



Instructionally Related Activities Report Form

SPONSOR: ANDREA GROVE AND CHRIS SCHOLL
DEPARTMENT: POLITICAL SCIENCE
ACTIVITY TITLE: UNIV 392: JOURNEY TO THE NEW SOUTH AFRICA
DATE (S) OF ACTIVITY: JANUARY 2-18, 2015

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
 - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
 - (6) WHAT DID YOU LEARN FROM THE PROCESS?
 - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.
-

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C. IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!



(1) PROVIDE A DESCRIPTION OF THE ACTIVITY:

FOLLOWING A SEMESTER-LONG COURSE ON SOUTH AFRICAN POLITICS AND SOCIETY, WE TRAVELED TO CAPE TOWN, JOHANNESBURG, AND KRUGER NATIONAL PARK.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

FROM THE SYLLABUS:

Objectives for the students in this course are

- to acquire historical knowledge about South Africa
- to explain how apartheid was structured
- to analyze how institutions can shape and change our ideas about social divisions
- to evaluate and confront tough issues about racial domination and social justice
- to assess how a society can transition from an authoritarian to a democratic regime
- to identify the roots of and possible solutions for contemporary challenges facing South African society
- to associate linkages between political/social issues and economic problems and solutions

Additional outcomes to which the travel contributes:

- to evaluate various sources of information (texts read on campus compared to speakers and others in South Africa) about South Africa's democratic process and its contemporary social issues
- to appraise the historic areas in which the anti-apartheid struggle occurred (Robben Island, District Six, Soweto, etc.)
- to acquire a deeper sense of life in South Africa through a two day homestay with a family in a township
- to reflect on the AIDS crisis as it impacts local areas, through the eyes of an AIDS clinic physician
- to understand the political economy of tourism and the racial dimensions of profit from tourism
- to experience the many and contrasting worlds of this country ranging from the poverty in townships to the vast wealth of other areas, from the urban settings to the beauty of the natural game parks
- to comprehend the pros and cons of ecotourism in a developing country



(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

STUDENTS WERE ABLE TO ENGAGE IN ANOTHER CULTURE, EXPERIENCE THE HISTORY THEY HAD READ ABOUT, AND MEET NEW FRIENDS TO LEARN FROM. STUDENTS SPENT 2 DAYS AND 1 NIGHT WITH A FAMILY, HAD VARIOUS MEALS AND ACTIVITIES WITH LOCAL SOUTH AFRICANS, AND DISCUSSED MANY THINGS THEY READ ABOUT WITH LECTURERS, NGOs, ETC.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

BUDGET ISSUES (SEE BELOW).

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

I WOULD SEEK MORE CLARITY FROM THE CIA AND IRA ABOUT TIMING---WE HAVE TO MAKE DEPOSITS, ETC., EARLY IN THE PROCESS AND SO THEREFORE APPLIED EARLY FOR FUNDING. WE WERE TOLD TO WAIT. THIS MADE EVERYTHING HARDER. ALSO, CHANGES IN VAT IN COUNTRY AND JUST INFLATION OVER TIME BETWEEN WHEN PROPOSALS ARE DUE AND WHEN PAYMENTS ARE DUE MADE IT SO OUR BUDGET WAS FAR UNDER THE EXPECTATION. WE HAD TO HAVE STUDENTS PAY AN ADDITIONAL \$200+. I WOULD PAD THE BUDGET MORE FOR THESE KINDS OF THINGS AS WELL. AS FOR THE ACTIVITY ITSELF, IT WENT SO WELL THAT THERE IS NOTHING I WOULD CHANGE.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

HOW REWARDING IT IS TO TAKE STUDENTS ON THESE TRIPS, EVEN THOUGH THE FRUSTRATIONS OF RED TAPE MAKE IT SO TOUGH WHILE STILL ON CAMPUS.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

PLEASE SEE IRA ISSUED EVALUATIONS; ALSO THERE SHOULD BE CIA EVALUATIONS (I HAVE NOT RECEIVED COPIES OF EITHER OF THESE). I DID HAVE STUDENTS WRITE TRAVEL JOURNALS BUT THOSE ARE TOO LONG AND PERSONAL TO INCLUDE (AND NOT IN ELECTRONIC FORMAT).

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

ADVISOR EXPENSES (FOOD, AIRPORT TRANSPORT, ETC.): \$1439 (TWO ADVISORS)
AIRFARE FOR 17: \$31,869
AMEX FEE FOR AIRFARE: \$170
HOTELS, TOURS, IN-COUNTRY TRANSPORTATION, SOME MEALS, ETC.: \$50,767
TOTAL: \$84,245 (2/3 ++ PAID BY STUDENT FEES)



**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

**C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR EMAIL SUBMISSION
THESE IMAGES WERE SENT IN MARCH FOR POSTING ON THE IRA FB PAGE.**