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Title: "Anthropological rabbits" and "positive ducks" : an experiential reflection on Pieter Craffert's "shamanic Jesus"

Author/s: Van Aarde, A.G. (Andries G.)

LC Subjects: Craffert, Pieter F. -- Contributions in Christology
Jesus Christ -- Miracles
Healing in the Bible
Shamanism

Issue Date: Jun-2008

Publisher: Reformed Theological College, Faculty of Theology, University of Pretoria

Citation: Van Aarde, A 2008, "Anthropological rabbits" and "positive ducks" : an experiential reflection on Pieter Craffert's "shamanic Jesus", HTS Theological Studies/Teologiese Studies, vol. 64, no. 2, pp. 767-798. [http://www.journals.co.za/uj/ujour_hervorm.html]

Abstract: This article aims at conversing with aspects of the contribution Pieter Craffert (New Testament scholar from the University of South Africa) has made in his book on the historical Jesus, The life of a Galilean shaman : Jesus of Nazareth in anthropological-historical perspective (2008). In the book traits of the "shamanic complex" are heuristically used to explain the layering of traditions as reconfigurations of each other within the same cultural area and to argue for continuity from the cultural contribution of a social personage to the communication and inscription of that social personage within the same cultural system. Jesus' healings and his encountering of spirits are understood in terms of the notion of alternate states of consciousness as polyphased consciousness. The book's point of departure is the conviction that an anthropological-sensitive reading scenario represents an epistemological alternative to that of scholars who emphasize the historical-critical analysis of strata in the development of the Jesus tradition. The article consists of an appraisal and a critique. It argues for a different judgment rather than posing a thesis of a paradigm shift. The approach of some scholars who consider the investigation into the stratification of overlays in the Jesus tradition as central to historical Jesus studies is evaluated as complementary to a cultural-sensitive reading scenario.

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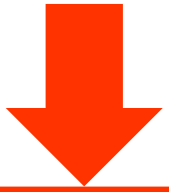
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CURRICULUM REFORM IN SOUTH AFRICA: A CRITICAL ANALYSIS OF OUTCOMES-BASED EDUCATION [1]

ABSTRACT Since South Africa's first national democratic elections in 1994, the Government of National Unity has issued several curriculum-related reforms intended to democratise education and eliminate inequalities in the post-apartheid education system. The most comprehensive of these reforms has been labelled outcomes-based education (OBE), an approach to education which underpins the new Curriculum 2005. While the anticipated positive effects of the new curriculum have been widely heralded, there has been little criticism of these proposals given the social and educational context of South African schools. In this article the philosophical, political and implementational dilemmas of OBE are systematically analysed and assessed.

INTRODUCTION

Since South Africa's first post-apartheid elections in April 1994, the Ministry of Education has introduced three national curriculum reform initiatives focussed on schools. The first attempt was to purge the apartheid curriculum (school syllabuses) of 'racially offensive and outdated content' (Jansen, 1997), while the second introduced continuous assessment into schools (Lucen et al., 1999). However, the most contentious curriculum decision since the installation of

