

Education and Social Change Seminar

IEDP-3000 (4 Credits / 60 hours)

SIT Study Abroad Program:
South Africa: Education and Social Change

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Over 25 years into democracy, South Africa continues to struggle with the legacy of apartheid. From the Soweto uprisings to contemporary campus life, educational institutions in South Africa have long been sites of social struggle and political organization, as well as centers of learning and formal education. It is widely recognized in South African society, by both government and civil society, and transcending race and class, that education has a vital role in the development of the country. Vast challenges remain in curricular reform, pedagogy, and educational delivery, however, before education will be able to play its vital and full progressive role in social transformation. This seminar will examine education in South Africa in the historical and contemporary contexts, offering participants a multi-sided and holistic consideration of educational issues in South Africa. Students will develop an appreciation and understanding of the historical context of education, contemporary policy and the role of education in South Africa's development. The course will introduce students to the unique resources available in South Africa through contact with key experts in the field, thus providing a background for further intensive study.

Learning Outcomes

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

- Define the historical, political, economic, cultural, and geographic forces that have shaped the contemporary South African experience;
- Demonstrate a broader knowledge of contemporary issues of the education and social change in South Africa;
- Assess the importance of a variety of viewpoints, institutions, and individuals with regards to the education system and its expected outcomes;
- Demonstrate initiative in seeking and explaining connections between lectures, readings and field experiences.

Course Schedule

The Educational and Social Change Seminar should be considered as the symbiotic partner of the Education Practicum (EP) course (see the EP syllabus). The seminar provides the thematic and contextual background and foundation upon which field experiences will be analyzed and discussed in the cycle of experiential learning that characterizes the program.

A **tentative** outline for many of the Education and Social Change Seminar lectures/seminars is available below. Updates to the schedule will be announced in class or posted on the notice board at the SIT Program Center. All lectures unless otherwise noted will be held at the SIT Program Center, and all required readings are available in the *Education and Social Change Seminar and Education Practicum Reader*. Please note that readings must be completed prior to particular lectures. 20 percent of your Education and Social Change Seminar grade is determined by the quality of your participation, and full and strong participation is not possible where students are not prepared to reference, explore, and discuss the readings. Please note that the following is not exhaustive of the Education and Social Change Seminar content of the program; the list is intended to offer students a preview of the types of things to come.

The seminar will focus on four interrelated modules, as follows:

Module 1 - History of Education in South Africa: the historical, political, and social context; pre-apartheid and Bantu education; popular uprisings and the struggle against apartheid education.

Module 2 - Curricular and Pedagogical Transformation: competing South African historiographies and the (re)writing of histories; education and diversity; pedagogical shifts and the challenges of developing a more participatory learning environment.

Module 3 - Institutional Transformation: the development of frameworks for national standards; tertiary reform and the historically disadvantaged colleges and universities; skills development initiatives; geographic, ethnic, class, and gender-based inequality of access to educational opportunities.

Module 4 - Education and Development: the relationship between education and development; formal, non-formal and informal education; lifelong learning and the roles of primary, secondary, tertiary, and adult education and training.

As part of the seminar, students will also receive “survival level” Zulu language instruction, orientation to intercultural and experiential learning, and will participate in cultural and thematic discussion sessions. During the Durban phase of the program, students will be living in homestays with Zulu-speaking families in Cato Manor, many of whom will have children of school-going age.

- (1) The State of the Nation
- (2) The History of Education in South Africa
- (3) The State of Education in South Africa
- (4) Curriculum Changes” and “Primary School Practicum Briefing
- (5) Durban Schools Excursion

- (6) HIV and HIV Education
- (7) Diversity Workshop
- (8) Durban/Inanda Heritage Excursion
- (9) Educational and Social Change Seminar Debrief Session
- (10) Education and Development
- (11) Transformation of Higher Education
- (12) iThemba Lethu Excursion
- (13) Rural Education
- (14) Educational and Social Change Seminar Debrief Session
- (15) Introduction to Adult Basic Education and Training (ABET)
- (16) ABET in South Africa
- (17) Adult Education and Development
- (18) Educational and Social Change Seminar Debrief Session

