

**LDSP 304/COMM 395**  
**STUDY OF LEADERSHIP AND SOCIAL JUSTICE ABROAD**  
**COURSE SYLLABUS**

**CLASS MEETING DATE/TIME:** This is a study abroad course that will be taught at University of Stellenbosch, South Africa.

**Contact:**

Dr. Sean Connable  
Department of Communication  
Office: Luter 262  
Email: [sean.connable@cnu.edu](mailto:sean.connable@cnu.edu)  
Phone: 757-594-9162

Dr. Molly Camaioni  
Leadership and American Studies  
Office: Luter 208  
Email: [molly.camaioni@cnu.edu](mailto:molly.camaioni@cnu.edu)  
Phone: 757-594-9302

**Course Description**

**LDSP 304/COMM 395 – Special Topics – Leadership for Social Justice**

This course is designed to help students gain fundamental knowledge of the principles of social justice both as a rhetorical and social construct. Beginning with an overview of social justice theory, the course will examine the causes and consequences of several types of injustice brought about by race, class, gender, sexual orientation, religion, and ability, how they are rhetorically constituted and how they shape the experiences of diverse groups. The course will focus strongly on the debate of where the responsibility for leadership for social justice falls: in the hands of government institutions who must intervene to ensure a just society, or in the hands of individual citizens working together to promote the common good?

The course will be taught at Stellenbosch University, South Africa and will focus primarily on that country. Students will learn about the pursuit of social justice in South Africa through a series of lectures, seminars, and excursions. This course will introduce students to the country's history, politics and culture through classroom lectures with Stellenbosch University's faculty subject matter experts. Lectures will be augmented with historical excursions to Robben Island, and the District Six Museum. Students will also participate in several cultural excursions, including tours of Cape Town, Table Mountain and Cape Peninsula.

**Course Objectives**

To achieve its purpose, this seminar is designed to help you:

- Gain knowledge and understanding of the theories, principles, and tenets of social justice.
- Engage in both intellectual and affective debate about the appropriate response(s) to injustices (using course readings, lectures, excursions and personal research).
- Evaluate the type of leadership methodologies, theories and/or approaches that are (or can be) effective in responding to social justice concerns.
- Gain knowledge of the history and politics of South Africa, specifically as it pertains to Apartheid.
- Explore the connections between rhetoric, advocacy, and modern social justice movements
- Explore the current day effects of the Anti-Apartheid movement.
- Experience the culture of South Africa and critically reflect upon that experience.
- Evaluate knowledge and experience in terms of rhetoric and social justice.
- Assess and report on a specific area of injustice in the United States and research its origins, causes, impact on society, and leadership necessary to address the injustice.

**Required Texts and Readings**

All required readings will be posted on scholar.

### **Graded Assignments**

Expectations for written work: In addition to well-written content, care must be taken to ensure that formal assignments are accurate in terms of spelling, punctuation, and grammar. The expectation is that all submitted work will be free of careless typographical, grammatical, punctuation, and spelling errors, missing words, sloppy formatting, etc. While the occasional mistake is understandable, failure to use basic word processing spelling and grammar check is not.

#### *Reflection Journal - 40%*

Students will be responsible for keeping a journal of their personal impressions of their time in South Africa. As this journal is intended to serve, in part, as a resource for students' final research papers, it should incorporate observations of a social, cultural, and historical nature as well as chronicling the student's experiences. Each entry should be dated and should constitute the equivalent of two pages (two single sides) of a composition notebook (such as a blue-book) in length. At the end of the trip, students will turn in 10 journal entries: that is to say, they will write a journal entry for at least 10 of the 14 days of the trip. Journal entries which reflect critically upon the reading assignments will also be incorporated into the journal.

#### *Participation - 10%*

This will be run as a seminar as much as possible, with emphasis placed on classroom discussion of the ideas expressed in the readings, your response to those ideas, and of the ways in which those ideas connect with larger course themes. One of the goals of this course is, first and foremost, learning to think critically about leadership, culture, and human communication. *This course depends on how hard the class, as a community, works together to explore the subject at hand.*

Given the fact that your active engagement in this class is as a participant, not simply a consumer, please understand that we have high expectations for what you do in this class. We fully expect you read the assigned material. Your reading should be done in a way that you can discuss the subjects at hand intelligently. *We do not expect you to necessarily understand everything that you have read.* However, you need to be ready to contribute to the conversation, exploring and excavating meaning from the readings. Your participation grade will be calculated based on the quality of your active engagement in class discussions.

#### *Research Paper Proposal -10%*

Here, you will tell us what you plan on researching. Give details about the area of social justice you plan on delving into. From here, you can find a case that interests you, a topic, a concern, etc. You will need to develop a thesis statement to direct your research. The goal of this assignment is to show us you have a worthwhile research endeavor and can craft a strong research paper that is centered around the concepts of leadership, rhetoric, and social justice. If done well, it can also become part of your graduation application package or a conference presentation. This assignment should be 450-500 words and have a minimum of 4 scholarly sources in text.

#### *Leadership for Social Justice Research – 40%*

In this research paper you will delve deeply into a social justice concern using course readings, class lectures and discussions, and your own scholarly research. This paper will focus on an issue of social justice in the United States. Your paper will explore the issue – its history, causes, impact, and solution(s) (both present and potential) for addressing the issue through the lens of both rhetoric and leadership theory. Details for this assignment are posted on scholar. This essay should be **no less** than 2500 words in length (this does **not** include bibliography, cover page, and abstract) written in 12 pt. Times New Roman, 1-inch margins, and cited in a format consistent with APA's 6<sup>th</sup> edition style manual.

