



LEARNING, SUSTAINABILITY, and COMMUNITY ENGAGEMENT
Summer 2018

Syllabus

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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 Boschendal in Pniel. It is comprised of 60 in-class hours and 20 hours of on-site community engagement. 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.

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

Monday 2nd July

9am	Who am I? – Considering the self in development work.
10am	Course introductions, outlines and expectations
12pm	Lunch
1pm	A complex systems approach to understanding Stellenbosch
3pm	Tea
3.30pm	Systems mapping and preparatory work

Tuesday 3rd July

9am	Briefing session: entering communities.
10am	Kayamandi and Enkanini Tours
12pm	Group lunch
1pm	Visit to Boschendal education
3pm	Engagement workshop
3.30pm	Group work, planning and materials development

Wednesday 4th July

9am	De(briefing)
10am	Engagement on site.
12pm	Lunch
1pm	Macro-micro approaches to development
3pm	Tea
3.30pm	Group work, planning and materials development

Thursday 5th July – Friday 13th (same daily program)

9am	De(briefing)
10am	Engagement on site.
12pm	Lunch
1pm	Theory and student presentations
3pm	Tea
3.30pm	Group work, planning and materials development

Monday 16th July

9am	De(briefing)
10am	Themes and Reflections
12pm	Lunch
1pm	Themes and Reflections
3pm	Tea
3.30pm	Group Work

Tuesday 17th July

All day	Celebration of work and looking forward.
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Assessment

1. Theoretical Essay 25%

Due: 17th July at 10pm

You are required to prepare for this challenging and rewarding programme by reading 3 prescribed readings, and finding a minimum of a further 5 to support your response to the following prompt:

Choose one major development challenge facing the world from the 17 Sustainable Development Goals (SDGs). Outline the challenge, how it emerged, and how we are currently attempting to deal with it on the global level. Find one example (a case study) of how it is being engaged with at a local level (wherever you choose). Highlight some of the connections between your chosen SDG and some of the others. Reflect on your own experience and field of studies in your answer.

Please use Harvard Referencing. There are no additional formatting/stylistic requirements. 2500 Words.

Required Readings:

Sachs, J.D., 2012. From millennium development goals to sustainable development goals. *The Lancet*, 379(9832), pp.2206-2211.

Swilling, M., Musango, J. and Wakeford, J., 2016. Developmental states and sustainability transitions: prospects of a just transition in South Africa. *Journal of Environmental Policy & Planning*, 18(5), pp.650-672.

United Nations. 2015. Transforming Our World: The 2030 Agenda for Sustainable Development.

Available Online:

<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

2. Journals 25%

Due: Must be written daily (weekdays 2-13 July), submitted each day at 10pm.

Academic journals: These are probably the most important piece of coursework during this programme. It is expected that they will trace your intellectual journey through the module 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 today? 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?



3. Individual Presentation 25%

Due: We will decide this during orientation on July 2nd. Presentations run between 5th and 13th.

You will draw a topic from a pre-determined list. In addition to the reading prescribed for your topic, you are required to find a minimum of 2 additional readings. We will discuss further requirements in class.

4. Group digital story 25%

Due: 17th July at 9am

The group will create a digital story that covers their semester here. This will be presented to the class at our celebration of work. The digital story is a visual narrativisation of your learning journey. We will discuss further requirements in class.

Readings:

These are the foundational readings. Additional readings for each student will be assigned based on the selection of presentation topics on the first day of class.

- Comaroff, J. and Comaroff, J.L., 2012, July. Theory from the South: Or, how Euro-America is evolving toward Africa. In *Anthropological Forum* (Vol. 22, No. 2, pp. 113-131). Routledge.
- de Andreotti, V.O. 2014. Soft versus critical global citizenship education. In *Development education in policy and practice*(pp. 21-31). Palgrave Macmillan, London.
- Hackman, H.W. 2005. Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), pp.103-109.
- Ogden, A. 2008. The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XV, pp. 35-55. Available online at www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf.
- Sachs, J.D., 2012. From millennium development goals to sustainable development goals. *The Lancet*, 379(9832), pp.2206-2211.
- Swanepoel, H. and De Beer, F., 2012. *Community development: Breaking the cycle of poverty*. Juta and Company Ltd. [Chapters 1 and 6]
- Swilling, M. and Annecke, E., 2012. *Just Transitions*. University of Cape Town Press [Chapter 1]
- Swilling, M., Musango, J. and Wakeford, J., 2016. Developmental states and sustainability transitions: prospects of a just transition in South Africa. *Journal of Environmental Policy & Planning*, 18(5), pp.650-672.
- Theron, F., 2008. The development change agent a micro-level approach to development.[Chapters 1 and 2]
- United Nations. 2015. Transforming Our World: The 2030 Agenda for Sustainable Development. Available Online: <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>



