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## Global Service Learning (GSL) 2023

Lecturer: TBC

### Course Description

GSL 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 50 in-class hours and 30 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 community component comprises planning and executing an educational winter camp for students who reside on a local wine farm.

This is an international development education programme. 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 development issues in a local context, and b) use the community engagement vehicle *critically* as a tool for social impact.

This is a trans-disciplinary programme 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**

### **Training Day**

Participatory Development Theory and Practice (Theron)

#### **3 July - 7 July**

8-1pm – Engagement at Boschendal

2-5pm – Theory and group work

Mon: Complexity (Swilling and Annecke)

Tue: Bio-ecological systems (Tudge)

Wed: South African Education (Spaull)

Thurs: Global Citizen (Andreotti)

Fri: Critical thinking + Journal 1

#### **10 July - 14 July**

8-12pm – Theory + student presentations

Mon: Social and environmental Justice (Sachs)

Tue: Poverty and inequality (Stiglitz)

Wed: Identity and diversity (Banks)

Thurs: Empowerment (Kabeer)

Tues: Digital Stories Viewing party and wrap up!

2-4pm – Group Work and experiential learning

## Course Assessment

### 1. Theoretical Essay 25%

Due: 21 July at 10pm

Using the 3 prescribed readings below, and finding a minimum of a further 5 to support your argument, respond 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: Two journals (7<sup>th</sup> July and 14<sup>th</sup> July), submitted 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?

1250 words per journal

### 3. Presentation 25%

Due: We will decide this during first class on 3rd July. Presentations run between 10 - 14 July.

You (as individuals or in groups *tbc*) will draw a topic from a pre-determined list. You are required to find a minimum of 2 academic readings and several complementary sources. We will discuss further requirements in class.

### 4. Group digital story 25%

Due: 17 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 narrativization of your learning journey. We will discuss further requirements in class.

### Reading List:

Banks, J.A., 2008. Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher*, 37 (3): 129–139

de Andreotti, V.O., 2014. Soft versus critical global citizenship education. In *Development education in policy and practice* (pp. 21-31). Palgrave Macmillan, London.

Kabeer, N., 2015. Tracking the gender politics of the Millennium Development Goals: struggles for interpretive power in the international development agenda. *Third World Quarterly*, 36(2), pp.377-395.

Ogden, A., 2008. The View from the Veranda: Understanding Today's Colonial Student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, pp.35-55.

Sachs, J.D. 2012. From Millennium Development Goals to Sustainable Development Goals. *The Lancet* Vol. 379. 2206-11.

Spaull, N., 2015. Schooling in South Africa: How low-quality education becomes a poverty trap. *South African Child Gauge*, 12, pp.34-41.

Stiglitz, J.E., 2012. *The price of inequality: How today's divided society endangers our future*. WW Norton & Company. Chapter 1

Swilling, M. and Annecke, E., 2010. *Just transitions*. University of Cape Town Press [Chapter 1]

Theron, F., 2008. The development change agent a micro-level approach to development. [Chapter 1]

Tudge, J.R., Mokrova, I., Hatfield, B.E. and Karnik, R.B., 2009. Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), pp.198-210.