California State University, Los Angeles Department of Pan-African Studies

Fulbright-Hays Curriculum Summary

Course Title: *Through Our Lens: Diaspora, Resistance & Storytelling in the Global South*

Developed by: Dion Vines, M.A. | Fulbright-Hays Fellow, South Africa Cohort 2025

Curriculum Proposal Introduction

I'm honored to submit this curriculum as a proud graduate of California State University, Los Angeles, where I earned my Master's in Pan-African Studies, and as a 2025 Fulbright-Hays Fellow. I'm also preparing to take the next step in my journey as a doctoral student at Pepperdine University in Organizational Leadership, with a focus on Change Management.

To say this pilgrimage to South Africa has changed me would be putting it lightly. It shifted something deep in my spirit. But before I get into the heart of this course, I need to share how I even got here. I moved to Los Angeles from Detroit in the summer of 1990 with dreams of working in film and television. I wasn't trying to be a starving artist; I needed to work. So, my first real production job was *Boyz N the Hood,* working with the late director John Singleton. From there, I had the honor of working on his next two films, *Poetic Justice* and *Higher Learning*. I also went on to work on *A Few Good Men*, *What's Love Got to Do With It?*, *Sister Act II*, *Panther*, *White Men Can't Jump*, and TV shows like *Martin*, *Moesha*, and *The Parkers*

pilot, just to name a few. I was fortunate to work with some of the most brilliant entertainment professionals in the industry, which I will never take for granted.

In 2016, I was invited by the acclaimed filmmaker and former boss, Mr. Singleton, to join his class. He taught a course at USC's School of Cinematic Arts, ***The Emergence of Multicultural Cinema.*** The class focused on the shift from a " manifest destiny attitude of white male cinema" to a more multi-ethnic perspective, reflecting how cinema evolved into a commercial, inclusive idiom. That class set me on fire. John would always say, "***Embrace your culture, tell your story."*** And I've been doing that ever since. I love storytelling. I love hearing stories, sharing stories, especially the deep, rich, complicated, often unspoken stories of the African Diaspora.

My drive to bring those stories to life took my master's thesis work at Cal State LA, From Soul Food to Soul Healing, to explore the role Black performance can play as an intervention for health and wellness in the Diaspora. Part of that research included written and staged original play, Weight a Minute, Let Me Get My Belt, about a self-proclaimed Soul Food critic who was forced to find a new gig and a new path. The play became a case study for how art, food, memory, and healing intersect in Black communities. But nothing prepared me for what I felt when I first set foot in Johannesburg on Tuesday, July 1, 2025.

Being in Soweto, it shook me to the core. Being inside Nelson Mandela's home… that was heavy. It checked my ego and reminded me of my responsibility, not just to remember, but to protect, preserve, and push forward the truth of who we are as a people. This course proposal, ***Through Our Lens: Diaspora, Resistance & Storytelling in the Global South*****,** is my offering. It's built for students like me…..creative, curious, and committed to justice. It invites them to

control their narratives, study leadership through a cultural lens, and use storytelling as a tool for healing and liberation.

Campus Context & Why It Matters

As a former CSULA Academic Graduate Senator, I sat at the table where decisions about curriculum, funding, and student needs were debated, defended, and often delayed. I know the pulse of this campus. And that pulse? It's the power of the students.

Powerful. Creative. Hungry.

Students who are looking for content that looks like them. A classroom that feels like a community. A curriculum that speaks their language, literally and culturally.

At **Cal State LA,** the student body is:

- **74.4% Latinx**
- **10.3% Asian**
- **4% Black**
- Just under **1,000 students identify as Black or African American**

These aren't just numbers. They're signals. Signals calling for a strategic, equity-centered curriculum rooted in identity, truth-telling, and empowerment. As an active member of Omega

Psi Phi Fraternity, Inc., an organization that provides service to the community, and where strong leadership is paramount, this course is my response.

How This Course- *Through Our Lens: Diaspora, Resistance & Storytelling in the Global South*- Responds to Campus Realities:

Social Factor	Curriculum Design Impact
Low Black Enrollment	Centers Black storytelling, healing-centered pedagogy, and Diaspora-specific frameworks
Pan-African Studies Department	Collaborates to ground the course in culturally responsive, interdisciplinary approaches
Student Activism	Embeds modules on protest history, movement building, and civic engagement
Dominance of social media	Teaches media literacy, digital ethics, and activism in the age of TikTok and algorithms
Commuter Campus Culture	Offers hybrid access: online content, video storytelling, and in-person Ubuntu circles

Political & Cultural Tensions	Equips students with tools for civil discourse, cross-cultural dialogue, and leadership equity

We Are Living in a Historic Moment

We also can't ignore the symbolic power of the present:

- **Dr. Melina Abdullah,** a CSULA professor and founder of Black Lives Matter–LA, was recently **a vice-presidential candidate on Dr. Cornel West's 2024 ticket**, a living, breathing example of what activist-scholar leadership looks like.

