



COURSE SYLLABUS

“Education, Culture & Change in South Africa”
01:959:449:G1 (15:310:607)

Global/Experiential Learning in South Africa
23rd May – 4th August 2024

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Office Hours- by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

This course is delivered via hybrid format. To access the companion Canvas course site, please visit [Rutgers Canvas](https://canvas.rutgers.edu/) at <https://canvas.rutgers.edu/> and log in using your NetID. For more information about course access and support contact [Canvas Help](https://canvas.rutgers.edu/canvas-help/) at <https://canvas.rutgers.edu/canvas-help/>, via email at help@canvas.rutgers.edu, or call 877-361-1134.

Course Description: This 3 credit-course combines lectures with group discussions, 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.

Course Materials: Required Text:

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

Available via Amazon \$25 New, \$5.40 Used.

The RU Library has the book, and the textbook can also be read FREE through the ProQuest directory via Rutgers Library:

<https://ebookcentral.proquest.com/lib/rutgers-ebooks/reader.action?docID=3037585>

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.

Student Learning Objectives:

By fully participating in this course, you should be able to:

- Challenge personal beliefs and assumptions about culturally-diverse populations.
- Understand the historical and socio-political contexts that impact institutional policies, structures and practices (and allow privilege and marginalization).
- Understand your role as an outsider in community-driven effort and grapple with the tensions of service learning.
- Appreciate and engage local perspectives, beliefs and forms of knowledge with respect and humility.
- Further develop an ability to use self-reflection in the learning process (on both self and others).
- Further develop a greater sense of self and responsibility towards social justice advocacy.

Course Completion Requirements/ Assessment:

Each participant is required to engage in service learning in cultural communities designed to extend cultural awareness, knowledge, and skills. These activities 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 immersive activities and educational practice. Study abroad with self-reflection is an ideal form of experiential learning.

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

- 1) Participation in Orientation, Lectures, Training, On-Line Chats & Discussion Forums, Pre-trip Meetings, Debriefings in SA, and Service Learning per itinerary. (70% 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 August 9th. 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 August 4th**).
- 3) Service & Community Engagement: You will have the opportunity to engage with learners and community members in empowerment projects like 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 August 9th**. (30% Grade).
- 4) Blog (Journal/Log): Prepare a chronological journey (public). Training in Blogging and internet multi-media will be provided pre-trip & during. You should use photos, video and creative uses of technology. **Due by August 4th** (10% Grade)

Note: Discussion Forum Post Requirements:

You are expected to post to each Canvas discussion board, per the assignment schedule (usually once a week). Students are expected to post initially to the Discussion Board and then contribute a response to a fellow classmate.

Final Course Grade:

Grades in this course are weighted according to the table below:

Activity or Major Assignment	Due Date	Points or Grade %
Full Participation	4 th August	70
Reflection Questions	9 th August	20
Blogs	9 th August	10
Total		100%

Grading Scale:

Grade	Range
A	100 - 90
B+	89 - 87
B	86 - 80
C+	79 -77
C	76-70

Onsite Demonstrations/ Learning Activities:

As part of your community engagement in South Africa, everyone should be prepared to deliver a 10-15 minute demonstration or learning activity to learners R-12 during our visit with learners at NGOs. This can be done individually or in small groups when engaging learners. You will also be engaging with learners and caretakers at Nkosi's Haven on in topic areas identified by Zoleka Mphalala (Program Director). A pre-departure Zoom session will provide additional details on this engagement. While in Cape Town, there will be opportunities to engage with learners and vulnerable teens during our field experiences in the local townships in the "Cape Flats".

Note: These lived-experiences are organic and in some cases subject to change based on the local climate and priorities of our community partners. Therefore, flexibility, patience and creativity are essential throughout the program of engagement.

Academic Policies and Procedures

Attendance Policy:

You are responsible for material covered in any class that you do not attend. If you miss a class, you must contact a classmate or me for the missed information. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Submission Policy:

Assignments should be submitted as indicated in the weekly module. Due dates are final.

Coursework Difficulties:

Please discuss any issues that you are having in completing the coursework on time with me.

Incomplete Policy:

If you are unable to complete the coursework during the semester due to some catastrophic issue, you must contact me immediately to discuss your alternatives.

Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

Student Code of Conduct

Students are required to adhere to the [University Student Code of Conduct](#) delineated in the Rutgers Student Affairs website [Student Conduct](#) page:

<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd>

Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

LEARNING SCHEDULE

Education, Culture & Change in South Africa

15:310:607:G1 cross listed with 01:959:449G1

Course Login

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

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

Thurs., 23rd May, 7pm – 8:30pm Join Zoom Meeting

<https://rutgers.zoom.us/j/95965211536?pwd=NmZ4WlNVYkR6L2dvZVdrQ1Jacitldz09>

Module #1 – Course Orientation / Topic: “National Identity”

Introductions/ Break Ice- Dr. Joan Collier, Global Fellow

Assignment:

-Obtain the Text: Jansen, J.D (2009) *Knowledge in the Blood*

Read Articles:

-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 by June 4th

Note: Follow-up with a response to one of your classmates for each weekly Board.

Tues., 4th June – Online

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

Readings/ Media:

Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 1-2

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? Post to Threaded Discussion Board #2 by June 14th.

Tues., 11th June – Online

Module #3 - Topics: “*Student Activism in 2015 & 2016: Its Aftermath & Student Wellbeing*”

Readings/ Media:

Morwe, K. et.al (2022). Restoring Wellbeing After Student Protests: Lessons from #Fees Must Fall and its Aftermath. A Manual for Student Affairs and Services Professionals. (Read Forward through Page 13)

Cini, L (2019). Disrupting Disrupting the Neoliberal University in South Africa: The #Fees Must Fall Movement in 2015. *Current Sociology*, 67 (7) 942-959. [Gives nice background on 2015/2015 Protests. Wits & UCT, #Fees Must Fall & #Rhodes Must Fall]

Also, continue reading **Jansen, J.D (2009) *Knowledge in the Blood*, Chapter 3**

Assignment: **Video**

“Lessons from South Africa w/ Dr. Jansen (10:45)

View video:

Lessons from South Africa w/ Dr. Jansen, accounts for his 5years as President of University of the Free State & the violence & racial conflict that occurred in the wake of the Reitz incident caused.

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

Tues., 18th June - Online

Module #4 - Topics: “*Knowledge in the Blood & Transformative Learning*”

Readings/ Media:

- Jansen, J.D (2009) *Knowledge in the Blood*, Complete up to Chapter 6

Assignment: View video:

"The Future of the Rainbow Nation" (26:46) A conversation with Dr. Jansen <https://www.youtube.com/watch?v=vPKMPGbhI84> (26:46)

Post to Threaded Discussion Board #3 by 27th June

Thurs., 20th June 6pm – 7pm – Zoom Session

Module #5 - Topics: “Blogging” w/ Brent Horbatt, IT Systems Specialist

Tues., 25th 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 Professor Ramsamy’s Chapter at his lecture on 28th June.

Fri., 28th June – DAY of TRAINING & LEARNING ACTIVITIES

Module #7 – “Social Justice & High Impact Learning”

- 09h00 Arrival RU Center for Social Justice Ed’n & LGBT Communities
(17 Bartlett Street, New Brunswick) – Host Keywaun Caulk
- 09h15 “Being Present”, Keywaun Caulk, Director
- 10h00 Zoom w/ Zoleka Maphalala, Executive Dir., Nkosi’s Haven
- 10h45 Zoom w/ Amy Stokes – Executive Director, Infinite Family
- 11h30 walk to GSE*
- Noon Lunch Fritz w/ SAI Board & Alumni, GSE Lecturer Hall
- 13h15 Dr. Fannie Gordon, SAI Alum/ Counseling Psychologist
- 14h45 Pre-trip Preparations
“The Daily Show w/ Trevor Noah: A Tribute to My Gran”
- 15h30 Critical Reflection & Discourse/ Storytelling
Ms. Alyea Pierce, Author, Poet, Speaking Coach, SAI Alum ‘14
- 17h30 Informal Dinner @ GSE [catered by Dining Services]
- 18h15 “Paul Robeson, RU & the Anti-Apartheid Movement” w/
Professor Edward Ramsamy

Tues., 9th July 8pm – Online

Module #8 - Topic: Final Pre-Departure Preparations

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

Assignment: View Video Remembering the Life & Times of Nelson Mandela
https://www.youtube.com/watch?v=mk_vXTra4b0 (14:28)

Tues., 16th July – 16h30 – 30-Minute Virtual Check-in w/ Dr. Clarke **Zoom**

Wed., 17th July - Students Depart USA: Flight UA188

Thur., 18th July – 20h30 – Orientation & Welcome Dinner– Protea Fire & Ice Hotel