

**Summer**  
**NEW YORK UNIVERSITY**

**E95.2300/E98.2072**

**South Africa: Educational and Social Reform**

Course Syllabus

**Faculty: Professor Teboho Moja**

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**072 292 0009**

***Purpose of Program***

This study abroad program focuses on social and educational reform in post-apartheid South Africa. Through this program, students will examine social and educational reforms that have been implemented following major changes in S. Africa. In this program, 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; and visit a diverse range of schools.

***Course requirements:***

Student grades will be assessed through the following course requirements:

E98.2072

1) Class Contribution 20%, 2) Journal 80%,

E98.2300

1) Research design 20%, 2) Presentation 20%, 3) Final Research Paper/Project 60%

**Class Contribution:**

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 graduate 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:**

You will need a journal that you can write in each day. This journal can be loose-leaf paper or a bound journal. The choice is yours. It is can also be hand written or typed, so there is no

requirement for a computer to complete your class assignments while in S. Africa. You will hand in your journal on set dates (see syllabus). 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.

**Final Research Paper/Project and Presentation:**

You will conduct a study and write a final research paper on your area of specialization grounded on issues relevant to S. Africa. The purpose of this paper is to deepen your understanding of critical educational and social issues in S. Africa. The class will collectively design a research study that all students and faculty can participate in but each student will write his/her individual paper. IMPORTANT: Please bring a small tape recorder for interviewing in the field.

Prior to beginning your study, all students are expected to prepare a prospectus (hand written and orally presented) that is approved by Professor Moja. The prospectus should: (1) describe what you want to study and why; (2) provide a purpose for your study and articulate one or two primary research questions; (3) describe the type of site where you wish to conduct your study and how you plan to gain access to that site (we will help you with this); (4) describe the types of data you will seek and the kinds of data collection strategies you will employ (e.g., *observational data* --what will you look at? what will be the focus of your observation; *oral data*--on the occasions when you listen but don't interview, what will you listen for? *Interview data*--When you interview, who will you interview, about what? What specific questions will you ask? *documentary data* --published sources about the site/institution of interest; mass media sources; public documents at the site.

This assignment is not intended to be a comprehensive proposal for a large scale study (like a dissertation!) but rather a modest statement in which you briefly describe a topic that you can begin to study in the field and then complete when you return to the States by examining relevant literature gathered in S. Africa as well as through library resources. The final research paper should be approximately 15-20 pages long (typed, APA format). Each student will also do a final presentation on their research topic. These presentations are scheduled for **presentations in South Africa**. Therefore, all data gathering must be completed by that time, and a preliminary assessment of what you have learned will be completed and orally presented to the group.

By no later than **end of August** students will send in their final papers electronically to the professors. 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

fail grade will be given.

**Required Readings:**

■ Leonard Thompson (2000): A history of South Africa. 3<sup>rd</sup> edition. ( Available on Amazon)

■ Daedelus, Journal of the American Academy of Arts and Sciences, *Why South Africa Matters*, Winter 2001 (book is available through MIT Press 617-2532889)

**Read the two novels below.**

■ **Coetzee, J.M: *Disgrace***

■ **Mathabane, *Kaffir Boy***

**Recommended: (please select and read at least one novel/book by a S. African writer:**

■ Fiske, Edward B and Ladd, Helen F : Elusive Equity – Education Reform in Post Apartheid South Africa

■ And additional readings/handouts relevant to class discussion and presentations.

■ **Nelson Mandela, *Long Walk to Freedom***

■ **Woods, Donald, *Biko***

**Also see films about South Africa, there are many famous films such as “Cry, the Beloved Country, as well as new films that have come out recently. A list of films is also attached to this syllabus.**

A travel guide of your choice (recommended: *Lonely Planet, Insight Guides, or Time Out*). Also, be thinking about where you want to spend your free weekend and talk with others who may want to join you. Avoid waiting until the last minute to decide what you want to do so that your options will not be limited.

**Course Outline:**

**Session Times** (unless alternative times are specifically stated in the syllabus. You can expect changes to this outline. Flexibility is important as we cannot control our visitors’ schedules or anticipate the many good opportunities that often arise).

**Mornings: 10:00a.m. - 1:00p.m. (2hrs class time and 1 hr for consultations,  
Afternoons: 2:00p.m. - 5:00p.m. or Evenings: 7:00 – 9:00 p.m**

<b>Date:</b>	<b>Topic and Facilitators/Speakers</b>	<b>Related Readings</b>
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**Week 1:**

Monday

*Arrival in Cape Town –  
check in and dinner*

Reminder: We encourage you to do as much of your reading as possible prior to going to S. Africa.

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.

*Consider Recommended books:*

Zoe Wicomb: *You Can't Get Lost in Cape Town*

Mark Mathabathe: *Kaffir Boy*

Tuesday **Welcome and Orientation**

***Afternoon***

Studying in South Africa: Identity issues in the SA context.

Daedalus – pp 277 – 296 **Leslie Wits et al** Repackaging the Past for South African Tourism.

Daedalus 19- 44 **Mads Vestergaard:** Who's got the Map? The Negotiation of Afrikaner Identities in Post-apartheid South Africa

Wednesday ***Morning***  
Overview of SA History

Leonard Thompson (2000): A history of South Africa. 3<sup>rd</sup> edition. Chapters 6-9.

***Afternoon***

Driving around the City to historical points

Thursday Museum visits – Robben Island and District Six

Friday ***Travel to Johannesburg***

Saturday ***Morning***  
Soweto – apartheid museum and Mandela house (possible theatre or homestays overnight)

Sunday ***SOWETO (9:00)***  
*Free Day/Soweto*

Selected book from recommended list  
Mathabathe – Kaffir Boy

**Week 2:**  
Monday

**Morning**

Education for Social Transformation.

Carnoy, M. (1976). The role of education in a strategy for social change. In M. Carnoy & H. M. Levin (Ed.), *The limits of educational reform* (pp. 269-290). New York: Longman Inc.

Walters, S., & Kruss, G. (1988). People's education in South Africa. *Convergence*, 21(1), 17-27

Harber, C. (2002). Education in transition? Change and continuity in South African education. In R. Griffin (Ed.), *Education in transition: International perspectives on the politics and processes of change* (pp. 111-127). Oxford: Symposium Books

**Afternoon**

Transformation challenges in the SA context

Jansen, J.D. (2001). Explaining non-change in education reform after apartheid: political symbolism and the problem of policy implementation. In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

Manganyi, N. C. (2001). Public policy and the transformation of education in South Africa. In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

**Evening**

**Free time**

Tuesday

Doing research in South Africa (discussion of possible topics. Come to class prepared to explore your topics)

Wednesday

**Morning**

**Youth in Social**

## **Transformation**

### *Afternoon*

**Research and data  
collection**

### *Evening: Indaba*

**Daedalus 151 – 184 Virginia van der Vliet  
AIDS: Losing “The New Struggle”**

Thursday

***Morning Nellmapius  
Social transformation  
issues***

Daedalus pp 45 – 70 Nicoli Nattrass and  
Jeremy Seekings : « Two Nations ? » Race and  
Economic Inequality in South Africa Today

### *Afternoon*

Friday to  
Sunday

***Weekend Trip - Safari***

**Week 3  
Monday**

***SCHOOLS REOPEN  
Visit to Schooll(6:45 am  
departure)***

### ***Afternoon***

*Visit to a township  
orphanage*

Tuesday

***Morning  
School***

***Afternoon  
Schools and social  
transformation***

Hlatshwayo, S. A. (2000). Schools and the  
political struggle: 1960-1988. In *Education  
and independence: Education in South Africa,  
1658-1988* (pp. 69-101). Westport, CT:  
Greenwood.

Wednesday ***Morning***  
**University Visit**

***Afternoon***  
*Research and data  
collection*

***Evening:Indaba***  
*Video and discussion*

Thursday ***Morning***  
***Research***

Friday ***Morning***  
Research and data  
collection

***Evening***  
Indaba session

Saturday to ***Free Weekend***  
Sunday

**Week 4:**  
Monday

***Morning***

***Readings to be assigned***

***Education Funding –  
Can that be a tool for  
Social Transformation?***

***Afternoon***  
***Research and data  
collection***

***Evening***

Indaba

Tuesday **Morning**  
Research and data  
collection

**Evening**  
Indaba session

Wednesday

**Morning**  
***Social Development in  
SA Communities***

Fiske and Ladd: Chapters 3 -5  
Education and apartheid  
Educational Aspirations and Political Realities  
Governance and Access to Schools

**Afternoon**  
**Research and data  
collection)**

**Evening: Indaba**

Thursday **Morning**  
Education for Social  
Transformation.

Carnoy, M. (1976). The role of education in a  
strategy for social change. In M. Carnoy  
& H. M. Levin (Ed.), *The limits of  
educational reform* (pp. 269-290). New  
York: Longman Inc.

Walters, S., & Kruss, G. (1988). People's  
education in South Africa. *Convergence*,  
21(1), 17-27

Harber, C. (2002). Education in transition?  
Change and continuity in South African  
education. In R. Griffin (Ed.), *Education in  
transition: International perspectives on the  
politics and processes of change* (pp. 111-127).  
Oxford: Symposium Books

**Afternoon**  
Transformation

Jansen, J.D. (2001). Explaining non-change in  
education reform after apartheid: political

challenges in the SA context

symbolism and the problem of policy implementation. In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

Manganyi, N. C. (2001). Public policy and the transformation of education in South Africa. In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

Friday **Evening**  
**Free time**  
**Morning**  
**Research**

Saturday **Research presentations** Selected book from recommended list  
Mathabathe – Kaffir Boy

Sunday **Departures** **Sunday Options:**  
1. Fleamarket at Hatfield Mall  
2. Religious services in the city  
3. Journal entry time

### **Readings in Package**

Carnoy, M. (1976). The role of education in a strategy for social change. In M. Carnoy & H.

M. Levin (Ed.), *The limits of educational reform* (pp. 269-290). New York: Longman Inc.

- Crouch, L. (2004). South Africa: Overcoming past injustice. In I. C. Rotberg (Ed.), *Balancing change and tradition in global education reform* (pp. 53-81). Lanham, MD: Rowman & Littlefield Education.
- Education. In D. Burger (Ed.) *South Africa Yearbook 2007/08, Fifteenth edition* (pp. 171-192). Pretoria, South Africa: Government Communication and Information System.
- Harber, C. (2002). Education in transition? Change and continuity in South African education. In R. Griffin (Ed.), *Education in transition: International perspectives on the politics and processes of change* (pp. 111-127). Oxford: Symposium Books.
- Hickson J., & Kriegler, S. (1996). Education for reconciliation. In *Multicultural counseling in a divided and traumatized society* (pp. 129-139). Westport, CT: Greenwood.
- Hickson J., & Kriegler, S. (1996). From Bantu education to people's education. In *Multicultural counseling in a divided and traumatized society* (pp. 117-127). Westport, CT: Greenwood.
- Hlatshwayo, S. A. (2000). Schools and the political struggle: 1960-1988. In *Education and independence: Education in South Africa, 1658-1988* (pp. 69-101). Westport, CT: Greenwood.
- Jansen, J.D. (2001). Explaining non-change in education reform after apartheid: political symbolism and the problem of policy implementation. In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

Manganyi, N. C. (2001). Public policy and the transformation of education in South Africa.

In J. D. Jansen & Y. Sayed (Ed.), *Implementing education policies: the South African experience* (pp. 25-37). Lansdowne, South Africa: University of Cape Town.

Walters, S., & Kruss, G. (1988). People's education in South Africa. *Convergence*, 21(1), 17-27.

### **South African Film**

Have popcorn and movie night and watch a few of these films prior to leaving for S. Africa. Descriptions of these films are available on line. Simply google the movie.

- *Son of Man* (2006)
- *In My Country* (2005)
- *U-Carmen e-Khayelitsha* (2005)
- *Red Dust* (2005)
- *The Flyer* (2005)
- *Tsotsi* (2005)
- *Drum* (2004)
- *Forgiveness* (2004)
- *The Story of an African Farm* (2004)
- *Yesterday* (2004)
- *Stander* (2004)
- *Cape of Good Hope (film)* (2004)
- *Wooden Camera* (2003)
- *Amandla!: A Revolution in Four-Part Harmony* (2003)
- *Promised Land* (2002)
- *Mr Bones* (2001)
- *Inside Out* (2000)
- *A Reasonable Man* (1999)
- *Paljas* (1998)
- *Jump the Gun* (1997)
- *Cry, the Beloved Country* (1995)
- *Master Harold and the Boys* (1993)
- *Sarafina* (1992)
- *Road to Mecca* (1992)
- *A Dry White Season* (1989)
- *Fiela se Kind* (1988)
- *The Gods Must Be Crazy II* (1988)

- *The Gods Must Be Crazy* (1980)
- *Mapantsula* (1988)
- *Saturday Night at the Palace* (1987)
- *Siener in die Suburbs* (1983)
- *Animals are Beautiful People* (1974)
- *Zulu* (1964)

## Films on Prejudice Reduction

Check your university library for these films to increase your awareness of/sensitivity to racial issues in America.

