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

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

Instructor: Dr. Darren Clarke
Phone: 848.932.0875
Email: darren.clarke@gse.rutgers.edu
Room: Suite 354

Office Hours- by appointment
Prerequisites or other limitations:
N/A

Mode of Instruction:
___ Lecture
___ Seminar
__X_Hybrid
___ Online
___ Other

Permission required:
__X 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)

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<thead>
<tr>
<th>Grading Scale</th>
<th>Grading Summary</th>
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<tbody>
<tr>
<td>A  = 90-100</td>
<td>A = Outstanding work</td>
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<tr>
<td>B+ = 87-89</td>
<td>B = Good work</td>
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<tr>
<td>B  = 80-86</td>
<td>C = Satisfactory work</td>
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<tr>
<td>C+ = 77-79</td>
<td>F = Failing work</td>
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<tr>
<td>C  = 70-76</td>
<td></td>
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<tr>
<td>F  = 69 and below</td>
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**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](http://www.tebohotrust.org.za)
This can be done individually or in small groups when engaging learners on Saturday 15th July.

**Required Text:**


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

Experiential Learning Activities SCHEDULE  
2017 SAI Immersion Course  

“Education, Culture & Change in South Africa”  
01:959:449/ 15:310:607 Index#03161  
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:**  

**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 16th & 21st July:  
  Focus Areas: 1) Social Media & the Dangers & 2) Career Choices
Assignment:

Readings:
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:
- 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--eOrklcGo (Links to an external site.)](https://www.youtube.com/watch?v=l--eOrklcGo) 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”


View video:
"The Future of the Rainbow Nation" (26:46) A conversation with Dr. Jansen
[https://www.youtube.com/watch?v=vPKMPGbhl84](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”


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=9zkX2aVywQ)
- **11:45** - LUNCH (GSE) w/ SAI Board & Alumni 347
- **13h00** - **Dr. Fannie Gordon, “The Color of Fear” Film & Discussion**
- **15h00 - Break**
- **15h30** - “Blogging” 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”**


**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  
HECTOR PIETERSON MUSEUM  
[http://www.gauteng.net/attractions/entry/hector_pieterson_memorial_and_museum/](http://www.gauteng.net/attractions/entry/hector_pieterson_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/](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](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/
Bhongolethu 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 Vodofone
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:

**Canvas:**

📞 877-361-1134 Available 24/7
✉️ help@Canvas.rutgers.edu

**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:


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.


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: