Program Description:
The Education and Social Reform program consists of two required courses that are offered together and complement each other. The one provides a background on the country and the other offers you an opportunity to focus on your area of interest and investigate it further.

Course Descriptions: AMLT-GE-2073
This study abroad course focuses on social and educational reform in post-apartheid South Africa. Through this course, students will examine social and educational reforms that have been implemented following major changes in S. Africa. In this course, you will examine the history of Apartheid in S. Africa, explore the diverse cultures of this nation, and study the issues and challenges facing institutional leaders and policymakers in S. Africa today. You will also have the opportunity to experience life in communities through field trips to rural villages and urban centers, participate in daily community activities, attend special invitational and celebration events when available; visit schools in both urban and rural settings and universities in the Cape Town area and Pretoria.

Course Description: AMLT-GE-2063
AMLT-GE-2063 builds on the lectures, site visits and readings of AMLT-GE-2073 and provides students with an opportunity to study a topic of interest relevant to social transformation and educational reform in South Africa. The first part covers the practical side of identifying appropriate study topics and sites for their projects. The second part is the actual field based project when students work with/meet/interview those in the setting, culminating in a formal paper on their experiences and what they have learned.

Course Requirements: AMLT-GE-2073
Student grades will be assessed through the following course requirements:

- **Class Participation** (40%): The contribution you make to the success of this class and to this study abroad experience is important. Students are expected to contribute to the development of a strong, inclusive learning community. To do so, we
encourage you to immerse yourself in writers and films on South Africa and learn 
what you can about the issues facing S. Africa prior to travel. *iafrica.com* is a good 
source for current news in South Africa. We also ask that you read a novel by a S. 
African writer (see recommended reading list) and see films about S. Africa prior to 
your trip so that you can share what you have learned with others. As in any 
grace course, you are, also, expected to come to class having read the assigned 
materials thoroughly enough to lead a discussion on critical issues within the 
readings. Students are also expected to attend and actively participate in all classes 
and scheduled trips.

- **Journal (60%)**: You will need a journal that you can write in each day then use the 
  notes to make journal entries for submission. You will hand in (by email) your 
  journal on two set dates (see syllabus). Each submission will have four entries with 
titles and dates. Journaling provides an opportunity for *daily reflection* on what you 
are learning and experiencing in S. Africa. This journal provides a place for 
capturing your personal reflections on issues we address in class as well as on the 
broader experiences that you have in S. Africa. Journaling also offers an opportunity 
to raise issues that you would like to discuss more broadly within the group. Journal 
entries will be used to stimulate discussion at our *indabas*. *Indaba* is a Zulu word for 
coming together to discuss serious issues. Such discussions traditionally take place 
in communities in front of a fire in the evenings. We, too, will have our own “fire” to 
give light to our discussions in Pretoria. IMPORTANT: You will need to schedule 
time each day for journaling. Some students find early morning (after breakfast and 
before class works well--others prefer prior to bed-time. The choice is yours, but 
pick a time and put in on your schedule each day.

**Course Requirements: AMLT-GE-2063**
Student grades will be assessed through the following course requirements:

- **Project Proposal (15%)**. You will individually or with a working partner hand in 
a short proposal outlining the purpose and focus of your project. The proposal will 
be 2-3 pages double-spaced. In this paper you will (1) describe the purpose of your 
project and provide reasons for your interest in the topic; (2) articulate one or two 
primary questions that will guide what you do and look for in the setting; (3) 
describe the type of site at which you want to do your project and explain what you 
would like to do in this setting, which could include volunteering time to learn about 
the site and the people who work in or are served by it. (4) How you plan to gain 
access to that site (assistance in gaining access to the site and people will be offered 
as much as possible); (5) describe the strategies you will use to learn about this 
setting and to get to know the people in it: (6) List the questions you will use to 
guide your inquiry.

- **Project Presentation (15%)** – You will make two formal presentations in addition 
to class discussions about your project and what you are experiencing and learning. 
The first will be a presentation about the project you want to do. The second 
presentation will focus on your experiences in the project and what you learned.
Both presentations will be given while we are still in South Africa. Therefore, your project must be completed by that time, as you will give a preliminary version of your culminating project paper. See itinerary for due dates.

- **Final Report (60%)** - The goal of the culminating project is to give you an opportunity to learn more about the topic of your interest by participating in a field-based setting. The project will be developed in partnership with other students. The final project paper should include the following:
  
  - The social or institutional problem or issue under investigation.
  - A description of the site, how much time you spent there, and how you chose to participate in the setting with the people participating in your project.
  - The methods (conversations, interviews, documents etc.) you used to learn more about the site and the issue you chose to examine.
  - A discussion of project insights, key findings and experiences informed by class readings
  - Concluding remarks

IMPORTANT: unless there is some extenuating circumstance, no incompletes will be given for late/missing/unfinished work. If papers are not submitted by the deadline a failing grade will be given.

**Internship Requirement and Paper:**

Presentation (15%)

Final Report (75%)

- A report based on experience and includes description of the site, how much time you spent there, and how you chose to participate in the setting with the people participating in your project.
- A discussion of project insights, key findings and experiences informed by class readings and interaction with the hosts and participants.
- There is a paper should include the mission of the site/organization, the issues they are addressing and how their activities contribute to the education and social reform of the constituency they are focusing on. Articulate the issue being addressed, their strategies, successes and challenges.
- Your resources include documentation from the site, their website and relevant information gained from discussions we have had in class and literature available on the issue they are addressing. Your research paper should be approximately 10 pages in length.

**Grading Guidelines**

A Excellent: Exceptional work for a graduate student. Work at this level is thorough, well-reasoned, creative, sophisticated, and well written. The report submitted integrates themes and concepts form the readings with observations and analysis of the data
collected. Students who earn this grade are prepared for class, synthesize course material and do a good presentation of their results.

A- Very Good: Very strong work for a graduate students and is presented well in class. The report indicates a good grasp of the concepts and integrates readings with field experience.

B+ Good: sound work for a graduate student; well-reasoned and thorough. Writing is clear, uses examples from the field to indicate the link between theory and practice. Class presentation is well organized and well presented.

B. Adequate: Competent work for a graduate student even though some weaknesses are evident such as information not well organized and use of references being inadequate. Class presentation is weak and not well organized.

B- Borderline: Weak work for a graduate student; meets minimal expectations. There is indication of a grasp of concepts but information is not well organized and data analysis and interpretation is weak. Presentation of the report in class meets minimum standards.

C+/D- Deficient. Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student. Lack of participation in class, failure to make a good presentation of the report in class, and no connection between concepts and field experience.

F Fail: Work fails to meet even the minimal expectations for course credit for a graduate student.

Course Readings:

Required:

Recommended Books (optional)

Recommended Articles
Challenges and prospects. Social Policy & Administration, 46(6), 672-687. doi:10.1111/j.1467-9515.2012.00862.x


Novels (optional)

**Recommended:**

**Films and Dance:**
There are also recommended films associated with the course. Also see the [AFF Inc website](#) for the 2018 NYC African Film Festival, and Dance Festival in May/June in NYC.

**Course Outline:**
The course outline below serves a general guide for completing readings and assignments associated with the course. Students are strongly encouraged to read all required materials prior to the program start date to maximize their time in South Africa. Daily activities are detailed in a separate itinerary document.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival, July 8, 2018</td>
<td></td>
<td></td>
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<tr>
<td>Arrival in Durban Town – check in.</td>
<td>Reminder: We encourage you to do as much of your reading as possible prior to going to S. Africa.</td>
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<tr>
<td></td>
<td>Take a novel from the recommended list on the plane—it’s a long trip! If you are flying SAA look for South African documentaries or movies on the plane plus read the airline magazine.</td>
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</tbody>
</table>
**Welcome and Orientation**  
Studying in South Africa: Identify key social and educational issues in the SA context. The first week is designed to give you grounding in the socio-political context of the country through the supplementary course offered parallel to this course.


**Background on Education in South Africa**

**News 24 – Difference Between Black and White Students Failure Rate**


**This reading is recommended for RESEARCH project students only:**


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**Visit to DBE**

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**Week 2:**

**Presentation:**  
Doing research in South Africa - Class Discussion of the readings plus their link to the South African context.

Formulating guiding questions for the project

Ethics: possible issues of


**Visit to Apartheid Museum.**

**Visit to Hector Pieterson Museum**

**Visit to Ukutula Lion Park**
<table>
<thead>
<tr>
<th>Participating/volunteering in South Africa’s social and educational institutions.</th>
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<tbody>
<tr>
<td><strong>Class discussion</strong> – discussion of what you hope to experience and understand through your project.</td>
</tr>
<tr>
<td><strong>Class exercise</strong>: discussion of your project idea for critique and feedback</td>
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</tbody>
</table>
| This reading is recommended for RESEARCH project students only:  
Downloaded from [Read: Module 3 & 4](http://www.readingmaterial.com) |
| Assignment for RESEARCH project students only  
Participant Observation – NYU Classes |

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**Week 3/4**

<table>
<thead>
<tr>
<th>Presentation and class discussion of project proposals based on readings, and experiences while in S. Africa</th>
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<tbody>
<tr>
<td>Discuss field related issues</td>
</tr>
<tr>
<td><strong>Individual consultations</strong>: Time set aside for individual consultations.</td>
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</table>

- Readings from the course package and additional readings will be assigned based on individual topics of interest.

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| Individual work:  
Participation in field settings and inquiry into topic of interest |
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<tbody>
<tr>
<td><strong>Class</strong>: Discussions of the project experience and what you are learning will be</td>
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</table>

- Assignment: Presentation of Project experience and what you are learning
<table>
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<tr>
<th>shared in evening indaba sessions</th>
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<tbody>
<tr>
<td><strong>Individual work:</strong></td>
<td></td>
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<tr>
<td>Data analysis and synthesis</td>
<td></td>
</tr>
<tr>
<td>Writing the culminating paper</td>
<td>Use of additional literature relevant to the topic.</td>
</tr>
</tbody>
</table>

**Program Costs:**
Tuition, accommodation, and an activity fee are paid before the program starts. Accommodation and breakfasts are included in the monies paid in advance. Students provide for their own lunch and dinner unless indicated on the program that a meal will be provided. Transport to and from the airport in South Africa is covered through the program fees as long as you arrive and travel with the scheduled group times. **Please remember to share your flight itinerary and passport with the global programs office via the flight information survey.** Students who are not traveling with the group and arrive at other times must consult with Professor Moja about transport options to arrange for appropriate travel services. Students who do not travel with the group as arranged will be responsible for their own transportation costs. Transport to scheduled site visits as well as entry fees to scheduled program activities/events are also covered. You will pay your own laundry costs at a local laundromat where we negotiate a set amount per laundry bag.

**Internet Resources:**
1. National Development Plan 2030
2. Summary of NDP 2030
3. Reconstruction and Development Plan(RDP)
5. South African Yearbook 2015/16
6. South Africa General Information