



SYLLABUS

"Education, Culture & Change in South Africa"
01:959:449 (15:310:607 Index# 03161)

Cultural Immersion/Service Learning Course in South Africa
25 May – 29th July 2017

Instructor: Dr. Darren Clarke	Email: darren.clarke@gse.rutgers.edu
Phone: 848.932.0875	Room: Suite 354
Office Hours- by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: ___ Lecture ___ Seminar <u>___X___</u> Hybrid ___ Online ___ Other	Permission required: <u>___X___</u> No ___ Yes Directions about where to get permission numbers:

Course Description: This 3 credit-course combines lectures with group discussions, required readings, synchronous and asynchronous online discussions and blogging. It culminates with a two-week cultural immersion program in South African communities, public schools and universities. Participants also engage in experiential learning in cultural communities designed to extend cultural awareness, knowledge and skills. The major goal of this program is to provide adult learners with on-going opportunities to directly experience society from a different socio-cultural context, contrast home and host culture norms, beliefs, behaviors and assumptions, and develop critical thinking skills as part of their development of personal, professional and leadership competence.

Course Objectives:

Students will:

- Challenge personal beliefs and assumptions about culturally different others.
- Examine the historical and socio-political influences of institutional policies and practices on individuals and groups.
- Grapple with the tensions and paradoxes of international “service”, critically examining assumptions and expectations about one’s own role and impacts as an outsider in a community-driven effort.
- Recognize, appreciate and engage local perspectives, beliefs and forms of knowledge with respect and humility.
- Develop the ability to reflect on both self and others as learners and practitioners, and to sharpen skills and processes to aid in self-reflective practice.

Course Requirements/ Assessment:

Each participant is required to engage in service learning in cultural communities designed to extend cultural awareness, knowledge and skills. This activity will take place with NGOs.

Each participant will also undertake a sustained examination of self, and will read and think critically about the literature shared. The course requirements directly address the integration of scholarly study and active engagement in learning from local/intercultural immersion activities and educational practice.

Each participant enrolled in the graduate course is responsible for completing the requirements below.

- 1) Participation in Orientation, Lectures, Training, On-Line Chats & Threaded Discussions, Pre-trip Meetings, Debriefings in SA, and Service Learning per itinerary. (40% Grade).
- 2) Famed author Eva Hoffman noted Jonathan Jansen’s book *Knowledge in the Blood* as an inspiring blueprint for thinking about social and personal transformation. In Jansen’s book he discusses his seven-year journey towards personal transformation. Upon reading the book and drawing upon your experiences abroad, reflect on the (3) questions below and prepare a one-page response/ reflection for each question. You may critically analyze your ideas, reflecting on your prior assumptions and expectations about your role and impacts as an outsider in the community-learning efforts and note the “triggers” of your learning and its effect on your cultural awareness, knowledge and skills. **Due by 5th August. This reflective piece will be between the student & instructor** (20% Grade).
 - a) What have you taken away from this experience in the way of knowledge, skills, attitudes or perspectives?

- b) How do these insights fit into your understanding of the world & relate to your place in it?
 - c) Now that you've completed this experience abroad, how can/will it shape your attitudes, actions and future goals? (**Due 5th August**).
- 3) Service & Community Engagement: You will have the opportunity to work **hands-on** with school learners and community members in empowerment projects like Teboho Trust and Nkosi's Haven. We will prepare small working groups before the trip to address local issues, e.g., *youth development & educational motivation*. A brief reflective summary of the engagement/experience will need to be submitted as part of the course requirements. **Due by 5th August**. (30% Grade).
- 4) Blog (Journal/Log): Prepare a chronological journey (public). Training in Blogging, internet multi-media will be provided 3:30pm on 30 June. You should use photos, video and creative uses of technology. **Due by 5th August** (10% Grade)

Grading Scale

A = 90-100
 B+ = 87-89
 B = 80-86
 C+ = 77-79
 C = 70-76
 F = 69 and below

Grading Summary

A = Outstanding work
 B = Good work
 C = Satisfactory work
 F = Failing work

Hands-on Demonstration: Everyone should be prepared to deliver a 10-15 minute demonstration or learning activity to learners R-12 @ Teboho Trust **www.tebohotrust.org.za**. This can be done individually or in small groups when engaging learners on Saturday 15th July.

