



<http://www.csuci.edu/ira/index.htm>

Application
Instructionally Related Activities Funds Request
2013-2014 Academic Year

DEADLINES: Application Submitted to AVP:
Fall and Academic Year 2013-14: 03/01/13
Spring 2014 deadline: 10/01/13

Submittal Process: Applications must be first be signed by your program chair and then submitted to the appropriate AVP for approval. AVP's will next forward application to the IRA Coordinator for review. If there are questions or concerns, you may be asked for revisions or additional information. The IRA Coordinator will then forward applications to the IRA Committee for consideration.

Fiscal Management: Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

Duplicate requests- if Sponsor is submitting multiple proposals for recurring events involving speakers, musicians, etc., please combine your requests into one proposal.

Activity Title: Univ 392: Journey to the New South Africa

Project Sponsor/Staff (Name/Phone): Andrea Grove and Christopher Scholl/437-3124
Alison Potter (staff)/777-1042

Activity/Event Date(s): Jan 3-17, 2015 (dates approximate)

Date Funding Needed By: Sept 1, 2014

***Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2013 and for Spring Requests early January 2014.*

Previously Funded by IRA? x YES NO If Yes, what Semester/Year? Fall 2013
Proposal(s) # _____ (if known)

Report submitted for previously Funded Activity?: x YES NO

***Please attach copy of previous IRA Report**

Academic Program or Center Name: Political Science, Center for International Affairs

Estimated total Course Fee revenue: \$36,987.16

Amount Requested from IRA: **\$84,760.84 (Should match "Total Requested from IRA" on Page 5)**
Estimated Number of Students Participating: 20

Conditions and Considerations Checklist

Please check if any of the following apply to your IRA:

Artist/Performer/Speaker Fees & Honoraria- On the Activity Budget, please indicate whether the vendor's price was set by you / CI representative, or is a fee that was set by the vendor themselves.

Large Event- For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.

Equipment Purchase- If requesting large equipment purchase -over \$200, or will be a fixture installed on campus- Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

Field Trip- Sponsor must comply with all policies found at <http://www.csuci.edu/hr/AcademicFieldTripGuidelinesandForms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval. If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects – from simple surveys to complex biomedical procedures – must be reviewed and approved by the IRB *prior* to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.

Exempt from IRB Approval –If your project is exempt from IRB review, include copies of correspondence with IRB Board. It is the Project Sponsor's responsibility to inquire with the IRB **prior** to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed.

IT Requirements- If your activity has IT requirements, your application requires proof of correspondence and approval from IT Administration.

X **International Travel**- Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application.

Risk Management Consultation-Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.

Space/OPC Requirements, Infrastructure/Remodel-Requires proof of correspondence with OPC Administration.

Late Submission - Requires explanation for emergency funding.

Other -

Application
Instructionally Related Activities Funds Request
2013-2014 Academic Year

Instructions and Requirements – Written Portion

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

This course is a comprehensive study of South African politics and society, including travel to South Africa to observe areas studied in the semester-long class, to interact with South Africans in various urban and rural settings, and to observe society in order to understand concepts and issues discussed in the campus-based portion of the class. It provides an experience satisfying not only three core aspects of the university mission (promoting multicultural, international, and interdisciplinary perspectives) but also satisfying upper division credit for political science majors.

Specifically, this course explores the history of South Africa as a colony, the creation of the apartheid state, and the birth of the “New South Africa” (post-apartheid). After students learn how the unequal society was built, we’ll study the transitional process (democratization) and the experiment in creating the ideal society—the world’s most liberal constitution. We’ll learn about a unique experiment in conflict resolution, the Truth and Reconciliation Commission, and explore how this process might work in other torn societies. Other sections will focus on the AIDS crisis and South Africa’s role in the region. As we cover these topics, lectures and discussion sessions will focus on the connections between the political and societal issues in this course with issues of creating a healthy economy and business environment. We will investigate pertinent issues in the study of political economy and international political economy that cut across South Africa’s history, its present, and its future.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.
 - a. Please list all classes that directly relate to the proposed activity.
 - b. For each class listed in #2a, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent.

a. UNIV 392: Journey to the New South Africa

b. During the semester students will work toward the objectives noted below. Please see attached syllabus and itinerary for a clear picture of how the course and trip relate. They are integral to each other.

3. **Learning Outcomes.** List all expected learning outcomes, as connected specifically with each course listed in #2.

Student learning objectives:

- identify key events in South Africa's history
- describe how apartheid was structured
- describe examples of how institutions can shape and change our ideas about social divisions, using the South African case
- debate tough issues about racial domination and social justice
- analyze the roots of and possible solutions for contemporary challenges facing South African society

The in-country portion of the course relates each day to all of the above and also has the goals of enabling students 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
- experience first hand the historic areas in which the anti-apartheid struggle occurred (Robben Island [where a former political prisoner will be our guide], District Six [a "Coloured" area of Cape Town whose residents were completely moved to the townships under apartheid and is now being rebuilt], Soweto, etc.)
- acquire a deeper sense of life in South Africa through a two day homestay with a family in a township
- reflect on the AIDS crisis as it impacts local areas, through the eyes of an AIDS clinic physician and individuals who are part of an NGO
- understand the political economy of tourism and the racial dimensions of profit from tourism
- 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
- comprehend the pros and cons of ecotourism in a developing country

4. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note that a report will be due 30 days after your activity.**

During the on campus portion, students write papers and take a written exam. During the trip, students will engage in multiple group discussions/debriefings after particular activities. Students will be required to keep a journal in which they reflect on the specific issues described in the outcomes above. In addition, the journal provides students the opportunity to describe their experiences and the impact the journey is having on them personally and intellectually. Also, students will provide a group presentation open to campus, in which the students summarize their learning in class about specific issues in contemporary South

Africa and how the journey affected, enhanced, or changed their knowledge about the issues.

5. **Activity Budget.** Please enclose a complete detailed budget of the entire activity. **Bold** specific items that you are requesting IRA to fund (Page 6).

Please note that the budget is an estimate that can vary with the exchange rate (but right now that is moving in favor of the dollar), and with flight prices that are difficult to estimate this far in advance. The \$2800 flight estimate is hopefully high, but it is possible that flights will cost this much (which, please note, is much higher than the UNIV 392 to European states).

Please see worksheet too.

Itemized costs (SA rand)

Accommodation Cape Town: 7 nights Lady Hamilton	R112000.00
Transportation all scheduled activities	36 500.00
Home stays	14 000.00
Co ordination/planning and supervision	25 000.00
Honoraria for guest speakers	6 500.00
Tour guides	6 800.00
Venues for seminars	2 500.00
Administration	3 000.00
Welcome dinner	10 500.00
Farewell dinner	5 200.00
Cape Peninsula tour /Entrance fees/lunch	10 000.00
Robben Island	9 500.00
Tour of Parliament/Speaker/Lunch	3 600.00
Orientation /City walking tour	6 800.00
District 6 Museum/Bo Kaap/Lunch/Seminar	10 000.00
Tour of UCT campus/Townships/Lunch	8 000.00
Table Mountain/Kirstenbosch Gardens	10 500.00
Johannesburg accommodation 3 nights	58 000.00
Half day Joburg city tour/half day Pretoria tour	14 500.00
Soweto/Apartheid Museum/Lunch at Wandies	15 200.00
Transport	10 500.00
Kruger Park tour (all meals, 3 nights accommodation)	122 000.00
Subtotal	R500,600.00 = R22,755.00 per person= \$2529.00 at current exchange rate (\$1=SAR9)
Airfare (LAX to Capetown, Capetown to Johannesburg, Johannesburg to LAX) per person (approx)	\$2800.00
Roadrunner to/from LAX (estimate pp)	\$37.00
Travel Insurance	\$100.00

Gratuities and exigency fund per person	\$40.00
Faculty travel cost—above (above is the estimate for the group) and a few meals	\$11,008
Total for students	\$110,740
2/3 funding = \$73,752.84	

Total requested from IRA: \$84,760.84

- 6. International Trips.** If your event is an international trip submitted through the Center for International Affairs, you must include a copy of the program budget as submitted to CIA (to ensure congruency between the two budgets), as well as a copy of the course syllabus.
- 7. Sources of Activity Support.** Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity.

Student fee for 1/3 of travel costs = $\$36,987.16 / 20 = \1850 each
Students will pay for some of their own meals (exact amount TBD but approximately \$125.
If the course is not bestowed with 3 WTU from the CIA for teaching the course, the POLS program will contribute \$8000 for staffing the course.
One faculty member will team teach the course for no salary compensation.
- 8. Audience/ Marketing/Promotions.** Who is your intended target audience? How will your event be advertised to students?

The target audience is all students; we have had many majors go on this trip the other times it has been taught. Sending email to all students has become a very difficult and time consuming process, but we will be able to email POLS majors. The CIA website is another outlet we will have the benefit of using (upcoming UNIV 392s are listed on the site).
- 9. Sustainability.** If appropriate, indicate how the content or delivery of the project promotes sustainability at CI.
- 10. Images.** For previously funded IRA activities, include copies of images from past IRA activity or activities, demonstrating student participation and levels of students served.
- 11. Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations herein.

