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Faculty-Led Study Abroad Programs
Cape Town, South Africa (summer: 2022)

Study Abroad Committee:

I am writing to express my interest in serving as faculty for the **H&SS Study Abroad Program in Cape Town, South Africa**. The proposed dates for the program are May 24 – July 4, 2022.

I propose to teach two (2) H&SS courses which will appeal to students across the university, including those studying race, gender and sexual identity, law and politics, sociology, social work, counseling and human services, criminal justice, geography, nature, and environmental issues to name a few. To be sure, the program eschews the traditional classroom setting. While abroad, we will utilize the historical sites, the people and culture, the fauna and flora, and the neighborhoods of Cape Town and surrounding areas to create a unique experiential study abroad program.

The first course I propose is *Race, Identity & Justice in South Africa* (CRJU 385) which satisfies the General Education "Cultural Diversity" (Category Z) requirement. This class examines issues of race, gender, class, and sexual orientation in South Africa using its history, current events, and community voices as guides. We place particular focus on the challenges of racial/economic justice and reconciliation in the post-apartheid era of "non-racialism"¹. We will visit the Slave Lodge where in the 17th century the Dutch East India Company housed imported slaves from Indonesia and northern Africa, creating new identities and newly constructed racial identities. We will take a walking tour of Cape Town's District Six neighborhood which in 1966 the apartheid government declared "white only" and forcibly relocated its non-white citizens to government built, racially segregated townships, further entrenching racial divisions within the culture. We will spend time in some of the townships meeting with residents and neighborhood organizations where we learn about the continuing legacy of apartheid and the economic stratification that remains. We learn about the matriarchal structure of these communities when for decades jobs for black men meant working the mines far away, and we learn about how gender dynamics changed with the end of apartheid and shifting power structures. Finally, we learn about the historical importance of projecting masculinity under the humiliation of racism, and we see how this shapes contemporary perspectives on sexual orientation and gender roles. All of these activities help to contextualize identity in contemporary South Africa.

Having established the historical framework shaping identity, we will turn our attention to identity-based advocacy. Our civic engagement will include meetings with the *Institute for Justice and Reconciliation*, the *Women's Legal Centre*, the *Triangle Project*, and the *Development Action*

¹ Discussed by Nelson Mandela in his inaugural presidential address, "non-racialism" is the belief that racial categorizations should play no role in governmental policy. While it is a clear rebuke of the policies of apartheid, it stands at odds with such post-apartheid rectifications as affirmative action in hiring and government subsidies for black-owned businesses.

Group. These mixers and presentations will allow students to meet people directly impacted by contemporary identity-based social policies and practices. They will highlight the importance of intersectionality, or overlapping identities, as struggles for justice are seldom discrete, especially in South Africa where the legacy of racial segregation infuses all social issues. Finally, we will fly to Johannesburg – the center of the struggle for racial equality both historically and today. We will visit the Apartheid Museum, Nelson Mandela’s home, Soweto Township, and the Maboneng Precinct, which is an area that under post-apartheid development that is experiencing gentrification and the displacement of black families and businesses.

The second course I propose to offer is *(Wild)Life and Culture in South Africa* (HUM 350). An adaptation of the standard "Life & Culture Abroad" offering, this course examines the centrality of wildlife to the South African people, to their cultural identity, and to their economy. Specifically, this course focuses on the challenges of preserving wildlife in the presence of human-wildlife conflict, poverty, wildlife crime, ecotourism, trophy-hunting, and urbanization. Students will emerge from the course with an awareness of the politics of conservation and an understanding of how the protection of wildlife is also a social justice issue. Indeed, we will learn how some of the most effective conservation strategies negatively impact the region’s poor and indigenous population, while wealthy locals and tourists benefit. We recognize wildlife as another valuable African “resource” fought over throughout the international community. Students learn how the illegal traffic in rhino horn by the South African Defense Force during the last years of apartheid helped fund militias resistant to the end of apartheid, and how the global fascination with African wildlife contributes to its abuse, exploitation and depletion.

(Wild)Life features service-learning components. We will participate in service-learning at *Drakenstein Lion Park* (<http://lionrescue.org.za>), a sanctuary that houses thirty-two (32) lions rescued from the “canned” hunting industry, seized from the illegal exotic pet trade, recovered from defunct zoos and abusive circuses, or those found injured in the wild. Drakenstein is a real, accredited sanctuary as recognized by the Global Federation of Animal Sanctuaries. This means they do not breed, touch, train, tame, or otherwise commodify wildlife for locals or tourists. The course, then, will teach students about the exploitation of (South) African wildlife within some aspects of the ecotourism industry, and will help them recognize true conservation work from those that pose as such. Students will help maintain the natural vegetation of the sanctuary, repair fencing along boundaries, assist with the lion-feeding preparation, clean and maintain the (vacant) lion savannahs, and provide general upkeep. Finally, we will camp overnight on secure, sanctuary grounds where we can safely observe and experience lion behavior in their natural, nocturnal state. Throughout, students learn about the threats to South African wildlife and can see them firsthand (as many of the lions bear visible wounds) and they work to ameliorate these harms. These opportunities simply do not exist in the classroom or anywhere else. Students will come to appreciate and reflect on the intrinsic value of wildlife, the nature of true conservation work, and the importance of serving the animal community while balancing the needs of locals.

