

Race, Class, Gender and Local Communities

Organized by Melikaya Ntshingwa at UWC

Course Description

In the 21st century, we are challenged as never before to address the root causes – political, social, developmental, environmental, and economic – of upheavals of massive proportions and of poverty of increasing depth that pervades our world. Social analysis, coupled with substantive field experience, will enable you to make a careful, contextual study of economic, social, political, and cultural factors critical to understanding the sources of poverty and conflict in general and in particular nations or among particular groups. In your social analysis, you will ask why conflict and poverty exist, and consider steps necessary to bring about systemic change of conditions that foster conflict and poverty.

This course focuses on the theory and practice in the development of community-based, participatory, grassroots organizations; you will engage in both the academic and practical aspects of social analysis and community development through class readings and discussions. The primary source of learning will be through sustained involvement with a community organization. You will test your theoretical understanding with praxis experience in the field. The substantive field experience is NOT a volunteerism project. Rather it is a highly focused learning engagement with local grassroots organizations wherein your own developing models of grassroots leadership can be tested and refined.

Our classroom discussions will evolve out of the readings, presentations by guest lecturers, AND the ongoing field experience. Dialogue will be a key pedagogical tool utilized to help you integrate the impact of the many levels of this transformative, international, cross-cultural learning opportunity.

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1. Explore theoretical changes regarding community development within the broader framework of development thinking and stimulate critical thought and academic debate on the topic of community development.
2. Learn social analysis as a relevant methodology for deep analysis of significant social issues and problems.
3. Explore your own presuppositions and ideologies as determinants and lenses through which you derive your own analyses of social issues and problems.
4. Develop deeper self-knowledge regarding the boundaries of your own understandings, with a special focus on being able to recognize your own prejudices, biases and projections.
5. Assess the impact of social and cultural factors on stakeholders' ability to participate in assessments and outcomes of particular structural solutions/interventions
6. Assess the impact of social and cultural factors on stakeholders' ability to benefit from assessments and outcomes of particular structural solutions/interventions
7. Assess methodically the impact of a particular structural solution/intervention on particular groups, especially vulnerable groups, such as children and women.
8. Engage in deep analysis regarding the root causes of particular social issues and problems trace particular, specific problem situations up and down, through, from and to the larger global context and structures from which the problems derive.
9. Explore the necessity of an engaged, involved citizenry as key to the continued development of a democratic society.
10. Extend current leadership theory to the context of sustainable and community-based participatory development in the Western Cape in particular, and consider its applicability to Milwaukee, North America, and other regions of the world.

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Course Requirements

Readings: You will have weekly reading assignments either from your texts or readings proposed by the guest lecturers. It is required that you read the assigned materials before each class meeting.

- Journals:** You will be expected to make journal entries once a week in relation to your readings and your service experiences. These questions will offer you a focus as you integrate your work with the course's theoretical underpinnings. During the last part of the semester, you will be asked to look back to synthesize some of your experiences both as an individual and as a participant in an organization. Your journals will be collected weekly and graded throughout the semester. You will be expected to write and submit **five journal** entries based on guest speakers and your service site assignment. **10%**
- Assignments/examination/Mini Essays:** Each student will submit three mini essays. The first essay should focus on environmentalism. The other two can be topic of choice (e.g. education, health, housing, music, language, religion, politics, militarism, etc.) These mini essays are to be a minimum of **five pages** each. Each essay should add to your experiences at home and more specifically in SA. Do own research per theme while ensuring your own perceptions of the issue are evident. This is a comprehensive focus per theme with each essay 10% of your mark. The total for three mini essays is **30%**
- Autobiographical Assignments:** Your autobiography will illustrate that you have looked back on your life through a lens informed by critical analysis, and how you have engaged with a range of ideas around race, class and gender. You are required to write a minimum of a 5- page essay which is an opportunity for you to carefully consider ONE aspect of your life focusing either on Race, Class or Gender. Consider how South African experience has played a role in your life in this aspect of your life. **10%.**
Autobiographical Presentation: In conjunction with the Autobiographical essay will be a PowerPoint presentation. You will have 5-minutes to present your experience on either Race/Class or gender. This presentation must be from the essay. You may add artifacts to your autobiography, such as photographs or other memorabilia that you consider to be of importance in your analysis of your life story around this aspect, a portrait, etc. **10%.**
- Reflection Sessions/Presentations:** In pairs or groups of three you will prepare a group reflection session around a chosen theme on social justice issue. This theme can be from guest speakers, aspects of service learning, etc. (environmental justice, Race, Class, Gender). As a pair you will prepare the reflection piece, and have it distributed to the larger group at least a week in advance. The format of the reflection session should vary based on the theme. Each group to submit a one pager discussion essay summarizing their reflections topic. This essay is due one week after your reflection essay. The essay should cover what the topic was about, the format of the session, and an evaluation of how the session went. Preparedness is critical for these reflections **10%.**
- Personal Journey:** Who you are is the result of the many lived experiences you have encountered in your life. The purpose of this autobiographical exercise is to tell your life story, while encouraging you to investigate your politics of location. Which agents of socialization have influenced you, and how? How has being Male, Female, Middle Class, Economically Disadvantaged, Aboriginal, White, Black, a —Visible Minority, Able-bodied, Lesbian, Bisexual, Heterosexual, Gay, Transgendered, Anglophone, Francophone, etc., affected your life? How have your life experiences influenced the way you think about these issues? This assignment requires you to review your personal journey focusing and covering issues of Race and Racism, Class and Classism and Gender and Sexism. Your paper should begin from your first awareness of these issues (growing up, family, community level) and how you have been able to deal(not) with these. How has the South African experience played a role in this personal journey and what has been its impact thus far. Your paper should be comprehensive ensuring that you have been able to cover the three “isms” sufficiently. This paper is expected to be a 7- 10-page personal journey paper. As a guide, the introduction and conclusion should count to one page. The rest of the paper should deliberately focus on the journey. Each “ism” should be covered on the remaining pages.

