

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT

HUMAN RIGHTS EXCHANGE PROGRAMME (IHRE) 2011

PSYCHOSOCIAL PERSPECTIVES ON HUMAN RIGHTS AND SOCIAL JUSTICE

COURSE: (SOCW2003)
LECTURER: Linda Smith and Peace Kiguwa
TERM: Quarter four (24 lectures)
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1. INTRODUCTION

This course will challenge students to think critically about the project of human rights within the broader context of political struggle for social justice, especially in the complicated realm of the 'psycho-social'. In thinking about psycho-social dimensions of human rights, it seems important to begin with some classic reflections on the nature of the relationship between colonial rule and the colonised subject. Cesaire, Fanon, Biko and Wa Tiong'o, all point to the fundamental intersection of structural and subjective oppression. And each offers a vision of how to engage the subject – the psychic, one could argue – in struggles for freedom. It is in this context of colonial and postcolonial aspiration that 'human rights' finds form.

How do we conceptualise 'rights' within the context of the postcolonial and post-apartheid South Africa? How do we begin to understand the claims to 'rights' within larger claims to freedom and politics? The course will engage these questions by reviewing arguments emerging out of the critical pedagogy movement, in particular the writings of Paulo Freire, Augusto Boal and their contemporary interlocutors. These writings will be considered as examples of "methodologies of disentanglement" and transformation in the postcolonial and postapartheid context.

We hope that the course will give students a much expanded sense of 'rights' beyond the terms of human rights studies and industry.

2. COURSE STRUCTURE

The course is comprised of twelve double lectures to be presented during the fourth teaching block. Principles of adult education apply and students are thus encouraged to take responsibility for their own learning. Full attendance and active participation through active engagement with the readings and class discussion are required. The course will be examined during the October/November 2011 examinations.

3. COURSE ARRANGEMENTS

The lectures will run during the fourth block, from Tuesday 20 September – Wednesday 26 October 2011, on Tuesdays from 8H00 – 9H45 and Wednesdays from 10H15-12H00. The venue is the Social Work Postgraduate room, Basement, Umthombo Building, East Campus.

4. OUTCOMES

By the end of the course, with active participation and engagement, students will be able to:

- think critically about the project of human rights within the broader context of the personal and political struggle for social justice
- demonstrate knowledge and understanding of some classic reflections on the nature of the relationship between colonial rule and the colonised subject
- understand the intersection of structural and subjective oppression
- demonstrate understanding of some examples of “methodologies of disentanglement” and transformation

5. COURSE DESCRIPTION

Tues 20 September (Peace Kiguwa and Linda Smith)

Welcome and introduction

Wed 21 September (Peace Kiguwa)

Psychosocial perspectives on social justice and human rights

Tues 27 September (Peace Kiguwa)

Ngugi Wa Thiongo (1997) [1986] ‘The Language of African Literature’ and ‘The Quest for Relevance’ in *Decolonising the Mind*. London: James Curry.

Wednesday 28 September (Kelly Gillespie)

Césaire, Aimé. (2000) [1955]. *Discourse on Colonialism*. New York: Monthly Review Press. Including ‘Introduction: A Poetics of Anticolonialism’ by Robin Kelley.

Tuesday 4 October and Wednesday 5 October (Peace Kiguwa)

Fanon, Franz. (1968) [1952]. ‘Introduction’, ‘The Negro and Language’, and ‘The so-called Dependency Complex of Colonized Peoples’ in *Black Skin White Masks*. New York: Grove Press.

Tues 11 October and Wednesday 12 October (Linda Smith)

Biko, Steve. (1987) [1978]. 'Black Souls in White Skins', 'We Blacks', 'Fragmentation of the Black Resistance', 'The Definition of Black Consciousness', 'White Racism and Black Consciousness', 'Black Consciousness and the quest for a True Humanity' in *I Write What I Like*. Johannesburg: Heinemann.

Tues 18 and Wednesday 19 October (Linda Smith)

Freire, P. (1970). *Pedagogy of the oppressed*. (translated by Myra Bergman Ramos). New York: The Seabury Press.

Heany, T. (1995). *Issues in Freirean pedagogy*. (With Glossary)

<http://www3.nl.edu/academics/cas/ace/resources/Documents/FreireIssues.cfm>

Tues 25 October (Kennedy Chinyowa, Drama department)

Boal, Augusto. (1979). *Theatre of the Oppressed*. London: Pluto Press
An experience of *Theatre of the oppressed*

Wednesday 26 October (Peace Kiguwa and Linda Smith)

Conclusion

6. ASSESSMENT

The course will be assessed by means of four two page 'response papers' to specific readings for lectures (which collectively make up 50% of the overall mark) and an examination (50% of the overall mark). The response papers must be handed in at the beginning of each class to the lecturers. Alternatively, if the papers are handed in late during that same week, they are to be handed to the Secretary of the Social Work Department, Amriutha Orié, Basement, Umthombo Building. For a description of this assignment, see APPENDIX A below.

Please consult the University examination timetable for the date, time and venue of the examination in October/November.

7. LECTURERS

Linda Smith Linda.Smith@wits.ac.za

Peace Kiguwa Peace.Kiguwa@wits.ac.za

Department Secretary (Social Work): Sibongile Dhladhla 011 7174472

8. READINGS

A reading pack consisting of the required readings as described above, will be made available to students prior to the commencement of the course. This will consist of articles and sections from books. Achievement of the course objectives as well as successful outcome for the assessment will depend on the reading and active engagement with the reading material provided.

**SOCW2003 (2011) ASSIGNMENT
PSYCHOSOCIAL PERSPECTIVES ON HUMAN RIGHTS**

You are required to submit four 2 page response papers to various readings for this course. These are to be submitted **at the commencement of each lecture relating to that reading**. The response paper is to be typed, and should consist of approximately 700 words.

The response papers should include:

- a) an outline or summary of the main ideas in the reading
- b) a critical response and/or reflection on these ideas
- c) a list of at least three questions or comments or significant quotations for reflection, for contribution to the class discussion

	Submission date	READING (as per reading pack)
1	Wednesday 27 September	Wa Thiong'o, Ngũgĩ. (1997) [1986] Extract from <i>Decolonising the Mind</i> . London: James Curry.
2	Tuesday 4 October	Fanon, Franz. (1968) [1952]. Extract from <i>Black Skin White Masks</i>
3	Tuesday 11 October	Biko, Steve. (1987) [1978]. Extract from <i>I Write What I Like</i> .
4	Tuesday 18 October	Freire, P. (1970). Extract from <i>Pedagogy of the oppressed</i> .

Please note that papers are due on the same day as the class in which the reading is to be discussed. The purpose of the response papers is to ensure an active and critical engagement from each student with the reading. Late submission during the same week as the due date, will result in a 10% deduction from the mark for that response paper. No papers will be accepted later than the week in which the class takes place.