IC/CU 221 DIALOGUES ON DIVERSITY  
IES Abroad Cape Town

DESCRIPTION:
The goal of this seminar is to enhance the appreciation for diversity and to increase quality interactions among students from diverse groups at the IES Abroad Cape Town Center. The seminar is preparatory in nature, conceptualized as a fundamental component of both the personal and interpersonal development of students abroad. The seminar will apply the findings of scholarly research and be grounded in dialogue-based teaching methods and practices. Concepts of diversity and identity found in South African and U.S. cultures will be examined and compared while placing students’ experiences and observations as a central lens for exploration. Students will be expected to participate in discussion of readings and dialogues centered around increased awareness of social identity and its influence on individuals, systems, structures, and communities.

CREDITS: 1 credit

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
The seminar consists of 8 sessions in total; 1.5 hours of lecture/discussion every two weeks.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Active participation and class preparation - 10%
- Individual Student Presentation - 5%
- Reflective Journal - 30%
- Cultural Bubble Project - 25%
- Learning Summary - 30%

Active Participation and Class Preparation:
Because this seminar is based in dialogue, student participation is critical to individual and group learning. In dialogue, we are all teachers and learners, and therefore have a responsibility to both share our experiences, values, and beliefs, and to listen to others. As such, student participation in class is highly valued and essential to success in the course. Our class will be a collaboration in which our efforts will depend on the exploration of a number of perspectives and viewpoints.
Class participation therefore includes a variety of ways to contribute to the course development, including meaningful contribution to class discussions, small group work, oral and written reflections, and the like. Moreover, students should always come to class prepared through close readings of the required texts beforehand.

Regarding class dialogue, each person in this course has unique prior experiences and a distinctive viewpoint to share. Moreover, the observations and interactions you will have during your experience abroad will be unique as well and framed by prior experience. This offers a great opportunity for us to learn from each other. Though disagreement and even conflict may occur, we expect your cooperation in maintaining an atmosphere of mutual respect through recognition of each other’s humanity and intelligence as well as open mindedness toward the communities observed as part of your study abroad experience.

All assignments should be uploaded to Moodle no later than 5pm on the due date. All assignments must be typed, 12-point font, Times New Roman/Arial, 1.5-line spacing, regular margins and use Harvard-UCT referencing system (please see lib.uct.ac.za for more information on Harvard-UCT referencing conventions). Late work will be penalized by 5% each day. Students must attend all classes and fieldtrips. If conflicts occur with other UCT courses, or due to illness, students must notify the instructor in advance. Students may
only have one absence unless there are extenuating circumstances. If fieldtrips conflict with other courses, students may receive a letter from IES to provide to the other course convener or tutor.

**Individual Student Presentations**

Each student at least once during the sessions will be required to present a newspaper, blog, magazine, or commentary from South African media that addresses the course content. We shall take turns and the order of this shall be designed in our first class. Some suggested media to review includes: HuffPoSA, Mail & Guardian, Vernac News, Groundup, The Daily Maverick, EWN. Students are also welcome to incorporate debates and commentary from blogs, videos, such as the web series Coloured Mentality or Unfiltered (www.youtube.com/c/Unfiltered_TV). On their day, students will be expected to present the current event, debate or issue, explain the context and various perspectives, and raise any questions that they had and/or discussion points. This will be about 5 minutes.

**Reflective Journal:**

Students will submit reflective journal entries each week (due one week after class at 5pm). These journals are intended to provide them with the space to reflect on the assigned readings, observations, and enduring questions throughout the seminar. They should incorporate references to key points from the assigned readings and reflections related to dialogue experiences with peers. Rather than identifying the events of class (summarizing) or detailing how they went (describing), students are expected to write about how they experienced the class, pertinent communities, and activities. Reflective writing is a personal response to information, events, and situations – a way for students to process new ways of thinking and learning.

Journal entries must be at least 2 full double-spaced pages each (500 – 650 words) and recommended focus questions are given for each week.

**Cultural Bubble Project:**

Students should individually attend one event in Cape Town (choice in consultation with the professor) that takes them “out of their bubble” in some way. This could be a polemical lecture or play, a neighborhood festival, a student organization meeting, or any other event so long as it somehow relates to the content/objectives of the course. It should not be an activity done for another class (those experiences certainly should be brought up during class dialogues and in Reflective Journal entries, though). Students will take turns in the sessions leading up to the assignment date in presenting ideas and brainstorming places, events, or communities that they would like to visit and preliminary research and further discussing ethics of visiting with various communities.

Afterward, the students will find a brief news or scholarly article (not among those provided in class) that supports or contrasts what they learned through their experience. A 3-4 double-spaced page (750 – 1,000 words) reflective essay synthesizing the experience, the article, and what they learned will be submitted for grading. Students will follow up with brief formal presentations in class. Paper will be due the day before Session 8 at 5pm on Moodle.