Required Text:

Jansen, J.D. (2009). Knowledge in the Blood: Confronting race and the apartheid past. Stanford: Stanford University Press.

The textbook can be purchased new for \$22.46/ \$11.65 Used

http://www.amazon.com/Knowledge-Blood-Confronting-Race-Apartheid/dp/0804761957/ref=sr_1_1?s=books&ie=UTF8&qid=1336403114&sr=1-1

**Experiential Learning Activities SCHEDULE
2017 SAI Immersion Course**

“Education, Culture & Change in South Africa”

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Course Login <https://onlinelearning.rutgers.edu/canvas>

This schedule consists of pre-trip readings, assigned videos, class meetings, on-line learning activities and training that will help prepare you for this cultural immersion course in South Africa.

Thurs., 25th May, 6pm – 8:30 GSE Main Lecture Hall

Module #1 – Course Orientation & Expectations Topics: “*Why South Africa Matters*”

Introductions/ Break Ice/ - Dr. Darren Clarke & Madison Edwards
Speaker: Laura Grodewald, Study Abroad Advisor, Rutgers Center for Global Education

Assignment:

- Obtain the Text: Jansen, J.D (2009) *Knowledge in the Blood*
- Read Articles: *Why South Africa Matters*
Witz, et al., *Repacking the past for South African Tourism*
Vestergaard *Who’s got the Map” The Negotiation of Afrikaner Identities in Post-Apartheid South Africa*
- Post a Response to Discussion Board #1- Due 6 June. Follow-up with a response to one of your classmates.

Tues., 6th June – Online

Module #2 – Topics: “*Intercultural Exploration & Understanding*”

Readings:

Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 1
Iyer, P. (2000). *Why we Travel* <http://picoiyerjourneys.com/index.php/2000/03/why-we-travel/>

Assignment:

Choose a passage from “Why we Travel” that resonated with you—do you agree or disagree with the author? Why? Post to Threaded Discussion Board #2 by 10 June.

Friday, 9th June 6pm – 8:30 – GSE Room 124

Module #3 - Topics: “*Critical Reflection & Discourse, Storytelling*”

Alyea Pierce, Author, Poet & Public Speaking Coach, Graduate Intern, Rutgers Department of Leadership & Experiential Learning

D. Clarke “Unpacking Your Cultural Baggage” Parts A & B “Culture Pies”

Learner Life Skills Activity--- select (in order of preference) topics for group workshops with the Net Buddies @ Nkosi’s Haven 18th & 21st July:
Focus Areas: 1) Social Media & the Dangers & 2) Career Choices

Assignment:

Readings:

Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 2 & 3

McMillan & Stanton "Learning Service" in *International Contexts: Partnership-based Service Learning and Research in Cape Town, South Africa*

Thursday, 15th June, 8pm Online

Module #4 - Topics: "Social Justice & Service Learning"

Readings:

- Novak, M *Defining Social Justice* <https://www.firstthings.com/article/2000/12/defining-social-justice>
- Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 4 & 5
- Mitchell *Challenges and Possibilities: Linking Social Justice and Service Learning*
- **Reading Not Required:** Artiles et.al., *Inclusion as Social Justice: Critical Notes on Discourses, Assumptions, and the Road Ahead*

View video:

Lessons from South Africa w/ Dr. Jansen

<https://www.youtube.com/watch?v=l--eOrlcGo> (Links to an external site.) 10:45

Assignment: Post to Threaded Discussion Board #3 by 19 June.

Tuesday, 20th June - Online

Module #5 - Topics: "Knowledge in the Blood & Transformative Learning"

Readings: Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 6

View video:

"The Future of the Rainbow Nation" (26:46) A conversation with Dr. Jansen

<https://www.youtube.com/watch?v=vPKMPGbhl84>

Assignment: Post to Threaded Discussion Board #4 by 23rd June.