- And now, **Dr. Berenecea Johnson Eanes** is **the first woman, Black woman to serve as President of Cal State LA.**

These aren't small milestones; they are **transformative markers** of what's possible. This course doesn't just *honor* that moment. It *builds* on it. It equips students with the language, tools, and vision to write the next chapter for themselves and their communities. It hands them the mic to lead, to reflect, and to tell stories rooted in scholarship, strategy, and soul.

As a direct result of participation in the 2025 Fulbright-Hays Group Project Abroad in South Africa (Johannesburg, Durban, and Cape Town), this interdisciplinary humanities course offers a transformative curriculum that fuses African Diaspora history, digital storytelling, leadership studies, and global liberation movements. Drawing from the immersive experience of South African philosophy, language, and cultural engagement, the course centers on themes of identity, protest, healing, and ancestral memory. ***Through Our Lens*** empowers students,

particularly those identifying as Black, Latinx, Indigenous, or queer, to explore their own narratives and align them with broader global struggles for justice. There are three multimedia assignments that incorporate mobile video technology, music, creative writing, and visual storytelling. Students engage deeply with Ubuntu philosophy, the Soweto Uprising, Nelson Mandela's legacy, and cross-movement solidarity from Selma to Palestine. This course is grounded in Ubuntu pedagogy and healing-centered education, promoting community-based learning, digital literacy, and critical consciousness. It encourages students to analyze, reflect, and produce content that speaks to their lived experiences and cultural heritage. The course also includes a final capstone video project and a public showcase, reinforcing both creative expression and academic inquiry.

Course Description

Ubuntu as a Way of Life: "A person is a person through other people." Using isiZulu proverbs, students examine this simple but powerful phrase through their own values, diasporic and immigrant stories, and leadership theories from across the globe. The central Zulu ethic of Ubuntu, "I am because we are," guides this course's framework for radical humanity and interdependence.

Course Content and Pedagogy

This is not a class on leadership, per se. This is a class on responsibility, rootwork, reaching back, and lifting up. We will not be quoting titles. We will not be cramming resumes. We will be studying legacy. Language. Life. People. Of the Earth. Who built something that would outlast them. In the flesh. For real.

Each week will begin with a short lecture framed by an isiZulu proverb. Short. Poetic. Powerful. Seeds of ancestral wisdom are packed into a few words. We will also study a world leader – not in the title sense, but in the "moved people" sense. Some weeks it will be Mandela. Others Audre Lorde. Biko. And other times, people you've never heard of right here at home. We will study their journey. Map their work to one of the 21 Irrefutable Laws of Leadership. Break down what leading looks like when you don't lead from ego.

Post-lecture, we enter Ubuntu Circles: small groups where we show up, share, sift, sort, study, and stand each other up. Each circle will also be assigned a Zulu proverb to study and present. This isn't just class. This is a community. This is vulnerable. Visionary. A space to learn how to be present with the wisdom of the ancestors, even (and especially) in this life, and with each other. Each week, we may have a guest organizer, educator, healer, and culture bearer. You will meet teachers who live these principles of leadership in their everyday work, not just in theory but in real struggle, in real life.

Students will complete a weekly writing assignment and 3 video storytelling assignments that provide a space for personal narratives to be threaded into the larger global narrative of what it means to be a leader.

This is a class for those of us who know we are living in desperate, pivotal, critical times. This class is for those of us who remember, move, and mean something in our bones. We're not here to just learn. We're here to build. We're here to become.

Reflections: Weekly Themes, Leadership Laws & Reflection Prompts

- **Week 1 – Who Am I?**

Leadership Law: Law of the Lid – Leadership ability determines your level of effectiveness.

Reflection Prompt: Write your identity narrative. How have you been shaped by ancestry, culture, and diaspora? What strengths and truths did others pour into you that you now carry forward?

- **Week 2 – Justice & Protest**

Leadership Law: Law of the Picture – People do what people see.

Reflection Prompt: Explore how sound, image, and protest function in justice movements. How do mutual aid, collective struggle, and visibility create shared transformation?

- **Week 3 – Queer Diasporas**

Leadership Law: Law of Empowerment – Only secure leaders give power to others.