**Learning Summary:**

Students will write a 6 – 8 double-spaced pages (1,500 – 2,000 words) learning summary that is due at the end of the course. This assignment will reflect upon the progress made by each participant toward the course learning outcomes. They will want to reflect on how their views toward diversity and identity in South Africa have changed over the term, and they should contrast with their previous and new (if any) viewpoints as they relate to U.S. and other cultures and identities. Suggested questions are provided. In contrast to the journals, the Learning Summary is not a stream of consciousness, but should present a coherent set of thoughts and reflections.

Your final assignment is a reflective summary of your time in the program as it relates to the seminar. This is an opportunity to show your learning curve, the connections made to your life, and the reflections on your experiences abroad. It should be submitted electronically no later than two weeks after the final class session.

**Final Summary Questions (for your 6-8 page final summary)**

- How have the dialogue skills developed for you over the course? Has your ability to communicate with others improved? Why or why not?
- Revisit the social identity profile and identify and write about an identity of yours that is privileged, and one that is not. In what ways have you experienced or witnessed privilege and discrimination?
What was it like for you to engage in a controversial topic with other people? How did you communicate with others during this process? What was it like to listen to other’s perspectives? What did you learn from others?

How do you now think we should learn to speak across, through, and in negotiation with differences? What do you think you can take from this course to the context in the US? What lessons have you learned that are relevant for the current American context?

Is your learning from this course relevant to the following areas? Please consider:
- a. Family
- b. Self
- c. Community
- d. IES Community
- e. Professional goal/career

Students will complete the assignment on Moodle only after the final class session. The final deadline to submit is two weeks from Session 10.

LEARNING OUTCOMES:
By the end of the course, students will be able to:
- Demonstrate their understanding of scholarly material on concepts such as diversity, culture, identity and intergroup dialogue.
- Describe and critique popular concepts and beliefs related to South African definitions of diversity and identity; further critique and garner greater understanding of diversity and identity of the US context.
- Compare and contrast on an informed level the South African context with observations based on their own cultures, experiences, and identities.
- Display increased levels of intergroup understanding (e.g., increased levels of perspective taking and social identity awareness) and improved quality of intergroup relationships (e.g., increased levels of comfort in communication with others).
- Improve perceptions/attitudes toward diversity education opportunities through advocacy and leadership.
- Define, understand, and critical engage with the similarities and differences in experiences across multiple and intersecting social group memberships.
- Work with others through differences, disagreements, and conflicts as opportunities for deeper understanding and transformation.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including all course-related trips. Excused absences are permitted in the cases of documented illness, a family emergency, or when class is held on a recognized religious holiday traditionally observed by a particular student. In this case, an IES Abroad Excused Absence Form and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the Excused Absence Form must be submitted to the Academic Manager within 24 hours after the class with a doctor’s note.

More than two unexcused absences will result in two percentage points (2%) being deducted from the final grade for every additional unexcused absence thereafter. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence, they cannot be made up. It is the student’s responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

CONTENT:
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Session 1 | **Session 1: Introduction**  
- Set the rules of our collective engagement.  
- Introduce the seminar, our objectives and ourselves.  
Wainaina, Binyavanga, How to write about Africa, [https://granta.com/how-to-write-about-africa/](https://granta.com/how-to-write-about-africa/)  
Journal Questions  
Write your own story of why you came to South Africa and think how it relates to your multiple social identities. Here are some sample questions to think with:  
- What are some of the images of Africa or South Africa that you expected before coming here? Where did these images or stories come from?  
- When did you first start noticing messages about your identity? What were those messages and from where were they coming?  
- What do other people think about your identity? Where do their opinions come from/what informs these opinions? Are they accurate? How do you feel about them? |
| Session 2 | **Session 2: Diversity in South Africa**  
- Empathy and the art of putting yourself in someone else’s shoes.  
- Define and distinguish dialogue from discussion and debate.  
Journal Questions  
- What are your experiences with dialogue as opposed to debate or discussion, and what strengths/challenges you foresee using dialogue as a format for this seminar?  
- In your own words, describe what empathy is and the role it takes in promoting dialogue. What are the limits of empathy or critiques of it?  
- Why does Gorski emphasize justice instead of empathy and understanding? What do you think?  
- What socio/cultural/ethnic/economic differences have you observed so far and how do you imagine this class assisting you in processing those observations? |
<table>
<thead>
<tr>
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<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 3</strong></td>
<td><strong>Session 3: Social Identities</strong>&lt;br&gt;• Our multiple social identities affect how we interact with the world as individuals and as members of these groups.&lt;br&gt;• We’ll introduce the concept of social identities, how these are historically, socially, interactionally and politically constructed; and how we have multiple, intersectional identities.</td>
<td>• Tatum, Beverly Daniel, 2000, “Who am I? The complexity of identity” in Readings for Diversity and Social Justice. (Pages 1-8)&lt;br&gt;• Amanda Gouws (2017): Feminist intersectionality and the matrix of domination in South Africa, Agenda, 1-9&lt;br&gt;• Muholi, Zanele, 2012, “Faces and phases.” Transition: An International Review, Pp 113-124.</td>
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<td><strong>Session 4</strong></td>
<td><strong>Session 4: Course-related Trip 1: Zeitz Museum of Contemporary African Art</strong></td>
<td>Journal Questions&lt;br&gt;• What is it like labeling all of the different ways you identify? Write about an experience where multiple identities were affected or implicated differently?&lt;br&gt;• How has your understanding of your identity changed over time? What were some of the key experiences that have shaped your identity and your understanding of the concept of identity?&lt;br&gt;• Can you think of a piece of art – pop culture in movies, music or tv, or ‘fine arts’ and how it addresses intersectionality and identity? Tell me about it.</td>
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<td><strong>Session 5</strong></td>
<td><strong>Session 5: Race</strong>&lt;br&gt;• Privilege and Discrimination.&lt;br&gt;• Understand the causes of key concepts of privilege and discrimination and its reasons for persisting in society in both South African and U.S. contexts.&lt;br&gt;• This session will focus on race.</td>
<td>• Erasmus, Zmitri, 2017, “This Blackness” in Race Otherwise: Forging a New Humanism for South Africa, p 1-27&lt;br&gt;• McIntosh, Peggy, Unpacking the Invisible Knapsack</td>
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<td>Journal Questions&lt;br&gt;• In your conversations with South African acquaintances and American fellow students, have you noticed any links between religion, gender, class and ethnicity?&lt;br&gt;• How do privilege and discrimination impact your life? In what ways are you privileged and in what ways have you experienced discrimination? If you haven’t experienced discrimination, why not? How does this make you feel?</td>
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## Session 6