Tuesday, 27th June - Online

Module #6 - Topics: "Anti-Apartheid & Social Movements"

Readings: Chapter – Ramsamy, E. (2016). The International Community & Transformation in South Africa: From protest to Engagement. In Tomlinson-Clarke, S. M., & Clarke, D. L. (Eds). (2016). *Social justice and transformative learning: Culture and identity in the United States and South Africa*. NY: Routledge/ Taylor Francis Group.

Assignment:

Be prepared to discuss Prof Ramsamy's Chapter at his lecture on 30th June.

Review Sir Jose` Bright's work prior to his Skype on 30 June <http://www.josebright.com/>

Friday, 30th June – DAY of TRAINING & LEARNING ACTIVITIES

Module #7 – “Community Engagement, Race, Empowerment Projects”

09h30 - Arrival @ GSE – GSE IT Lab, 2nd Floor

09h45 – “Culture Pies”

10am Skype with **Zoleka Petse**, Director Nkosi's Haven

11:15 Skype w/ **Sir Jose Bright** – Executive Director, Teboho Trust
[TEDx Talk <https://www.youtube.com/watch?v=9zkX2aVywvQ>]

11:45 - LUNCH (GSE) w/ SAI Board & Alumni 347

13h00 - **Dr. Fannie Gordon**, “The Color of Fear” Film & Discussion

15h00 - Break

15h30 - “Bloggging” w/ Brent Horbatt @ GSE IT LAB

17h30 – Informal Dinner Room Main Floor Lounge

18h30 - “*Paul Robeson, RU & the Anti-Apartheid Movement*” w/ **Prof. Edward Ramsamy**

20h00 – Departure

Assignment: Read Chapter on “International Cultural Immersion”

Reading Not Required: Rohleder et.al, “*Communities isn't Just about Trees & Shops*”: Students from Two South African Universities Engage in Dialogue About ‘Community’ & ‘Community Work’

Wednesday, 5th July – Online

Module #8 - Topic: “Cultural Immersion/Service Learning”

Readings: Stanton & Erasmus *Inside Out, Outside In: A Comparative Analysis of Service- Learning's Development in the United States & South Africa*
Naude, L. *On (Un)common Ground: Transforming from Dissonance to Commitment in a Service Learning Class*

Assignment:

Post to Threaded Discussion Board #5 by 6th July.

Friday, 7th July 8pm – Online

Module #9 - Topic: Pre-Departure Preparation – “Live Video Conference”

Readings: Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 7

Assignment: View Video Remembering the Life & Times of Nelson Mandela

Tuesday, 13th July – 21h30 –WELCOME TO MZANSI ORIENTATION
2nd Floor, Kwenya 2 (WiFi, 8:30-11:30pm)



ITINERARY

13th – 29th July 2017

Thurs., 13th

***SAI Students* DEPART U.S.**

D. Clarke Day visits to project sites & ensure final details for group.

Fri., 14th

***SAI Students* Arrive 8am in South Africa, Check-in/ Stowe Luggage
21h30 -ORIENTATION 2nd Floor, Kwenya 2 (WiFi, 8:30-11:30pm)**

Sat., 15th

TEBOHO TRUST – SOWETO/ Ma Lydia, Director

07h30 *Transfer to* Madibane Secondary School, Diepkloof Zone 3

<http://www.tebohotrust.org.za>

HECTOR PIETERSON MUSEUM

http://www.gauteng.net/attractions/entry/hector_pieterseon_memorial_and_museum/

INDABA ~ 22h30 “Sensory Experience in South Africa”

Sun., 16th

APARTHEID MUSEUM – NATIONAL ZOOLOGICAL GARDENS

13h00 Transfer to Apartheid Museum <http://www.apartheidmuseum.org/>

17h30 Arrival @ Zoo, Pretoria

INDABA ~ 22h00

Mon., 17th

UNIVERSITY OF JOHANNESBURG & NYU STUDENTS

INDABA ~ 22h00

Tues., 18th

NKOSI's HAVEN VILLAGE/ ALAN MANOR

ZOLEKA PETSE, DEPUTY DIRECTOR

<https://www.infinitefamily.org/index.php/about/staff>

09h00 Transfer to Nkosi's Haven, Alan Manor/ 17h00 Return to Hilton

INDABA ~ 22h00

Wed., 19th

TRAVEL to CAPE TOWN

Depart hotel 10h00 for ORT **13h00 FLIGHT SA337 to CPT**

arrive 15h10 “AN AFRICAN VILLA”