Readings

You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Required Readings

Thompson, L. (2001). *A History of South Africa (3rd Ed.)*. USA: Yale University Press.
ISBN 0300087764

Chisholm, L. (2004). *Changing Class: Education and Social Change in Post Apartheid South Africa*. London: Zed Books. ISBN: 1842775901

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Students will be expected to prepare for, attend, and participate in all lectures, discussions, and field visits. The following breakdown of grades will be used to arrive at the final letter grade for the course.

Assignment	Percentage
Final Take-Home Exam	80 percent
Participation/Continuous Assessment	20 percent

A note on assignment due dates: please note that students are free to submit their final examination essays earlier than the due date noted above. *It is the program's philosophy that students should be ultimately responsible for setting their assignment completion schedules as they see fit.* In other words, **the onus of not leaving everything until the last minute is squarely upon the student.** Indeed, the ability to prioritize and multitask is central to success on SIT programs; these are important skills not only for success in school, but in life!

Final Take-Home Exam

80 percent of final Education and Social Change Seminar grade.

Students will complete a comprehensive, take-home, written Educational and Social Change Seminar examination. Students will write a minimum of four, approximately 800-1200 word essays, and will be assessed with attention to content as well as to the quality of the writing. Each essay will count for 25 percent of the total exam grade. There is also an opportunity to write an extra-credit essay, due no later than the other essays, as will be explained in class. As noted, the Education and Social Change Seminar exam is “take home,” meaning students can complete the essays outside of the classroom context. In fact, the exam questions can be found below, and students are free to write and submit their essays at any point during the semester, up to the deadline. Please note that study questions will be distributed during program orientation.

The essays will be assessed on the following criteria:

(1) Structural soundness: statement of the topic/question to be addressed; quality literature discussion; essay form, not an annotated “list” of articles; emphasizes findings of previous research; points out trends and themes and notes gaps; carefully expresses personal opinion regarding quality and importance of cited research; uses direct quotations sparingly and only when appropriate; and contains complete list of references for citations.

(2) Content: development of thesis, responsiveness to question; mature position, strong argument; supports case with evidence, accuracy of information; engaging and innovative complementarities between primary and secondary sources of data; works reviewed are recent and appropriate to the thesis; and logical structure and sequence.

(3) Quality of the writing: grammar, syntax, spelling, and a clear, concise, and engaging writing style; neither “elitist” (please do not try to impress us by attempting to write over everyone’s head) nor “chatty” (the essays are to be engaging academic pieces, not diary entries).

Participation/Continuous Assessment

20 percent of final Educational and Social Change Seminar grade.

Assessment of a student's participation is based on the following criteria:

- Attendance – promptness to class, and positive presence in class.
- Active listening – paying attention in class/during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes.

- Interactions in host culture – respectful with hosts and host culture, getting involved in other cultural activities outside the SIT program and group. Spending time beyond English-speaking establishments.
- Involvement in class discussions – either in small or large groups, sharing knowledge and information, asking questions.
- Group accountability – participates as part of a group during field excursions and classes.
- Respectful interaction with SIT program staff, SIT lecturers and communities.

In short, therefore, diligence will be rewarded, and slackness and/or culturally inappropriate behavior will be penalized. Please note that while full, strong, and positive participation in all the above matters will get you relatively close to the full points for this component of your grade, a failure to fully participate in any program activity, as determined by the academic director, is grounds not only for failure of the Education and Social Change Seminar, but also for academic and/or behavioral probation and other disciplinary action, up to and possibly including dismissal from the program.

Grading Scale: The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Grading Criteria

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of class participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all academic seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students' participation will be monitored and taken into account.

**All written assignments should be typed. Texts sent by e-mail will not be accepted. Make sure you have a laptop or computer available and keep back up files so nothing gets accidentally lost or erased.*

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all academic seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.