

COLLEGE OF SOCIAL WORK

SOWK 540 Service Learning in South Africa (Cape Town)

3 credit hours

Section 303

Summer 2019 (First Session)

Instructor: Rebecca Jackson

Phone: 865.974.8984

Class Time: Online, Asynchronous

Email: rjacks20@utk.edu

Office Hours: Online, by appointment

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 MSSW and BSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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

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)

On-line ISA Service-Learning Portfolio (includes evaluation of student performance in placement): 40%

Book Review/Reflection Paper (5-7 pages): 30%

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 focus on the history and culture of South Africa and 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. One of the response papers will be due 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 submit 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: - Due by May 8. Please submit to rjacks20@utk.edu.

Topic: History and Culture of South Africa

1. Read **Born a Crime** by Trevor Noah. This memoir by South African comedian and host of The Daily Show details his experiences growing up biracial in apartheid South Africa. This book should be read prior to departure for South Africa.

For the response paper, what struck you as important takeaways from reading Trevor Noah's memoir? Could you identify any parallels between the social construction of race in South Africa and in the US? How did this book expand your knowledge of the history and culture of South Africa?

2. Watch the video: *Remembering South African leader Nelson Mandela* (PBS News Hour 2013)
<https://www.youtube.com/watch?v=LnGeMBNS9ZA>

For the response paper, what did you learn about the history of apartheid in South Africa and Nelson Mandela's role in system change?

Response Paper 2: Due by May 29. Please submit to rjacks20@utk.edu.

Topic: South Africa after apartheid

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

1. Read the article: Goodman, Peter S. (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

What struck you as important takeaways from this article and video? What did you find surprising and/or disturbing? How does South Africa seem to have progressed since the end of apartheid? What are the continuing challenges? How are you dealing with the emotional impact of the living conditions and issues that you are witnessing in the township?

Response Paper 3: Due by June 21. Please submit to rjacks20@utk.edu.

Topic: Economic Inequality in South Africa and the US

After reading the articles below, please comment on issues of inequality in South Africa and your ideas about how they might be addressed. How does income inequality in South Africa

compare to current economic inequality in the United States? How does race intersect with economic inequality in South Africa and the United States?

FYI: If you are using a MacBook, you may get an error message when you try to link to the articles through Safari. If so, you can paste the link into your address line. Please let me know if you have any difficulty with this.

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: Goodman, Peter S. (2018) *South Africa Sees Fresh Start for Economy, With the Same Challenges*. *The New York Times*.

<https://www.nytimes.com/2018/02/15/business/south-africa-economy-ramaphosa.html>

Article: Gebrekidan, Selam and Norimitsu Onishi. (2019) *In South Africa's Fabled Wine Country, White and Black Battle Over Land*. *The New York Times*.

<https://www.nytimes.com/2019/03/09/world/africa/stellenbosch-south-africa.html>

Discussions

Students will meet with the instructor twice prior to departure for Cape Town for orientation and processing of the first response paper. Students will meet with the instructor periodically by Zoom while in country to process learning experience and discuss response papers.

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, Schoology. This portfolio also includes an end of service evaluation by the onsite supervisor at Tembaletu. 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 Due July 1 to rjacks20@utk.edu

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.

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.

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

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

Graduate Assignment Due July 1 to rjacks20@utk.edu

The MSSW assignment is to address two of the advanced competencies from the EBIP learning plan in a 3-5 page paper. This paper should be in APA format and include and cite references.

The two competencies to be addressed are:

Competency 6 - Demonstrate evidence-informed strategies for engagement with diverse clients.

Competency 7 – Demonstrate use of an advanced knowledge base to develop comprehensive client assessments.

The student is to identify strategies in the Tembaletu School setting for engagement with diverse, international populations. The student should consider cultural identities of self and clients, taking into consideration issues of language, culture, and the impact of disability. The student should also identify strategies for engagement with diverse colleagues in the setting, including teachers and therapy staff. How can one best bridge cultural differences to develop a positive, collaborative working relationship? What attitudes and skills should a social work student bring to this situation?

For the assessment competency, the student is to identify what social work knowledge base is relevant to client assessment in the Tembaletu setting. What theories of human development could one apply to client assessment? What tools might be useful? (e.g., ecomaps, culturagrams).

Calendar

March 27: Meet and Greet with Prof Jackson and students

May 8: **First response paper due by 12:00 midnight EST.**

May 10: Pre-departure orientation webinar with ISA staff

May 8, 6:00 pm: Discussion meeting with Prof Jackson by Zoom.

May 16: Arrive in Cape Town.

May 17: ISA orientation

May 18: Cape Town city tour

May 20: Service-learning Orientation; visit Tembaletu School and meet supervisor.

May 21: First day of service learning at organization

May 21-23: Service-learning at host organization (25-30 hours)

May 24: Group discussion at ISA office

May 25: Visit to Slave Lodge Museum

May 26: Due date for ISA journal in Schoology: Free day

May 27-30: Service-learning at host organization (25-30 hours)

Week of May 27: Zoom discussion with instructor to process early service-learning experiences.

May 29: Second Response paper due by 12:00 midnight EST.

May 31: Group discussion at ISA office

June 1 – June 2: Free weekend. Plan an adventure!

June 2: Due date for ISA Essay in Schoology

June 3-6: Service-learning at host organization (25-30 hours)

June 6: Discussion posts due in Schoology

Week of June 3: Zoom discussion of third response paper and process service-learning experiences.

June 7: Visit to District Six Museum

June 8: Visit to Robben Island

June 10: Third response paper due by 12:00 midnight EST.

Week of June 10: Zoom with instructor to process experiences

June 10-13: Service-learning at host organization (25-30 hours)

June 14: Group discussion at ISA office

June 15: Depart for US; final Reflection Journal due in Schoology

Week of July 1: Meet with instructor by Zoom or in person to process learning experience. Contact Prof Jackson to schedule.

July 1: **Book review and graduate assignment due by midnight**