Check-in & ORIENTATION – Area walk to Kloof & Long Streets

Thurs., 20th

COMMUNITY ENGAGEMENT – IKAMVA LABANTU

Rainbow Centre, Gugulethu Township

Fri., 21st

CAPE ACADEMY of MATH, SCIENCE and TECHNOLOGY

11h00 Firgrove Way, Constantia, Cape Town, 7966,
www.CAMST.co.za

Sat., 22nd

DISTRICT SIX MUSEUM / ROBBEN ISLAND -

9h30am Depart for Museum/ on to **Ferry** (*arrive @ Clock Tower by 12h30*) <http://www.districtsix.co.za>

Sun., 23rd

STUDENT BLOGS/ PROJECTS SHARE

Mon., 24th

UNIVERSITY OF CAPE TOWN- GLOBAL CITIZENSHIP

Centre for Higher Education Development – Dr. Janice McMillan

09h30 Depart for Upper Campus

Tues., 25th

AMY BIEHL PROJECT YSD PROGRAMME

11h15 Depart to ABF Head Office/ Vukukhanye School/
Bhongoletu Primary School, Browns Farms Philippi

Wed., 26th

UNIVERSITY OF CAPE TOWN/ COMMUNITY ENGAGEMENT

08h30 Depart for Upper Campus

Thurs., 27th

**YOUTH DEVELOPMENT PROJECT – VRYGROND, CAPE FLATS
MINISTER OF SOCIAL DEVELOPMENT –ALBERT FRITZ**

https://www.youtube.com/watch?v=ju8Y_cnU5Bk

19h00 CLOSING INDABA

Fri., 28th

10h00 Check Out of Villa/ Recheck Safes & Rooms for Personals

11h00 Depart for Airport **14h10** Flight SA336K for **JNB** *arrive @ 16h05*

*[Check luggage all the way to final destination] DC Return Mobile to
Vodafone*

Flight UA7224 **20h30** JNB/LHR arrive **06h55** Transfer UA883 **08h40**

Sat., 29th

11h35 ARRIVE in EWR

***INDABA** (isiZulu for meeting/sharing insights/ discussing important business—as guided reflection and processing observations, interactions, feelings and dissonance is critical to service learning we will incorporate frequent dialogue/process sessions throughout your cultural immersion/lived-experiences in “Mzansi”)

Itinerary Subject to Change/ Please keep your Passport Secure at All Times

Course Structure

This course is designed to provide a hybrid experience, including both face-to-face and online activities. Contact time will be divided in the following way:

70 % face-to-face

30 % online

This **is not** self-pacing course. It is extremely important that you complete the assignments by the due date. **Online sessions** will be a blend of activities using **CANVAS** and other Web sites. Activities will consist of threaded discussions, Live chats, and web posting.

Face-to-face sessions will be held in the GSE on the Rutgers New Brunswick Campus, unless otherwise noted.

This course will be delivered partially online through a course management system named **CANVAS**. To access this course on **CANVAS** you will need access to the Internet.

Canvas:



877-361-1134 Available 24/7



help@Canvas.rutgers.edu

The Help Desk staff is trained to address many different types of technology problems. *If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.*

LOGIN w/ RU NETID: <https://onlinelearning.rutgers.edu/canvas>

Netiquette

A friendly reminder that communicating online should not be any different from when you communicate in a face-to-face class. Although some of your writing assignments do allow for less “academic” and more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms. We cannot assume that everybody understands them. All communications should be courteous and professional. There are a number of online resources that highlight good netiquette. Please become familiar with them. I’m sure that they will also be helpful with your own students. You might want to start with the [10 Best Rules of Netiquette](#) and [The Core Rules of Netiquette](#).