*A Question of Color: Color Consciousness in Black America* (1992), 58 minutes, produced and Directed by Kathe Sandler (California Newsreel, 149 Ninth Street/420 San Francisco, CA 94103)

This is the first documentary to confront “color consciousness” in the black community. It explores the devastating effect of a caste system based on how closely skin color, hair texture and facial features conform to a European ideal. It provides a unique window for examining cross-cultural issues of identity and self-image for anyone who has experienced prejudice.

—From the back cover

*Facing the Façade* (1994), 55 minutes, written by Jerald B. Harkness and narrated by Avery Brooks (Instructional Support Services, Indiana University, 601 E. Kirkwood, Bloomington, Indiana 47405-2103; 1-800-52-8620)

This film examines some of the many experiences and attitudes of African American students at a predominantly white university. Starting with a dramatization of one student’s experience, the film then presents the views of eight men and women who are students at Indiana University on such topics as racial separation, integration, equity, sexism, cultural conflicts, and acts of prejudice within the African American community as well as by white students and faculty.

—From catalog description

*Fear and Learning at Hoover Elementary* (1997), 52 minutes, directed by Laura Angelica Simón and produced by Tracey Trench (Distributed by Fear And Learning, 302 N. LaBrea Avenue, P.O. Box 113, Los Angeles, CA 90036, Tel: (310) 369-4772 Fax: (310) 286-2446).

The film measures the impact of California's Proposition 187, which denies

public education and health care to illegal aliens. An immigrant success story herself thanks to access to the American school system, *Fear* interweaves the testimony of two teachers—one Mexican-American (director Simón), the other an Anglo; The film includes interviews with kids and adults who live in Pico Union, Los Angeles' "Ellis Island"; and the story of Mayra, a self-possessed, ambitious nine-year-old from El Salvador to personalize the ways Prop 187 has divided school and community. This documentary confirms that it is kids who suffer most as adults fight through these complex, polarizing issues. *Fear and Learning at Hoover Elementary* won the Freedom of Expression award at the 1997 Sundance Festival.

—From press release about the film

*School Colors* (1994), 143 minutes (Frontline, PBS Video; produced by the Center for Investigative Reporting, Inc. and Telesis Productions, International)

This two-and-a-half hour, in-depth documentary looks at a turbulent year at Berkeley High School in California, focusing on teachers, students and parents struggling with the question of whether diversity will enrich American society or tear it apart.

—From the back cover

*Starting Small: Teaching Children Tolerance*, 1997, 58 minutes, produced by Margie McGovern (A Project of the Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36104).

This film is about five early childhood programs in which teachers and children are building classroom communities that promise a brighter future for all of us. Through documentary footage, teacher interviews and commentary from child development experts, viewers will learn why more and more early childhood educators have come to recognize that teaching tolerance outright in the curriculum is as fundamental and far-reaching as teaching children how to read.

—From the back cover

*The Color of Fear* (1994), 90 minutes, produced by Lee Mun Wah (Stir-Fry Productions, 1222 Preservation Park Way, Oakland, CA 94612; phone:1-800-370-STIR)

This is a film about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges an emotional and insightful portrayal into the type of dialogue most of us fear, but hope will happen sometime in our lifetime. The film is a powerful and confrontative exploration of the issue of racism. It is suggested that a facilitator skilled in dealing with cultural diversity issues and conflict facilitation show the program.

—From the back cover

*True Colors* (1991), 19 minutes, hosted by Diane Sawyer (Primetime Live Series, MTI; CORT)

In the 1960s, Black Americans were promised that this country would no longer judge an individual solely on the basis of skin color. This program follows two college-educated men in their mid-thirties, one black, one white, as they involve themselves in a variety of everyday situations to test levels of prejudice based on skin color. Two experts discuss the social and economic consequences of race in America. They also examine why three decades after proclaiming equality for all Americans, the reality escapes us.

—From the back cover