IRA Travel Activity Budget



California State University
CHANNEL ISLANDS

INSTRUCTIONALLY RELATED ACTIVITIES

Old Budget

Activity Title: UNIV 392 South Africa

2013-2014

Sponsor Name: Andrea Grove

20 Number of Students Participating

2 Number of Faculty

I	Student traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$2,800.00	20	\$56,000.00	hopefully a high estimate
	Ground Transportation	\$275.00	20	\$5,500.00	All costs will fluctuate with exchange rate
	Lodging	\$1,475.00	20	\$29,500.00	
	Registration Fees	\$244.00	20	\$4,880.00	fees for UWC and travel agency; tour guides
	Entrance Fees	\$445.00	20	\$8,900.00	
	Meals (included)	\$80.00	20	\$1,600.00	
	Cultural Activities			\$0.00	included under entrance fees
	Vehicle/Van Rental			\$0.00	
	Other: Homestays, gratuities	\$118.00	20	\$2,360.00	
	STUDENT TRAVEL TOTALS	\$5,437.00		\$108,740.00	
II	Faculty Travelling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$2,800.00	2	\$5,600.00	
	Ground Transportation	\$275.00	2	\$550.00	here and above includes Roadrunner for LAX
	Lodging	\$1,475.00	2	\$2,950.00	
	Registration Fees	\$204.00	2	\$408.00	
	Entrance Fees	\$445.00	2	\$890.00	
	Meals (included)	\$205.00	2	\$410.00	same as above plus approx 5 dinners
	Cultural Activities			\$0.00	
	Other: Travel Insurance	\$100.00	2	\$200.00	**
	FACULTY TRAVEL TOTALS	\$5,504.00		\$11,008.00	
III	Operating Expense Budget	Cost/ea	# Requested	Total	Comments/Additional Notes
	Supplies			\$0.00	
	Other:			\$0.00	
	Other:			\$0.00	
	OPERATING EXP. TOTALS	\$0.00		\$0.00	
IV	Out of Pocket Student Expenses	Cost/ea	# Requested	Total	Comments/Additional Notes
	Health Insurance			\$0.00	
	Tuition/Registration			\$0.00	
	Travel Insurance	\$100.00	20	\$2,000.00	
	Out of Pocket Meals	\$125.00	20	\$2,500.00	This is an estimate
	Other:			\$0.00	
	STUDENT EXP. TOTALS	\$225.00		\$4,500.00	
V. Total costs of the trip- Please Note that Formulas Calculate Automatically					
	Total Student Traveling Expenses			\$108,740.00	
	Faculty Travel Expenses, if funded at 100%			\$11,008.00	
	Operating Expenses, if funded at 100%			\$0.00	
	TOTAL IRA FUNDING REQUESTED			\$119,748.00	
	Out of Pocket Student Expenses			\$4,500.00	Not funded by the University
UNIV 391/392 & International Trips only					
	Maximum IRA student funding @ 2/3rd of student total cost			\$72,855.80	
	1/3 of total cost payable by students through course fee			\$35,884.20	
	TOTAL IRA FUNDING REQUESTED FOR INT'L TRIPS			\$83,863.80	
	Out of Pocket Student Expenses			\$225.00	Not funded by the University

Revised Budget

Number of Students		20			
Number of Faculty		2			
I	Students traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$ 2,100.00	20	\$ 42,000.00	This is an estimate
	Ground Transportation	\$ 275.00	20	\$ 5,500.00	All costs but airfare will fluctuate with exch r
	Hotel Accommodations	\$ 1,475.00	20	\$ 29,500.00	
	Registration Fees	\$ 244.00	20	\$ 4,880.00	fee for UWC and travel agency; tour guides
	Entrance Fees	\$ 445.00	20	\$ 8,900.00	
	Meals	\$ 80.00	20	\$ 1,600.00	
	Cultural Activities	\$ -	0	\$ -	included under entrance fees
	Travel Insurance	\$ -	0	\$ -	
	Vehicle/Van Rental	\$ -	0	\$ -	
	Other: Homestays, gratuities	\$ 118.00	20	\$ 2,360.00	
II	Faculty Traveling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$ 2,100.00	2	\$ 4,200.00	
	Ground Transportation	\$ 275.00	2	\$ 550.00	here and above includes Roadrunner for LA
	Hotel Accommodations	\$ 1,475.00	2	\$ 2,950.00	
	Registration Fees	\$ 204.00	2	\$ 408.00	
	Entrance Fees	\$ 445.00	2	\$ 890.00	
	Meals	\$ 205.00	2	\$ 410.00	same as above plus 5 dinners each
	Cultural Activities	\$ -	0	\$ -	
	Travel Insurance	\$ -	0	\$ -	
	Other:	\$ -	0	\$ -	**
	Other:	\$ -	0	\$ -	**
III	Operating Expense Budget	Cost	Comments/Additional Notes: Please be Specific		
	Supplies	\$ -			
	Printing/Copying	\$ -			
	Other:	\$ -	**		
	Other:	\$ -	**		
	Other:	\$ -	**		
IV	Out of Pocket Student Expenses	Cost/ea	Comments/Additional Notes: Please be Specific		
	Health Insurance	n/a	Not funded by IRA or the University		
	Tuition/Registration	n/a	Not funded by IRA or the University		
	Other:	n/a	Not funded by IRA or the University		
	Other:	n/a	Not funded by IRA or the University		
Total costs of the trip					
	Total Student Traveling Expenses			\$ 94,740.00	
A	Maximum IRA funding @ 2/3rd total cost			\$ 63,096.84	
	Remaining 1/3 is payable by students through course fee			\$ 31,643.16	
B	Faculty Travelling Expenses, funded at 100%			\$ 9,408.00	
C	Operating Expenses, funded at 100%			\$ -	
	Total IRA funding Requested (Total of A, B & C)			\$ 72,504.84	
	Out of Pocket Student Expenses, not funded by the University			\$ 31,643.16	

**UNIV 392: Journey into the New South Africa
Fall 2014 (with travel in January 2015)**

Course Description:

This course is a comprehensive study of South African politics and society which includes travel to South Africa to observe historical areas studied in course, to interact with South Africans in various urban and rural settings, and to observe society in order to understand concepts and issues discussed in the campus-based portion of the class.

Specifically, this course explores the history of South Africa as a colony, the creation of the apartheid state, and the birth of the “New South Africa” (post-apartheid). After students learn how the unequal society was built, we’ll study the transitional process (democratization) and the experiment in creating the ideal society—the world’s most liberal constitution. We’ll learn about a unique experiment in conflict resolution, the Truth and Reconciliation Commission, and explore how this process might work in other torn societies. Other sections will focus on the AIDS crisis, and South Africa’s role in the region. As we cover these topics, lectures and discussion sessions will focus on the connections between the political and societal issues in this course with issues of creating a healthy economy and business environment. We will investigate pertinent issues in the study of political economy and international political economy that cut across South Africa’s history, its present, and its future.

Student Learning Objectives:

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

These outcomes align very closely with the program outcomes and the University mission—the class is taught from an interdisciplinary view (history, sociology, political science), is clearly promoting international perspectives, focuses on the fact and issues arising with the country's multicultural setting, and raises awareness about civic engagement as global citizens.

Program outcomes, listed below, match well with the outcomes above:

1. write clearly and with purpose on issues of international and domestic politics and public policy;
2. participate as a civically engaged member of society;
3. analyze political and policy problems and formulate policy options;
4. use electronic and traditional library resources to research key local, state, national and international policy issues and present results;
5. demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis
6. demonstrate critical thinking, including the ability to form an argument, detect fallacies, and marshal evidence, about key issues of public policy and politics;
7. discuss the major theories and concepts of political science and its subfields; and deliver thoughtful and well articulated presentations of research findings.

Credit hours/contact hours:

This course will be for three credits. The trip will be approximately 15 days (with full scheduling of those days), so it is suggested that the course meet for two hours per week during the semester. The travel portion will take place in early January, approximately January 3-17 (students will return to campus before classes begin).

Orientation session outline: (See attached)

Format of course: See below for classroom portion (primarily lecture and discussion based; also films). See itinerary for in-country format (tours, lectures, homestays, safari).

Evaluation of student performance:

Students must attend class, complete assigned readings before class, and participate in class discussions. Assignments also include answers to discussion questions, a midterm, a journal to be turned in after the trip, a term paper for which students will research a contemporary problem facing South Africa. Students will present the research for these papers during the final exam periods. Finally, students will prepare and engage in a group presentation about their experience in spring 2012.

Grades will be calculated as follows:

Attendance and participation in class	10%
Discussion questions	20%
Film reviews	10%
Midterm	10%
Term paper	15%
Final presentation	10%
Travel journal	20%
Group presentation	5%

Course Readings:

Beinart, William. *Twentieth-Century South Africa, New edition*. New York: Oxford University Press, 2001 or

Clark, Nancy, and William Worger. *South Africa: The Rise and Fall of Apartheid*. New York: Longman, 2004.

Sparks, Allister. *Beyond the Miracle: Inside the New South Africa*. Chicago: University of Chicago Press, 2009.

Mathabane, Mark. *Kaffir Boy: An Autobiography*. New York: Touchstone, 1986.

Supplemental readings (electronic reserves)

Online newspapers: So that students are up-to-date on current events in South Africa, they are required to read one of several online South African news sources. More information on those sources and how to find them will be distributed in class.

The Individual Term Paper:

Each class member will research, analyze, and write a paper on a subject (related to a specific contemporary challenge (of their choosing) in the South African economy, and/or society (most likely your topic won't neatly fall into one of these categories to exclusion of the other). Topics

will be turned in early in the semester. The paper should follow standard research paper writing format (see the professor if you have any questions). The final product is not to be simply a regurgitation of the published facts but rather a presentation of data and information that ultimately leads to a thoughtful and thorough analysis of the topic from the perspective of the author. During the final exam sessions, students will share the research, using visual aids, in substantial presentations.

The Travel Journal:

Students will keep a journal during the entire travel portion of the course. The journal may take any (neat, legible) form that you choose. It will be returned at the beginning of the spring semester. Students are encouraged to be creative, but the following items are mandatory:

1. Summarize briefly the activities for each day (this can be very brief)
2. Reflect on the connections between the activities that day and readings/other experiences in class
3. Share with the professor reactions about the day: were the activities worthwhile, in terms of increasing your knowledge, understanding, and experience of South Africa?

Students will turn in the journals when we return to the Los Angeles Airport. This provides time on the flights home to wrap up your reflections.

General Course Policies:

Due to the discussion format of this course, attendance and participation in all sessions is not only expected but also required. The professor reserves the right to amend any or all of the above requirements and attached agenda topics as needed.

Academic Honesty

Plagiarism, cheating, and any other forms of academic dishonesty and theft will not be tolerated. As stated in the university catalog, academic dishonesty includes “such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess”. The catalog describes the process for evaluating cases of dishonesty and assignment of appropriate penalties <http://www.csuci.edu/studentlife/judicial-affairs/academic-dishonesty.htm>

Proper methods of citation must be followed. Use the library’s guide:
<http://www.library.csuci.edu/research/cite-sources.htm>

Using any ideas not your own without citation constitutes plagiarism. Failing grades or no grades will be assigned until proper citation is followed. Another helpful resource is available from the library, guidelines for the "Ethical Use of Information" at <http://alacarte.library.csuci.edu/subject-guide/55-Ethical-Use-of-Information>

Disabilities Accommodation

Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms and materials must register with the designated staff member in Student Affairs. This communication allows us to better accommodate special needs. Students will be required to provide documentation of a disability when accommodations are requested.

Schedule of Topics and Reading Assignments (subject to change)

Note on reading of *Kaffir Boy*: This is a book that tells the true story of a black South African boy growing up in a township during apartheid. Many of the processes and circumstances we are learning about in the first several weeks of the course are reflected in his life and story, giving us a greater understanding of the "facts" you hear in class and in the Beinart text. You should be halfway through the book by mid-October, so you are able to demonstrate your understanding of the book in class discussions. The remainder of the book should be finished by the end of the semester.

Weeks 1 and 2

Introduction to Course and Overview of Contemporary South Africa

The Colonial History and Its Legacy

Reading: Beinart, Chapters 1 and 2 (pp. 9-61)

Supplemental Readings on Mining and Labor Migration. Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Ch. 4, pg. 110-153).

Weeks 3 and 4

Independence and the Pre-Apartheid Era

Reading: Beinart, Chapters 3, 4, 5 (pp. 62-140)

Supplemental Readings on the Segregation Era. Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Ch. 5, pg. 154-186).

Week 5

Apartheid

Reading: Beinart, Chapter 6 (pp. 143-169)

Supplemental Readings on Apartheid.

Weeks 6 and 7

Rebellion and the Long Struggle

Reading: Beinart, Chapters 9 and 10 (pp. 228-285) plus “understanding the Freedom Songs.”

Supplemental Readings on the fall of Apartheid. Suggested: Mandela, Nelson. *Long Walk to Freedom*.

Week 8

Films: *Cry Freedom*, *Catch a Fire*

Week 9

Business and Economics: Living the Lie During Apartheid

Reading: Beinart, Chapters 7 and 8 (pp. 170-227)

“You and Khayalitsha,” Government Announcements: September/October 1984

Supplemental Readings on the Apartheid Era. Suggested: Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Chpt. 7, pg. 221-240).

Week 10

Transition to Democracy, the Constitution

Reading: Beinart, Chapter 11 (pp. 289-308)

and “The Afrikaners After Apartheid,” by Ben Schiff

Supplemental Readings on the New S. Africa. Suggested: Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Chpt. 8, pg. 241-264).

Week 11

The Truth and Reconciliation Process

Film: *Long Night's Journey into Day*

Week 12

Land Reform: Impact on the Economy

Supplemental Readings: The Commission on Restitution of Land Rights (2002-2003 Annual Report).

Weeks 13 and 14

The New South Africa: Challenges of Crime and HIV/AIDS

Reading: Beinart, Chapter 13 (pp. 328-347); Love, selected chapters.

Week 15

The New South Africa: Economic Issues and Regional Relations

Readings: Beinart, Chapter 12 (pp. 309-327); Love, selected chapters.

Early spring semester: Student presentation to campus

UNIV 392: Journey Into the New South Africa

Fall 2014 (Travel portion in January 2015)

Instructors: Dr. Andrea Grove and Dr. Chris Scholl

Itinerary, Costs, Recruitment of Students

Students will be recruited through advertising on campus, through the Political Science program (announcements to majors, etc.), and through an informational session open to campus. As required, students will submit form IA-3 with a faculty recommendation.

Tentative Itinerary, Jan 3-17, 2015

Jan 3, 2012: Depart LAX

Jan 4: Arrive in Cape Town, S.A. @ 8:00 a.m.; meet Prof. Toni Sylvester (our trip guide/organizer); Walking Tour of Historic Cape Town in the afternoon (Company's Garden, District Six museum, other historic sites)

Jan 5: University of Cape Town: tour of campus and speaker on South African politics – Professor Keith Gottschalk

Visit the Townships in the afternoon: Langa and Khayelitsha will be our primary destination with stops including a local elementary school, a facility for the handicapped, a small crafts market

Jan 6: Tour of the Cape Peninsula Area – all day: Visit the Cape of Good Hope National Reserve and Cape Point –view where the Indian and the Atlantic oceans meet, Hout Bay, Camps Bay – view the “Twelve Apostles” rock formations, The Boulders – come face to face with the famous “Jackass” penguins

Jan 7: Speakers on AIDS (with AIDS clinic doctor); immigration; human rights/Truth and Reconciliation Commission (all at the University of Cape Town); meet homestay families (stay with family)

Jan 8: Day with families (stay with family); visit Table Mountain, and/or Kirstenbosch National Botanic Gardens

Jan 9: Tour of Parliament; meet with government ministers; Dinner at the Africa Café: Traditional African food and culture, and a remarkable example of entrepreneurship

Jan 10: Tour of Robben Island (where political prisoners were held, including Mandela); Farewell dinner (gather with families and speakers, other locals invited by Prof. Sylvester)

Jan 11: Leave Cape Town, arriving in Johannesburg @ 8:00 a.m., meet guide and depart for a half day tour of Johannesburg and a half day tour of Pretoria (South Africa's capital)

Jan 12: Visit Soweto, including the Apartheid Museum, Mandela's former home, other historic sites; lunch at famous Wandie's in Soweto

Jan 13: Lecture at University of South Africa; visit additional Joburg sites

Jan 14-16: Kruger National Park: truly the flagship of the South African national parks, the world-renowned Kruger National Park is home to an impressive number of species: 336 trees, 49 fish, 34 amphibians, 114 reptiles, 507 birds, and 147 mammals. It also is famous for the opportunity to view the "Big Five" (Buffalo, Elephant, Leopard, Lion and Rhino) in their natural habitat. Furthermore, it includes five natural/cultural features (Letaba Elephant Museum, Jock of the Bushveld Route, Maserini Ruins, Stevenson Hamilton Memorial Library and Thulameia). Established in 1898 to protect the wildlife of the S. African Lowveld, this national park of nearly 2 million hectares is unrivalled in the diversity of its life forms and a world leader in advanced environmental management techniques and policies.

Jan 14: Fraser's African Destinations collects us from Johannesburg accommodation and proceeds directly for the Kruger Park. This transfer takes approximately six hours. Spend the afternoon game viewing. Night viewing tour. Overnight at a "camp" in the park, Skukuza or similar, with air-conditioning, en-suite facilities, full bedding and towels. Dinner provided in the form of a barbeque.

Jan 15: Early rise for best game viewing opportunities. Spend the day game viewing. Overnight Skukuza as before.

Jan 16: Early rise and spend the morning game viewing. Exit the park at approximately midday and return to Johannesburg, arriving early evening for flight home to LAX; may return on Jan 17, depending on flights.

Logistical arrangements: The tour is completely arranged by Prof. Toni Sylvester, a colleague at the University of Western Cape, who I have worked with previously to set up similar tours. He arranges all transportation in country; all lodging; most meals; lectures with area academics, NGO representatives, government representatives, AIDS clinic physicians, tour guides, etc; homestays with families in Cape Town area; tour guides; etc.

Synopsis of security based on State Department's report: South Africa is a country with relatively high crime statistics, not surprising in a place with such a brutal history. Travelers are advised to be vigilant, but crime tends to occur in areas we will not be anywhere near. In fact, Cape Town is a premier tourist destination. Students will not have time to spend wandering about on their own, and we will be accompanied by guides and hosts almost the entire trip.

**Instructional Related Activities
Report Form**

SPONSOR	DEPARTMENT
Andrea Grove	Political Science
ACTIVITY TITLE	DATE (S) OF ACTIVITY
UNIV 392: Journey to the New South Africa	Jan 3-Jan 17, 2012

PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.

- 1) This was an educational tour of South Africa, including Cape Town and environs, Soweto, and Kruger National Park. It was the capstone to a semester-long course on South African politics and society. Students toured historic sites, discussed contemporary issues with lecturers and politicians, toured an AIDS hospice, and interacted with local families in both a poor township and a wealthy suburb.
- 2) The activities were directly tied to the concepts and issues students learned about in class including the history of apartheid, the political transition, current political upheaval, poverty, crime, HIV/AIDS.
- 3) I have been to South Africa with students before. The way in which the tour we put together crystallizes and brings to life concepts from class is irreplaceable. Students were constantly puzzled and perplexed about the many contradictions in South Africa—the juxtaposition of rich and poor, first and third world status, etc. This state of mind provided for several engaging and meaningful discussions.

