Sociology

Global Diversity: A Traveling Lesson on The Sociological Speeches of Robert F. Kennedy and Albert Luthuli

Faculty:
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Course:
Credit Hours: 3
Course Levels Offered: Lower Division (100-200 Level)
Can this course be taken to fulfill major and minor requirements? YES
Can this course be taken to fulfill general elective credit? YES
Local Course Designator at Western Kentucky University: SOCL.260
Prerequisites: NO

Description:
50 years later, the effects Robert F. Kennedy and Albert Luthuli had on students in 1966 can be revisited in 2016. Students will join me as I teach these two men and other sociological readings. Travel with me to the University of Cape Town, where Kennedy’s famous “Day of Affirmation” speech was given. Go with me to the Luthuli Museum to touch upon Luthuli’s hope for South Africa. Come visit together Robben Island to understand Nelson Mandela’s fight against apartheid. But, more importantly, let us visit District Six together to understand the space and place of an apartheid landscape.

Content:
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When the opportunity is presented for students to widen their interdisciplinary and global learning, to make meaningful connections with the world outside the classroom, to read and analyze the speeches of the late Robert Kennedy (Day of Affirmation, June 6, 1966) and the late Albert Luthuli, (Our Vision is a Democratic Society, February 1, 1958) something new can happen for the individual student and worldwide systemic change. These two men across speeches and sociological actions and activities are remembered for the ways they explored the human experience through the sociological lens of civil rights in South Africa and America. They were ahead of their time in the diversity evolution for positive race relations. Using South Africa (i.e., Johannesburg, Cape Town) as a case study abroad experience, students can read the speeches of the two men named above and other sociological readings about race relations in South Africa to develop a vocabulary and a conceptual toolkit to understand race relations from a sociological and transcultural perspective. Note: all reading materials will be frontloaded in advance for each student; including all speeches.

The course activities--a fun filled 15-day tour of some of the most exciting places in Cape Town and Johannesburg, South Africa (i.e., visiting district six in Cape Town) are designed:
* To develop students' confidence in public speaking (speaking publically about what is being observed),
* To develop students' confidence in public interactions and
* To develop students' confidence in analyzing and writing their reflections of what they see on the ground in (race relations) South Africa.

General Education Goals and Objectives: This study abroad lesson packed with exciting tours will help students attain these general education goals and objectives:
* To explore the analytic reflections of Kennedy and Luthuli
* To expand critical and logical thinking skills in reading, writing and exploring placing like Johannesburg and Cape Town, South Africa
* To provide a sociological/transcultural perspective and, an understanding of connections between past and present (i.e., jim crow segregation and apartheid, the new Cape Town and discovering, too, the documentary film work of Connie Field, Have you heard from Johannesburg?
* To appreciate the complexity and variety in cultures
* To augment an understanding of society and human behavior

This CCSA South Africa project can provide a host of advantages, too, for students:
* It can supplement their course options;
* Lay the groundwork for graduate studies;
* Provide an avenue to explore personal and interdisciplinary interests (i.e., race and civil rights, diversity issues);
* Help students become independent, self-motivated and organized;
* And create positive bonds between their universities and the outside world.

Major Topics to be covered:
What common historical and sociological factors do racial oppression and racial segregation have in common? What patterns do you see in their causes and effects in the works of Kennedy and Luthuli?
* How have Kennedy and Luthuli expressed themselves sociologically and integrated social change into their work?
* Are the works of these two historical figures persuasive? Explain your argument.
* How did these two men make their voices heard for positive race relations?
* What one experience from this trip are you most proud of and why?

Assessment Methods:
Grading: The totality of the student grade is 100 percent. Based on a standard ten-point scale (90-100 = A, 80-89 = B, etc.).

The components and weights are:
25 percent a short reflective comparative analysis Students will write a one-page (single space) essay using uploaded reading materials of the speeches (Kennedy and Luthuli) to write a short reflective comparative analysis of the apartheid and jim crow sociologies of race. They must demonstrate in their essay the
questions of Kennedy and Luthuli in analyzing the South Africa experience with race and apartheid and Kennedy's attitude of race relations in the American jim crow era.

Uploaded-- additional reading excerpts will come from these three books:


40 percent on student written assignments, the below reading materials will be uploaded


****The due dates for the above assignments will be announced at each outside activity.

A few of the activities are listed below: Visit to the Apartheid Museum * Full day in depth Soweto township tour looking an intro to the socio and political history and current state, current living conditions and various living conditions, including highlights such as the Nelson Mandela house, Desmond Tutu House, Hector Petersen Memorial. * Dinner in the Townships & Overnight Johannesburg

35 percent on the final group project (a poster)

****Each student will receive the same percentage points for their participation Students must collaborate using their essay writings to construct their final course project -a poster. The poster using visual data (i.e., pictures, charts, graphs) must show how South Africa is competing in global diversity trends and debates for positive race relations!