Reflection Prompt: Reflect on how queer leaders model radical love and empowerment. Who affirmed your voice and identity? How do you return that energy?

- **Week 4 – Ubuntu & Healing**

Leadership Law: Law of Respect – People follow those they morally admire.

Reflection Prompt: Connect this week's themes to your own healing journey. How have others held space for you? What makes a leader truly worthy of trust and followership?

- **Week 5 – Movements Across Borders**

Leadership Law: Law of Connection – Leaders touch hearts before asking for hands.

Reflection Prompt: Compare Selma and Soweto as heart-driven liberation struggles. How did leaders transcend borders through emotional connection and solidarity?

- **Week 6 – Global Solidarity**

Leadership Law: Law of Solid Ground – Trust is the foundation of leadership.

Reflection Prompt: Analyze how movements like BLM, Palestine, or Zapatistas build trust. What stone do you bring to the collective? What values ground your advocacy?

- **Week 7 – Culture as Resistance**

Leadership Law: Law of Magnetism – Who you are is who you attract.

Reflection Prompt: How does your generation use food, music, fashion, or language as resistance? What kind of cultural leader are you becoming?

- **Week 8 – Environmental Justice & Indigenous Wisdom**

Leadership Law: Law of Process – Leadership develops daily, not in a day.

Reflection Prompt: Explore how ancestral knowledge and land stewardship evolve over time. What are you growing into? How are you learning from nature and your elders?

- **Week 9 – Revolutionary Love**

Leadership Law: Law of Legacy – A leader's lasting value is measured by succession.

Reflection Prompt: Honor a global leader of love (e.g., Mandela, Audre Lorde). How did their revolutionary love build lasting impact? What legacy are you building?

- **Week 10 – Final Showcase**

Leadership Law: Law of the Inner Circle – A leader's potential is shaped by their circle.

Reflection Prompt: Share your final reflection. How did Ubuntu, leadership theory, and course content shape your personal and academic journey? Who's in your circle, and what do they reveal about you?

Grading Rubric (20 pts)

- Cultural Interpretation – 5 pts
- Connection to Leadership Theme – 5 pts
- Personal Reflection – 5 pts
- Creativity & Presentation – 5 pts

Required Texts (Buy or Rent):

- ***The 21 Irrefutable Laws of Leadership* –** Maxwell

- ***Long Walk to Freedom* –** Mandela

- ***Pedagogy of the Oppressed* –** Freire

- ***Ubuntu and the Reconstitution of Community* –** Ogude

- ***Decolonising the Mind* –** Ngũgĩ wa Thiong'o

- ***"Sister Outsider"*** - Audre Lorde

- ***Smartphone Cinema: Making Great Films with Your Mobile Phone*** **-**By Bart Weiss (2025, Focal Press)

Top Video Tutorials (YouTube)

“How to Make Your First Movie with Your Phone in 2025!”

- Beginner-friendly tutorial for smartphone-based filmmaking YouTube+2YouTube+2YouTube+2

“Master Mobile Filmmaking in 20 Minutes (2025)”

- Quick tips for pro-level shooting and editing YouTube+1YouTube+1

“8 PRO Smartphone Filmmaking Tips For Beginners”

- Covers framing, panning, lighting, and sound best practices Wikipedia+14YouTube+14Apple+14

Weekly Written Assignment Template (Weeks 1–9)

Assignment Overview:

Each weekly written reflection (500–750 words) should:

- Engage with the weekly theme and prompt

- Include personal reflection and analysis

- Incorporate one cultural or historical reference

- Make connections to leadership (as applicable)

Weekly Reflection Format:

1. Title of Reflection **(give it a meaningful or poetic title)**

2. Opening Thought or Quote **(optional but encouraged)**

3. Main Body (3–4 paragraphs):

    - Personal connection to the theme

    - Connection to global struggle/history/art

    - Application of leadership law (if applicable)

4. ***Closing Thought:***

    - What are you left thinking or feeling?

- One sentence you'd say on camera about this topic

Rubric (Total: 20 points)

Criteria	*Points*	*Description*
Clarity of Thought & Structure	5 pts	Writing is coherent, organized, and easy to follow.
Depth of Reflection	5 pts	Demonstrates vulnerability, insight, and cultural/personal relevance.
Historical/Cultural Integration	5 pts	Uses at least one cultural, artistic, or historical reference to enrich analysis.
Leadership Insight (if applicable)	5 pts	Thoughtful application of a leadership principle from *The 21 Irrefutable Laws of Leadership* (when required).

Video Assignments Rubric (Week 1, Midterm, Final)

Format Guidelines:

- Length: 2–4 minutes
- Format: Vertical or horizontal (mobile-friendly), edited or one-shot OK
- Tone: Reflective, personal, and creative
- Visuals: You may use photos, clips, quotes, or music **(with credit)**

Video Rubric (Total: 25 points)

Criteria	*Points*	*Description*
Narrative Clarity	5 pts	Clear message; story has a beginning, middle, and end.
Emotional Impact & Honesty	5 pts	Personal voice comes through powerfully. Vulnerability or passion is evident.

Cultural/Visual Integration	5 pts	Effective use of visuals, music, environment, or symbolism to reflect the theme.
Leadership Connection	5 pts	References a leadership principle and connects it to self or a global leader.
Creative Expression	5 pts	Shows originality and care in presentation—music, visuals, transitions, etc.

Sample Student Instruction (for syllabus or Canvas)

Each week, you'll complete a written reflection based on the weekly theme. Some weeks include a video assignment. This is your space to connect the readings, ideas, and class dialogue to your lived experience and leadership development.

Your voice and story matter, bringing in culture, history, visuals, vulnerability, and vision.

Why Cal State LA Should Offer This Course?

This isn't just a class. This is a call to purpose.

At Cal State LA, with Black, Latinx, Indigenous, and first-gen students arriving brilliant and burdened, this course meets them where they are at and shows them: You are the story. You are the leader. You are the legacy. Rooted in Ubuntu and Diasporic truth-telling, this course provides students with tools to reflect, resist, and rise. It centers Zulu wisdom, African-centered leadership, and creative media so that students don't just study change—they are the change.

Why This Course is Essential?

Culturally Grounded: Students learn through their own stories, not around them. They center family, community, and resistance, not as footnotes or sidebars. **Globally Minded:** From Soweto to South Central, Palestine to Pico-Union, students make the connections between global liberation movements and the work to come in their backyard. **Digitally Relevant:** Gen Z knows TikTok, YouTube, and mobile storytelling. In this class, they turn their screen time into screen power, with three major video projects as proof of growth. **Leadership-Driven:** Students apply and adapt skills from The 21 Irrefutable Laws of Leadership. They build influence, voice, integrity, and legacy, and can apply those in nonprofits, public service, organizing, education, or entrepreneurship.

Seeds That Soar

The course plants seeds in students' hearts and minds—seeds of vision, courage, and community.

And those seeds don't stay buried. They grow into leadership that soars like eagles in each student's major, career path, or calling, whether that's education, social work, health, law, public policy, or the arts. They'll leave with not just knowledge, but with purpose. Not just with a grade, but with a grounded identity. Not just with experience, but with a sense of destiny.

Final Word

However, on a "hot topic note," Today is **July 17, 2025**, the anniversary of the passing of **Congressman John Lewis**, a man who lived and breathed *"good trouble."* He was a moral compass in American leadership—unshaken in his conviction, unafraid to speak truth to power.

And yet, on this same day, the **killer of Breonna Taylor** is being considered for release with a mere **one-day prison sentence**. How could that be?

What kind of leadership is this?

One that fails the truth.

Fails accountability.

Fails humanity.

This is exactly *why* we need this course.

In a time when injustice is normalized and silence is rewarded, we must raise up a generation of students who can:

- **Name what's broken**

- **Imagine what's possible**

- And **lead with courage, clarity, and compassion**

This course helps students make sense of the world they're inheriting, and equips them to reshape it. Through storytelling, Ubuntu circles, Zulu philosophy, and global Black resistance, it gives them **the tools, the language, and the fire** to speak boldly, lead justly, and love radically.

Through Our Lens is not just a curriculum.

It's a counter-narrative.

A call to leadership.

A mirror, a megaphone, and a movement.

Cal State LA must say yes. Not just for today. But for the future, we refuse to give up on.

California State University, Los Angeles Pan-African Studies Department Course Proposal Submission (Curriculum Module for Fulbright-Hays Fellowship)

By Dion B. Vines

Course Title:

Through Our Lens: Diaspora, Resistance & Storytelling in the Global South

Proposed Course Prefix & Number:

PAS 3000 (Upper-Division Seminar)

Units:

3 units (2 hours lecture, 1 hour activity) per week for 15 weeks

Instruction Mode:

Hybrid (In-Person Ubuntu Circles + Online Multimedia Components)

Grading Method:

Letter Grade Only

Repeatable for Credit:

No

Prerequisites:

Upper-division standing or instructor consent

GE/Diversity Requirement:

This course is **not** a General Education (GE) or Diversity/Ethnic Studies requirement.

Course Type:

Seminar

Catalog Course Description:

This interdisciplinary seminar examines African Diaspora leadership, protest, healing, and storytelling through the lens of global Black experiences. Grounded in Ubuntu philosophy and African-centered pedagogy, students examine Zulu proverbs, analyze liberation movements, and produce digital media projects that narrate personal and ancestral stories. The course also highlights local and national leadership across communities of color, including Indigenous and other historically marginalized groups, affirming a commitment to inclusive and intersectional perspectives. Ideal for students passionate about justice, creativity, and community.

Course Justification:

- Centers Black and diasporic storytelling within culturally responsive pedagogy
- Builds digital fluency through mobile storytelling, video editing, and multimedia production
- Equips students to analyze global liberation movements through African-centered theory
- Grounded in Fulbright-Hays field research in South Africa
- Bridges personal reflection with historical analysis and leadership development
- Addresses critical campus needs for identity-centered and equity-driven curriculum

Student Learning Outcomes (SLOs) & Institutional Outcome Mapping:

Student Learning Outcome	CSULA Institutional Learning Outcome Alignment
1. Reflect on identity through Ubuntu and Zulu proverbs	ILO 1: Knowledge and Inquiry
2. Analyze global protest and leadership movements	ILO 1: Knowledge and Inquiry; ILO 2: Community and Civic Engagement
3. Produce multimedia narratives (video, written)	ILO 3: Communication; ILO 4: Creativity and Innovation
4. Apply African-centered leadership theory	ILO 1: Knowledge and Inquiry; ILO 2: Community and Civic Engagement
5. Engage in restorative Ubuntu dialogue	ILO 2: Community and Civic Engagement
6. Connect culture and resistance to social change	ILO 1: Knowledge and Inquiry; ILO 4: Creativity and Innovation

Modes of Assessment Table:

Outcome	Assessment Method	Tool/Artifact
SLO 1	Weekly Reflections	Written Essays
SLO 2	Weekly Group Presentations	Presentation Rubric
SLO 3	Video Projects (Intro, Midterm, Final)	Multimedia Rubric
SLO 4	Reflection Essays	Analytical Writing Rubric
SLO 5	Ubuntu Circles	Participation Rubric
SLO 6	Final Showcase	Video & Reflection Rubric

Required Texts & Materials:

- *The 21 Irrefutable Laws of Leadership* – John Maxwell
- *Long Walk to Freedom* – Nelson Mandela
- *Pedagogy of the Oppressed* – Paulo Freire
- *Ubuntu and the Reconstitution of Community* – James Ogude
- *Decolonising the Mind* – Ngũgĩ wa Thiong'o
- *Sister Outsider* – Audre Lorde
- *Smartphone Cinema* – Bart Weiss (2025, Focal Press)

Assessment Breakdown:

Assignment Type	Percentage
Weekly Reflections (9)	25%
Group Presentations	10%
Video Projects (Intro, Midterm, Final)	30%
Ubuntu Circle Participation	15%
Final Showcase & Reflection	20%

Course Format & Instructional Strategies:

- Short lectures centered around isiZulu proverbs
- Ubuntu Circles (small group restorative dialogue)
- Guest speakers: culture bearers, healers, organizers, and educators
- Digital storytelling: mobile video, sound, editing, and narrative design
- Use of Flipgrid, Padlet, and cloud drives for peer review and collaborative production
- Weekly reflections connecting theory to lived experience

Weekly Schedule with Due Dates:

Instructor: Dion B. Vines
Course Duration: 15 Weeks

Week	Theme	Due Assignments
1	Who Am I?	Reflection 1, Intro Video Project
2	Justice & Protest	Reflection 2, Group Presentation 1
3	Queer Diasporas	Reflection 3
4	Ubuntu & Healing	Reflection 4, Group Presentation 2
5	Movements Across Borders	Reflection 5, Midterm Video Project
6	Movements Across Boarders II	
7	Global Solidarity	Reflection 6, Group Presentation 3
8	Culture as Resistance	Reflection 7
9	Environmental Justice	Reflection 8, Group Presentation 4
10	Revolutionary Love	Reflection 9, Final Project Planning
11	Final Showcase	Final Video Project & Public Reflection Due

12	Final Showcase II

University Policy Statements

Academic Integrity: Students are expected to uphold the highest standards of academic honesty. Plagiarism, cheating, or any form of academic dishonesty will result in disciplinary action.

Accommodations: Students with disabilities or learning differences are encouraged to contact the Office for Students with Disabilities. Reasonable accommodations will be made in consultation with the instructor.

