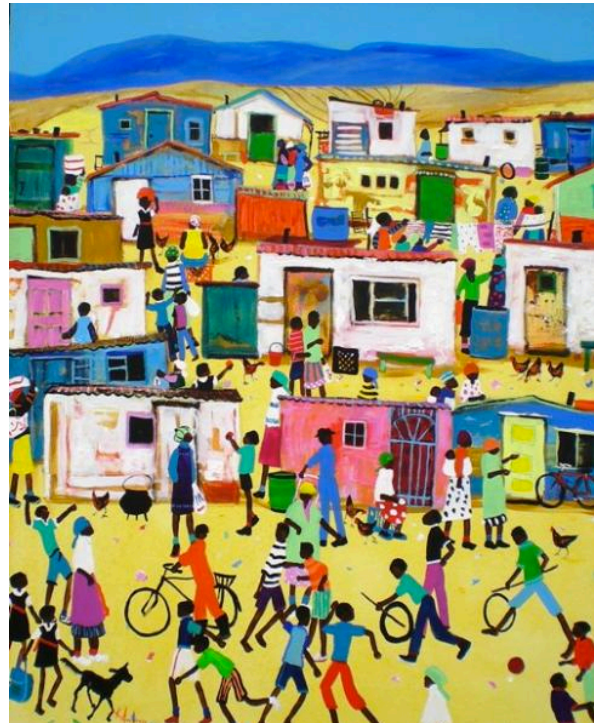
**PRESENTATION: Memorials on our path through South Africa. Research the ways of dealing with the past and race through public ceremonies, rituals, memorials. Draw parallels between South African and Slovak experience (relating to communism, or ethnic identity).**

<b>WEEK 15</b>	<b>Post-Apartheid South Africa Challenges &amp; The Arts in SA Post-Apartheid Rhetoric</b>
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**MON: Presentation: Art and healing. South African art projects on the Apartheid and post-apartheid transition.** Draw parallels between South African and Slovak context (either art as healing of the past trauma or art as a social commentary by minorities...)

**Wed:** Developing Ideas for SA Travel Project: Identify a theme or research question. Think about a creative representation of your learning utilizing photos, artifacts, data, exhibits, interviews, readings, and/or videos.

**Watch: Searching for Sugarman**



# ASSIGNMENT GUIDELINES AND SCHEDULE

ASSIGNMENT	DUE DATE
<p><b>1. FORUM POSTS</b></p> <p><b>You need to post a forum response</b> on Moodle Forum to the selected movies (Mandela, Dry White Season, Cry, The Beloved Country, Amandla! and My Country) and books (Human Being Died, Born Frees, and My Traitor's Heart) before the start of class on the due date for each of these class resources. <b>You will need to respond to at least 1 other person's blog</b> for each of these entries. You will have 8 blog entries and 8 responses.</p> <ol style="list-style-type: none"> <li><b>Cry, My beloved country</b></li> <li><b>A Human Being Died that Night</b></li> <li><b>Language and politics in South Africa</b></li> <li><b>The Born Frees</b></li> <li><b>Protest Movement and Strategies</b></li> <li><b>Vengeance and Forgiveness</b></li> <li><b>In My Country</b></li> <li><b>RITUALS IN PUBLIC SPACE</b></li> </ol>	<p>Feb 16</p> <p>Feb 23</p> <p>Mar 22</p> <p>April 2</p> <p>April 12</p> <p>April 19</p> <p>May 3</p> <p>May 17</p>
<p><b>2. GROUP ASSIGNMENT: Short INTRODUCTORY video or a narrated PPT:</b> prepare together as a group for the other two classrooms Introduce yourselves and BISLA to your counterparts in Beirut and Michigan in a creative way. Make it a into a short video, or a narrated PowerPoint presentation or a combination thereof about each of you, BISLA, Slovakia (...), , which your partners at Hope and UAB can view in max. 10-15 minutes.</p>	<p>Feb 22</p>
<p><b>3. <u>Skype sessions and wordpress blog posts:</u></b></p> <p><b>1. Introductory Skype + family generations</b></p> <p>Write a few paragraphs (350-500 words) on what was the single most important historical event that shaped three generations within your family - your grandparents' generation, your parents, and yours. Ideally talk to your parents and grandparents about that.</p> <p>This assignment will have two outputs:</p> <p>a) <b>A written blog post</b>, posted on the WordPress blog that you will establish within your small group with a Lebanese and an American colleague. Since it is a blog format, you can be creative with the form, and include photos of people or memorable artifacts, and</p> <p>b) you will <b>discuss your blog entry with your colleagues in the first ever introductory Skype session</b> on the week of Feb. 22nd (time arranged via doodle app)</p> <p>c) post your reflection</p> <p><b>3 Skypes Sharing a Conflict in home country</b></p> <ol style="list-style-type: none"> <li><b>USA</b></li> <li><b>LEBANON</b></li> <li><b>SLOVAKIA</b></li> </ol> <p><b>Description:</b> Process the information on each country's domestic conflict presented in class with your Skype group. Each country is assigned a week for class content on race, religious sectarianism and oppression of Roma. For each of these three Skypes the person whose country is the focus of the week will be the Interviewee. Each of the other two participants will assume roles as either the Interviewer or</p>	<p>Week of</p> <p>Feb 22</p> <p>Feb 29</p> <p>Mar 7</p> <p>Mar 14</p>

<p>the Observer. Engage in a discussion assuming each of your assigned roles and take notes. Write a reflective essay from your own role perspective, focusing on the intercultural interaction around learning about another country's domestic conflict. Incorporate class and reading content in this reflection. What did you learn? What still puzzles you? How does the interview bring deeper understanding beyond the class material and readings? How does the interview content inform your learning of narratives of peace and conflict? How does the interaction connect with course themes discussed this far (human nature, communication, language and narratives, religion, social construction, power and oppression)? You may also reflect on your role; however, the essay should focus more on the <i>content of your learning</i> than on the novelties of the Skype session or your role, per se.</p> <p>You should <b>write three well-organized and focused essays of 500-750 words, and post on the WordPress blog</b>. You should have a thesis and introduction, 3 main points and a conclusion. In the course of doing all three 'country conflict' Skypes, you will assume each of the three roles of Interviewer, Interviewee and Observer.</p> <p><b>Objectives:</b> a) to learn about the domestic conflicts within our partner countries;  b) to recognize similarities in the social processes of oppression, power and access to resources;  c) to apply knowledge of our own domestic conflicts to understanding of apartheid in South Africa;  d) to deepen our understanding of our domestic conflict by framing this conflict within new knowledge of human nature, communication, language and narratives, religion and social construction of others.</p> <p>Use course movie and the background text materials as a springboard for your questions and answers. An excellent response to interviewer's questions will engage the materials covered in the course and involve further analysis of the topic.</p> <p>Note: If all three members of the group agree, you may record your Skype session, so that you can use it as a resource for your WordPress write-ups.</p> <p><b>INTERVIEWER:</b>  Poses a set of questions (3 or 4) to the interviewee based on the movie, texts, and the domestic conflict theme for the country of the interviewee. These can be emailed to the interviewee and the observer no later than 24 hours before scheduled Skype.</p> <p><b>INTERVIEWEE</b>  Interviewee receives the questions posed by the interviewer 24 hours before scheduled Skype. Prepare your answers for that session. In the video chat, present your responses to the questions. Refer to the sources used in the course (texts, movies, class discussions) as well as your personal experience to answer questions. Be careful to acknowledge your opinions as distinct from facts when presenting information on your domestic conflict issue.</p> <p><b>OBSERVER</b>  Observer's role is to write about the process and the content of the interview.  Observer comments on the selection of the questions for the interviewee - concepts, themes highlighted, potential assumptions or stereotypes that may have colored or motivated the approach of the questioner. Are there important questions that were not asked?  Observer also comments on the content brought in by the interviewee, its depth, accuracy, sources used.  Observer also suggests what other approaches or information could have been taken into account.  Observer also serves as the moderator of the video chat session and as the main note-taker for the session.</p> <p>Take turns each time! Each one of you will get to be in each of these roles once during the three country Skype assignments.</p>	
<p><b>4. Presentation of the Slovakia case study:</b> on MARCH 14 (<b>to be completed by March 7</b>)</p> <p>As a group, prepare a presentation introducing your colleagues from AUB and Hope to the topic of Roma in Slovakia. Divide the work among the eight of you – work in 3-4 smaller groups/pairs, focusing on the various aspects of social, political, cultural, identity issues.</p> <p>Presentation will consist of your PowerPoint presentations/video clips, recorded interviews, handouts or other materials (c. 10 minutes per each small group or pair). We will need to complete this 'package' the week before the "Slovakia" week on the syllabus.</p>	<p><b>Mar 14</b></p>

<p><b>5. Narratives of the Other in domestic Context – Interview and Presentation of a Narrative:</b></p> <p>Description: Interview a person who identifies as the ‘Other’ who is the focus of your course (Roma). What would this person want our classes to know about him or her? Give this silenced person in your culture voice! In what ways is this person marginalized within his or her culture/society? Work to inhabit and analyze the voice of the Other.</p> <ol style="list-style-type: none"> <li>Prepare a <b>short presentation</b> in which you report the narrative of this person’s story for your <b>Skype group</b>. Give this person voice, depth and character.</li> <li><b>Post this narrative as a monologue and to the WordPress blog.</b></li> <li><b>Write a 500-750 word reflection on your Skype sharing experience.</b> Incorporate course themes and readings to date in your reflective essay. What did you learn in conducting the interview, and what did you learn in listening to your partners’ reports? What is the power of narrative for development of empathy and perspective-taking? What bothered you, or caused you to think critically, when engaging these narratives? What commonalities did you see cross-culturally in the narratives of those who had been ‘othered’ in society? What are processes by which people’s social identities are constructed for them by dominant culture groups? Play with the concept of ‘silencing’ – in what ways were the voices of the people interviewed silenced by their societies?</li> </ol> <p>Objectives: a) recognize narrative structure, point-of-view, language and voice; b) enhance perspective-taking for Other within one’s own culture through embodiment of Other, and increase understanding of Other for members of the two other cultures.</p> <p>You may look at the How Long Will I Cry? Interviews at <a href="https://medium.com/how-long-will-i-cry-voices-of-youth-violence">https://medium.com/how-long-will-i-cry-voices-of-youth-violence</a> for inspiration</p>	<p><b>Week of April 4</b></p>
<p><b>6. Research Outline with Sources Analyzing Similarities &amp; Differences in Reconciliation and Integration.</b></p> <p>Description: Research similarities and differences in the process of reconciliation and integration, comparing your own domestic conflict issue (Roma in Slovakia) with Apartheid in South Africa. Present to your Skype group. Post outline of assignment and Skype reflection on Wordpress Conduct <b>internet and/or library research</b> and include found sources with the outline.</p> <ol style="list-style-type: none"> <li><b>Write an outline of your findings</b>, and include a <b>reference list</b> for your sources. <b>Post your assignment to the blog,</b></li> <li><b>present your findings to your skype group</b>, and</li> <li><b>post a reflection on your skype interaction to the blog.</b></li> </ol>	<p><b>April 25</b></p>
<p><b>7. PRESENTATION AND LEADING A DISCUSSION</b></p> <p>Once during the semester, you will be responsible for presenting a topic (having to do with parallels between the South African and our context) to the class and leading a discussion. You will find that you can connect the assignments 7. and 8. – the research outline can be the outcome of your research and presentation and used for WordPress and Skype session with your small connected groups.</p>	