

ICRH 4 December 2014

***Sexual Diversity and the Role of
Educators: experiences in
developing and teaching an
accredited course in Africa for
teachers in training***

***Dr. Jim Lees
University of the Western Cape
South Africa***

Rationale for the course:

***a request from 4th year
education students***



During teaching practice sessions in schools, saw increase questioning of sexuality by students and an increase in bullying.

Believed that their teacher education programme had not equipped them to deal with either.

Context



You're invited to the
NEW YORK PREMIERE

of

GOD LOVES UGANDA

Tuesday, June 25, 2013 | 9:30 pm

Peter Jay Sharp Building | BAM Rose Cinemas

General Admission: \$14 | BAM Cinema Club Members: \$9

FORD FOUNDATION IVS INDEPENDENT LENS Present

a FULL CREDIT PRODUCTIONS and MOTTIO PICTURES Production "GOD LOVES UGANDA"

Music by MARK DEGU ANTONI Cinematography by DEREK WIESEHAWIN Associate Producers PWIGE RUJANE CASPER DE BOER

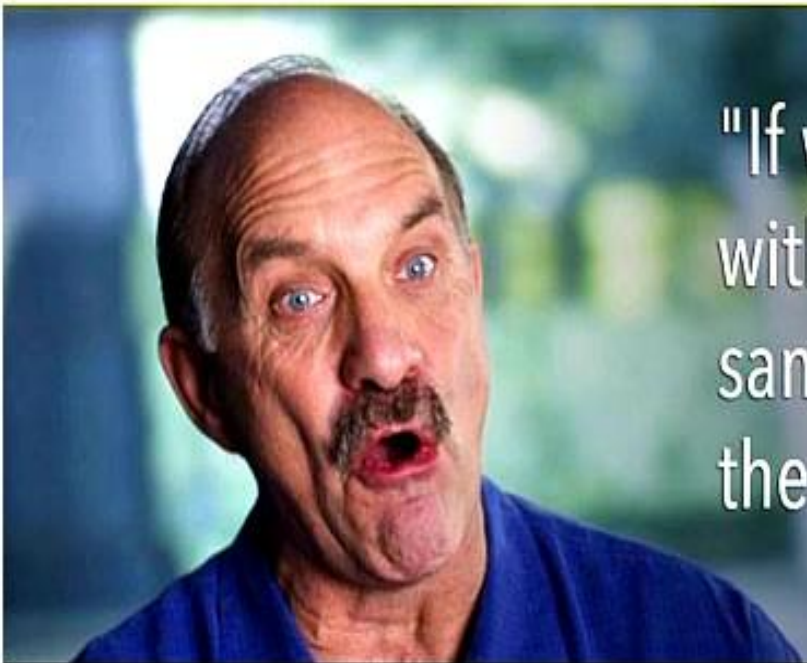
Line Producer CAROLYN HEPBURN Edited by BENJAMIN GRAY RICHARD HANKIN Supervising Editor RICHARD HANKIN

Produced by JULIE GOLDMAN Directed and Produced by ROGER ROSS WILLIAMS

godlovesuganda.com [facebook.com/GodLovesUganda](https://www.facebook.com/GodLovesUganda) twitter.com/GodLovesUganda

SUPPORTED BY: FORD FOUNDATION IVS OPEN SOCIETY FOUNDATIONS SURINANCE INSTITUTE DOCUMENTARY FILM PROGRAM
CINEREACH TRIBECA FILM INSTITUTE BERTHA FOUNDATION THE FLEDGLING FUND DR

