



**O G L E T H O R P E**  
U N I V E R S I T Y

**Special Topics: Global Citizenship and Civic Engagement 290 (HIS 290)**

Academic Director: Ilya Gokhman  
Academic Assistants: TBD  
LEAD Program Director: TBD

Program Dates: June 4 – July 7  
Academic Days: June 5 – July 27

**Course Expectations**

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**Late assignments:** Late work will be accepted for a 5% grade reduction for each day it's late; work later than one week will **NOT** be accepted. If there is a special circumstance, please come talk to me *prior* to the due date to discuss differing arrangements.

**Academic honesty:** Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. All work submitted for credit (individual and group assignments) must be the student's original work. Violations of academic honesty include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Any instances of academic dishonesty will automatically result in a grade of zero on that assignment and may also result in a failing grade in the course and/or disciplinary actions recommended under the Honor Code.

**Accommodations:** If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me and Lead Abroad as soon as possible. Necessary academic accommodations will be made for you based on the recommendations and Lead Abroad policies. I strive to accommodate a wide variety of learning styles through my pedagogies. If there is something that I could do to accommodate your learning style that is outside the range of official university accommodations, please let me know.

**Formal Papers:** Typed assignments should be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins. Please submit these papers in word format (*not* PDF) so that we can provide feedback through track changes; submit papers and assignments to [capetownassignments@gmail.com](mailto:capetownassignments@gmail.com).

**Global Citizenship and Civic Engagement 290 (HIS 290)**  
Summer 2019 – South Africa

**Course Description:** This course combines community service with academic instruction, focusing on critical, reflective thinking. The course will provide a historical background into South Africa as well as a look into the socio-economic, political and cultural influences affecting the community we are serving. Students will participate in fieldwork focusing on empowerment,

education and the arts. The course will challenge students to evaluate their civic responsibility at home and internationally, provide a framework for how to be a servant leader and encourage students to be thoughtful of the many dimensions, positive and negative, that their service work can have on a community.

### ***Course Learning Objectives:***

As a result of this course, students will:

- Gain a holistic understanding of the cultural, socio-economic and political factors that have influenced the community we are serving and the country as a whole.
- Create a foundation for becoming a globally minded individual.
- Develop a clear understanding for civic engagement and a roadmap for personal and community application.
- Investigate the approaches that various organizations and governments have taken in order to empower communities.
- Enhance your ability to think critically.

### ***Course Expectations***

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***Required Readings:*** *the following readings are found in the blue book & subject to change*  
*Before Departure*

Ash & Clayton, *Standards of Critical Thinking*

#### *While Abroad*

*The 7 NOLS leadership skills*

Amy Biehl Articles

Ash & Clayton, *Generating, deepening and documenting learning*

*Benefits of a water crisis*

Brown, *Is that white privilege I'm smelling?*

Davis, *What we don't talk about when we talk about service*

DiGregorio, *African townships: Do's and don'ts*

The Economist, *Race still an issue*

The Economist, *South Africa's inequality*

Expedition behavior: *The finer points*

Feketha, *Greedy black elites cannot be trusted*

Furco, *Service-learning: A balanced approach to experiential education*

George, *Epilogue: If not me, then who? If not now, then when?*

Gergen & Vanourek, *Core identity*

Goguen-Hughes, *The value of adventure*

Hoyt, *How the African diamond trade works*

Janssen, *Day Zero: What Cape Town's water crisis says about inequality*

Jobs, *Stay hungry, stay foolish*

Johnson, *Privilege, oppression, & difference*

Katz, *The fin edge of the wedge?*

Keim, *We should help them*

King, *Drum major's instinct*

Komives, Wagner, & Associates, *Leadership for a better world: Understanding the SCM of Leadership*

Molewa, *South Africa: 'Saving endangered species is the responsibility of everyone'*  
Shankman & Allen, *Emotionally intelligent leadership, Consciousness of context*  
Slimbach, *Becoming world wise, The journey home*  
Travelhack, *5 ways to bring adventure into the everyday*

## **Assignments**

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<b>Assignment</b>	<b>Points</b>
Class Participation	30%
Course Workbook Reflections	40%
Final Paper	30%
<b>TOTAL</b>	<b>100%</b>