Organization Suggestion:

- 1-page introducing your topic
- Approximately 2 pages to focus on each “ism” where you delve into real issues as you became aware and involved.
- Approximately 2 pages should focus on the role South African experience has played or its impact on

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- you on this personal journey
4. Maximum 1-page conclusion.

You may find it helpful to think chronologically, beginning with your family context and then moving to preschool experiences, to schooling at the elementary, junior and senior levels, or, you may decide to organize the autobiography thematically by looking at the influence of race, gender, sexuality, social class, dis/ability, self-image (body image), social pressures, being —othered, etc., throughout your life. Or, you may wish to frame your story around specific events or turning points that have shaped your experiences and assumptions about the world (values, norms, beliefs – when have these been challenged/changed or confirmed)? What life experiences have helped to create you; how have you been treated based upon who you are? (gender, age, economics etc.), What have been defining moments in your life? Who/what has influenced your values, beliefs, self-concept etc.? Consider when/how you began to understand race, class, difference, sexuality, inequality, power, conformity, roles, etc. Who do you want to be? **25%**.

Service Learning: You are expected to be at your SL site for 7-8 hrs. twice a week (i.e. 14-16 hours total). Your own endeavors to understand the organisation; to self-motivate and find areas where you might contribute sustainable programs are fundamental to your experience. Place the emphasis on **learning**, not on service. Practice what you have read and what is discussed in class. **Evaluations of SL:** In conjunction with your site supervisor, you will complete an evaluation of your work in the field. This assists other students who will come after you.

Grading

Autobiographical Presentation	10%
Autobiographical Essay	10%
Personal Journey Paper	25%
Journals Entries	10%
Assignments/Mini Essays	30%
Reflection Sessions/Presentations	10%
Course Participation	5%

Note: For every day late per assignment 1% off per late assignment

Class Schedule

- Friday, 07 February** Contextual Overview - Welcome and Introduction - Course overview and discussion of the nature and scope of Service Learning. Course overview and discussion of the nature and scope of Service Learning. Teaching methodology and expectations. A contextual overview of apartheid history.
- Friday, 14 February** Localizing Race and Racism Globally. Overview and realities of the Automaticity of White Supremacy
- Thursday, 20 February** Journal Entry Due (White Supremacy/Slave Lodge)
- Friday, 21 February** Alternative to Violence Workshop. This AVP Basic workshop introduces and explores nonviolent alternatives to conflict by building participants' skills in affirmation, communication, trust-building, cooperation and community building by Embrace Dignity **08:45 – 4:30 pm.**
- Saturday, 22 February** Alternative to Violence Workshop. This AVP Basic workshop introduces and explores nonviolent alternatives to conflict by building participants' skills in affirmation, communication, trust-building, cooperation and community building – Embrace Dignity. **08:45 – 4:30 pm.**
- Friday, 28 February** Understanding the impact of colonization, apartheid history and its societal impact. The Psychology of Social Oppression. Environmentalism Mini-Essay Due