Technical Assistance

Students will be using different types of computers, and you may experience technical problems from time to time. *If you are having technology problems*, such as linking to

email, accessing onlinelearning.rutgers.edu/canvas, problems downloading and viewing documents, password problems, or other tech problems, you **must** first contact the HELP Desk at:



Technology Policy

In order to make the most of your online learning experience, there are several technical requirements you will need to fulfill. Refer to the guidelines at the following website to help ensure your online success: <https://onlinelearning.rutgers.edu/canvas>

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check **CANVAS** for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Make sure that you are proactive in informing me when difficulties arise during the semester so that we can work together to find a solution.

Complete Assignments

All assignments for this course will be submitted electronically unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will lower your grade.

Commit to Integrity

As a student at Rutgers, The State University of New Jersey, you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class. It is important that you become aware of the Rutgers Policy on Academic Integrity and the University Code of Student Conduct.

(<http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>)

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of the Dean.

Course policies are subject to change. It is the student's responsibility to check **CANVAS** for corrections or updates to the syllabus. Any changes will be posted.

Additional Sources on Post-apartheid South Africa and South African Education

Below is a selection of readings on South African education and comparative studies of South African and American education. Obviously, there is too much material to read and cover in a course. Still, just as obviously, you'll benefit more from the immersion experience abroad if you've done prior background reading.

There is also a wealth of good films, music, and literature which will give you another, just as important, perspective on South Africa.

Background Sources:

Edward Fiske and Helen Ladd, Elusive Equity: Education Reform in Post Apartheid South Africa. (Brookings Institution Press, 2004).

Erichsen, E. A. (2011). Learning for change: Transforming international experience as identity work. *Journal of Transformation Education*, 9, 109-133.

Jansen, J. (2016). Race, justice and leadership in education in the aftermath of atrocity. In S. M. Tomlinson-Clarke & D. L. Clarke (Eds.), *Social justice and transformative learning: Culture and identity in the United States and South Africa* (pp. ix-xiii). New York, NY: Routledge.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey Bass.

Jansen, J.D. (2001). Explaining non-change in education reform after apartheid: political symbolism and the problem of policy implementation. In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

Harber, C. (2002). Education in transition? Change and continuity in South African education. In R. Griffin (Ed.), *Education in transition: International perspectives on the politics and processes of change* (pp. 111-127). Oxford: Symposium Books.

You are also encouraged to read the imaginative literature of South Africa, from Gordimer, Coetzee, and Paton, to a whole new generation of Black South African writers. Recommended: • Fiske, Edward B and Ladd, Helen F : *Elusive Equity* –• Nelson Mandela, *Long Walk to Freedom* • Woods, Donald, *Biko* • A travel guide of your choice (recommended: Lonely Planet, Insight Guides, or Time Out)

FILMS

The Color of Fear (1994), 90 minutes, produced by Lee Mun Wah -Stir-Fry Productions
This is a film about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges an emotional and insightful portrayal into the type of dialogue most of us fear, but hope will happen sometime in our lifetime. The film is a powerful and confrontative exploration of the issue of racism.

General Sources on South African Education

The Human Sciences Research Council Press in Cape Town is an important source for research on South African Education. Below is a selection of their publications on general and specialized educational topics.

"Education Change and Transformation in South Africa: A Review 1994-2001, published by the South African Department of Education. Available online at: <http://www.polity.org.za.govdocs/reports/education/achieve/html>.

Teaching Materials:

Rutgers educational groups have been studying in South and Southern Africa for several years. The Boston University African Studies Center has a good collection of resources for teaching on South Africa. These are available online at: <http://www.bu.edu/africa/outreach/materials/index.html>.

Additional Rutgers Sources for Information on Africa for Educators

From the Rutgers Library website, go to Subject Research Guide to African Studies for many resources at Rutgers and links to other resources. <http://www.libraries.rutgers.edu/>

Research articles:

A very good source for research studies on South African education is the Journal of Student Affairs in Africa. This is available online at: www.jsaa.ac.za

Another source of current South African educational research is the South African Journal of Education. This is available online at: <http://www.easa.ac.za/journal/html>.

Other research articles:

Sepi Rouhani, "From Policy to Practice: Curriculum Reform in South African Education." Comparative Education, vol. 38, issue 2, May 2002.