

**DRAFT**

**Summer Institute in Post-Conflict Truth, Memory, and Reconciliation  
Field Course in South Africa - June 15-29, 2013**

**HRGS 4350/CRS 4350**

**Syllabus**

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**HRGS/CRS 4350 Course Description**

The suffering from atrocities during war-time is often seen as producing lingering individual and collective trauma, contributing to either personal dysfunction or successive cycles of violence where oppressed groups become the perpetrators in future regimes or conflicts. This course probes the role of memory in transitional societies, with particular emphasis on using memory to strengthen mechanisms for justice and human rights. Reconciliation projects, ranging from community-based initiatives to formal legislated undertakings such as truth and reconciliation commissions are examined in depth.

*Pre-requisite:* HRGS-4650(1.5) Special topics reading course to be completed in May and early June, 2013.

**Special 2013 Field Course in South Africa**

The course will be taught as a two-week field course in South Africa, starting in Cape Town and ending in Johannesburg. Given the South African setting for the course, we immerse ourselves in the post-Apartheid experiences and efforts of truth-telling, memorialization, and reconciliation. However, the course will be framed with international experiences and perspectives on these topics. International perspectives will be examined primarily through the course readings, and to a lesser extent in lectures and discussion.

The Field Course is offered in partnership with Cornerstone Institute in Cape Town. <http://www.cornerstone.ac.za/> Cornerstone is a small Christian college that emerged in the Cape Flats (historically “coloured” area) in the 1970s to educate church leaders. Early on, Cornerstone developed practices in violation of the *Group Areas Act*, including housing students of different races together. Today Cornerstone continues theological programs with an emphasis on “public theology” as manifested in community

development, peacemaking, and leadership development, and has considerable experience working with North American colleges and universities.

Enrollment in the Field Course is limited to 12 students from Canada, and 12 from Africa. Participating students will register with the institution in their respective country, and receive course credit from that institution.

There are therefore several dimensions, both formal and informal, to the course. We will study post-Apartheid experiences in classroom settings, meet with a wide range of resource persons for presentations and informal discussions, complete required readings and written assignments. We will visit places with deep historical and psychological meaning. And we will live and travel together with people from differing cultures, with various racial, religious and social identities, exploring on how those identities filter and shape what we see and hear.

Because the itinerary in South Africa will be very full, the readings listed below should be completed prior to departure. Short supplementary articles may be provided by some speakers while in South Africa.

*Note:* HRGS/CRS 3410 Transitional Justice is a pre-requisite for HRGS 4350. Students who have not taken the prerequisite should discuss with the instructor the additional background reading that they will complete.

### **Required Texts**

Borer, Tristan Anne (ed.) *Telling the Truths: Truth Telling and Peace Building in Post-Conflict Societies*, Notre Dame, IN: University of Notre Dame Press, 2006.

Jansen, Jonathan D. *Knowledge in the Blood: Confronting Race and the Apartheid Past*. Stanford: Stanford Univ. Press, 2009. (We will be meeting with the author as part of the Field Course.)

Krog, Antjie. *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*. Broadway, 2000.

### **Highly Recommended**

(The more you read before you go, the more you will catch the depth and nuances of what you see and hear.)

Gobodo-Madikizela, Pumla. *A Human Being Died that Night: A South African Story of Forgiveness*. Houghton, Mifflin, Harcourt, 2003.

Hayner, Priscilla. *Unspeakable Truths*. (electronic version available through UW Library)

Hoffman, Eva. *After Such Knowledge: Memory, History, and the Legacy of the Holocaust*. New York: Public Affairs, 2004. (Hoffman's book was influential in Jonathan Jansen's thinking about *Knowledge in the Blood*.)

Mandela, Nelson. *Long Road to Freedom: The Autobiography of Nelson Mandela*. Back Bay Books, 1995.

Prager, C. and T. Govier. *Dilemmas of Reconciliation: Cases and Concepts*. WLU Press, 2003.

Tutu, Desmond. *No Future without Forgiveness*. Image Books, 2000.