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- Friday, 06 March** The Role of Local Government in Community Development -Journal Entry Due.
- Friday, 13 March** Understanding of Gender Dynamics and Community Level Impact. Focusing on structural societal issues such as gender dynamics, parenting, etc. which lead to children abandonment and neglect. **Mini Essay of Your Choice 1 due.**
- Thursday, 19 March** **Mini Essay of Your Choice 2 Due** Journal Entry Due.
- Friday, 20 March** **Midsemester Break**
- Friday 27 March** **Midsemester Break**
- Friday 03 April** The Political Economy of Race and Class in South Africa -Journal 3 Due
A docu-series that follows 20 7-year old's all throughout South Africa during Apartheid/Post-Apartheid. They follow up with them every 7 years (7, 14, 21, 28), the most recent one everyone is 28. <https://www.aljazeera.com/programmes/south-africa-up-series/>.
Watch - **7Up South Africa** and **28Up South Africa: Part One** – Write a one-page summary of your understanding and reflection of these two documentaries. (You are welcome to watch the rest of the series but it is not required). The summary reflection for this is due.
- Friday, 10 April** The understanding of class society; its impact, our own understanding and living in class society. Focus on socio-economic issues as it affects the most disadvantaged.
Housing in South Africa –My Mother Built This House - South Africa (run time 25.34) available on YouTube <https://www.youtube.com/watch?v=zpTO5q93Edg>. -Use this as a journal entry – see below on journals.
- Friday, 17 April** Field visit to the Woodstock Hospital and Helen Bowden Nurses Home occupations by *Reclaim the City* – <https://www.youtube.com/watch?v=Ud77Me1qkpA>;
<https://www.youtube.com/watch?v=IASaFp4wBt8>;
<https://www.youtube.com/watch?v=MdA0Dh7FVI8&t=193s>
Write a one-page summary of your understanding and reflection of these three documentaries. The summary reflection for this is due.
- Friday, 24 April** Rural Land reform and the urban land question in Post-Apartheid South Africa
Land expropriation through the eyes of South African farmers | Talk to Al Jazeera In The Field (run time 24:15 YouTube) -<https://www.youtube.com/watch?v=RBjWY3HE28c>
South Africa's land reform problem: How can it be fixed? (run time 26:43 YouTube) https://www.youtube.com/watch?v=FRea6Q_hjBY. Write a one-page summary of your understanding and reflection of these two documentaries. The summary reflection for this is due.
- Friday 01 May** Social Movement Struggles in Post-Apartheid South Africa: From Quiescence to Insurgence? South Africa: Twenty Years After Apartheid - Panel I - Contemporary Social Movements (run time 1:52:41, YouTube). <https://www.youtube.com/watch?v=GqWz0iA9spl> (Start at 14:53.) – Summary Due.
- Friday, 08 May** Participatory action lecture, Community visioning, action planning and project development. Summary Due.
<file:///C:/Users/ntshingwa/Desktop/Community%20Development/Sebastian%20Mathews.pdf>
- Friday 15 May** Participatory action lecture, The nature of social analysis, community-Assessment and Participatory Action Research.

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<https://www.youtube.com/watch?v=iFVmGgc4BFs>

<https://www.youtube.com/watch?v=N7Mpdo-wke4> (for fun of it as well!!)

Thursday, 05 March	Autobiographical Outline Due
Thursday, 12 March	Personal Journey Outline Due
Thursday 26 March	Autobiographical Proposal Due
Thursday, 02 April	Personal Journey Draft Due
Thursday, 09 April	Personal Journey Draft Peer Reviews Due
Thursday, 22 May	Personal Journey Paper Due
Friday, 29 May	Final Project – Autobiographical Presentations. Focus on race/class/gender. My own realization of race/class/and or gender in society (dependent on final exams)
Monday 01 June	Final Project – Autobiographical Presentations. Focus on race/class/gender. My own realization of race/class/and or gender in society (dependent on final exams) Group 2

Journal Entries

1. <https://www.youtube.com/watch?v=PkL1GwMoPwE>
 2. Housing in South Africa –My Mother Built This House
 3. Reflection on the COVID-19
 4. Mykki Blanco Celebrates Johannesburg's Born-Free Queer Artists and Activists (run time 40:10)
 - a. <https://www.youtube.com/watch?v=ImUh9UcbFOM&list=PLOXwHyzevi7jhtRNpuXnqSZv6lU54uB-K&index=2&t=0s>
 5. DISCUSSION: The role of women in SA politics (run time 20:44)
 - a. <https://www.youtube.com/watch?v=nBbxJEyiQMM>
 6. Street Discussion: South Africa's struggle against xenophobia (run time 26:06)
 - a. <https://www.youtube.com/watch?v=3W1Y9wUsTMw>
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1. Ms. Alicia Rhoda

Focusing on structural societal issues such as gender dynamics, parenting, etc. which lead to children abandonment and neglect. She is the former Director of Christen Revel Children's Home.

2. Mr. Frank van de Velde

Mr. Frank van de Velde the former Mayor of Cape Town. He was a Mayor during a transition time of the release of Mandela. He shares his experiences as a Mayor and how local government plays a role in the lives of the locals. He also talks about what took place when Mandela was released. The essence of his visit is around the role of local government and service delivery.

3. Ms. Carol Bower

Extensive skills in the area of policy analysis and development and have particularly applied these skills in relation to abuse and neglect prevention, criminal justice (including children in trouble with the law), children's rights and gender issues. Specializes in children's rights, law and policy development, child abuse and neglect prevention.

Contact information

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