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LEARNING, SUSTAINABILITY, and COMMUNITY ENGAGEMENT

LSCE

Syllabus

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Lecturer

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Course Description

LSCE is an experiential learning programme offered by the Global Engagement centre of Stellenbosch University and presented in collaboration with Ikhaya Primary School. It is comprised of 90 in-class hours (on Mondays) and 45 hours of on-site community engagement (on Fridays). This is a reading and writing intensive programme that will require many hours of self-study and group work to enable successful completion outside of 'formal' programme hours. In addition, students are highly encouraged to make use of the Programme Coordinator's office hours for individual discussion and reflection time.

The programme is situated at the intersection between international education, community engagement, and development education. Using a trans-disciplinary approach grounded in complexity theory, it primarily aims to a) harness students' critical self-reflective capacity to engage with contemporary global issues in a local context, and b) use the community engagement vehicle *critically* as a tool for social impact.

This is a trans-disciplinary program in which students will be exposed to a number of different concepts, academic fields, theories, and methodologies. It is expected that each student will, in conjunction with their teaching and learning team, and based on their practical experiences in the field, be able to construct, articulate, and defend an intellectual stance on the role of international education in community development.

The explicit goal of this programme is to allow for deeper engagement (including at a practical level) with issues that affect South Africa and the world.

Course Outcomes

Upon completion of this course, students should be able to:

1. Articulate the complex interaction of various issues affecting education, development, and community engagement in the global system.
2. Critically and self-reflectively situate themselves as a part of the above system.
3. Apply theoretical knowledge to practical concerns, and creatively address any gaps that may arise.
4. Develop and execute a basic community engagement program and evaluate own performance.
5. Work closely with a knowledge partner in ways that are mutually beneficial.
6. Show enhanced sensitivity for cultural differences and the ability to navigate those differences.
7. Work as an interdisciplinary team.

Course Schedule (For more details of due dates and class schedule, please see addendum 1.)

Week 1: Orientation, Participatory Development, International Education

Readings due: Ogden 2008, Theron 2008

Week 2: Complexity, Stellenbosch, and Bioecological Systems

Readings due: Swilling and Annecke 2012, Swanepoel and De Beer 2011

Week 3: Critical Reflection and Excursion

Readings due: Yost, Sentner & Forsenza-Bailey 2000

Week 4: Apartheid, Globalization, and Global Citizenship

Readings due: Butler, A. 2009, Stiglitz 2003, and Andreotti 2014

Week 5: Decolonization, Education for the 21st Century, Sustainable Development, Facilitation

Readings due: Mbembe 2016, Banks 2009, Swilling 2012

Week 6: Poverty & Inequality, Corruption, Violence, Planning

Readings due: Chen & Revallion 2013, Svensson 2005, CSVR 2009

Week 7: Social Justice, Wildcard, Identity, and Monitoring & Evaluation

Readings due: Fraser 1996, Butler 2010

Week 8: Diversity, Intercultural Communication, and Digital Stories

Readings due: Seekings 2008, Ting-Toomey 1999

Week 9: *Recess*

Week 10: Case Studies

Readings Due: Nil

Week 11: Leadership, World Peace, and BRICs

Readings due: Jansen 2008, Fuller 2008, Armijo 2007

Week 12: Foreign Aid, Freedom of Speech, Return of the Right Wing

Readings due: Alesina & Dollar 2000, Cole 2017, Swank & Betz 2003

Week 13: Odora Hoppers, Zizek, Narrating the Global South

Readings due: Odora Hoppers 2009, Zizek LRB Articles 2007-2015,

Week 14: Spivak, Mbembe, and How to Make the Learning Last

Readings due: Spivak Interview 1993, Mbembe & Nuttal 2004

Week 15: Celebration of Work and Group presentations

Assessment

Below is an outline of assessments for the course. These will be discussed in further detail during orientation. Marking rubrics will be provided to ensure that you know how you will be graded.

1. Academic journals 10%

Due: 10pm on Fridays (see addendum 1)

Your academic journals, whilst not forming the largest percentage of your assessment, are probably the most important piece of coursework during this programme. It is expected that they will trace your intellectual journey through the semester and should be a key point of reference to you through all your other assignments. They are marked on three criteria: 1. Clarity and concision of argument, 2. Reflexivity and critical-analytical skills, 3. Use of evidence (theoretical and experiential). Some guiding questions: What did I do at site this week? What lessons did I learn? How did I help? Did I help? How do I feel about what I did? How do practice and theory inter-relate? How might I have to adapt as I go forward?

10 journals, 300-500 words per week.

2. Intervention plan, materials development, and reflective report 10%

Due: Intervention plan (7am on Monday 19th February), materials and report (part of portfolio submission – 7am on Monday 21st May)

Though it is expected that you will remain flexible and reactive to emergent needs at your site, you are required to formulate a group plan which discusses how you will approach your classroom duties and what theme/area/topics you wish to engage your students in, and what activities you will use during your semester. You will develop materials throughout your time at site and these materials, along with the reflective report will be submitted at the end of the semester. The reflective report must reflect on what you had planned to do, what challenges and successes emerged during your engagement with the literature and your community site, how you adapted, and what lessons you learned.

