

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SOWK 491 - Service Learning in Cape Town
3 credit hours
Summer 2018**

Instructor: Rebecca Jackson
Class Time: Online, Asynchronous
Office Hours: Online, by appointment

Phone: 865.974.8984
Email: rjacks20@utk.edu

Prerequisite(s): None.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of

Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

Students will engage in South African culture and society via service-learning. This hybrid course will include a service learning experience in Cape Town, South Africa, class discussion time in South Africa, and online instruction prior to and during the service learning experience. The online instruction will be provided by the UT faculty person. The service learning experience, cultural orientation, and group discussions will be coordinated and facilitated by the staff of International Studies Abroad (ISA), a University of Tennessee partner in study abroad programs.

Students will have the opportunity to learn about and reflect on their own culture and cultural identities as they learn about the cultures of South Africa. They will experience service learning in a school for children and youths who are “differently abled”. This multidisciplinary educational setting will enable them to learn from South African professionals in the areas of special education, nursing, and psychology. Students will participate in field trips focused on the history of apartheid and social justice in South Africa.

This course is cross-listed for undergraduate and graduate students. Graduate students will complete an additional assignment for graduate credit. Work submitted by graduate students will be evaluated at the graduate level for depth, critical analysis, and writing. This course may be substituted for SOWK 380 – Junior Field Practicum if students complete the seminar assignments for SOWK 380 and submit a reflective paper linking their experiences to social work values and ethics.

Course Competencies

By the end of this course, students will be able to:

- Articulate a deeper understanding of their own culture, especially regarding the impact of race.
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences.
- Increase self-awareness of personal biases and values while working with diverse clients and colleagues in the service learning setting.
- Advance their understanding of social, economic, and environmental justice and human rights in the context of Cape Town, South Africa
- Demonstrate intercultural, interpersonal skills to effectively engage with diverse clients and colleagues in the service learning setting

Course Outline

Grade components

Response papers: 30% (3 @ 10% each)

Zoom or in person discussions: 15% (3 @ 5% each)

On-line ISA Service-Learning Portfolio: 30%

Book Review/Reflection Paper (5-7 pages): 25%

Contact hours: 25-30 hours/week service

2 hours/week ISA Discussion and/or Portfolio

1-2 hours/week on-line, Zoom, or in person instruction with R. Jackson

28-34 hours/week=112-136 hours total contact in Cape Town

3-9 hours academic reading and writing out of class including two weeks before travel to Cape Town.

(This does not include excursions that will be utilized for reflection in on-line discussions and final paper and that will be counted as part of instructional time at the standard rate of 2 hours of excursion=1 contact hour.)

Assignments

Response Papers

Students will write three 1.5-3 page responses to articles and/or videos on South African history and culture and/or service learning. Two of the response papers will be submitted prior to departure for Cape Town. Students will first summarize the content and state the main points/argument of the text or video. Students should then reflect on how the content relates to their own current knowledge, expectations, hopes, or concerns related to their service learning experience. Students should only share personal information if they are comfortable doing so. All response papers will be submitted electronically to the instructor. Students may post the response papers any time before the due date. Each response paper is worth 10% of the final grade and will be graded on depth of content, critical analysis and engagement with the topic. The assigned readings and videos are listed below.

Response Paper 1:

After watching the videos below, please share your impressions, concerns, and questions.

Video #1 about Nelson Mandela: What struck you as important takeaways from this video summary? Did anything surprise you? How would you compare the history of race in South Africa to our history of race in the United States?

Video: *Nelson Mandela: Rachel Maddow talks about the history of apartheid in South Africa.*
<https://www.youtube.com/watch?v=JqCKIUogn6E&list=PLFQOkZycnQu7EySDuFOwyRNA38f50B-Sy>

Video #2 about Cape Town: What struck you as important takeaways from this video? What did you find surprising and/or disturbing? How are you feeling about completing a learning experience in the township after seeing the living conditions and issues that are endemic to these neighborhoods?

Video: *Cape Town: Gangs, Race, and Poverty 20 Years After Apartheid*
https://www.youtube.com/watch?v=HoMI_G6rL9k

Response Paper 2:

After reading the article, comment on what you hope to accomplish in your service learning experience. Do you have hopes, beliefs, and biases that you need to be aware of as you integrate yourself into the organization?

Article: Martin, Courtney. (2016) *Western Do-Gooders Need to Resist the Allure of Exotic Problems*. The Guardian.

https://www.theguardian.com/global-development-professionals-network/2016/apr/23/western-do-gooders-need-to-resist-the-allure-of-exotic-problems?CMP=share_btn_link

Response Paper 3:

After reading the articles below, please comment on how you are seeing the vestiges of apartheid playing out in Cape Town, Cape Flats, and the Tembaletu School.