The course also takes students on an overnight trip to a private game reserve where they will have a chance to learn about the collaboration between the National Parks Service and private land owners in the preservation of South Africa’s “big five” safari animals. Here, students will learn about the translocation of threatened animals to private land to reduce the threat of poaching on public land, and they will see the steps landowners take to further reduce the risk. While here,

students will have the opportunity to take a safari and see elephants, rhino, buffalo, zebra, and wildebeest up close. We will also visit Boulder Beach, home to the South African penguin. Students will learn about this endangered bird via our service-learning collaboration with the *Southern African Foundation for the Conservation of Coastal Birds* (<https://sanccob.co.za>). SANCCOB is South Africa's primary agency for rescuing, rehabilitating, and releasing injured sea birds, including the South African penguin. SANCCOB will prepare a special service-learning program for our students that will include beach patrols for injured birds, beach clean-ups, and a tour of the penguin infirmary and rehabilitation pools.

Recruiting students for the program will require that I reach out in a number of venues. The starting place is in the classroom, and I will seek permission from colleagues to share with students the opportunity to spend a summer learning in Cape Town while earning university credit. Beyond the classroom, students congregate according to various common academic and cultural interests. To that end, I will make presentations at the various cultural and resource centers on campus, including the African American Resource Center, the WoMen's Center, the Chicax Resource Center, the Asian Pacific American Resource Center, and the LGBTQ/Queer Resource Center to name a few. Given that one of CSUF's strength is its cultural diversity, I will work hard to ensure that the Study Abroad Program reflects our diversity, giving students who will be traveling, studying and living together the most culturally diverse experience as possible. I will hold informational sessions, and I will meet with the Chairs of the many departments on campus and seek their assistance in making information available. Having already consulted with the campus *Center for Internships and Community Engagement*, I will work closely with its staff on recruitment. Throughout, I will utilize brochures, PowerPoint presentations, and I will create a Facebook page with links the various departments throughout H&SS and include YouTube clips that provide "guided tours" and an historical overview of Cape Town, South Africa.

It is important for me to highlight my experience as an educator, as an international researcher, and as an advisor to various student organizations, all of which prepare me to lead a study abroad program in Cape Town, South Africa. I have had the privilege of leading the H&SS Study Abroad Program in South Africa in 2016, 2017, and 2019, having worked with the *American Institute for Foreign Study* (AIFS), our service provider. The program has grown in popularity since its inception – having barely met the enrollment quota in 2016 to having over 40 applications for 15 spots in 2020 (which was postponed due to the Coronavirus). I have honed the program with each offering, paying attention to student needs and adding pedagogical priorities such as on-campus pre-departure classes and a special pre-departure instructional session to prepare for culture shock. I am well versed in South African history and politics, having dedicated years of research to understanding its people, its culture, its struggles, and its promise. Indeed, I read its newspapers every day!

As a researcher, I have experience navigating and working in an unfamiliar, international setting. In 2011 I conducted research on LGBTQ activism in Jamaica where the government criminalizes homosexuality. Traveling and working alone with only one Kingston-based contact, I was able to conduct my research and make lasting professional relationships while staying in an area notorious for its high crime rate. I utilized the public buses, the informal taxi services, and quickly taught myself the local customs. Throughout, I was conducting research on a culturally sensitive topic that placed me among a vulnerable population. This experience not only resulted in published

scholarship and established me as an expert witness on LGBTQ related asylum cases, it also proves that I possess the maturity, the cultural sensitivity, and the quick-thinking skills to lead students on a study abroad program in a foreign setting. More recently, having secured IRB approval, after the completion of the 2019 program I studied non-weaponized anti-poaching strategies in South Africa's greater Kruger National Park with the Black Mambas Anti-Poaching Unit, camping in the bush and participating in anti-poaching patrols. The ability to lead the 2022 program in South Africa will allow me to further my research into LGBTQ activism in an international context, as well as my research into nonviolent anti-poaching law enforcement. I am also researching student protest movements within South Africa's colleges and universities.

As an educator, I bring enthusiasm and passion into each lecture and student encounter, and I work hard to create unique experiences both inside and out of the classroom. Since 2011, students in my course covering *Animals, Law & Society* (CRJU 478) participate in service learning at *Farm Sanctuary* in Acton, CA where they learn about the prevalence of animal abuse in the animal agriculture industry. At *Farm Sanctuary*, students help care for rescued pigs, cows, turkeys, chicken, and sheep. We also meet with members of the *Los Angeles County Animal Cruelty Task Force* – including the Deputy District Attorney. I am proud that I have established ongoing relationships with these nationally recognized organizations, and I believe it attests to my passion for experiential education. Indeed, in 2014 I was recipient of the Humanities & Social Sciences Award for Outstanding Teaching. Finally, I have extensive experience working with students in the capacity of advisor and mentor. Having taught in the campus-wide Honors Program for a number of years, I served as thesis advisor to a number of students during my tenure at CSUF. I have advised multiple campus student organizations – including the Campus Greens, Students for Peace & Social Justice, CSUF Project P.A.W. (Protecting Animal Welfare), and the Herbivore Club. It is worth noting that I am also part of the campus LGBTQ "Safe Space Program" and I am liaison to the Counseling and Psychological Services (CAPS), having participated in the campus suicide prevention-training seminar.

I am excited about the prospect of continuing to lead the H&SS Study Abroad Program in Cape Town, South Africa. Attached, please find a syllabus for the proposed program, a letter of support from my Division chair, and a copy of my curriculum vita.

Thank you in advance for your consideration.

Sincerely,

Jarret S. Lovell

Jarret S. Lovell, Ph.D.
Professor