3. Documentary Review 5%

Due: Review (7am on Monday 26th February), Peer Assessment (10pm on Friday 2nd March)

Please watch *Miracle Rising: South Africa* (Breet Lotriet Best, 2013) and write a review critically discussing the documentary. You will each be allocated a colleague's review to assess. The documentary is available on YouTube.

500-750 words.

4. Essay 20%

Due: 7am on Monday 14th May

Each student is required to write an essay on the topic they selected in week 1 – the same topic they presented on during the semester. Students who are able to make clear connections between their topic and other areas covered during the course will perform well.

Requirements: 3000 words, Harvard Referencing, minimum 8 sources,

5. Individual Presentation 10%

Due: We will decide this during orientation on February 5th. However nobody will present sooner than February 26th.

You will draw a topic from a pre-determined list. In addition to the reading prescribed for your topic, you are required to find an additional 2 readings and mail them to the programme intern to be loaded as recommended readings for your classmates. You have 45 minutes for your presentation which should include a mixture of (roughly) 30min content presentation and 15min activity.

6. Semester Test 20%

Due: 7am on 28th May

The Semester Test is a take home exam which will be issued on the 21st May.

7. Portfolio of Evidence 10%

Due: 7am on 21st May

Your Portfolio of Evidence includes all the work you have done for this programme. Each item should be introduced by a paragraph stating the relevance of the item to you work.

8. Class Participation 5%

This program is highly reflective in nature and can only work if the entire class is fully engaged, honest, and willing to think critically about our places in the world.

9. Group digital story 10%

Due: 14th May

Each group will create a digital story that covers their semester here. This will be presented to the class at our celebration of work.

Addendum 1: LSCE Calendar First Semester 2018										
	8am	9am	10am	10:30am	11:30am	12pm	1pm	Due Today	Due Friday	
5th Feb	Intro	Course Logistics	Tea	International Education	Tea	Participatory Development	Closing			
12th Feb	Debrief iKhaya	Introducing Stellenbosch	Tea	Complexity	Tea	BioEcological Systems	Closing	Articles Chosen	Journals	
19th Feb	Critical Reflection	Excursion					Debrief	Intervention Plan	Journals	
26th Feb	Check ins	Student Pres(SP): Apartheid	Tea	SP: Globalization	Tea	SP: Global Citizenship	Closing	Documentary Review	Journals & Peer Assess	
5th March	Check ins	SP: Decolonization	Tea	SP: Education	Tea	SP: Sustainable Development	SP: Facilitation		Journals	
12th March	Check ins	SP: Poverty & Inequality	Tea	SP: Corruption	Tea	SP: Violence	SP: Planning		Journals	
19th March	Check ins	SP: Social Justice	Tea	SP: Wildcard	Tea	SP: Identity	SP: M&E		Journals	
26th March	Check ins	SP: Diversity	Tea	SP: Intercultural Comm	Tea	Digital Stories	Closing			
2nd April	Recess									
9th April	Check ins	SP: Case Study 1	Tea	SP: Case Study 2	Tea	SP: Case Study 3	Closing		Journals	
16th April	Check ins	SP: Leadership	Tea	SP: World Peace	Tea	SP: BRICS	Closing		Journals	
23rd April	Check ins	SP: Foreign Aid	Tea	SP: Freedom of Speech	Tea	SP: Return of the Right Wing	Closing		Journals	
30th April	Check ins	SP: Odora Hoppers	Tea	SP: Zizek	Tea	Narrating the Global South	Closing		Journals	
7th May	Check ins	SP: Spivak	Tea	SP: Mbembe	Tea	How to make the learning last	Closing			
14th May	Celebration of work / Digital Stories							Essay & Digital Stories		
21st May	Take home exam issued: Due 28th May, 7am							Portfolio		
28th May	Exam Due 7am							Exam		

Important notices

Transport

Stellenbosch University International (SUI) will transport programme participants to and from the knowledge-partnership site in Kayamandi (namely Ikaya Primary school) every Friday. Pickup at 8am from the office, departure from iKhaya at 10:30am.

Stationery

Participants need to purchase a box of colouring pencils and a glue stick.

Absenteeism

A medical certificate is the only acceptable grounds for absenteeism. It must be submitted via email using the address lsce@sun.ac.za. Absentia from class without the required documentation will result in the student receiving an incomplete status on their academic transcript. In the case of time clashes, please inform lecturers concerned that there are no make-up classes for LSCE.

Academic progress

Participants may discuss their progress with the lecturer as the program unfolds, however marks are issued by Stellenbosch University and upon completion of the course only.

Coursework Readings

Relevant academic articles are available on SunLearn. The programme intern will assist you with regard to using this platform. You are responsible for keeping up to date with the information posted on SunLearn.

Students will be granted a week from the start of the course to find at least 2 additional articles relevant to their presentation topic. These academic articles must be sent to lsce@sun.ac.za in order for it to be made available to the group as recommended readings to complement the required reading.