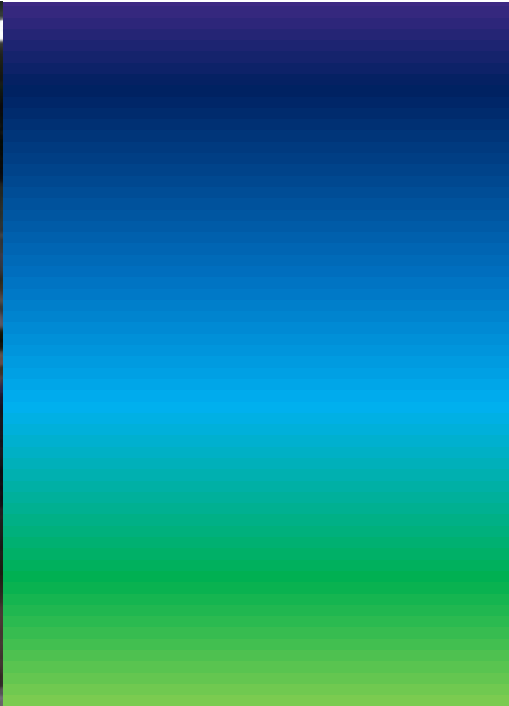




"If we're struggling with a homosexual same-sex desire, let the bible kill you."

Lou Engle

Stills from "God loves Uganda"





In 2004, Pearl Mali was raped for the first time by an elderly man whom her mother brought home from church. She was 12 years old. The man raped her in her bedroom almost daily until she was 16 years old. “My mother didn’t want me to be gay so she asked him to move in and be my husband. She hoped it would change me.”



In 2011, Noxolo Nogwaza's body was found in a drainage ditch in the Kwa Thema township near Johannesburg. She was raped; her body was mutilated; her eyes were pulled from their sockets; her brain was split open; and her teeth were scattered around her body. Her mother sits by her grave.







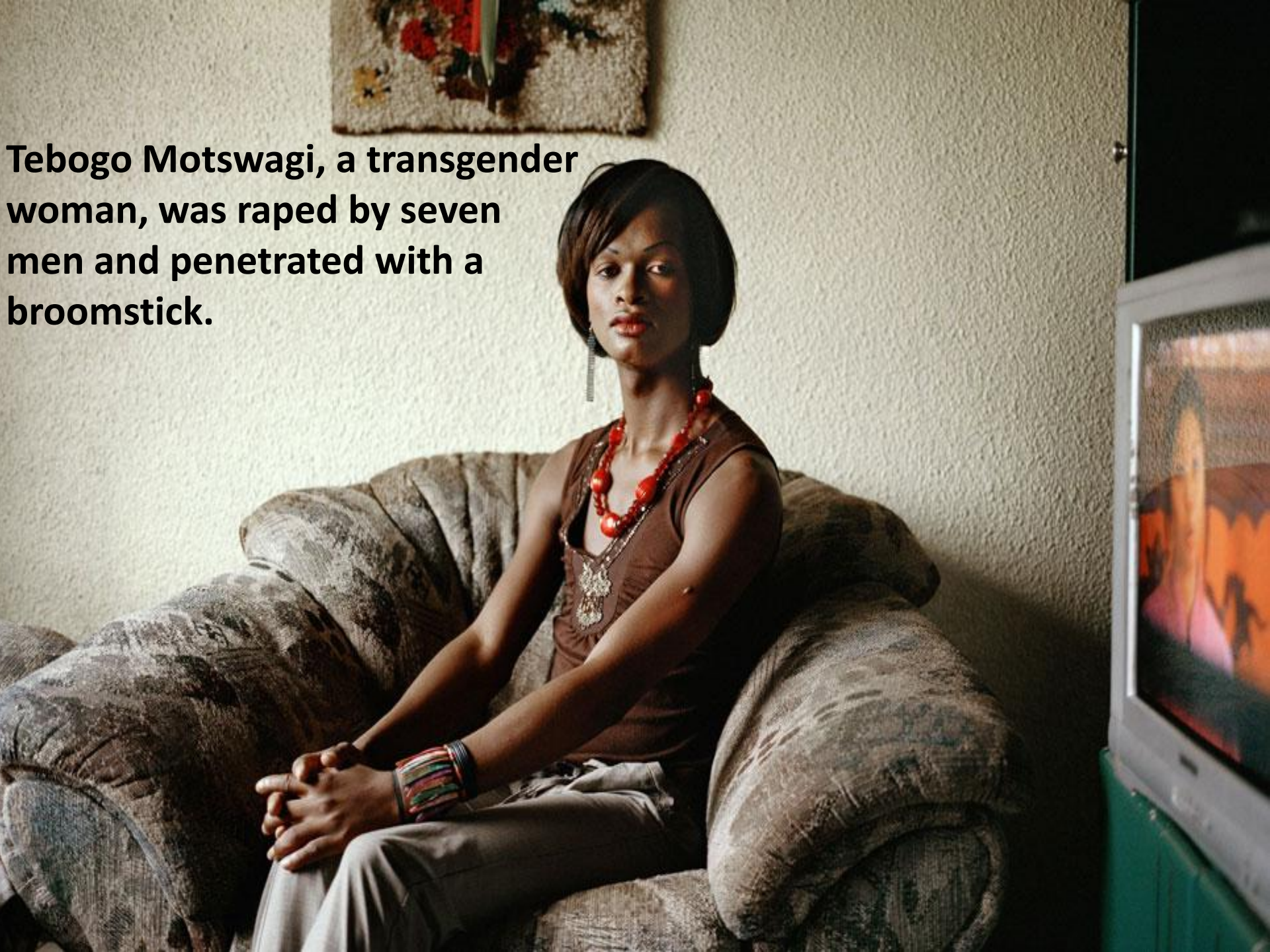
Non-conformity to what a woman is meant to look like angered my male students.



