

Roaf 2023 Fulbright-Hays Module Overview

I am creating a module to integrate into the California State University-Stanislaus's Ethnic Studies Department Intro to Black Studies course, ETHS 2000. I will align the objectives of the module to apply the principles of liberation, freedom, and social justice to address issues of identity, power, and privilege and contribute to the advancement of local communities, nations, or the world with core tenets of the field of Black Studies. I will do so by incorporating a holistic module on South Africa into Part C, the Black Power section of the course. Specifically, I will cover the module in the final portion of Part C, International Dimensions of Black Power. This will provide an in-depth examination of International Black Power within a Pan-African framework that connects the pre-colonial and colonial eras with the liberation struggle to abolish apartheid in South Africa grounded in indigenous South African arts and ethos. Additionally, I will emphasize the pivotal role played by the Black Consciousness Movement (BCM), its parallels with university-level student activism in the United States that created Ethnic Studies, the influences of the U.S.-based Black Power Movement on the BCM, and the movement that ushered in the final stages of apartheid: the primary and secondary-student led Soweto Uprisings in 1976.

I am organizing the module into three lessons that cover the aforementioned eras in South Africa:

1. Pre-colonial and Colonial eras
2. Apartheid
3. The Liberation Struggle to Dismantle Apartheid

The course learning objectives this module fulfills are as follows, taken from the Intro to Black Studies syllabus provided in this folder:

1. Explain the activist movements of Black/African American communities through regional, national, and/or global perspectives.
2. Demonstrate awareness of community participation and/or social change

While this is a lower-division university course, this module can be modified and implemented at primary or secondary school levels.

In-Class Assignments:

- I. Lesson One: Pre-Colonial South Africa: The Ancestors who Paved the Way
 - A. The Long Future of Indigenous South Africans
 - Students read the article Indigenous peoples in South Africa at this website: <https://www.iwgia.org/en/south-africa.html>
 - They answer the following questions:
 1. What has South Africa voted in favor of, according to the article?
 2. What are indigenous San and Khoekhoe peoples exercising?
 3. What did the Law of Traditional Leadership and Khoisan Bill

intended to do (it was voted down as deficient and invalid in 2023)?

4. What percentage of the South African population is comprised of indigenous peoples?

OBJECTIVE: The purpose of this assignment is to show that the original indigenous South Africans who formed the basis of modern human civilization dating back thousands of years ago are still here, and have continued to maintain and champion their native, ancestral practices, languages, and lands. I chose the photos and videos of specific displays and performances from the South African Museum in Cape Town that depicted the truth of “long histories and long futures” of indigenous South Africans. This shows their enduring struggle for liberation and identity in the midst of seemingly insurmountable obstacles including the encroachment of Bantu-speaking peoples in South Africa, their fights against Dutch colonizers, and being classified as “coloured” during the apartheid regime in a failed attempt to erase their indigeneity.

II. Lesson Two: “Cry Freedom”: Apartheid in South Africa

A. Developing Compassion through Comparison

- Students compare their own education experiences with K-12 U.S. schooling and the first-hand experiences of activist Mamphela Ramphele in Bantu education
- Students reflect upon how they think they would have been affected if they had been educated in the Bantu schooling system

OBJECTIVE: The purpose of this assignment is for students to critically reflect upon how the systemic brutality and white supremacy of apartheid was structured, its overall objective, and how it deeply marked the lives of the majority population of indigenous Black South Africans, especially in relation to their schooling and future prospects for building a meaningful and successful life. I utilize a variety of sources for this lesson, including notes from lectures by scholars, a biography written by a BCM (Black Consciousness Movement) activist, and resources from a tour of the Apartheid Museum of South Africa. Subsequently, I focus on compassion because I believe this is a core component of a holistic, humanistic, and spiritually-grounded Afrocentric education that seeks to transform rather than indoctrinate and control.

III. Lesson Three: “Amandla! Awethu!”-The Power is Ours: The Liberation Struggle to End Apartheid

A. Bringing it Together: Full Circle

Instructions: We will dance the Toyi Toyi with traditional (and modern versions of traditional) indigenous instruments along with this video: <https://www.youtube.com/watch?v=TaJY8g4iIZ8>

- Students who choose to play and dance with the instruments will form a circle around everyone who chooses to dance without an instrument
- Dance the Toyi Toyi to the best of your ability! The videos show groups doing so with their knees at different levels.

- Ubuntu encompasses all aspects of a community's/nation's life. In the case of the Toyi Toyi, it inspires everyone to collective action around a common vision and goal: FREEDOM : Inkululeko through POWER: Amandla. This is one (vision and purpose) for all, and all for one (shared vision and purpose). This is Ubuntu in liberation

Reflection/Exit Ticket:

Write how you felt emotionally and physically when you took part in the group dancing of Toyi Toyi and playing of indigenous instruments.

OBJECTIVE: The purpose of the class engaging in indigenous African dance and music connected with the liberation struggle to end apartheid and establish democracy is to facilitate a bodily and emotional experience of what inspired the long road to ending this brutal regime. This culminates the centering of ubuntu as well by reminding students that it was the collective nature of this activism that propelled tens of thousands of South Africans to undergo torture, death, and crushing poverty in order to bring about their vision of their people living in freedom, dignity and abundance on their native land even if they as individual activists would not be able to experience this first-hand. I utilize indigenous South African instruments, dance, song and information from lectures, museum tours, the visit to Robben Island, and texts to ensure that this lesson is true not only to Black South African voices and experiences, but also to a core tenet of Ethnic Studies and Black Studies to feature the scholarship and experiences of members of these communities.