### Session 6: Space and Class
- Access to resources, power, and privilege.
- Understand the role that individual, social, and institutional level discrimination plays in society.
- This session will focus on space and class in Cape Town.

### Assignments

### Journal Questions
- Tell a story. Can you think of any examples in your own home, community, or university that demonstrates the links between identity, power, resources and privilege or discrimination, at the individual, social, or institutional level? Think of the multiple axes of identity and power – religion, sexuality, gender, race, class, among others. How does this differ or is similar to South Africa?
- Our ‘Cultural Bubble project’ is coming up. What event/exhibit/experience do you want to explore? Explain how this would broaden or challenge their understanding of identity or of your own identity, whatever identity you wish to choose. Please also provide an example of an academic source you could use in your paper.
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Session 7** | Session 7: Gender and Sexuality  
- Practicing dialogue skills (empathy, active listening, and perspective-taking) in exploring a controversial topic(s).  
- We are discussing gender and sexuality. | • Moffett, Helen, 2008, “Gender” in New South African Keywords (eds) Nick Shepherd and Steven Robins.  
• Baderoon, Gabeda, 2011, “Baartman and the Private: How can we look at a figure that has been looked at too much” in Representation and Black Womanhood: The Legacy of Sarah Baartman (ed N. Gordon-Chipembere)  

**Journal Questions**  
- What was the dialogue like for you? How did it feel to listen to others and express your own opinions? How were you challenged? How did you experience conflict or disagreements? What did you learn?  
- Tell a time you had a discussion with someone and it resulted in conflict and debate more than dialogue. Knowing what you know now and what we have practiced, how could you have shaped that conversation differently?  
- Have you shared your thoughts about this topic with people outside of this seminar? What have these discussions been like? How was this conversation similar to and/or different form conversations you had on this topic before (with family, friends, teachers, etc.)? |
| **Session 8** | Session 8: Experiences of Dialogue  
- Experiences of dialogue outside of the classroom with civic engagement.  
- Explore opportunities for collaborative change by identifying individual, collective, and community-based assets and the relationships among them. | • Gobodo-Madikizela, Pumla, 2002, “Remorse, forgiveness, and rehumanization: stories from South Africa,” in Journal of Humanistic Psychology  
• Heywood, Mark, 2009, “South Africa’s Treatment Action Campaign: Combining Law and Social Mobilization to Realize the Right to Health”  

**Journal Questions**  
- Were you in the position to found an NGO in South Africa, which sector would you choose and why? Write a mission statement to reflect that.  
- What kind of leader would it take to promote change in South Africa or the US? Can you think of any good practices you have seen to help your cause (please specify an issue)? |
| **Session 9** | Session 9: Course-Related Trip 2  
- Students will visit a culturally-themed space to experience how dialogues on difference look like when animated in practice, on the ground, in Cape Town. | |
Session 10: Comparisons and Re-entry
- Re-entry and constructive comparisons between the U.S. and South Africa.
- Cultural Bubble Project Essay and Presentation

Final essay due after Session 10.

COURSE-RELATED TRIPS:
- **Zeitz Museum of Contemporary African Art**: The Zeitz Museum of Contemporary African Art is a public museum of contemporary African Art. In addition to collecting, preserving, researching and displaying twenty-first exhibitions related to African art, the museum provides educational support and broader academic enrichment to encourage intercultural understanding.
- **Course-related Trip 2**: Students will visit a culturally-themed space to experience how dialogues on difference look like when animated in practice, on the ground, in Cape Town.

REQUIRED READINGS: