

SYLLABUS
**Service, citizenship and social change: service-learning in the contemporary South
African Context**
OSPCPTWN 032 [5 units]
Winter Quarter, 2014

Instructor: Janice McMillan, Lecturer, Bing Overseas Studies Program, Cape Town

This seminar offers students an experience-based learning opportunity in the context of Cape Town, South Africa. It will provide opportunities for theoretical engagement, service learning and reflection through a combination of core seminars and community service learning. The way we understand it, the seminar is not aimed at assisting you to learn in-depth about South Africa; the seminar is aimed at 'learning service' (Boyle-Baise et al 2006) and through this, understanding yourself in a service context. In addition we will ask questions about the relationship between service, citizenship and social change as the course is framed by an understanding that a commitment to service is an important first step to thinking about citizenship.

Some key authors (e.g. Battistoni et al 2009; Longo & Saltmarsh 2011) argue that we need to understand international service learning experiences as achieving outcomes that connect the local and international to the global and prefer the framing of 'global service learning'. In order to do this, we focus on thinking about, and engaging with, the issue of service in itself in a local context so as to explore its role in citizenship more globally. The seminar sessions are planned to support this primary learning goal.

In order to 'learn service', we explore three interconnected practices and processes inherent learning service: learning (but in particular, within community contexts), development, and social change. We aim to do this across three domains of learning: self, organisations, and broader (community) context. In particular, this course provides an opportunity to reflect on and learn about the issues through service-learning experiences in the context of marginalised communities in greater Cape Town. Cape Town is a very divided and unequal city and this course aims to support you in thinking about your learning and service journey in the city. Through a critically reflective learning process, it is hoped that you will develop a deeper understanding of the important, but often very small, contribution service learning can make to the lives of others, as well as to their own. This process can be aided by understanding communities as an extension of the classroom and thus critical learning contexts in their own right, and by understanding ourselves as both students and global citizens.

Learning Outcomes

Through this course, you will be provided with the opportunity to:

- Gain an understanding of some of the constraints but also the resources of communities engaged in development initiatives, and the importance of power relations and reciprocity in such processes.
- Develop an ability to engage with and learn from diverse, often marginalised communities in pursuing development and change strategies
- Gain an opportunity to provide meaningful service to communities as part of a service learning process, and learn a number of practical skills for this purpose
- Develop the ability to reflect on both self and others as learners *and* as practitioners and to develop skills and processes to aid this reflection process
- Appreciate the role that learning and reflection can, or ought to, play in processes of change and development – of both ourselves and of others
- Develop an understanding of what service means to you, and how to locate yourself within this practice
- Deepen your understanding of the concepts of service, (global) citizenship and social change, as well as their interrelationship.

Course structure

The course consists of two interlinked components: community service learning; and core seminars that draw on your experiences to encourage debate and critical reflection on learning and experience.

a) Community service learning

Students will be required to undertake service learning activities as part of the course. This will take place on Wednesdays, Thursdays and Fridays weeks 4-10 of the programme. Various community sites have been set up for this purpose and students will be encouraged to work together. As the seminar component of the course is dependent on the service, much of the energy in the course will be spent in processing and understanding these experiential learning experiences. While required for the seminar, you don't earn credit for the service as such - credit is linked to the learning component through the service-learning seminar.

b) Weekly seminars linked to critical reflection

The weekly seminars will run **Mondays 3.30pm-5.30pm** at the **Stanford Centre**. Some of the sessions will be shorter. In the seminars, we will work to make connections between your service experiences and broader conceptual and theoretical issues.

As part of the service learning there will also be weekly reflection sessions with Jen van Heerden the service-learning coordinator at times outside the seminar that work for students. Together, the seminars and reflection sessions provide space for you to think about and process your service experiences

Besides the actual, physical classroom, we also use UCT's online learning platform '. The readings will be mounted on Vula well before the course and easily accessible during the course.

Readings

The readings have been planned to provide a resource for your learning and service experience, as a framing for our discussions, and to help you locate some of the broader issues that will be part of our seminars. Students will be expected to read the required readings each week. Given that this course is focused on better understanding experiences of service learning, this is not a reading-driven course; the readings will be drawn on where they help to understand particular concepts or experiences. Most of the readings are included here; however please check the Vula site each session to make sure you have covered all the readings. I have also included additional readings for those who wish to read more in-depth into a particular topic. These are not required although they are highly recommended.

All readings are available on VULA under the Resources tab, with the exception of online readings where the URLs have been noted, and chapters out of books are available in the centre library, or if not here, then the UCT library.

Course units

This course is offered for 5 units. A note on the unit weighting: while credit is not given for service, I have taken this into consideration in determining the course load as your service experience is the key 'text' we interrogate in the classes. The course is in essence thus reflective rather than theoretical. Theory is drawn on to support, challenge and deepen the reflection process.

Course Assessment

All written pieces of assessment are to be submitted via the Assignments tab on the Vula course **website**. Please save and upload them in either MS Word format. Assessment is broken down as follows:

- 2 reflective short papers during the course (2 x15%)

These count 30% of the course mark, with a word length requirement of 1000-1250 words. This course relies on students doing reflection both inside and outside the class. In this way, these reflective essays are short pieces aimed at helping you process particular issues and aspects of the service experience as well as some engagement with the readings. To assist with this process of reflection, you will be provided with prompts.

- Ongoing class participation (10%)

As this is a reflective course, class participation will be strongly encouraged. This takes many forms: asking questions, responding to questions of others, listening actively, and taking initiative in class.

- An end of course exam (oral & written) (60%)

This counts 60% of the course mark and has 3 components:

- An oral presentation (15%) (10mins for each student) Fri 14 March – note: this is a whole day event.
- A blog post based on your final presentation (10%) (500 – 750 words). This can be posted on Vula or a Wordpress site which is more creative. Due Mon 17 March.
- A written paper (35%) (2500-3000 words) – due Mon 17 March

The presentations will take place at the centre on the same day for all students and attendance is required at all the presentations. We will be asking you to invite members of the organization with which you have been doing your service to the presentations. The final written papers will be due on Monday 17 March. Details of these will be given out at the first session.

Course schedule

Service learning orientation: Wed 8 January 3.00pm – 5.00pm

We will introduce the course and provide details on the assessment and links to service placements.

Readings

Required

Please go to the following URL's to read these short blogs:

<http://goodintentions.org/volunteering-overseas/whose-volunteer-experience-is-this-anyway>

<http://goodintentions.org/common-aid-problems/beggars-cant-be-choosers>

Taylor, J, Marais, D & Kaplan, A (1997) **Action Learning – a developmental approach to change**. Adapted from Action Learning for Development: use your experience to improve your effectiveness, Juta and Co. Ltd., (out of print but available as a on CDRA website - www.cdra.org.za)

Seminar 1: Mon 13 January

Orientation to service and your own learning: service-learning and intentions

In this session, we will explore some of your preliminary ideas and thoughts about service, as well as look at some examples of service-learning.. Key questions we will try to address are:

- What does 'service' mean? What are some of the different understandings of it?
- In particular, what does it mean in an international context?
- How do personal intentions impact on service?

Readings

Required

Prins, E. & Webster, N. (2010) Student identities and the tourist gaze in international service-learning: a university project in Belize. *Journal of Higher Education Outreach and Engagement* Vol. 14, No. 1 5-32.

Kassam, K-A. (2010). Practical wisdom and ethical awareness through student experiences of development. *Development in Practice*. 20(2):205-218.

Nussbaum, M. 1997. Extract from: *Cultivating humanity: a classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press. OUT

Additional

Longo, N. & Saltmarsh, J. (2011) New lines of inquiry in reframing international service learning into global service learning. Chapter in: R. Bringle, J. Hatcher & S. Jones (Eds.) *International service learning: conceptual frameworks and research*. Virginia: Stylus Publishing, 69-85 [book in Stanford centre library].

Battistoni, R., Longo, N., & Jayanandhan, S. 2009. Acting locally in a flat world: global citizenship and the democratic practice of service-learning. *Journal of Higher Education, Outreach and Engagement*. 13(2):89-108

Seminar 2 – Mon 20 January

Cape Town: tale of 2 (unequal) cities?

Assoc Prof Ulrike Rivett, Faculty of Engineering & the Built Environment, UCT

- How does the city work?
- The 'toilet wars'

Readings

http://www.news24.com/tags/topics/open_toilets

High Court Judgement (2011) on the Toilet Issue (Case No: 21332/10)

Week in between seminar 2 & 3

- Watching Testing Hope movie

Reading

Soudien, C. (2007) The 'A' factor: coming to terms with the question of legacy in South African education. *International Journal of Educational Development* 27 182–193.

Seminar 3 – Mon 27 January

Understanding 'local' contexts

Ms. Ziyanda Ndzendze, Department of Anthropology, UCT

- How do we make sense of communities/contexts very different from our own?
- The problem of the 'single story'
- Where is knowledge and what counts as knowledge?

Readings

Required

Adichie, C. (2009). *The danger of a single story*. TED Ideas worth spreading. [Cited 06/06/2013]

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Ndzendze, Z. (2012) A different face of illness in Khayelitsha: problematizing the single story. Paper to be presented at the Mellon Mays conference in Philadelphia, June

Rohleder, P., Swartz, L., Carolissen, R., Bozalek, V. & Leibowitz, B. (2008) 'Communities isn't just about the trees and shops': students from 2 South African universities engage in dialogue about 'community' and 'community work'. *Journal of Community and Applied Social Psychology*, 18(3), 253-267.

Additional

Soudien, C. (2006) The city, citizenship and education, *Journal of Education*, Vol. 40, pp. 103 – 118.

Seminar 4 – Mon 3 Feb

Service, community and power relations

- How do we understand 'community'?
- How can community service volunteering reinforce inequalities, even if unintentionally?
- How does the context impact on service relationships, in particular issues of power and privilege?

Readings

Required

Link, H., McNally, T., Sayre, A., Schmidt, R., & Swap, R. (2011) The definition of community: a student perspective. *Partnerships: A Journal of Service Learning and Civic Engagement*, Vol. 2, No. 2 Fall 1-9.

Camacho, M. (2004). Power and privilege: community service learning in Tijuana. *Michigan Journal of Community Service Learning*, Summer, 31-42.

Skilton-Sylvester, E. & Erwin, E. (2000) Creating Reciprocal Learning Relationships Across Socially-Constructed Borders. *Michigan Journal of Community Service Learning* Fall 65-75.

Additional

Arlach, L., Sanchez, B. & Feuer, R. (2009) Voices from the community: a case for reciprocity in service-learning. *Michigan Journal for Community Service Learning*, Fall, 5-16.

Seminar 5 – Mon 10 Feb

Paradigms of service: how do these shape our views and experiences?

- What are some of the key principles of this practice?
- What are some of the challenges?
- How can we practice service in ways that take account of inequality?
- Is there a difference between charity and social change? Is one form of service inherently 'better' than the other? Where do we locate ourselves?

Readings

Required

Morton, K. (1995) The irony of service: charity, project and social change in service learning. *Michigan Journal of Community Service Learning* Vol. 2 Fall 19-32.

Simonelli, J., Earle, D., & Story, E. (2004) Acompañar Obediendo: learning to help in collaboration with Zapatista communities. *Michigan Journal of Community Service Learning* Summer 43-56.

Additional

Mitchell, T. D. 2008. Traditional vs. Critical Service--Learning: Engaging the Literature to Differentiate Two Models. *Michigan Journal of Community Service Learning* 14(2):50--65.

Butin, D.W. (2003). Of what use is it? Multiple conceptualizations of service learning within education. *Teachers College Record*, 105 (9), 1674-1692.

Seminar 6 – Mon 17 Feb

Thinking critically about development

- What are some of the complexities involved in thinking about development?
- What are the dominant development discourses, and how can these be critiqued?
- What does a focus on community assets imply about our understanding of development? And the role of service learning?

Readings

Required

Robins, S. (2003) Whose Modernity? Indigenous Modernities and Land Claims after Apartheid. *Development and Change*, Vol. 32(2) 265-285.

Mathie, A. & Cunningham, G. (2003) Who is driving development? Reflections on the transformation of asset-based community development. Evanston, IL: Institute for Policy Research. URL:

http://www.coady.stfx.ca/resources/publications/PDFs/who_is_driving_development.pdf

Development: key terms (Jen van Heerden)

Additional

Freediani, A.A. (2010) Sen's capability approach as a framework to the practice of development. *Development in Practice*, 20(2) 173-187

Anyidoho, N.A. (2010) 'Communities of practice': prospects for theory and action in participatory development. *Development in Practice*, 20(3) 318-328.

Seminar 7 – Mon 24 Feb

Thinking about development practice: organisations and practitioners

- How do we understand organizations in development?
- What are some of the challenges they face?
- What is meant by 'organisational culture'?

Readings

Required

Kaplan, A. (1998). Crossroads: A Development Reading. Extract from the *Community Development Resource Association's Annual Report 1997/1998*. Cape Town: CDRA. Available at

<http://www.cdra.org.za/AnnualRep/1998%20-%20Crossroads%20-%20A%20Development%20Reading%20-%20from%20CDRAs%20Annual%20Report%201997%20to%201998.htm>

Seminar 8 – Mon 3 March

Thinking critically about community engagement: activism and the academy

Assoc Prof Sophie Oldfield, Environmental and Geographical Science, UCT

- Looking critically at service learning in relation to education and development challenges
- How do we understand partnerships in service learning?
- How do we make sense of activism as a dimension of the academy?

Readings

Required

Oldfield, S. (2008) Who's serving whom? Partners, process and products in Service-learning projects in South African urban geography. *Journal of Geography in Higher Education* 32 (2) 269-285.

Oldfield, S (2007) Making sense of multiple conversations: research, teaching and activism in and with communities in South African cities. *South African Geographical Journal*, 89(2) 104-110.

Additional

Cruz, N. & Giles, D. (2000) Where's the Community in Service-learning Research? *Michigan Journal of Community Service Learning Fall 2000* 28-34.

Keith, N. (2005) Community service learning in the face of globalisation: rethinking theory and practice. *Michigan Journal of Community Service-learning Spring*, 5-24.

Tryon, E. et al (2008) The challenge of short-term service-learning *Michigan Journal of Community Service Learning*, Spring, 16-26.

Worrall, L. (2007) Asking the community: a case study of community partner perspectives. *Michigan Journal of Community Service-learning*

Seminar 9 – Mon 10 March

Final reflections

This session will provide an opportunity to reflect on your service experiences.

Readings

Required

Kiely, R. (2004) A chameleon with a complex: searching for transformation in international service learning. *Michigan Journal of Community Service Learning*, Spring, 5-20.

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in Higher Education*, 34(4), 429-440.

Boyle-Baise, M., Brown, R., Hsu, M-C., Jones, D., Prakash, A., Rausch, M., Wahlquist, Z. (2006). Learning service or service learning: Enabling the civic. *International Journal of Teaching and Learning in Higher Education*, 18(1), 17-26.

Additional

Erasmus, M. (2011) A South African perspective on American international service learning. Chapter in: R. Bringle, J. Hatcher & S. Jones (Eds.) *International service learning: conceptual frameworks and research*. Virginia: Stylus Publishing, 347-371 [book in Stanford centre library].

Service, citizenship and social change: SL in the contemporary SA context

Winter Quarter 2014 Assignment questions

A. Reflection papers (2 x 15% of the course mark)

In order to assist you with reflection and to integrate the various aspects of this course the reflective papers will ask you to answer some questions as a way of doing this. These questions are 'prompts' and please don't feel the need to answer all of them as this is a short reflective piece. They combine questions about your service experience as well as some of the relevant readings. Answer those that speak to your experiences thus far so you can write about one question or combine them. If you wish to use any other form of evidence on which to base your reflection e.g. photographs, articles, poems etc, please feel free to do so. Whatever you choose to do however, please ensure though that you try to capture elements of both your experience as well as some of the issues raised in the readings.