**EUDY SIMELANE: A VICTIM OF
'CORRECTIVE RAPE'**



Tebogo Motswagi, a transgender woman, was raped by seven men and penetrated with a broomstick.





**Thamsanqa Mdluli,
was gang raped.
During the attack,
one of the men told
Thamsanqa that they
were raping him to
restore his manhood.**

Student assistant



SOUTH AFRICA

ONE IN EVERY TWO WOMEN WILL
BE RAPED IN HER LIFETIME

- INTERPOL

**41% of rapes are against
children under 18.**

**1/3 of rapes are committed
by family members or close
relatives.**

**RSA Police estimate that a
rape occurs 36 seconds.**

**A person becomes infected
with HIV in RSA every 108
seconds.**

**What does the world spend
on rape prevention?**

**Goal of spending US \$22 to
24 billion/year on HIV in
low and middle income
countries**



It is political and it is global

And it is also historical



The myth of black sexuality was simply a myth of excessive sexuality: it held that 'with the Negro everything takes place at the genital level' - Frantz Fanon

“After their ‘Otherness’ was established, the African subject was disciplined and controlled by the colonial government. This was done physically with the Contagious Disease Bill, proposed in 1886 and again in 1890, which demarcated all black populations of South Africa as potential carriers of syphilis, further noting that black women were likely to be prostitutes while black men were likely to rape their white female employers. Such logic extended into "sanitation segregation" which ultimately became "the Native Question" in apartheid South Africa.

- Jenni Smout

Some HIV 'interventionism' from the global north is still steeped in the belief that African people's sexuality is 'out of control' and white people need to step in once again and fix it.



*The current obsession with
'evidence' from the same
government that brought us AO
is seen with suspicion.*

'Evidence-driven' is political in this context. Whose evidence? Whose measuring stick? Is it a part of command and control?

***Cannot think about a course for
pre-service teachers on sexual
diversity in South African
without considering these
things.***

Quick registration

5 credits (50 hours)

7 weeks

*130 students (down by 150, mostly
males)*

Starting point:

A journey we would take together to figure out what pre-service education students in their final year of study needed to learn and do in order to respond well to questioning and bullying related to sexual diversity in their classrooms and schools.