**Please attach assessment forms from students, list of attendees, peoplesoft program report

E-mail to the Dean's Office
30 days after activity

Please answer all questions under Course Information and sections II through IV. Complete the attached budget sheet. Attach syllabus and itinerary requested in sections I and IV. Print, sign and obtain Academic Chair signature. Submit form to Antonio Jimenez, BT 1275.

UNIVERSITY 392: INTERNATIONAL EXPERIENCE COURSE PROPOSAL

COURSE INFORMATION

Instructor(s): Andrea Grove and Chris Scholl

Travel location(s): Cape Town, Johannesburg, and Kruger National Park, South Africa

Dates of trip: 3-17 January 2015

Course title: Journey to the New South Africa

Number of units (1-3): 3

Academic area of the faculty proposing course: Political Science

Faculty rank: Professor; full-time Lecturer

Faculty email: andrea.grove@csuci.edu

Proposed minimum enrollment: 15

Proposed maximum enrollment: 20

Grading method (letter grade, credit/non credit): letter grade

Do the dates of the program conflict with regular classes/faculty workdays? Y N

Have you offered this program before? Y N

I) SYLLABUS

Please, attach a syllabus for this course providing the following required information:

1. Professor's name(s), office location, office hours, contact information.
2. Course description, course content and format of the course (classroom lectures, field trips, seminars with local experts, etc.)? Include this information for the portions of the course that are conducted within the United States and within the international country. How will the content of the course you plan to teach be related to the travel-study destination?
3. Student learning outcomes and how they relate to the program/major outcomes and the University mission.
4. Required elements, which may include assignments, readings, attendance and course participation policies, etc.
5. Grade information as specified in the Channel Islands Policy on Grades (SP01-38)

6. Evaluation criteria (it can include student behavior as it relates to citizenship, punctuality, helpfulness, working well with the group, being responsible and respectful to the host culture and their people, etc.)
7. Academic honesty information as specified by the Policy on Academic Dishonesty (SP01-57)
8. Channel Islands Disability Statement
9. Tentative class schedule and itinerary (It is recommended to include a "subject to change" disclaimer)

Please respond to the following in the space after each item:

II) FACULTY INFORMATION

1. What is your own linguistic, cultural, and/or academic experience with the travel study destination? If you have limited experience with the destination, explain how you plan to maximize student safety (for instance, will you be using a local tour company or tour guide?) I have taken students on this trip three other times, once at my previous college. I have done this in a team-teaching environment with Dr. Chris Scholl (though he teaches it as a volunteer). Prior to that, I had attended a faculty development seminar in South Africa for 3 weeks. I did that because much of my research is on South Africa and I wanted to broaden my in-country experience to add legitimacy to my expertise with both students and peers. I have also conducted research for my first published book in Cape Town, spending a month there several years ago. I have worked with Prof. Toni Sylvester, a psychology faculty member at the University of Western Cape and formerly of the University of Cape Town. As colleagues and friends, we work closely together to tailor the tours, lectures, and other activities to match the student learning outcomes of the course.

2. Previous experience leading groups of students (nationally or internationally). As noted above, I have taken this trip three other times (2008 and 2012 at CI). I have also taken students to Ireland and Northern Ireland three times (once at CI). Further, each year since 2008, Dr. Scholl and I have taken the Model UN team/course to three conferences in various US locations (Seattle, San Francisco, Santa Barbara, Las Vegas, and Anaheim).

III) RECRUITMENT AND ORIENTATION

1. How will students be recruited? Regular CI students should have at least one recommendation from a faculty member other than the teacher for the overseas course. The course will be publicized via electronic means; for the program, we will email our majors list. We will also recruit students in our Global Studies and International Relations/Political Science courses. An information session will be held to tell students about the course and the likely costs. Students will fill out an application and be asked to have a faculty member

submit a recommendation. We have had many students asking us when we will teach the course again, so there is still positive "buzz" from the last time we taught this course (fall 2011/Jan 2012).

2. For whom is the course designed (CI undergraduate students, CI graduate students, students with a certain program area, open university students, others)? Will there be any priority order when accepting students to the program? This course is for undergraduates. It is open to all majors, and we have always had an array of majors who were selected. Priority will be given to Political Science majors but students have to show they are serious academically, so there will be a balance with GPA too.

3. **Attach an outline for the orientation session(s) for students.** Make sure the orientation includes comments on the security of the country, both politically and medically, as determined from reports issued by the State Department.

IV) LOGISTICAL ARRANGEMENTS

1. Will your travel arrangements (e.g., accommodations, meals, excursions, airfare) be managed by an independent provider (e.g., AIFS, CEA, ISA, Australearn), a foreign university, or a travel agent? Please explain. Prof. Toni Sylvester at the University of Western Cape will make all in-country arrangements. We will work with campus staff to arrange flights through Concur.

2. Housing: where will be the students stay during the study abroad experience? If staying with host families, are meals included? Students will primarily stay at hotels, sharing rooms (usually two to a room). There are two nights when students will stay with a family. For the entire trip, most meals are provided. All meals are provided during the homestay.

3. Meals: Are meals arranged for the students? If not, where can students find their own food? There are only a few meals not arranged. In those situations, students will be surrounded by options (grocery stores, snack bars, nice restaurants).

4. Transportation: What are the transportation arrangements for the trip? If traveling from location to location, what means of transportation will be used? Prof. Sylvester has arranged a bus for the group in Cape Town, Johannesburg, and Kruger. We fly from Cape Town to Johannesburg.

5. Safety/security: Please give a brief synopsis of the status of the security of the country, both politically and medically, as obtained from the Department of State. What arrangements have been made to maintain the safety and security of the students throughout the program? I have included the statement from the State Dept. site on the orientation session outline. Basically, South Africa is a safe place but there are high crime areas. Students will be thoroughly inundated with information about the common scams, about how to best keep themselves safe, etc. Some of that information is on the orientation session outline. For example, students are not allowed to go anywhere by themselves. We stay in hotels in upscale and safe neighborhoods. The homestays are also in very safe neighborhoods. The home stay families host students very frequently and are trusted "friends" of the University of Western Cape.

6. Attach an itinerary for the trip, including side trips.

4. Administrative Approval

I approve this course

_____	_____	_____
Associate Vice President	AVP Name (print)	Date
_____	_____	_____
AVP of Extended University (if special session)	AVP Name (print)	Date
_____	_____	_____
Provost	Provost Name (print)	Date
_____	_____	_____
President	President Name (print)	Date

UNIV 392: Journey into the New South Africa Fall 2014

Outline for Student Orientation Session:

--Students will be shown a syllabus and a draft itinerary, and additional detailed information about the on-campus and travel portions of the course.

--Students will be provided with a detailed breakdown of the costs of the trip.

--Students will be provided with information about Form IA-3, Student Application to take a UNIV 392 International Experience.

--Students will be provided with the ground rules (covering CSU policies as well as the professor's policies), miscellaneous information, and State Department travel and medical information (see below).

Ground Rules:

1. **School policy:** Discuss CSU policy about travel courses.

2. **Safety:** See the U.S. STATE DEPT. STATEMENT below. Generally, South Africa is a safe place for tourists. Still, for your own safety, NO ONE is allowed to go out at night alone. NO ONE may go anywhere with someone you don't know or have just met. Use the buddy system when you go away from the group, even if it is daylight and you are going to the ATM. These are great places to get robbed in any country. NO ONE is to allow any one other than CI students/faculty into their hotel room.

3. Participation:

a) Students must attend and participate in the class sessions during fall semester. Class meets once a week for 2.5-3 hours. On the trip, you are free to do what you would like to do in the very little free time we have, but most of the days and evenings are scheduled with educational and fun (group) activities. Just remember that however late you choose to stay out the night before, you must be ready to participate fully in the events of the next day. That means everyone has to be at breakfast at least 30 minutes before we are scheduled to leave every morning (I'll be telling you when that is) or I will come to your room to get you (please don't make me do that!).

b) During tours and especially when we are with speakers, please feel obligated to stay awake, be engaged and ask questions.

Miscellaneous Information:

1. **Money:** I do not recommend traveler's checks. The easiest, most accessible way to get money is to use an ATM machine with your bank account's ATM card (check with your bank ahead of time that this is possible for your particular account). You get better exchange rates and don't have to worry about a bank being open or a store not taking a traveler's check. You may also want to bring about \$100 cash in case of emergency. You can also order rand in advance from your bank.

Expenses may vary depending on how many souvenirs you want to buy. All breakfasts will be included, as well as most lunches and dinners. Money for food will be a lot like here—with restaurant choices that go from cheap to very expensive.

A few problems I've seen people have inspire these thoughts (so you may want to check on your situation):

--make sure your PIN includes numbers and is 4 characters in length (not letters, not longer)

--sometimes you don't get a full menu of choices and thus can't get to your savings account. If you want to use ATMs, make sure the money you will need is in your checking account

2. **Passports:** don't forget them!! Also, make a photocopy of the page with your photo and passport number and keep it separate from your passport (or scan it into an email that you send to yourself). If you lose your passport this will make it so much easier to get a new one. You may even want to make a second copy and leave it with your parents.

3. **Vaccinations and Anti-Malarial drugs:** Because we will be traveling to Kruger National Park, everyone is required to take anti-malarials, available from a pharmacy. Please see the Centers for Disease Control's information on this and vaccinations that are recommended: <http://wwwnc.cdc.gov/travel/destinations/south-africa.aspx>

4. **Phone calls:** The cheapest way to make phone calls to the US is to buy a phone card that you can use with any payphone. You can get these cards just about anywhere. Just ask if you need help. Also, you can check with your cell phone carrier about the expenses of using your cell phone abroad.

5. **Luggage:** Bring only one suitcase (and you can bring a carry on bag). Airlines often have a 25 pound limit.

6. **Cameras, hairdryers, irons, etc.:** Be sure you have plug adapters and voltage converters for any electric or electronic equipment you bring. You can get these at any hardware store. Some hairdryers have a switch to go from 125 v to 250 v and some travel irons do too.

7. Students are required to purchase **insurance** for the trip, but this will be taken care of for you once the fees are paid.

8. **Also bring:** mosquito repellent (don't forget to get repellent with DEET if possible); light rainjacket; bathing suit (optional); sturdy walking shoes—you will have a chance to hike around at Table Mountain; pills, etc. for motion sickness if this applies to you (will be going on a boat to Robben Island, and also some long drives); try to bring clothing that you can layer so that, esp. for Cape Town, you are ready for cool mornings and warmer days and cold nights; sunscreen; journal to write in (to turn in, but you will get it back); cameras!; books or something to do on the long plane rides.

U.S. State Department Information

http://travel.state.gov/travel/cis_pa_tw/cis/cis_1008.html

(10 Sept 2013)

THREATS TO SAFETY AND SECURITY: Terrorism: Anti-American violence is not typical in South Africa, although in the past there have been isolated incidents perpetrated by parties unhappy about U.S. foreign policy. Nevertheless, the Department of State remains concerned about the continued worldwide threat of terrorist attacks, demonstrations, and other violent actions against U.S. citizens and interests overseas. You are encouraged to review the most recent Worldwide Caution issued by the Department of State.

Xenophobic Attacks: South Africa has seen a number of attacks directed at refugees or immigrants from other African nations in recent years. Many of the attacks were centered in Johannesburg and the province of Gauteng in low-income neighborhoods and informal settlements, but other incidents have taken place throughout the country. Many individuals have been killed in these incidents, including targeted victims as well as bystanders. While there have been no reports of U.S. citizens or other non-African visitors being targeted, these incidents of mob violence have sprung up quickly and proven difficult for local authorities to control. U.S. citizen residents and visitors are advised to listen to local media for reports of such incidents and to avoid areas (primarily--but not limited to--townships) where they may be likely to occur.

Public Disturbances and Strikes: Organized or wildcat labor strikes occur regularly in South Africa. Service delivery protests also occur frequently and are generally motivated by poor residents' frustrations with shortfalls in public service deliveries. While both types of disturbances – labor strikes and service delivery protests – are generally localized and normally occur well away from typical tourist destinations, these disturbances can develop quickly, unpredictably, and occasionally turn violent. Use caution and steer clear of any area where protests, demonstrations, or other public disturbances are taking place. During strikes by public workers, access to government offices, public hospitals and schools may be difficult due to protests, and should be avoided if possible. South Africa has many private medical facilities/services that may not be impacted by public-service strikes.

Public Transportation: Public transportation accidents involving trains, buses, minibus taxis and private cars are a regular occurrence in South Africa and past incidents have resulted in deaths or serious injuries. In addition, minibus taxis and buses have been targeted by criminal elements for hijacking and robbery. Often, the safety and security standards on public transportation systems – especially in urban areas and townships - in South Africa are not on par with what travelers would expect in the United States. The use of individual metered taxis from established taxi companies and tour buses is recommended. The Gautrain, which travels between the airport and Johannesburg/Pretoria, is considered a very reliable and safe mode of transportation.

Game Park/Safari Safety: While visiting game parks and reserves, it is dangerous to leave your vehicle or otherwise be on foot, even in the presence of a guide. Several incidents of wild animal attacks on tourists in the region have resulted in deaths or serious injuries.

Ocean Safety: If visiting South Africa's expansive coastline, be mindful of the possible presence of sharks when swimming or engaging in water sports. In 2012, at the Fish Hoek beach and other areas of the Cape Town and Western Cape coastlines and at Port St. John's in the Eastern Cape, several people were attacked by sharks, and some of the attacks were fatal. When a shark is spotted close to the shore, local authorities will sound a warning siren to notify swimmers if lifeguards and shark spotters are on duty.

Tragic accidents can occur when swimming in the ocean or walking/climbing on shore areas that are not designated and lifeguard-patrolled beaches. Visitors from the United States and elsewhere have drowned when swimming in coastal waters, where riptides, tides and wave patterns can change unexpectedly and overwhelm even excellent swimmers. Do not swim alone in isolated beach areas. Do not dive into unknown bodies of water, as hidden rocks or shallow depths can cause serious injury or death.

CRIME: The vast majority of visitors complete their travels in South Africa without incident. However, visitors should be aware that criminal activity is prevalent throughout the country and can be violent. The South African government has in place a number of strong anti-crime initiatives, but violent crimes, such as armed robbery, carjacking, mugging, "smash-and-grab" attacks on vehicles, and other criminal acts are still common and do affect visitors and resident U.S. citizens.

Note: Visitors to the U.S. Embassy in Pretoria and U.S. Consulates General in Cape Town, Durban, and Johannesburg should be aware of the risk of muggings, several of which have occurred near U.S. diplomatic facilities. While measures have been taken to address concerns about potential muggings, visitors approaching U.S. government facilities should be aware of their personal security and carry as little money and valuables as possible.

Visitors and residents are advised of ongoing criminal activity involving organized crime gangs targeting individuals and commercial businesses at shopping centers and other public places. Once a victim has been identified, he/she may be followed back to his/her residence or hotel and robbed. Robberies often involve weapons; the use of force is used

from the moment of attack and generally escalates greatly for those offering some form of resistance.

These gangs target people of opportunity and not always appearing to be affluent. Crime affects all sectors of society to include those driving expensive cars, wearing eye-catching jewelry, flashing large amounts of cash, and/or making high-value purchases. Criminals also gravitate towards “soft” targets - people who appear preoccupied and do not pay attention to their immediate surroundings. Visitors who believe they are being followed should travel directly to a police station or other public location of safety.

Cash-in-transit (armored vehicles) robberies remain common; tourists should try to avoid traveling near these vehicles and personnel during a cash delivery or pick-up, particularly at shopping centers or other public locations. Crimes against property, such as carjacking, have often been accompanied by violent acts, including murder, when victims resist or are slow to respond to attackers’ demands.

South Africa also has the highest reported occurrence of rape in the world. Foreigners are not specifically targeted, but several have been the victims of rape. Victims of violent crime, especially rape, are strongly encouraged to seek immediate medical attention, including antiretroviral therapy against HIV/AIDS. Questions about how to receive such treatment should be directed to the nearest U.S. consulate.

Criminal activity, such as assault, armed robbery, and theft, is particularly high in areas surrounding certain hotels and public transportation centers, especially in major cities. Theft of passports and other valuables is most likely to occur at airports, bus terminals, and train stations. A number of U.S. citizens have been mugged or violently attacked on commuter and metro trains, especially between Johannesburg and Pretoria.

In the Western Cape, police resources have been strained by continuing gang conflicts and vigilante violence in the low-income areas and informal settlements around Cape Town. People who are unfamiliar with the Cape Flats/Khayelitsha area, surrounding townships, and squatter camps should not visit these areas. Additionally, travelers should be aware that muggings have occurred along popular hiking routes on Table Mountain. Visitors to Table Mountain should be vigilant, hike in groups, and not carry/display valuables.

Crime in Durban remains high. Visitors should avoid traveling in the city center after dark, as well as all travel to the surrounding townships. The suburbs north and west of the city are generally considered to be safer than the city center, but all visitors should remain vigilant and exercise situational awareness at all times.

If confronted by an armed individual, you should immediately comply, and avoid making sudden movements. Any hesitation on your part could be perceived as a threat and may result in unnecessary violence.

ATMs: Criminals often loiter near ATMs, targeting persons withdrawing cash. A common scheme is the “Good Samaritan” fraud, where a criminal attempts to “help out” with a particular ATM transaction. Often the ATM in these situations has been tampered

with to record the card information, and the “Good Samaritan” will then take the information and use it to withdraw cash later. This is a prevalent crime, and both residents and visitors have been targeted. Do not accept “assistance” from anyone, or agree to assist others with ATM transactions. Travelers should also try to avoid using ATMs after business hours, on the street, or in remote locations.

Criminals have also used commercial explosives to blow up ATMs in South Africa. ATM bombings have taken place in the early hours of the morning in remote or isolated areas, although some attacks have taken place at gas stations and shopping complexes.

Based on these threats, the following security precautions are recommended:

- Avoid using ATMs in dark, remote, or isolated areas.
- Never allow someone to assist you at the ATM, and never assist anyone else at the ATM, either.
- ATMs located inside shopping malls, hotels, and banks are preferred since they are normally high-traffic areas, and are monitored by security guards and cameras.
- Avoid using an ATM with a cord or any foreign object attached to it. If you notice a suspicious device on or alteration to an ATM, immediately leave the area, take cover, and notify the police. Shrapnel and debris from an explosion can travel long distances and cause serious injury or death.
- Before withdrawing money, scan the area for any suspicious persons or activity. Should anyone approach you while you are withdrawing money, immediately cancel the transaction, remove your card, and leave the area.

Incidents of credit card fraud, counterfeit U.S. currency, and various check-cashing scams have also been reported. When giving your credit card to a store or restaurant employee for processing, do not let the card out of your sight. Most South African restaurants and gas stations have portable credit card machines that can be brought to your table or car.

Hotel Security: Thefts from hotel rooms throughout the country remain a concern. Travelers are strongly encouraged to make use of hotel-provided room safes or lock-boxes at the front desk for all valuables.

Financial and Romance Scams: Visitors should also beware of telephone, internet, and e-mail fraud schemes, which attempt to win the confidence of unsuspecting persons who are persuaded to enter into a romantic relationship via email, or to provide financial assistance, or to travel to South Africa and assist in a supposedly lucrative business venture. Since 2008, there have been several cases of U.S. citizens losing thousands of dollars and putting themselves in danger by responding to either romantic or financial scams (also known as “419 scams”). “Lonely hearts” scams are a common and growing problem, with “engagements” via internet used to lure victims into sending money to assist with supposed education, health or job problems. Victims have lost tens-of-thousands of dollars on these scams. If you are contacted by someone claiming to be a U.S. citizen you met on the internet or only know online asking you for financial assistance, instruct them to contact the nearest U.S. consulate. You should exercise extreme caution when sending funds to individuals overseas for any reason whether your

relationship with them is of a business or personal nature. Some scam victims have traveled to South Africa only to lose more money, and in a few cases, to be physically attacked or kidnapped for ransom. Click to view the State Department's financial scam web page. If you have lost money in a financial scam, please file a report with your local police and with the Internet Crime Complaint Center. Victims can also report Internet fraud to the Federal Trade Commission (FTC) online or by phone, toll-free, at 1-877-FTC-HELP (1-877-382-4357).

To check on a business's legitimacy while in the United States, contact the International Trade Administration, Room 3317, Department of Commerce, Washington, DC 20230, telephone: 1-800-USA-TRADE or 202-482-5149, fax: 202-482-5198. If you are abroad, contact the nearest U.S. embassy or consulate.

Car Thefts and Carjacking: Carjacking and thefts from cars remain serious problems. Doors should remain locked and windows rolled up at all times. Motorists are urged to hide bags, cell phones, and other valuables from view at all times and to be extremely cautious when approaching intersections. "Smash-and-grab" robberies are common throughout South Africa, particularly in urban areas, at traffic lights, and at highway off-ramps. A criminal, sometimes posing as a vendor or beggar, will walk between lines of vehicles waiting at an intersection, surveying the contents for valuables. Once an item of value is identified, the perpetrator will quickly smash the window and grab the item off the seat before fleeing, often before the driver can determine what happened. In another scenario, an individual (or two working in tandem) may indicate to a driver an apparent flat tire or other problem and wait for the driver to pull over or exit the car before grabbing exposed valuables.

If you see a car pulled over to the side of the road do not stop to offer assistance, but rather call the police to report the vehicle's location so that authorities can render assistance. You should avoid carrying anything of value inside the car (e.g., briefcases, purses, laptops, etc.) that could attract potential assailants. When parking your vehicle, use parking lots that are well-lit and have a security presence, and physically check that the vehicle is locked before you walk away. Criminals have perfected the technique of blocking the wireless alarm remote signal and either stealing the vehicle or waiting inside the vehicle for the driver to return in order to rob them.

Criminals, working in groups, have placed debris on the road (rocks, bricks, shards of metal, etc.) in an effort to puncture a vehicle's tires. Another less-frequently used tactic is for criminals to throw rocks, bricks, paint, or eggs from freeway overpasses onto moving vehicles to damage cars and disorient drivers, forcing them to pull over. Other criminals hide along the road and rob the driver once he has pulled over to inspect the damage.

Airport Safety: Although infrequent, travelers leaving the airport have been targeted by criminals for robbery while en route to their hotels or places of residence. As such, all travelers should be extremely vigilant when leaving the airport and ensure that a reliable mode of transportation is used (such as arranging pick-up directly with a hotel, or using airport-approved modes of transport, such as Gautrain or official metered taxis from the taxi rank).

Concerted efforts have been made to reduce luggage theft and pilferage at O.R. Tambo International Airport (Johannesburg), with noticeable results. However, travelers are encouraged to lock their suitcases when possible and avoid placing valuables in checked baggage. A good practice, regardless of destination, is to make an inventory of items and contact your air carrier immediately if you experience a loss.

Criminals are known to also target travelers at ATMs in airports. Travelers should refer to the above section, "ATM Scams," for security precautions at ATMs.

Firearms: Travelers to South Africa may not import or take in-transit any firearms or ammunition without a temporary import or in-transit permit issued by the South African Police Service. Information on how to obtain a permit for firearms for personal protection and hunting can be found at the South African Police Service's Firearms website.

VICTIMS OF CRIME: If you or someone you know becomes the victim of a crime abroad, you should contact the local police and the nearest U.S. consulate. We can:

- Replace a stolen passport.
- Help you find appropriate medical care if you are the victim of violent crimes such as assault or rape.
- Assist in arranging counseling.
- Put you in contact with the appropriate police authorities and contact family members or friends.
- Help you understand the local criminal justice process and direct you to local attorneys, although it is important to remember that local authorities are responsible for investigating and prosecuting the crime.

The local equivalent to the "911" emergency line in South Africa is 10111.

Please see our information on victims of crime, including possible victim compensation programs in the United States.

CRIMINAL PENALTIES: While you are traveling in South Africa you are subject to its laws even if you are a U.S. citizen. Foreign laws and legal systems can be vastly different than our own. If you violate South Africa's laws, even unknowingly, you may be expelled, arrested, or imprisoned. Penalties for possession, use, or trafficking in illegal drugs in South Africa are severe, and convicted offenders can expect long jail sentences and heavy fines. Engaging in trafficking or sexual conduct with children or using/disseminating child pornography in a foreign country is a crime, prosecutable in the United States. Please see our information on Criminal Penalties.

Based on the Vienna Convention on Consular Relations, bilateral agreements with certain countries, and customary international law, if U.S. citizens are arrested in South Africa, they should request that the police, prison officials, or other authorities alert the nearest U.S. consulate of the arrest, and to have communications forwarded to the nearest U.S. consulate. Notification by local authorities of U.S. citizens arrested in South Africa is rare. As such, U.S. citizens should request consular notification in the event that they are arrested.

SPECIAL CIRCUMSTANCES: HIV and AIDS remain major public health concerns in the Republic of South Africa. According to the UNAIDS Report on the global AIDS epidemic (2010), about 5.6 million people are estimated to be living with HIV in South Africa, with 17.8 percent of the adult population (15-49) affected.

Women are disproportionately affected, accounting for approximately 55 percent of HIV-positive people. Women in the age group 25-29 are the worst-affected, with prevalence rates of up to 40 percent. For men, the peak is reached at older ages, with an estimated 10 percent prevalence among men older than 50 years. Public awareness in the country as to how to protect against infection is wide-spread and increasing. However, we recommend you exercise appropriate precautions if engaging in sexual activity, or if you are exposed to a blood source other than that supplied by a hospital for transfusion purposes.

Accessibility: While in South Africa, U.S. citizens with disabilities may find accessibility and accommodation very different from what is found in the United States. South African law mandates access to buildings for persons with disabilities, but these laws are rarely enforced. Even in government buildings, it is not unusual to encounter entrances with multiple stairs and elevators that have not been operational for some time, and many private businesses are no different. However, many of the tourist attractions, along with restaurants near the tourist attractions, are somewhat better-equipped with ramps and other options to facilitate access. If you are a traveler with a disability, you should plan ahead to ensure that your lodging and planned activities are able to accommodate any special requirements.

If you plan to import and/or export items, please see our Customs Information page.

MEDICAL FACILITIES AND HEALTH INFORMATION: Private medical facilities are good in urban areas and in the vicinity of game parks, but they may be limited elsewhere. Pharmacies are well-stocked, and equivalents to most American medicines are available. However, travelers taking specific medications should bring an adequate supply for their entire stay and a prescription with them. Nearly all private South African hospitals are owned by one of the following three corporations:

- Life Health Care (<http://www.lifehealthcare.co.za/>),
- NetCare (http://www.netcare.co.za/live/netcare_index.php), or
- Mediclinic (<http://www.mediclinic.co.za/Pages/default.aspx>).

Information about locating private hospitals can be obtained by accessing these companies' websites.

While most of South Africa is malaria-free, malaria risk exists throughout the year in rural low-altitude areas of Limpopo and Mpumalanga provinces, including Kruger National Park and neighboring game reserves. Risk also exists in the coastal lowlands of KwaZulu-Natal north of the Tugela River (including in Zululand, but excluding urban areas of Richards Bay). Risk is much lower from June to September. Visitors should prepare accordingly and use malaria prophylaxis and mosquito repellent. For information on malaria, its prevention, protection from insect bites, and anti-malarial drugs, please visit the CDC's malaria web page.

Tuberculosis is an increasingly serious health concern in South Africa. For further information, please consult the CDC's Travel Notice on TB. Many insect- and tick-borne illnesses are present. Tick and insect precautions are recommended. Schistosomiasis is present in far northeastern and eastern coastal freshwater bodies, including untreated water around game parks and inland resorts. Travelers should avoid freshwater exposure in these areas. Note the Yellow Fever information under "Entry Requirements." Please also note the information on South Africa's high HIV/AIDS prevalence under "Special Circumstances" above.

Information on vaccinations and other health precautions, such as safe food and water precautions and insect bite protection, may be obtained from the Centers for Disease Control and Prevention's (CDC) hotline for international travelers at 1-877-FYI-TRIP (1-877-394-8747) or via the CDC's website. For information about outbreaks of infectious diseases abroad, consult the World Health Organization's (WHO) website. Further general health information for travelers is available from the WHO.

MEDICAL INSURANCE: U.S. citizens should not assume that their insurance will cover them when they travel. It is very important to find out BEFORE you leave whether or not your medical insurance will cover you overseas. U.S. citizens should ask their insurance providers two questions:

- Does my policy apply when I am out of the United States?
- Will it cover emergencies like a trip to a foreign hospital and a medical evacuation by air ambulance from remote locations?

In many places, doctors and hospitals still expect payment in cash at the time of service. Your regular U.S. health insurance may not cover doctors and hospital visits in other countries. If your policy does not go with you when you travel, it is a very good idea to take out a temporary insurance policy for your trip, ideally one that covers air ambulance evacuations. For more information, please see our medical insurance overseas page.

TRAFFIC SAFETY AND ROAD CONDITIONS: While in a foreign country, U.S. citizens may encounter road conditions that differ significantly from those in the United States. The information below concerning South Africa is provided for general reference only, and may not be totally accurate in a particular location or circumstance.

South African law does not require an international driver's license for U.S. citizen tourists who are licensed to drive in the United States and who are in South Africa for less than six months. A valid driver's license from any U.S. state or territory that has the signature and photo of the driver is valid to drive in South Africa for stays of less than six months. However, while South African law does not require an international driver's license, insurance companies for both long-term residents and rental car customers often require proof of a South African or international driver's license in order to honor an insurance claim, even when such proof was not requested at the time the policy was secured.

Unlike the United States, where traffic moves on the right-hand side of the road, traffic in South Africa moves on the left, and the steering wheel is on the right-hand side of the car.

Deaths from road accidents are more than twice as high in South Africa as they are globally. According to published reports, the high incidence of mortality in these collisions is due to a combination of poor driving, limited enforcement of traffic laws, road rage, aggressive driving, distracted driving, and driving under the influence of alcohol.

Travelers should use caution at all times when driving, and especially avoid nighttime travel outside major cities. Road conditions are generally good in South Africa; however, excessive speed, poor lighting on rural roads, and insufficient regulatory control of vehicle maintenance and operator licensing have resulted in an increasing number of traffic fatalities. Drivers should also take care to avoid pedestrians crossing roads or major highways.

Traffic lights are frequently out of order. Please treat all intersections with malfunctioning traffic lights as a four-way stop.

Travelers are advised to carry mobile phones. Please note that texting or talking without a hands-free unit while driving is a violation of South African law. U.S. mobile phones may not work in South Africa, but rental mobile phones are widely available and may be rented from kiosks at major airports. The nationwide emergency number for the police is 10111, and the nationwide number for ambulance service is 10177. It is not necessary to dial an area code when calling these numbers.

Pedestrian Safety: Take extreme care when crossing streets. Collisions involving vehicles and pedestrians are all too common on South African roadways. Pedestrian deaths occur regularly, including four cases involving U.S. citizen victims since 2008. Drivers are often aggressive towards pedestrians and fail to yield the right-of-way, even in marked crosswalks. NOTE: The U.S. Embassy in Pretoria and Consulates General in Johannesburg, Cape Town, and Durban are located on busy city streets, and visitors should exercise caution when walking to and from these facilities.

Please refer to our Road Safety page for more information. Also, we suggest that you visit the website of the country's national tourist office and national authority responsible for road safety.

AVIATION SAFETY OVERSIGHT: The U.S. Federal Aviation Administration (FAA) has assessed the government of South Africa's Civil Aviation Authority as being in compliance with International Civil Aviation Organization (ICAO) aviation safety standards for oversight of South Africa's air carrier operations. Further information may be found on the FAA's safety assessment page.

Initial Report

Last Modified: 12/08/2011

1. Please rate pre-departure program preparation (selection process, information sessions or orientations...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Pre-departure preparation	4.00	5.00	4.86	0.31	12

2. Comments about pre-departure preparation?

Text Response

Everyone arrived at the bus on time, and we left on schedule. The class was extremely informative and helped us prepare for what we were about to experience in South Africa. I really thought the pre-departure prep really prepared us for our trip. It made it easy to understand the places we went to.

Very helpful. Prompt, precise, informative.

Fair and reasonable selection process, well informed information sessions

Classroom time was very helpful in learning about the places we would visit and the history

I thought it was great in an overall sense. The info session at the beginning was very informative and attention grabbing. The only pre-departure suggestion i have is that the selection process be more thorough; I strongly believe that the written application was great but in addition a interview needs to be held as well to meet each student one on one to see why they would like to go. In my mind it would go something like: if you had 15 spots, I would accept 20 people after the written application and then cut 5 after the interview process.

I felt very well prepared for all of the lecturers we attended, as well as the culture and exhibitions we were exposed to.

The class was incredibly informative and added an essential sense of context to the trip.

Statistic	Value
Total Responses	8

3. Please rate the performance of the host institution and/or contracted agency.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Host institution or contracted agency	4.00	5.00	4.85	0.38	13

4. Comments about host institution and/or contracted agency?

Text Response

We couldn't have asked for a better Tour guide and tour agency, it was really an unforgettable, life-changing experience.

They were organized and really made us see all that we could.

So informative. Made the trip worthwhile. Fun while educational at the same time.

Very engaging, welcoming and very knowledgeable about their native country. I felt very comfortable on tour guides with the agency.

Toni Sylvester is an amazing person. He did a phenomenal job getting everything set up and worked his ass off till the late hours of the night to get things set up for us. Our hosts Darin and Gavin in Jo'Burg were well suited to be our guides and I thoroughly enjoyed spending time with both of them.

The host institution and the guides we had were excellent.

All the people involved, Toni in particular, made this trip truly special. It would not have been the same without them.

Statistic	Value
Total Responses	7

5. Please rate the in-country transportation arrangements (bus, train, plane...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	In-country transportation	3.80	5.00	4.82	0.41	13

6. Comments about in-country transportation?

Text Response

Travel went really well, and all shuttles arrived on time.

So prompt. Comforting.

Safe and quick

They worked out well. We had good transportation throughout, no bus or car broke down while we were driving and there was plenty of seating in the buses. I was surprised to find out in 98% of the rides we had to be accommodating to a person with long long legs.

everything ran very smoothly!

Very well organized!

Statistic	Value
Total Responses	6

7. Please rate the housing arrangements (quality, location, safety, cleanliness...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Housing arrangements	2.00	5.00	4.35	0.91	13

8. Comments about housing arrangements?

Text Response

All hotels, homes and huts were well maintained, and were in a very safe environment. Malaria was not even an issue in Kruger Park like we all thought it would be.

They didn't really try to get to know us.

Greatly appreciated! Hospitable, great location (close proximity to nearby shops and sights). I felt safe, and everything was orderly and so clean.

Cape Town: the hotel was amazing, I love the simple living. I left R150 (~\$20) on the table the first day in the hotel and when i got back it was still there. No worries what so ever I felt extremely comfortable and welcomed at the Lady Hamilton Hotel. Homestay: I wish I could have stayed longer, they were the nicest people on earth. The food and generosity made me feel like I was being loved from my own family. Thank you to those amazing individuals.

Jo'Burg: we stayed in a very nice hotel, I had no complaints or problems with. Kpark:

Simple living, actually more advanced then I thought. I was hoping to sleep in a tent outside in the wilderness but hey, I wont turn down a hot shower, tele, and AC.

Everywhere we stayed far exceeded my expectations.

i feel as though this is part of the experience

Loved the hotel in Cape Town! Humble and relaxing!

Statistic	Value
Total Responses	7

9. Please rate the student group (in terms of group dynamics, maturity, cross-cultural sensitivity...)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Group	3.00	5.00	4.55	0.63	13

10. Comments about the group?

Text Response

I think the group bonded really well, but more students needed to participate in the lectures and come prepared with questions.

Everyone was really open to know things and they were all interested in what we were learning; which made it easy to get along.

We got along very well. ALL of us, surprisingly. We worked with each other to understand certain aspects of the trip. There were cross-cultural group dynamics, which was so interesting. We grew as our own little community as we learned more about each other and South Africa. We were more mature about issues than I think we were expected of by our host family during our homestays. We acted as adults, and made decisions as adults.

A few of the students didn't participate much, pay attention, or arrive on time

I loved the group from top to bottom. We really did have a great time together and engaged the speakers to the fullest. However there were times in our group where the trip purpose was lost. People forgot that going to SA was subsidized by \$4,000 from taxpayers and student fees; they would be late to many meeting times to go shopping or take another few minutes getting ready. No one's actions ever hurt the group in terms of missing an event or lecture but they certainly made the people who were always on time suffer a great deal as well as Dr. Grove to put in all the time and effort into the trip. I feel that at times students disrespected her way too much without even noticing. I also have to say Dr. Grove did a wonderful job in gathering the students and staying on top of us, she was a stand out leader. We had the best group of individuals. There was much dynamic, everyone was mature and conducted themselves like adults. Everyone was sensitive and receptive to the experience and the culture. Beyond that, we all grew very close and there was no unnecessary drama. fabulous group of people !!! we are all so different yet work so well together and each person brought something special to this group :)

There was one student that should not have gone on the trip. This student brought too much negativity with him/her.