**Grading Scale: Please read the following carefully, this is how your work will be evaluated.**

Grade	Points	
A	94.0-100	"A" grades reflect the <b>"wow"</b> factor. This shows exceptional, extraordinary effort and results. "A" grades reward work that achieves the highest level of excellence
A-	90.0-93.9	
B+	88.0-89.9	"B" grades reflect the <b>"very good"</b> factor. This shows effort exceeding average and work that is of high quality, but short of excellence.
B	84.0-87.9	
B-	80.0-83.9	
C+	78.0-79.9	"C" grades reflect <b>average</b> work and satisfactory results. This is the AVERAGE grade for the course.
C	74.0-77.9	
C-	70.0-73.9	
D+	68.0-69.9	"D" grades reflect <b>less than sufficient</b> effort and less than adequate results.
D	64.0-67.9	
D-	60.0-63.9	
F	59.9 and below	"F" grades reflect <b>far less than sufficient</b> effort and results, or may be given in response to violation of academic integrity.

### Course Expectations

Written assignments and class discussions should consistently demonstrate critical thought, be related to the topic of discussion, focus on understanding relationships and concepts, demonstrate an ability to work with others, and display civility and recognition of diverse opinions. It is important to encourage an atmosphere of professionalism, mutual respect, and intellectual inquiry where all students become comfortable in asking questions and raising issues for meaningful discussion that will positively contribute to their learning experience.

### Submission of Work

Students are expected to submit all written assignments on or before the due date and time. ***Assignments will not be accepted after the due date and time, resulting in a 0 (zero) for the assignment.*** Assignment extensions are given only in cases of documented medical or family emergencies specifically related to the non-completion of a particular assignment or assignments. Extensions may result in a grade penalty.

### Honor and Integrity

There is no substitute for integrity. This requires a proactive commitment to truth. The CNU Honor Code is enforced in this class aggressively, without exception, without hesitation, and without apology. Every student in this class is expected to model ethical behavior and lead by example. Be the change you want to see in the world, and be it every day.

CNU Honor Code: "On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

All work submitted in this course for a grade is subject to the CNU Honor Code. All written work is to be solely that of the individual student, except for projects explicitly designated as group work. Having another person proof your written assignment for errors in punctuation, spelling, grammar, and readability does NOT violate the Honor Code in this course; this practice is expected in the professional workplace.

**Avoiding Plagiarism - THIS IS EXTREMELY IMPORTANT.** To avoid the unpleasant circumstances associated with a charge of plagiarism, you need merely follow the five key rules below along with the guidance material provided by the professor:

1. All direct quotes of others' words must be enclosed in "quotation marks" and the source immediately cited;

2. All indirect quotes must be immediately cited. To indirectly quote means to paraphrase or summarize the words or ideas of another.
3. Immediately cited means at the end of the sentence where the borrowed material is presented.
4. All cited works are to be shown in a list of references at the end of the paper.
5. If you do NOT cite a source, you are presenting the writing as your original thought.

Willful plagiarism or any other intentional violation of the CNU Honor Code will result in a grade of "F" for the course and disciplinary action. The professor aggressively enforces the CNU honor code.

## Course Itinerary May 2024

Thur	5/09	Departure from Dulles
Fri	5/10	Arrival in Cape Town/Stellenbosch- Arrive at 3pm
Sat	5/11	CNU Orientation & Settle in Day
Sun	5/12	Robben Island – 11:00am (Depart at 9:15am) & Free time in Waterfront
Mon	5/13	Stellenbosch University Orientation & Campus Tour – 9:00am Opening Dinner – Hosted by Stellenbosch University – 6:00pm
Tue	5/14	CNU Classes
Wed	5/15	FVZS Classes – 8:30am – 5:00pm
Thur	5/16	09:00am Depart - District 6 Museum Tour Waterfront Visit & Free time Late PM Return
Fri	5/17	FVZS Classes – 8:30am – 3:00pm
Sat	5/18	10:00am - Depart for Overnight Safari
Sun	5/19	Return from Overnight Safari around 1:00pm
Mon	5/20	FVZS Classes – 8:30am – 3:30pm
Tue	5/21	FVZS Classes – 8:30am – 12:30pm Depart for Cape Town at 12:30pm Site Visits in Cape Town <ul style="list-style-type: none"> <li>- Zeitz MOCAA</li> <li>- Free time in V&amp; A Waterfront till 8:00pm</li> </ul>
Wed	5/22	FVZS Classes - 8:30am – 3:00pm
Thur	5/23	Meet at 9:00am Depart for Cape Town Site Visits in Cape Town <ul style="list-style-type: none"> <li>- IJR</li> <li>- Iziko Slave Lodge</li> <li>- Back at 5:00pm</li> </ul>
Fri	5/24	FVZS Classes – 9:00am – 12:00pm - 2:00PM - Wine Farm
Sat	5/25	08:00am Depart - Table Mountain (Hike if want to) & Free Day in Cape Town
Sun	5/26	Free Day

Mon	5/27	Free Day Evening – Closing Dinner (Depart at 6:00pm)
Tues	5/28	Free time 3:30PM - Depart Cape Town Airport flight at 8:00pm