Early factors identified:

- Need to understand sexual diversity***
- Need to learn to navigate tension between their religious and cultural values and the existence of homosexuality***

***The course would NOT be
something I designed and
delivered.***

The course would be a series of conversations, some difficult, some challenging, that would inspire and guide a process of collective self-discovery involving critical learning and unlearning and resulting in a new understanding of how to respond to sexual diversity matters in schools.

‘Matters’ not ‘issues’

***don’t problematize what is not a
problem***

***don’t pathologize what is not
pathological***

The course was NOT about sexual diversity per se, but how teachers respond to sexual diversity.

*Personal work. Intense self-
reflection and inquiry.*

Origins
Is it a choice
Is it a sin

Laci Green



**GOD
HATES
YOU**

**DESTRUCTION
IS
IMMINENT**

**FORCE
+
MARRIAGES**

**LAGS
ARE
BEAST'S**

**ANTICHRIST
OBAMA**

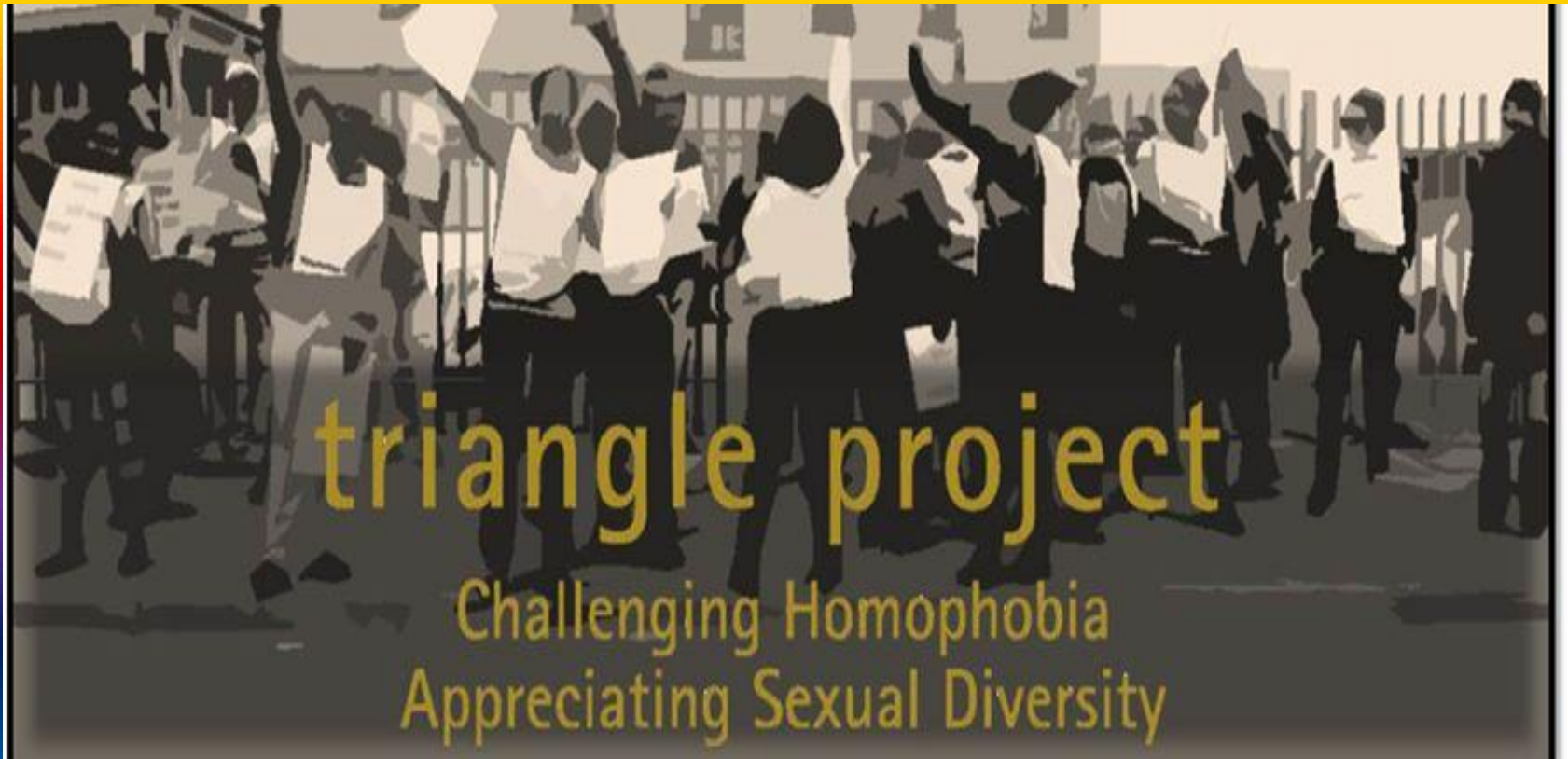
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Livitacus