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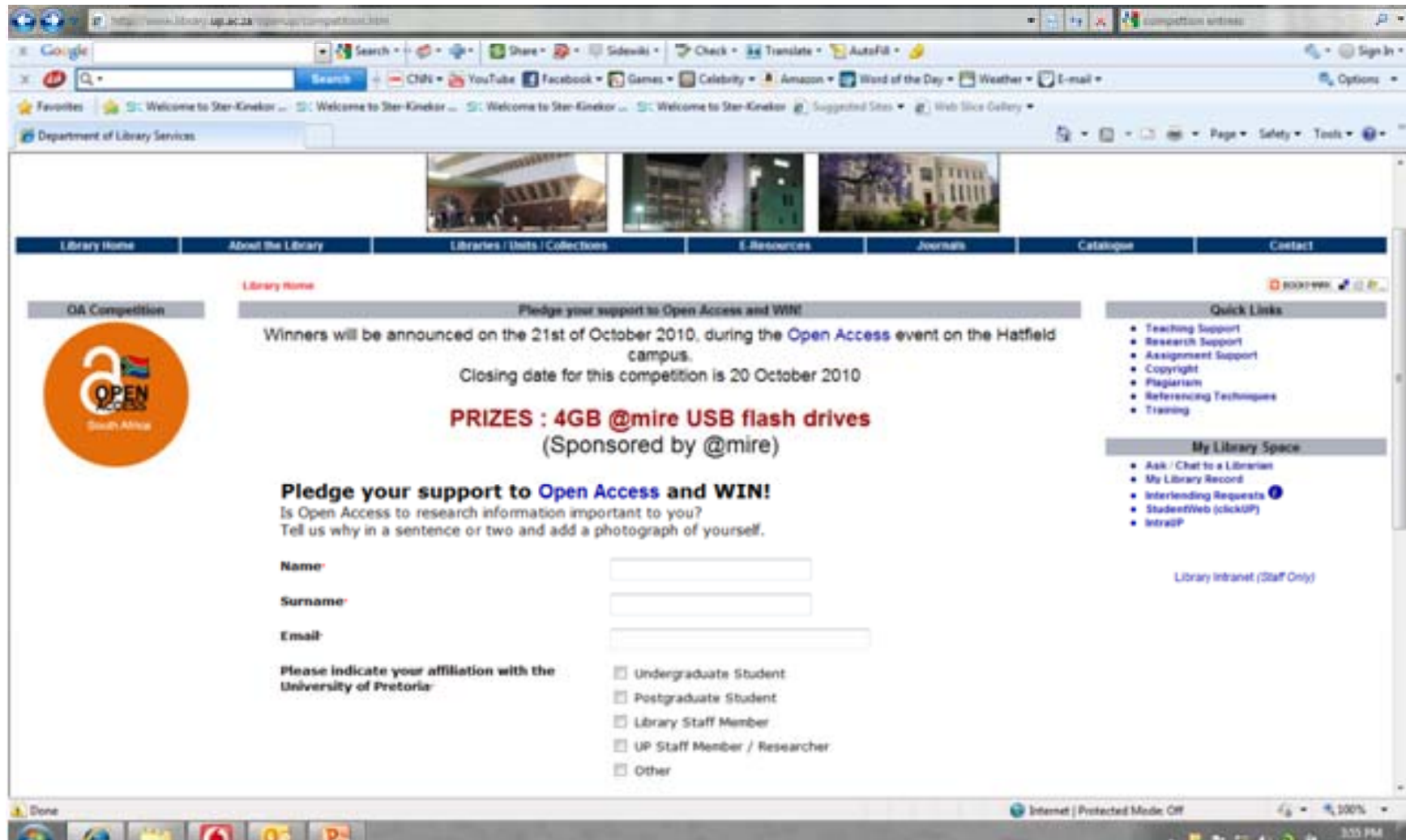
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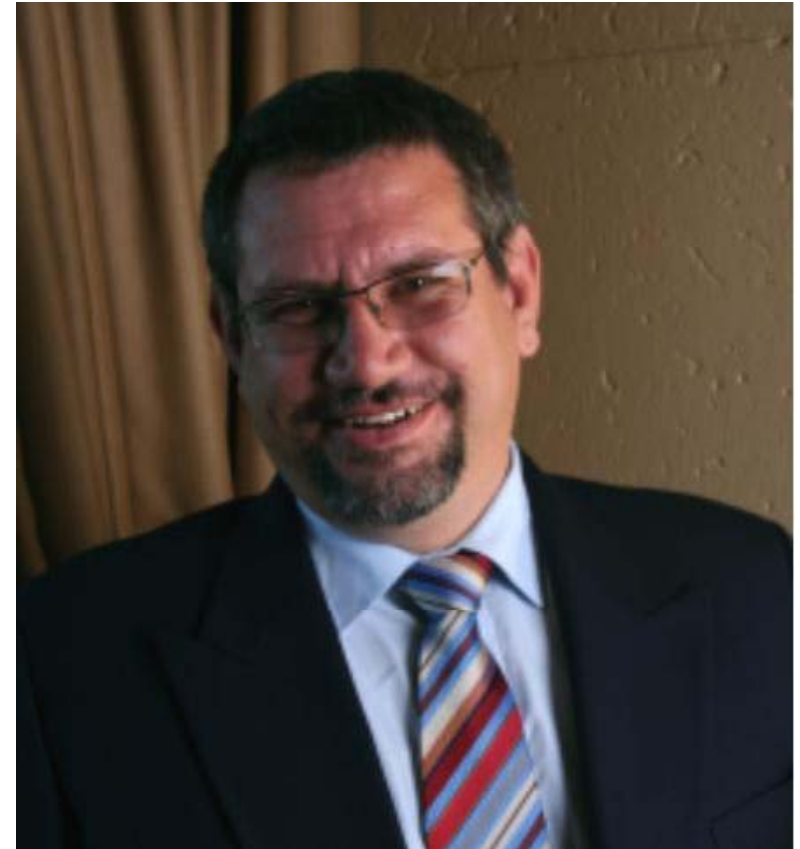