Title IX: CSULA is committed to fostering a learning environment free of sexual harassment, assault, or discrimination. For assistance or to report concerns, please contact the Title IX Office or consult your syllabus for more resources.

Fulbright-Hays Module Abstract:

Title: Through Our Lens: Diaspora, Resistance & Storytelling in the Global South
Country: South Africa (Johannesburg, Durban, Cape Town)
Grade Level: Upper-Division University (Undergraduate Seminar)
Content Areas: African Diaspora Studies, Digital Storytelling, Leadership Studies, Social Justice, Multicultural Education

Abstract: This curriculum module, developed through the 2025 Fulbright-Hays Group Projects Abroad Fellowship in South Africa, is a 10-week interdisciplinary seminar designed for California State University, Los Angeles students. It explores Ubuntu philosophy, global Black leadership, Zulu proverbs, and liberation movements through storytelling. Students engage in digital video assignments, restorative Ubuntu Circles, and case studies of resistance across borders (from Soweto to Selma). The course is aligned to CSULA learning outcomes and integrates themes of healing, identity, and community leadership. Ideal for Ethnic Studies, Leadership, Communication, and Pan-African Studies majors.

Final Word:

July 17, 2025 marks the anniversary of Congressman John Lewis's passing, a man who urged us to make "good trouble." Yet, on this same day, the killer of Breonna Taylor faces a possible one-day sentence. What kind of leadership is that? One that fails truth, accountability, and humanity. This course arises in response to that failure. It prepares students to name injustice, imagine possibility, and lead with compassion.

Through Our Lens is a call to purpose, a counter-narrative, and a blueprint for change. Cal State LA must say yes – not just for today, but for the future we refuse to give up on.

Appendix A – Selected Zulu Proverbs for Classroom Use

Each proverb is provided with:

- The original Zulu
- An english translation
- A cultural/leadership interpretation
- A suggested weekly theme tie-in

Example Entry:

Zulu: *Umuntu ngumuntu ngabantu*
Translation: A person is a person through other people
Interpretation: True humanity is found in community and mutual care
Course Tie-in: Week 4 – Ubuntu & Healing

Week 1: Who Am I?

1. **Zulu:** *Izandla ziyagezana.*
   Translation: One hand washes the other.
   Interpretation: Identity is formed through mutual support.
   Tie-in: Identity, community, self-definition.

2. **Zulu:** *Isitsha esihle asidleli.*
   Translation: A beautiful plate does not stay long.
   Interpretation: External beauty fades; inner worth is lasting.
   Tie-in: Authentic self-worth over appearance.

Week 2: Justice & Protest

3. **Zulu:** *Ukubekezela kuyaphumelela.*
   Translation: Patience conquers all.
   Interpretation: Justice movements require discipline and endurance.
   Tie-in: Protest, patience, and collective struggle.

4. **Zulu:** *Inkunzi isematholeni.*
   Translation: The bull is among the calves.
   Interpretation: The next generation holds the power.
   Tie-in: Youth-led activism and resistance.

Week 3: Queer Diasporas

5. **Zulu:** *Akukho qili lazikhotha emhlane.*
   Translation: No trickster can lick their own back.
   Interpretation: Self-deception prevents growth.
   Tie-in: Honesty and identity.

6. **Zulu:** *Isikhuni sibuya nomkhwezeli.*
   Translation: The firebrand returns with the one who lit it.
   Interpretation: Actions return to those who started them—affirmation matters.
   Tie-in: Liberation begins with self-love.

Week 4: Ubuntu & Healing

7. **Zulu:** *Umuntu ngumuntu ngabantu.*
   Translation: A person is a person through other people.
   Interpretation: Ubuntu ethic — human dignity is relational.
   Tie-in: Healing and interdependence.

8. **Zulu:** *Induku enhle igawulwa ezizweni.*
   Translation: A good stick is found in the forest of others.
   Interpretation: Wisdom and healing can come from unexpected places.
   Tie-in: Communal learning and humility.

Week 5: Movements Across Borders

9. **Zulu:** *Izinkomo azihlangani nezimpondo zazo.*
   Translation: Cattle don't clash horns without reason.
   Interpretation: Conflict has roots — understand the context.

Tie-in: Global movement strategy.

10. **Zulu:** *Inhlanhla kayiveli kabili.*
    Translation: Luck doesn't strike twice.
    Interpretation: Don't waste a moment of opportunity.
    Tie-in: Cross-border solidarity requires readiness.