Due dates:

The submission dates for these papers are flexible:

Paper 1: any time up until end of Friday 7th Feb

Paper 2: any time up until end of Friday 28th Feb

Length: 1000 - 1250 words each (single line spacing)

Reflection Prompts

Depending on your own experiences at different stages of the course you may choose to write about any of the topics below. The topics are outlined more or less in the order we will cover a particular topic in class. I am not going to link them to specific components of the course as you may find yourself interested in a particular issue at a time different from when we cover it in class.

Please include the prompt/s you are drawing on up front in each paper. You may choose to write about something else; however you must introduce the issue upfront and indicate this. You are also required to draw on course readings to deepen or substantiate your answers; reflection papers that do not do this will be marked down.

1. Thinking of your first week of the programme, reflect on an event, incident or experience that was very different from what you expected. Discuss the event, incident or experience and provide some insight into how and why it was different from your initial expectations. How do understand the notion of 'intentions' as they relate to service? And how did these shape your experiences here? How might they result in challenges in your service context? Does the Taylor et al (1997) on action learning provide any ideas on how you may learn from your experience through the quarter?
2. What were your reactions to the movie 'Testing Hope'? What did it make you think and feel about issues in South Africa? About your service placement in

- particular? What outstanding issues, if any, do you have about the movie, about education, or any other issue in South Africa after watching the movie? What arguments did the Soudien (2007) article make in terms of the education crisis debate?
3. How do you understand the notion of 'community'? What different communities are you a member of? How can this notion of community provide barriers to understanding diversity or perhaps support understanding this issue? Does the Rohleder et al (2008) paper assist in developing your understanding of 'community', particularly in a context like South Africa? If so, in what ways? How similar to or different from your own view, were those expressed in this paper? Soudien (2006) – an additional reading for seminar 3 – makes an interesting argument about cities, identity and citizenship. What do you think of his ideas?
 4. What does the notion of 'single stories' signify and how perhaps does it help you understand your own relationship to communities other than your own? What argument does Ndzendze (2012) make about this issue?
 5. What does Camacho (2004) argue about service and relationships between server and served? In what ways do you agree/disagree with her? The Link et al paper (2011) raises an interesting issue about the 'who' of community in terms of power relations within a community. How does their argument help you think about these issues?
 6. One of the key issues in service relationships is that of 'reciprocity'. d' Arlach et al (2009) argue for a different understanding of how we can think about service and which potentially shifts power relations – what do you think about these ideas? Keith (2005) – an additional reading for session 7 – also makes some really interesting observations – what do you make of her arguments?
 7. What key issues emerge for you when looking at the issue of 'paradigms of service'? What argument does Morton (1995) make about understanding service? How does Simonelli et al's (2004) argument about 'accompaniment as service' resonate or not with how you view service with communities?
 8. What is the usefulness of thinking about service learning partnerships? What have you experienced or seen here linked to partnerships, and some of the challenges of developing and maintaining them? Oldfield (2007) makes cogent arguments in support of understanding the importance of these kinds of collaborations. What do you make of her arguments? How does the issue of reciprocity help us to think about service and service relationships more critically? Other authors listed in the course also talk about partnerships in useful ways – look at Cruz & Giles (2000), Tryon et al (2008) and Worrall (2007) for more on the community voice.
 9. Oldfield (2008) makes an important argument about the intersection of academic work and activism, and argues that they are two distinct practices. Each needs the other. What do you make of her ideas? How do you think this relationship ought to be conceptualized? Based on your experience in Cape

Town and through other service experiences, what are some of the challenges one faces when trying to juggle both of these identities?