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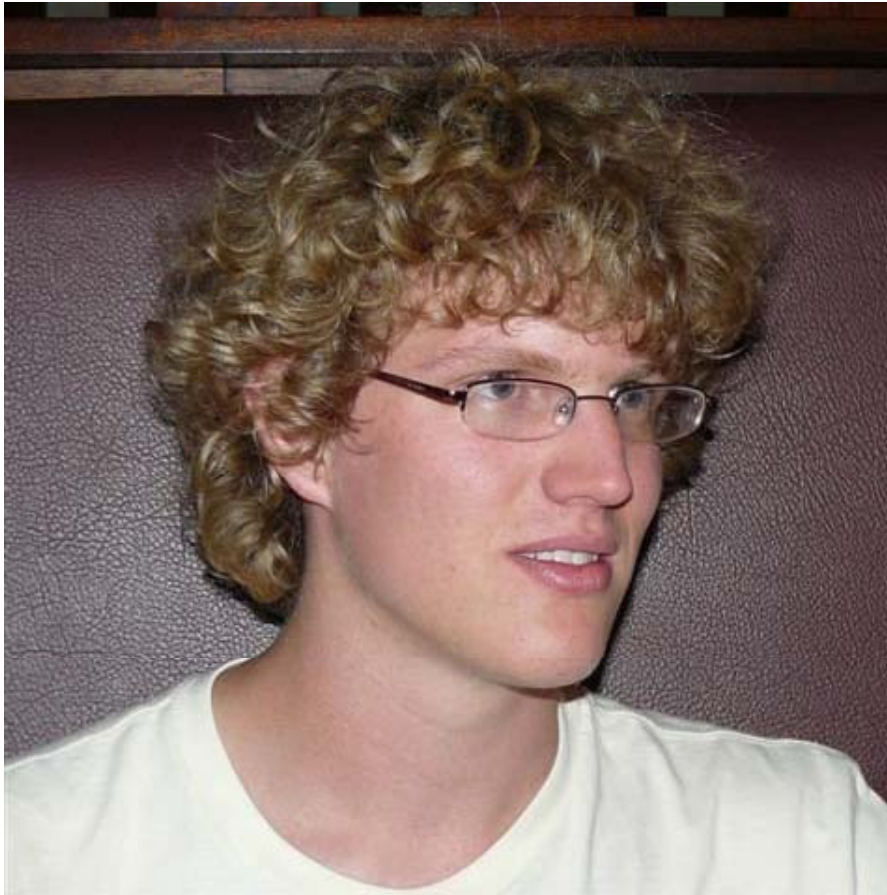
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Thina Msomi

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