Article: Wilson, Francis. (2016). *Historical Roots of Inequality in South Africa*. *Economic History of Developing Regions*, 26:1, 1-15.

<http://dx.doi.org/10.1080/20780389.2011.583026>

Article: Peter S. Goodman. (2018) *End of Apartheid in South Africa: Not in Economic Terms*. *The New York Times*.

https://www.nytimes.com/2017/10/24/business/south-africa-economy-apartheid.html?emc=edit_th_20171024&nl=todaysheadlines&nid=50388410

Discussions

Students will meet with the instructor in person, by Zoom, or online to discuss the response papers. Students receive a grade worth 5% of the final grade for every week.

On-line portfolio

As part of the ISA Service-Learning program students are required to complete an online portfolio. Components of the portfolio include: reflective essays, group discussions, a weekly journal, and a log of hours. This portfolio will be completed during the time the student is in Cape Town and will be submitted through the ISA portal. The portfolio will be evaluated based on percentage of completion, depth of thought/analysis.

Book Review/Reflection Final Paper

Students are required to write a reaction/reflection paper (5-7 pages) based on a book of their choice selected from the booklist provided by the instructor (See booklist at the end of the syllabus). Students are to relate the book to their own experiences living and serving in South Africa. Although students should provide a brief summary of the content of the book, the paper should focus on how the book related to, informed perceptions, and deepened the student's knowledge and understanding of the history and culture of South Africa. Students should identify any appropriate comparisons between the history, culture, and current social and economic issues in the United States and South Africa. Students should also include a reflection about how the book and their experiences in South Africa challenged or changed their own cultural beliefs, attitudes, and perspectives.

Book List for Final Paper

Long Walk to Freedom: the Autobiography of Nelson Mandela. Author: Nelson Mandela. Autobiography of the Nobel Prize winning leader in the movement to end apartheid who became the first democratically elected black president of South Africa.

Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa. Author: Antjie Krog. Describes the Truth and Reconciliation Commission process and the stories of victims of apartheid and their families.

Cry the Beloved Country. Author: Alan Paton. One of the most famous and classic accounts of the black experience living under apartheid in 1940s South Africa.

No Future Without Forgiveness. Author: Desmond Tutu. The account by the former Archbishop of Cape Town and anti-apartheid activist of the Truth and Reconciliation Commission and the way forward.

No Time Like the Present. Author: Nadine Gordimer. Novel by the Nobel Prize-winning South African author about the experience of a bi-racial couple in post-apartheid South Africa.

The Bang Bang Club. Authors: Greg Marinovich and Joao Silva. Chronicles the lives and work for four white South African photographers through years between Nelson Mandela's release from prison in 1990 to the end of apartheid and democratic elections in 1994.

My Traitor's Heart. Author: Rian Malan. Account of an Afrikaner who fled South Africa during apartheid and then returned.

Ruth First and Joe Slovo in the War Against Apartheid. Author: Alan Wieder. Biography of Ruth First and Joe Slovo who were leaders in the struggle to end apartheid.

Thirteen Cents. Author: Kabelo Sello Duiker. Story of a young boy living on the streets in Cape Town.

Born a Crime. Author: Trevor Noah. This memoir by South African comedian and host of The Daily Show details his experiences growing up biracial in apartheid South Africa.

Calendar

April 19: Program Orientation with instructor

May 4: **First response paper due by 12:00 midnight EST.**

Week of May 7: Predeparture orientation with ISA staff; First response paper discussion meeting with course instructor

May 10: **Second Response paper due by 12:00 midnight EST.**

Week of May 14: Second response paper discussion meeting with course instructor.

May 17: Arrive in Cape Town

May 18: ISA orientation, including Health and safety orientation and Cape Town city tour

May 19: Excursions, may include Robben Island, District Six Museum, The Castle, and Slave Lodge Museum. Any sites not visited on May 19 will be included on a later excursion.

May 21: Service-learning Orientation; visit Tembaletu School and meet supervisor.

May 22: First day of service learning at organization

May 22-24: Service-learning at host organization (25-30hours)

May 25: Group discussion at ISA office

May 28-31: Service-learning at host organization (25-30 Hours)

Week of May 28: Online or Zoom discussion with instructor (Process early service-learning experiences and excursions.

June 1: Group discussion at ISA office

June 1: **Third response paper due by 12:00 midnight EST.**

Week of June 4: On-line or Zoom discussion of third response paper and process service-learning experiences.

June 4-7: Service-learning at host organization (25-30 hours)

June 8: Group discussion at ISA office

Week of June 11: Check-in on-line or by Zoom with instructor to process experiences and termination of relationships

June 11-14: Service-learning at host organization (25-30 hours)

June 15: Group discussion at ISA office

June 16: Depart for US.

Week of June 25: Meet with instructor to process learning experience

July 6: Book review and graduate assignment due by midnight