### Useful internet sites

- USIP's Truth Commissions Digital Collection  
<http://www.usip.org/library/truth.html>
- Truth Commission Sites and Documents page of TJ Forum –  
[www.tj-forum.org/files/truth-comms-from-JE.html](http://www.tj-forum.org/files/truth-comms-from-JE.html)
- International Journal of Transitional Justice - [www.ijtj.oxfordjournals.org](http://www.ijtj.oxfordjournals.org)
- International Center for Transitional Justice - [www.ictj.org](http://www.ictj.org) (has office in Cape Town)
- African Transitional Justice Research Network – [www.transitionaljustice.net](http://www.transitionaljustice.net)
- Institute for Justice and Reconciliation <http://www.ijr.org.za/> (based in Cape Town)
- Centre for the Study of Violence and Reconciliation  
[http://www.csvr.org.za/index.php?option=com\\_frontpage&Itemid=2](http://www.csvr.org.za/index.php?option=com_frontpage&Itemid=2) (based in Johannesburg)
- Institute for Healing of Memories  
<http://www.healingofmemories.co.za/donations.htm> (Cape Town)

### Preliminary list of topics

See accompanying course schedule.

### Course Requirements

A reflection paper that responds to the three required texts for the course. The paper is not intended to summarize the books, but rather to engage the texts. What are the key issues and questions that emerge from the texts? The paper will have four sections: one for each of the three books, and a final section that synthesizes the material, and poses questions that you want to explore during the time in South Africa. Length: Approximately 2000 words.	20%	June 7
Consistent participation and active engagement in course sessions and activities.	20%	On-going
A reflective journal where you analyze and integrate what you see and hear during the field course with readings and other life experiences. Plan to make journal entries <i>daily or every other day</i> .	25%	Due July 8

Total length: approximately 4500 words.		
A research paper (approx. 3000 words) or comparable project on a topic relevant to the class <ul style="list-style-type: none"> <li>• Topic proposal and initial reading list (5%)</li> <li>• Final paper (30%)</li> </ul>	35%	Proposal - July 8  Final – Aug 2

### Important Information

1. Submitting coursework
  - All coursework to be submitted electronically.
  - *Always* include your name, Student ID and date on all documents.
  - Please type and double space all written work.
  - Keep a hard copy or backup of all course work that you submit (and the notes that you used to prepare it) until the assignment has been marked and returned to you.
2. A standard (e.g., MLA, APA, Chicago) Academic Writing Style should be used for references in all coursework. *Consult a style manual before you write.*
3. ***Marks will be deducted for late submissions (initial 5% of assignment value, plus 1% per day late).***
4. The last date to withdraw without academic penalty is June 26.
5. Academic standards – Section VII of the *University of Winnipeg General Calendar* provides important information on academic standards, such as academic misconduct (including plagiarism). Note that plagiarism can be inadvertent as well as intentional. If you have any questions about what is appropriate, please check with me.

Section VII also contains valuable information, such as procedures for appealing grades. Please discuss with me any questions or concerns about your grade in the course. If there is no resolution to your concerns, you have the option to make a formal appeal of the grade.

### Grading

Grades will be assigned on the following basis:

Grade	%	Grade	%
A+	90-100	C+	65-69
A	85-89	C	60-64
A -	80-84	D	50-59
B+	75-79	F	<50
B	70-74		

Grades will be applied as applicable within the ranges and in keeping with the University of Winnipeg policies. *Final grades are awarded by the University Senate, therefore above cutoffs can be subject to revision.*

## THE UNIVERSITY OF WINNIPEG GLOBAL COLLEGE

The University of Winnipeg Global College fosters global citizenship and engagement in human rights through interdisciplinary teaching, research, dialogue, and action in local and global communities. Global College administers the B.A. in Human Rights and Global Studies, hosts seven research institutes, and sponsors a variety of conferences and educational activities. For more information, visit [www.uwinnipeg.ca/index/global-college-index](http://www.uwinnipeg.ca/index/global-college-index) or 9th Floor of the Rice Building, 491 Portage Avenue.

### Additional Resources

#### *Introduction to issues*

Neil Kritz, 'Dealing with the Legacy of Past Abuses An Overview of the Options and their Relationship to the Promotion of Peace' in *Dealing with the Past* by Koff/ Swiss Peace (2004) pp.15-32 at

[http://www.swisspeace.ch/typo3/fileadmin/user\\_upload/pdf/KOFF/KOFF\\_DealingWithThePast.pdf](http://www.swisspeace.ch/typo3/fileadmin/user_upload/pdf/KOFF/KOFF_DealingWithThePast.pdf)

- Mark Freeman Explains What Truth Commissions Can and Cannot Do, *New Internationalist*, December 2005.
- Video - Confronting the Truth- Truth commissions in societies in transition DVD USIP– looks at Morocco, SA, Peru and Timor Leste

#### *The strengths and limitations of the South African Truth and Reconciliation Commission*

- Graeme Simpson, "'Tell No Lies, Claim No Easy Victories': A Brief Evaluation of South Africa's Truth and Reconciliation Commission," in *Commissioning the Past: Understanding South Africa's Truth and Reconciliation Commission*, Deborah Posel and Graeme Simpson (eds), (2002)
- Hugo van der Merwe 'National Narrative versus Local Truths: The Truth and Reconciliation Commission's Engagement with Duduza' in Posel and Simpson (eds) *Commissioning the Past*
- Nahla Valji, 'Race and Reconciliation in a post-TRC South Africa' (2004) available at <http://www.csvr.org.za/papers/papnv3.htm>

#### *Gender and Truth Commissions*

- Vasuki Nesiah, 'Gender and Truth Commission Mandates' (New York: ICTJ) at <http://www.ictj.org/static/Gender/0602.GenderTRC.eng.pdf>
- Nahla Valji 'Gender Justice and Reconciliation' FES Occasional Paper on Globalization (2007) at <http://library.fes.de/pdf-files/iez/05000.pdf>

#### *The challenge of accountability in Latin America: Argentina, Guatemala, Peru*

- Rachel Sieder's 'War, Peace and the Politics of Memory in Guatemala' in Nigel Biggar, ed., 'Burying the Past: Making Peace and Doing Justice After Civil Conflict' (Washington DC: Georgetown University Press, 2003), pp.209-234.
- Gonzalez, Eduardo, "The Peruvian Truth and Reconciliation Commission and the challenge of impunity," in Naomi Roht-Arriaza and Javier Mariezcurrena, eds.,

*Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice* (New York: Cambridge University Press, 2006), pp. 70-94.

- Juan Mendez, 'The human right to truth: Lessons learned from Latin American experiences with truth telling' in Borer's (ed) *Telling the Truths*

#### *Truth and Justice in Cambodia*

- Youk Chhang, "The Thief of History – Cambodia and the Special Court" (<http://ijtj.oxfordjournals.org/cgi/content/abstract/1/1/157>)
- Jaya Ramji, "Reclaiming Cambodian History: The Case For A Truth Commission 2000 Fletcher Forum of World Affairs" ([http://www.dccam.org/Tribunal/Analysis/Reclaiming\\_Cambodian\\_History.htm](http://www.dccam.org/Tribunal/Analysis/Reclaiming_Cambodian_History.htm))
- [Movie: The Killing Fields]

#### *Canada*

Rice, Brian & Snyder, Anna (2008) Reconciliation in the context of a settler society: Healing the legacy of colonialism in Canada. In Castellano, Marlene; Archibald, Linda; & Degagne, Mike (eds.), *From truth to reconciliation: Transforming the legacy of residential schools*. Ottawa: Aboriginal Healing Foundation, pp. 43-59. (available on-line through UW Library Catalogue)

#### *Reconciliation and Restorative Justice*

- Kiss, Elizabeth. "Moral Ambition Within and Beyond Political Constraints: Reflections on Restorative Justice," in *Truth v. Justice*, Robert I. Rotberg and Dennis Thompson, eds. Princeton: Princeton University Press, 2000 (68-98).
- Clara Ramírez-Barat & Hugo van der Merwe, *Seeking Reconciliation and Reintegration: Assessment of a Pilot Restorative Justice Mediation Project*, Research report written for the Centre for the Study of Violence and Reconciliation, February 2005. <http://www.csvr.org.za/papers/papcrhv.htm>

#### *Case Study – Uganda Traditional Justice and Reconciliation*

- Lucy Hovil and Joanna Quinn, 'Peace first, Justice later: traditional justice in Northern Uganda' Refugee Law Project Working Paper No. 17 (July 2005). Available at [www.refugeelawproject.org](http://www.refugeelawproject.org)
- Beyond Juba project - [www.beyondjuba.org](http://www.beyondjuba.org)
- Baines, Erin K. "The Haunting of Alice: Local Approaches to Justice and Reconciliation in Northern Uganda," in *International Journal of Transitional Justice*, 2007 1(1):91-114.