

MIDYEAR SHORT PROGRAMME IN CONFLICT MANAGEMENT AND TRANSFORMATION

Nelson Mandela Metropolitan University
Port Elizabeth, South Africa
<http://international.nmmu.ac.za/>

Period offered:

Credit value: 3 USA Credits (6 ECTS Credits) – equivalent to 12 NMMU credits (the programme is open to students with a GPA of 2.5 and above (for students from the United States))

Facilitator: Dr Savo Heleta

Introduction

In today's turbulent world, fear, conflict and violence have a great impact on many people's lives. Many people grow up in a world scarred by numerous conflicts and without a positive outlook for a future characterised by peace. Numerous conflict management and peace building strategies and competencies have been developed to deal with contemporary conflict; nevertheless, many people grow up in a world exposed to conflict. Conflict, conflict management, transformation and peace-building are concepts that are closely related and interlinked, nowhere perhaps more obviously than in South Africa.

Module Aim

This module will provide the students with an understanding of the processes and complexities of negotiation as a tool for conflict management and transformation. The focus in the module will be on the negotiations that ended the apartheid system in South Africa through a series of talks between 1990 and 1994. Many consider the transition from apartheid to democracy to be a 'miracle.' Through readings, documentaries, class discussions, guest lectures and visits to a museum, we will unpack the process to understand the strategies and approaches that led to the negotiated transition and the 'birth' of a new, democratic South Africa. We will also reflect on where South Africa is today in terms of socio-economic and political relations and situation.

Module overview

Unit 1: Overview of conflict management approaches and strategies

In this unit, we will briefly cover the main conflict management approaches and strategies. This will provide a theoretical background to Unit 2, which will focus on South Africa's negotiations in the 1990s.

"Patti Waldmeir's colourful and incisive narrative begins with the birth of apartheid itself, and traces the very human drama that brought about its demise. It is the story of a grand seduction, a study in the psychology of capitulation, which ends with the inauguration of the world's most famous prisoner as president of a new country, and the creation of a new, rainbow nation. The author was present at nearly every critical moment during the endgame of apartheid, and we see all the principal actors - Nelson Mandela, F. W. de Klerk, Chief Buthelezi and the militants of the extreme right - through the eyes of a journalist who knows them personally. She captures the good sense and the violence of these times, and illuminates the forces of history, economics, demographics, and morality that shaped the human drama." -- BOOK JACKET

Steve Biko. *I Write What I Like*. [it is highly recommended that you buy this book]

I Write What I Like is a compilation of writings by the South African anti-apartheid activist Steve Biko. The book reflects Biko's conviction that black people could not be liberated until they united to break their chains of servitude, a key tenet of the Black Consciousness Movement that he helped establish. Biko was murdered by the apartheid government in September 1977 but his work, writings and activism continued to inspire many people and the anti-apartheid struggle.

In the class, we will focus on the following chapters:

- Chapter 9: Definition of the Black Consciousness
- Chapter 11: White Racism and Black Consciousness
- Chapter 12: Fear - an Important Determinant in South African Politics

Optional: Watch *Cry Freedom* (1987) – a movie about Steve Biko

Other required readings

Max Du Prez. *Explaining the Miracle*. South African History Online. Link: <http://www.sahistory.org.za/archive/chapter-2-explaining-miracle>

Max du Preez. *Should ANC Have Had a Bloody Revolution?* News24. 1 December 2015. Link: <http://bit.ly/2qPhS2V>

Sisonke Msimang. *Africa's First Lady* [about Winnie Mandela]. Africa is a Country. 20 February 2017. Link: <http://africasacountry.com/2017/02/africas-first-lady/>

Documentaries (we will watch these documentaries in class)

Mandela (1996)

This documentary follows Nelson Mandela from his early protests against racial discrimination, decades in jail, to his election as South Africa's first democratically elected leader.

Sisonke Msimang. *The Old is Dying and the Young Ones Have Just Been Born*. Africa is a Country. 15 May 2015. Link: <http://africasacountry.com/2015/05/the-old-is-dying-and-the-young-ones-have-just-been-born/>

Sean Jacobs. *Student Protests and Post-Apartheid South Africa's Negative Moment*. Africa is a Country. 18 May 2016. Link: <http://africasacountry.com/2016/05/student-protests-and-postapartheid-south-africas-negative-moment/>

Facilitator

Dr Savo Heleta

Savo Heleta works at the Office for International Education at Nelson Mandela University in Port Elizabeth, South Africa. His research and teaching interests range from post-war reconstruction, development and peace-building; higher education in post-war settings; social justice advocacy and activism; conflict analysis; international migration; decolonization of knowledge; to higher education internationalization.

Savo holds a DPhil in Development Studies and MPhil in Conflict Transformation and Management from Nelson Mandela Metropolitan University, South Africa and BA in History and Business Management from St. John's University, Minnesota, United States. Originally from Bosnia and Herzegovina, Savo lived through the Bosnian war in the 1990s. He wrote about his wartime experience in *'Not My Turn to Die: Memoirs of a Broken Childhood in Bosnia'* (AMACOM Books, 2008).

Savo has published peer-reviewed papers in *African Security Review*, *Ufahamu: A Journal of African Studies*, *Transformation in Higher Education*, *Journal of Studies in International Education*, *Africa Insight*, *Journal for Development and Leadership*, *Commonwealth Youth and Development*, as well as chapters in three books published by Routledge. He has also published in *The Conversation*, *Africa is a Country*, *Mail & Guardian*, *Daily Maverick*, *University World News*, *Sudan Tribune* and other publications.

Assessments

There are two assessments: portfolio and presentation. The final mark for the module will be determined as follows:

- 60% of the final mark will come from the portfolio;
- 30% of the final mark will come from the presentation;
- 10% will be awarded for attendance of lectures and participation in discussions.

- Learning resulting from interaction with students/ professionals/public;
- Learning in the classroom.
- Reflection on your expectations prior to arriving to South Africa and if these expectations were met.

Assessment criteria for portfolio

The portfolio is a collection of an academic nature and should go beyond a mere descriptive level. In the assessment we will be looking for:

- Evidence of an analytical and critical thinking (both in regard to personal experience as well as the academic component of the programme);
- Interaction with the learning subject. This should be an integral component of the class material and intellectual and social experience in South Africa;
- Evidence of application of the learning and experience in relation to the disciplines and programmes students were registered for in their home institutions;
- Comments on the value of the programme and/or the potential contributions of the experience to the private and future professional life of the student.

Presentation (group assignment)

- In groups of two, students will select a topic - for example, focus on the negotiation process that ended apartheid, a contemporary conflict or human rights issue or xenophobia in South Africa;
- Groups will prepare 10-minute long presentations about their topic;
- Presentations can be in the form of a photo slideshow, poster, PowerPoint presentation, video taken by the student, etc.
- Students can utilize the material from their individual portfolios;

Grading explained

Needs improvement	Below 50%	The assignment does not meet the requirements; does not include all components and/or does not go beyond a descriptive level. No interaction with the learning subject, little or no reflection
Satisfactory	50-64%	Some evidence of critical and analytical thinking, examples, illustrations and reflection.
Good	65-74%	Substantial evidence of critical and analytical thinking; engagement with the learning subject; examples and illustrations; in depth reflection.