Week 6: Global Solidarity

11. **Zulu:** *Ubunzima abukhali njengenkemba.*
    Translation: Hardship is not as sharp as a sword.
    Interpretation: Collective struggle overcomes hardship.
    Tie-in: Shared resistance.

12. **Zulu:** *Akukho ndlovu yasindwa umboko wayo.*
    Translation: No elephant is burdened by its own tusks.
    Interpretation: We are equipped to bear our identities.
    Tie-in: Pride in identity and unity.

Week 7: Culture as Resistance

13. **Zulu:** *Uthando alunambala.*
    Translation: Love has no color.
    Interpretation: Cultural resistance is rooted in love and unity.
    Tie-in: Multiracial, intersectional solidarity.

14. **Zulu:** *Inja yakhiwa ngezinyo.*
    Translation: A dog is built one tooth at a time.
    Interpretation: Culture is built detail by detail.
    Tie-in: Food, fashion, music as layered resistance.

Week 8: Environmental Justice & Indigenous Wisdom

15. **Zulu:** *Umhlabathi uyabekezela.*
    Translation: The earth endures.
    Interpretation: Nature teaches resilience.
    Tie-in: Environmental stewardship.

16. **Zulu:** *Amaphupho awashabalali.*
    Translation: Dreams don't die.
    Interpretation: Indigenous wisdom lives across generations.

Tie-in: Land memory and prophecy.

Week 9: Revolutionary Love

17. **Zulu:** *Uthando lungumuthi omkhulu.*
    Translation: Love is the greatest medicine.
    Interpretation: Revolutionary love heals deep wounds.
    Tie-in: Mandela, Lorde, and radical healing.

18. **Zulu:** *Isandla sihlamba esinye.*
    Translation: One hand washes the other.
    Interpretation: Love requires mutual care.
    Tie-in: Community interdependence.

General Proverbs for Any Week

19. **Zulu:** *Umakoti ugotshwa esebenzisa izandla ezinhle.*
    Translation: A bride is shaped by gentle hands.
    Interpretation: Nurturing builds strong leaders.
    Use: Mentorship, guidance.

20. **Zulu:** *Umoya wamagwala awunankani.*
    Translation: A coward's spirit has no determination.
    Interpretation: Boldness in leadership.
    Use: Any discussion on courage.

21. **Zulu:** *Amaqili awaweli emgodini munye.*
    Translation: Tricksters don't fall into the same trap twice.
    Interpretation: Wisdom grows through lived experience.
    Use: Learning from failure.

22. **Zulu:** *Akukho ndlela emfishane eya enhlonipho.*
    Translation: There is no shortcut to respect.
    Interpretation: Leadership is earned, not assumed.
    Use: Legacy building.

Appendix B: Midterm and Final Video Project Guidelines

Mid-Term Video Project

Title: “This is My Protest: Memory, Movement, and Me”

Due: Week 5

Project Overview:
This video invites you to reflect on a protest movement that shaped your identity. Whether it's global (Soweto Uprising, Palestine), national (BLM, Standing Rock), or local (LA street organizing, ethnic studies advocacy), this is your chance to tell the story of how protest lives in you.

Requirements:

- - 2–4 minutes in length
- - Frame your story with one Zulu proverb
- - Reference one global or historical protest movement
- - Integrate a leadership principle from The 21 Irrefutable Laws of Leadership
- - Include at least three visual/audio elements
- - Include a spoken or written reflection: “Why this movement still matters to me.”

Student Prompt:
How does protest live in your body, family, or community?
What do you stand for? Who do you stand with? What does resistance look like in your life?

Midterm Video Rubric (25 Points)

Criteria	Points	Description
Narrative Clarity	5 pts	Story has a clear beginning, middle, and end
Cultural/Historical Depth	5 pts	Includes protest history and cultural framing

Leadership Connection	5 pts	Engages one law from Maxwell's leadership framework
Visual Creativity	5 pts	Uses photos, video, and/or music to enhance meaning
Personal Voice	5 pts	Demonstrates vulnerability, reflection, and authenticity

Final Video Project

Title: "Through Our Lens: A Story of Healing, Power & Legacy"

Due: Week 10 – Final Showcase

Project Overview:
This is your digital capstone. It's not just what you learned, it's who you've become. Use this moment to reflect on your growth, your Ubuntu Circle experience, and the future you're helping shape. Think of it as your leadership testimony, a love letter of liberation, or a cinematic statement piece.

Requirements:

· - 3–5 minutes in length

· - Center your video on one Zulu proverb

· - Reference a global figure of revolutionary love

· - Include at least two moments of visual storytelling

· - Reflect on your Ubuntu Circle and answer: "What kind of ancestor am I preparing to become?"

Student Prompt:
This is your final word. What did you learn about justice, healing, and community through this course? Who are you now—and who are you becoming?

Video Rubric (30 Points)

Criteria	Points	Description
Legacy Storytelling	6 pts	Tells a story about healing, identity, or growth with intention
Ubuntu Integration	6 pts	Honors Ubuntu Circle reflections and peer relationships
Cultural/Historical Connection	6 pts	Integrates ancestral wisdom + figure of revolutionary love
Multimedia Craftsmanship	6 pts	Uses editing, visuals, and sound creatively and intentionally
Personal Power & Presence	6 pts	Shows authenticity, vulnerability, and courage

Submission Format & Enhancements

• Submit in MP4, MOV, or link to YouTube/Vimeo
• Captioning encouraged (for accessibility)
• Optional: Upload behind-the-scenes reflection or production notes

Optional Enhancements:
- Interview a family member, community elder, or peer
- Use TikTok, Instagram, or YouTube-style editing
- Mix languages (e.g., English + home/heritage language)
- Include poetry, choreography, or animation

Appendix C: Sample Weekly Reflection Prompts

- How did this week's proverb challenge or affirm your understanding of leadership?
- Where do you see Ubuntu reflected in your community or personal life?
- Describe how storytelling (from class or beyond) shaped your views on justice.
- Reflect on how multimedia tools enhanced or complicated your message this week.
- What did you learn from your peers' presentations about protest or healing?

Appendix D: Rubric Templates

Reflection Rubric (10 pts each): Clarity (2), Insight (3), Connection to Readings (2), Personal Voice (3)
Video Project Rubric (30 pts): Storytelling (10), Technical Quality (5), Originality (5), Message Alignment (10)
Participation Rubric (Ubuntu Circles): Presence (5), Listening (5), Respect (5), Contribution (5)

Appendix E: Mobile Media Toolkit

Free Apps:

- CapCut
- Canva
- InShot

Tutorial Links:

- Smartphone Lighting & Framing Guide
- How to Build a Mobile Narrative Arc
- Using Audio for Impact

Recommended Equipment (optional):

- Lavalier mic
- Phone tripod
- LED ring light

Appendix F: Glossary of Key Terms

Term	Definition
Ubuntu	A Southern African philosophy meaning “I am because we are”emphasizes community, empathy, and interdependence.
Diaspora	The movement, migration, or scattering of people away from an established or ancestral homeland.
Revolutionary Love	A concept advanced by scholars like bell hooks and Audre Lorde, asserting that love is a political force for justice and social change.
Storytelling as Resistance	The act of narrating personal or ancestral histories as a way to assert identity and counter erasure.
Restorative Dialogue	A process of open, honest communication that prioritizes healing, understanding, and community building.
Pan-Africanism	A political and cultural movement that advocates for solidarity among all people of African descent.
Multimedia Literacy	The ability to critically understand, create, and communicate using visual, audio, and digital tools.
Ancestral Wisdom	Knowledge, practices, and insights passed down through generations, rooted in cultural traditions.

Appendix G: Sample Student Project Concepts

Midterm – “This is My Protest”

- *“From Ferguson to Florence Ave: Growing Up in the Shadows of Injustice”* — explores local BLM protests and family history.
- *“My Auntie’s Sign: The Day She Marched for Ethnic Studies”* — narrates intergenerational activism with archival photos.

Final – “Through Our Lens”

- *“My Grandfather’s Drumbeat”* — combines oral history with animation and ancestral Zulu proverb.

- *“The Healing Comes in Waves”* — follows the student’s journey through grief, organizing, and Ubuntu Circles.

Appendix H: Instructor Implementation Notes

- **Facilitate with Flexibility**: Adapt Ubuntu Circles to accommodate diverse group dynamics. Prioritize psychological safety.
- **Honor All Stories**: Embrace non-linear, poetic, or mixed-language narratives as valid scholarship.
- **Weekly Debriefs**: Invite short student-led debriefs to reflect on emotional, intellectual, and technical challenges.
- **Tech Equity**: Provide loaner equipment or alternate submission methods (e.g., audio-only, handwritten storyboards).
- **Invited Speakers**: Rotate guest presenters who reflect course themes: Black elders, Afro-Indigenous leaders, queer activists.

This completes the comprehensive CSU LA & Fulbright-Hays curriculum module: Through Our Lens: Diaspora, Resistance & Storytelling in the Global South
Instructor: Dion B. Vines | © 2025 Fulbright-Hays GPA Fellow | California State University, Los Angeles""