Rubric A – Essay and Academic Journals

Grades	A 80-100	B 70-80	C 60-70	D 50-60	Fail <50
Marking criteria					
Composition, clarity, and structure of argument [30]	Argument is logically structured from beginning to middle to end; Language is fluent, narrative is entirely coherent throughout. Concise	Argument is logically structured from beginning to middle to end; language is very clear, narrative is coherent. Mostly concise.	Argument has some gaps; language is clear, narrative does not progress entirely logically. May show repetition or use too many words.	An attempt to structure an argument is evident but not entirely successful; language is often unclear, narrative does not progress logically. Lots of unnecessary information/words.	No argument is evident; language is mostly unclear, narrative is illogical and incoherent. When coherent, repetitive, tautologous, off point, rambling.
Reflexivity and critical-analytical skills [35]	Exemplary work; critical, analytical and reflexive approach above expected level; Able to meta-critique. Able to situate own thought in complex ways.	Outstanding work; critical and analytical skills are above expected level; Can critique own thoughts but does not do so often.	Good work; critical and analytical skills are in evidence; shows ability to self-critique or engage with own awareness.	Below expected level but shows evidence of some critical and analytical skill; Shows some self-awareness but no critique.	Inadequate work; does not show the minimum skills required for this level; No self-awareness.
Use of evidence (class material, experience, discussions) [35]	High level of sensitivity to sources of evidence and awareness of methodological processes, which is effectively exploited in analysis, shows high ability to integrate theoretical material, empirical material and analysis.	Good sensitivity to sources of evidence and awareness of methodological processes, which is exploited in analysis, an attempt is made to integrate theoretical material, empirical material and analysis.	Sensitivity to sources of evidence and awareness of methodological processes, which is indicated in analysis, theoretical and empirical material and analysis are not always successfully synthesised.	Some sensitivity to sources of evidence and awareness of methodological processes; may not be indicated in analysis, ideas may be uncritically reported rather than analysed.	No sensitivity to sources of evidence and awareness of methodological processes, material presented is irrelevant or has not been understood.

Rubric B – Individual Presentation

Grades	A 80-100	B 70-80	C 60-70	Pass 50-60
Marking criteria				
Delivery and engagement [50 Marks]	Language is fluent, narrative is entirely coherent throughout. Non-verbal communication adds to the presentation. Slides highly effective and stimulating. Q&A professionally facilitated.	Language is very clear, narrative is coherent. Non-verbal communication is managed. Slides are effective. Q&A is facilitated.	Language is clear, may use repetition. Non-verbal communication is poor. Slides are too busy or incomplete. Q&A poorly facilitated.	Language is often unclear, narrative does not progress logically. Lots of unnecessary information/words.
Structure [20 Marks]	Argument is logically structured from beginning to middle to end; Activity perfectly suited to content. Time is well managed.	Argument is logically structured from beginning to middle to end; Activity is suitable. Time is managed acceptably.	Argument has general structure but with some gaps; there is an activity. Too long or too short.	An attempt to structure an argument is evident but not entirely successful; activity not present or highly unsuited. Time not considered.
Evidence [30 Marks]	High level of sensitivity to sources of evidence and shows high ability to integrate theoretical material, empirical material and analysis.	Good sensitivity to sources of evidence and an attempt is made to integrate theoretical material, empirical material and analysis.	Sensitivity to sources of evidence and theoretical and empirical material and analysis are not always successfully synthesised.	Some sensitivity to sources of evidence and deas may be uncritically reported rather than analysed.

Rubric C – Digital Story

	Poor F or D	Acceptable C	Good B	Excellent A
Storyline Apparent purpose, narrative cohesion, creative arc (30 Marks)	Subject of the project is unclear, little or no narrative cohesion, story is non-existent or doesn't engage.	Subject of the project is apparent but underdeveloped, narrative is mostly coherent, the story has engaging moments	Subject is very clear and well developed, the narrative is coherent and engaging, but may meander, the creative arc of the story fully engages the audience	Subject is established early and focus is held consistently. Narrative is concise and clear. Creative arc is dramatic and/or funny and/or tragic
Vocal performance Pacing, word choice, and vocal clarity (15 Marks)	Breathing is inconsistent, narration doesn't match content, and unintended sighing, coughing, 'umming' is apparent. The word 'like' appears in a non-comparative or affectionate context.	Mostly the delivery matches the content. Some minor problems with breathing, sounds, and verbal choices.	The delivery and content are well aligned. No <i>problems</i> with vocal delivery but tone is uninspired and drab.	Delivery is clear and maps onto content perfectly. Voice is used as medium to extract more from the project by reinforcing motifs from the creative arc.
Media usage Use of photos, video, and music. Transitions. (15 Marks)	Very little used or hyper-saturated media usage. Media does not align with content. No personal photos are used.	Media is used in acceptable amounts and concurs with the subject of the project as well as the narrative arc.	Media enhances the narrative and vocal performance. There is synchronicity between all elements.	As for 'good' but contributes in a superior way to the aesthetic experience. Slick production is evident.
Intercultural content Display of intercultural awareness and problem solving. (40 Marks)	Problem is not presented or incomplete or there is not attempt at problem solving. No intercultural content is presented.	Intercultural content is referenced but sometimes incongruent. Little critical examination	Intercultural content matches storyline. Problem, while perhaps not solved, is resolved.	Superior display of intercultural content as it relates to the student experience. Complex engagement with problem.