Sodom & Gomorrah





Bullying and teachers

***Conventional punishments given
to bullies makes it less safe for
lgbti youth.***

***SA schools: control & command,
corporal punishment,
humiliation***

Section Nine of the Constitution of South Africa

The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

**Homosexuality as
contested terrain in
Africa with South Africa
playing an extraordinary
advocacy and protection
role**



It is about far more than matters of sexual diversity. It is about how we meet difference.

**Who we will be as
human beings.**

Cautionary tale: What happens when we do not inject the spirit of a Section 9 into our life blood and DNA? Rwanda. Ferguson.

**How quickly hate can turn to a
desire to harm someone because
they are different.**

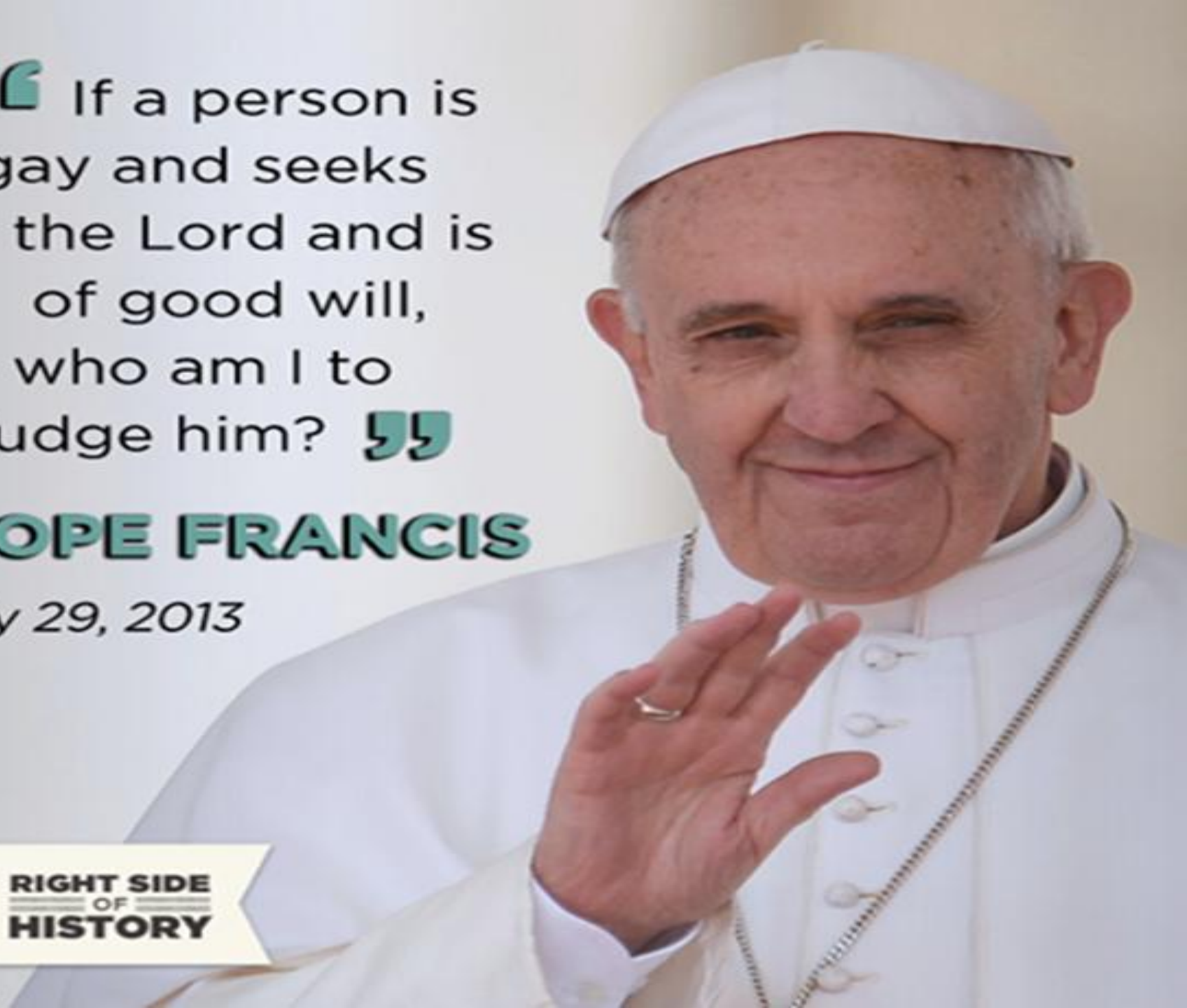
“ If a person is
gay and seeks
the Lord and is
of good will,
who am I to
judge him? ”