### **Class participation/attendance (30%)**

Engagement through participation will be the most important aspect of your learning experience in this course. Class participation includes in-class exercises, preparedness for class, participation in class activities and discussions, overall demonstrated engagement, and showing respect for your peers, the instructors, and the classroom environment. Students are expected to complete readings prior to class meetings and arrive at class prepared to engage in reflection and discussion. Talking does not always equate participation. In order to receive full participation points, students should:

- come to class prepared having completed the readings and assignments
- actively engaged in class, tours, and during our fieldwork
- be on time; tardiness is unacceptable and will be factored into your course grade

### **Course Workbook Reflections (40%) – Due weekly**

Throughout your workbook, space is provided for journaling and creative reflections. The prompts provided are based upon class discussions, readings, fieldwork, tours and experiences on the ground. The journals are not intended to be a stream of consciousness, but are designed to challenge you to think critically about each day. You will be graded on your critical thinking which includes: clarity, accuracy, precision, relevance, depth, breath, logic, significance, and fairness – see reading on critical thinking for further explanation.

**\*\*Additional instructions will be provided for all journals in the program workbook\*\***

### **Final Project (30%) – Due 7/8 by 7pm (ET)**

The purpose of this assignment is for you to consider ways the materials we discussed in class and your civic and global responsibility. For this assignment, you can choose one of two options

#### **Option 1 – Paper**

The purpose of this paper (1800-2000/6-8 pages) is to describe what you've learned (through class, discussions, fieldwork) about others and make connections to your responsibilities. In this paper, please include the following:

- begin with six words – six words that share and reflect a story of what you’ve learned about yourself and/or others through this course
- create a personal definition for global citizenship grounded in the curriculum (1 page)
- identify course material relevant to your understanding of civic responsibility leveraging class discussions, guest speakers, and the fieldwork (2-3 pages)
- reflect critically on your values and belief systems and your encounters with others (other people and cultures) have impacted these values and beliefs – have they changed, if so how? (2-3 pages)
- explain how you intend to continue becoming a global citizen after this experience in your local community – give specific examples (1-2 pages)

### Option 2 - Presentation

PechaKucha is a style of presentation that presents ideas in an engaging, yet succinct manner. Presenters show 20 slides for 20 seconds each, resulting in a 6 minute and 40 second presentation. The slides usually display visual media that supplement the narration shared by the presenter and advance automatically. Some guidelines as you prepare your presentation:

- While it is not standard custom in PechaKucha presentations, please make a brief title slide with your name and title of your presentation (this is in addition to the 20 slides for the presentation).
- In keeping with PechaKucha, please use 20 slides that change every 20 seconds automatically. This means that your presentation will require practice to ensure that you have perfect timing! The slides should be mostly visual with **very little** text or none at all.
- Use images that complement, support, or even distract us from what you are saying or contradicts your points (that last one is used often for humor)
- For our aesthetic enjoyment, make sure each slide image should be 1024 x 768 pixel jpegs.
- Also, minimize (or not use at all) fancy dissolves from slide to slide; they are distracting.
- A reference page (also not included in the 20 slides for the presentation)

For instructions on how to create and record this on your pc or mac, see the link below.

<https://societyforhumanecology.files.wordpress.com/2011/11/how-to-make-a-pk-guide1.pdf>

During your presentation, please make sure to include the following:

- begin with six words – six words that share and reflect a story of what you’ve learned about yourself and/or others through this course (for examples, see [www.sixwordstories.net](http://www.sixwordstories.net)). This is a chance for you to be creative with these words.
- a personal definition for global citizenship grounded in the curriculum
- course material relevant to your understanding of civic responsibility leveraging class discussions, guest speakers, and the fieldwork
- critical reflection on your values and belief systems and your encounters with others (other people and cultures) have impacted these values and beliefs – have they changed, if so how?
- explain how you intend to continue becoming a global citizen after this experience in your local community – give specific examples

Please submit the PechaKucha presentation as a YouTube link to

[capetownassignments@gmail.com](mailto:capetownassignments@gmail.com).. You may set the YouTube clip to **unlisted** – so that only those with the direct link can view the video.

All components should reference how the experience in South Africa and the coursework have influenced your view on civic engagement. ***The project is due one week after the program ends.***