10. What roles do a. relationships, and power relations in particular, and b. understanding the perspectives of others, play in service learning? Have these concepts helped you to deepen your understanding of service learning at all? If so, in what ways? Draw on Skilton-Sylvester and Erwin (2000) to support your answer, as well as other authors you find relevant e.g. Oldfield (2007); d'Arlach et al (2009)
11. In trying to understand a concept as complicated as 'development, what do you understand by the terms 'community assets' (Mathie and Cunningham 2003) How might one go about identifying assets and recognizing mobilization within a community? From your own experiences in Cape Town, what new 'assets' have you identified in contexts that might well be considered under-resourced? How do they link to your understanding of service learning?
12. There are a number of conceptual binaries (modern/traditional, global/local etc) that development theorists and practitioners have enacted over time to make sense of development interventions and processes. Reflecting on the work of Robins (2003), and your own service experiences, discuss some of the hybrids, tensions or intersections in the development sector that you have encountered in Cape Town, which might challenge these binaries.
13. How do you understand the notion of 'learning service' and in what ways do you think it could shape your own learning? And what role does reflection play in this process? How might this understanding shape how you view citizenship? Draw on the Boyle-Baise et al (2006) and Nussbaum (1997) papers to illustrate your answer.
14. Kaplan (1999) makes a different and quite compelling argument about development, as well as the role of the development practitioner (1996). For him, it is far more about process, about 'facilitating resourcefulness' than about delivering products. What do you make of this argument? How does it perhaps challenge some other approaches to development? Is there any evidence of such an approach in your service placement? If so give examples. If not, do you think it could work? Can this framework also relate to service work and the 'art of the service practitioner'?
15. Handy (1985) looks at understanding organisations, and in particular, he looks at what he calls 'organisational cultures'. Do you find his framework helpful? If so, in what ways? Does it for instance, provide a new lens with which to view your service organization? In what ways, following Handy's organizational cultures, do you think the culture or cultures you have identified in your organization benefit the organization or not? What changes could be made?

B. Presentation (15% of the course mark)

Date: Fri 14th March – whole day

Each student has 10 minutes to present to other members of the class. There will be some chance for discussion after each presentation time permitting. You will be assessed both on your presentation style as well as on the content of the presentation. All students need to attend each presentation.

Topic

EITHER

Service learning is a journey': 'make visible your intentions, first to yourself and then to others, and be prepared to 'learn service'. Do these 2 concepts have meaning for you now that you are near the end of your service experience? If so, in what ways do they? Have they challenged you to think differently about service? Have they deepened your understanding of service as well as yourself in it? How might you now define service learning?

OR

Develop a metaphor for your Cape Town learning experience and develop a presentation around this metaphor. This will probably include your service experience but does not have to. For instance, you could e.g. also talk about new understandings or citizenship or the relationship between service and citizenship.

C. Blog post of final presentation (10% of course mark)

Due date: Monday 17th March

Length: 500 - 750 words

Post your final presentation as a blog post on the Vula site. Here you need to think about how to present your presentation in a format that is suitable for a blog. We will discuss this in class.

D. Final paper (35% of course mark)

Due date: Mon 17th March (to be submitted via the Vula assignments tab)

Length: 2500-3000 words (single line spacing)

Please note:

Even though this paper is due in at the end of the course, much of the work that goes into completing it will be ongoing throughout the course. You are therefore advised to think through the issues as you move through the course; you can also draw on ideas from your short reflection pieces. Please DO NOT leave all the thinking to the

end of the course, even if you end up leaving all the writing till the last week! And even this you can begin ahead of time.

There are **2 parts** to the paper, you need to answer BOTH.

A. Critical reflection service – through the readings and your own experience
(1000 - 1500 words)

Think back over your service experience and highlight some of the significant moments in it, whether these were positive or less positive. What did you learn from them – about yourself, about community, and about the larger context of Cape Town, South Africa or development perhaps? How, if at all, did this experience shift your understanding and relation to service in the future? How will you try to sustain some of your new understanding going forward? What challenges do you see in trying to do this? What readings in particular helped you to develop this understanding? In what ways did the concept of 'learning service' help you develop your understanding?

B. Critical discussion of 3 concepts (1500 – 2000 words)

In this section, you need to highlight and critically discuss **three** concepts that emerged as important for you during this quarter in Cape Town. They might be concepts we discussed in class or they might have arisen during other aspects of your Cape Town experience. Please indicate what they are, why they were important and how they came to play a role on your experience and learning. Also indicate whether your understanding of them changed or was reinforced while you were here. What were the factors/experiences that contributed to this? Please show evidence of drawing on course literature where relevant and appropriate.