- **POPE FRANCIS**

July 29, 2013



**RIGHT SIDE
OF
HISTORY**



“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”



**Reflection assignment: When
you first heard about
homosexuality; how you felt;
how you responded.**

**Promoting and protecting a
diversity of thought.**

**Deconstructed their own
beliefs that allowed them to
make their own decisions
about how they felt about
homosexuality.**

**Results: Need to develop
empathy.**

Reduce judgement.

Reject labels.

Meet people for who they are.

***Don't have to accept homosexuality
but do have to defend the rights of
people to be homosexual.
Section 9 trumps culture and
religion.***

The only choice to be made when it comes to homosexuality is not if someone is gay or straight, but if the rest of us will love them *regardless* of who they love, or hate them *because* of who they love. And if we chose to hate anyone because of who they love, we must own that decision and be honest that we have chosen to hate.





Personal: I re-examined how much I was taught to hate anyone that did not look. Pray, act or think like me. I was taught to hate Black people, gay people, the marginalised youth I have worked all my life. To hate people with HIV I have worked with for 30 years. I rejected all these lessons. I decided not to make difference a source of hate. I decided to let no one teach me to hate and to be suspicious of anyone who tries to teach me to hate.

**When you work in an evidence-based platform,
how do you understand yourself and what do
you do with Lily Walker:**

**“If you have come to help me, you are wasting
your time. But if you have come because your
liberation is bound up with mine, then let us
walk together.”**

What is the evidence that supports the power of human love to meet and greet and walk beside those we are meant to hate? And to love them?

How do you measure the transformation of human hearts?

“The real issue confronting our society today is not why people seek love and understanding as much as they do, but why some are unable to love and understand at all.”

Bryan Welch (1990)

“It's not our job
to toughen our children
up to face a cruel and
heartless world. It's our
job to raise children who
will make the world
a little less
cruel and heartless.”

— L.R. Knost

We have made cruelty and heartlessness the dominant discourse. We organise our work around it and use it to garner our livelihoods. We measure its existence and its absence, but not its opposite. In so doing, do we assure its reproduction and contribute to sustaining cruelty and heartlessness in our world?

Bryan Welch (1990)