Statistic	Value
Total Responses	8

11. Please rate how health and safety issues were handled during the trip

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Health and safety	4.60	5.00	4.95	0.12	11

12. Comments about health and safety?

Text Response

There were no health and safety issues about the trip, except for the fact some of us did not listen and bring sun block (me).

So safe. Exceeded my expectations. I went in fearing the worst, and came home so shocked by my pre-conceived judgments regarding the trip. I felt super safe. The food and water were clean, and I didn't feel threatened once throughout the whole trip. It went amazingly well.

Instructor was well prepared and prepared us successfully for what to expect

Never felt threatened, nor scared or worried about health or safety. Not once did the issue arise to a concerning level.

I felt safe at every moment. We were aware and protected.

Statistic	Value
Total Responses	5

13. 1. Please describe key positives and reflect on reasons for the success.

Text Response

Seeing that kind of poverty really gives you another kind of perspective that you can't get anywhere else. You can watch documentaries about it, or see it on tv, but nothing can impact you like seeing it first hand. The experience really made me aware of everything that I take for granted in the United States, and even if you think your life in the States is horrible, it really is not horrible if compared to 20% of the world's population.

It was a rich learning experience because our guides were so knowledgeable and friendly to us and promoted intellectual curiosity. The lectures we went to were very stimulating because participation was encouraged and the professors could put certain aspects of South Africa into context for us Americans.

We were prepared before we arrived to South Africa and that in turn made it easy for us to keep up when we were there. Also, I thought that because everyone on the trip really appreciated that they were there it made it fun to be around everyone. Another reason was that though there was a diversity of majors most of us were political science majors which was why we understood most of what we were learning in South Africa.

Altogether, this course was one of the greatest things I've done during my time here at CI. I learned so much, and the information I learned while in South Africa really influenced how I think about a variety of subjects. All of the excursions were well planned and were done in an educational way. The people I was with were all so wonderful, which also added to the quality of the experience. I would do this again in a heartbeat.

The homestay was my favorite part of the trip. It comforted me to have the support of a family so far away from home. It provided a great opportunity to learn and experience one's culture, because we were plopped into it. Not only did the trip change my opinions about the townships and South Africa in general, but it gave me an experience I took back to California. I realized minor things I should be appreciative of that many people in South Africa didn't have, such as hot and even running water, working toilets, or even a home. The tour guides helped expand on what we learned in class, as well as giving us personal knowledge regarding the places we visited. The lectures at UWC and the University of Cape Town were amazing, because it was spoken on a personal level. One of the lectures was about HIV, and the speaker was HIV-positive. What better way to be educated?

Instructor was not new to this trip and had established a great relationship with our host agency and accommodations. New of great scenic and tourist spots to visit. A lot of communication between all aspects of the group.

The visits to the townships and the apartheid museum were some of the highlights of the entire trip. The reason being is that reading about the townships in both the Beinart book and Kaffir Boy is different from actually seeing the circumstances in which these people are living under. The township where I had my homestay resembled nothing from what I had read in either books but the sheds that we drove through while in Langa was like seeing the words from the book come alive. The apartheid museum on the other hand exemplified how much gov't. officials believed that apartheid was not going against human rights. Seeing, the short clip of Prime Minister Hendrik Verwoerd describe apartheid as a policy of "good neighborliness" was not only amusing to watch but upsetting. I had conflicting feelings, because this man actually believed that apartheid was not a horrendous policy.

I really enjoyed learning about South Africa through hands on experiences in South Africa. Seeing cultural sites, visiting museums, and talking to people really helped to connect everything and enrich my understanding of the subject far more than a classroom ever could.

The biggest positive were the people there. Once the mind expands it cannot return to its original state. Being in South Africa was a two week explosion of my mind. I was learning with every breath. Toni, my home stay family and Gavin all feel like family to me and I miss them a great deal only being gone for six days now. It still feels like they are with me at my

side reminding me of how real life is and the moments you live in. We did so much and saw a lot of things to pin point one or highlight another would not do justice to being able to describe its importance without placing it ahead of another event or talk we had. I have to say everyday was special in its own and every day I grew soo much as a student and person.

There are so many key positives to reflect upon. This course changed my life forever. The course not only in itself by backing us with the knowledge and readiness to experience a country so diverse and emotionally charged as South Africa is, but also by the experience we all had together in the country, has been incredibly motivating and inspiring. I suggest every student who could possibly ever want to experience something outside of their country SHOULD. There is no way to express how incredibly successful this course is in my eyes. I would love to encourage everyone to have an experience like this in their lifetimes.

everything was prepared perfectly from the tour guides. i feel like we truly saw almost everything while we were there

The group: Our group consisted of people from different disciplines. Each student viewed the world in a different way. This added strength to our group. Homestays were one of the positives. It allowed each student to live the lives of South Africans just for one night and one day. We long lasting friendships with our homestay families.

Statistic	Value
Total Responses	12

14. 2. What did you learn on this program that you couldn't learn at Channel Islands?

Text Response

I learned so much about another culture first hand, talking to locals of South Africa about politics really enhanced my knowledge. The trip really helped change my life in a way, it made me realize that life is not all about money, there are plenty other ways to happiness. We learned how South Africa really is. We studied the facts but had no real experiences ourselves, that is what makes the things we learned stick.

A book can only teach you so much experiencing things on your own makes things click. Channel Islands could never demonstrate how people interact with eachothers; because I saw it. Channel Islands could show me what a township felt like.

The experience of traveling to the country of discussion has the unique ability to really bring everything to life. Yes, we can learn about things at school and we can discuss topics at length...but it's not until you spend time in the place that you really get a full idea of what is happening...or what happened in the place. It makes everything REAL, which you can't really get from books.

Being able to actually visit the monuments and places we read about in our textbooks. It was a surreal experience to know we were visiting places where history was made.

The dynamics and complications of being a south african citizen. The culture and clashing of socio-economic classes.

The most important thing is the social ambiance that is felt in the cities. The legacy of apartheid is felt in the cities in which we visited. This could not be learned in a classroom but on location. The economic gap that is present among the residents is seen throughout the different racial townships. The division that is present among the country's residents is seen and felt. The manner in which they address one another illustrates the social tensions that are still prevalent among them.

I learned what the people of South Africa really think and really feel. I got a much more complete picture of everything.

I could not have learned the human touch as fast or differently if I had not gone. It is something different when you travel. For example I got an opportunity to pick up a little boy about 2-4 years old and put him on my shoulders. Something about that boy who had nothing in life not even a second pair of clothes or shoes was so happy to be in my arms pretending to fly through the sky. It was the people we talked to and the chance I had to ask them one more question or hear one more story. Being in SA gave me a moment to be with these people who we read about, it was no longer text in a book or a movie in class but a person with their soul. It was a person who lived through the apartheid telling their story while they stare into your eyes and you try to take it all in while realizing what kind of life you have been living. It was those moments that CI can not replicate.

There is no way to compare reading or learning about another country and culture in the classroom to seeing it with your own eyes. This experience will stay with me throughout life. The positive effect it has taken on me as a human being surpasses anything I could have learned at Channel Islands.

deeper meaning and the image of what the country is like. i had a completely different perception of what it was like even after reading history books and personal story books , after going there i realize my perception was completely different.

I got to see the legacies of apartheid. We can read about poverty in books, but seeing it with my own eyes added more validity than statistics alone. It even opened up my eyes to what dire poverty looks like. Also, I made connections with South Africans, something I could not have done at Channel Islands.

Statistic	Value
Total Responses	12

15. 3. What do you know now that you wish you'd known before you went?

Text Response

How hot the African sun is! There is nothing else that I wish I'd known beforehand, I enjoy spontaneity.

I don't think I wish to know more. I liked being suprised and learning as I experienced it. I wish I understood the weather in South Africa...which would have made the trip a little bit more comfortable...but at the end of the day, I was able to survive with what I had brought with me.

I think Dr.Grove did great as far as preparing us for the trip. We received background knowledge on most of the places we went to over the semester. She left out details about the country in general, which I think made the trip better because we were pleasantly shocked. The things we learned when we were actually there made the trip more exciting. South Africa is safer than what is implied in textbooks.

I would have liked to know that not all the townships are in dire circumstances, I had a western preconception that all townships were the same. In addition, some information beforehand about our host families would be greatly appreciated.

I wish we had covered more about the new South Africa. I feel that many of us went there thinking the ANC was still a fairly "good" political party and that most people supported them. After visiting, I got the impression that support for the ANC is very divided among the races, and that they are not as "good" as some of us had originally thought. Also, I wish I had knows that I should bring more shorts.

The weather first off 70% of my clothes were unnecessary. otherwise nothing different. Dr. Grove did her thing during the semester and preped us to the best of her abilities and there are 14.6 hours of audio recordings from the trip if anyone is curious to the questions we asked and conversations we had while there.

I don't think I could have been better prepared for the trip. I know a lot now that I didnt' know before, however that added to the experience of visiting South Africa. There was an ambiguity to what we should expect or know before we went because that added to our experience as world travelers. Perhaps the only thing I could think is that I wish I would have known what to pack a little more. Not knowing the weather or exactly what type events we were doing daily made me wish I would have packed different things for different events. who our homestay family would consist of; that way we have an idea of how many people, children or adults. it helps when picking out gifts for the family from america.

I would have liked learn more about the environmental policies of the government.

Statistic	Value
Total Responses	11

16. 4. What suggestions would you provide the faculty director for revisions that would produce a better international experience for future groups?

Text Response

To have the students stay in the homestays longer would be one suggestion. Also, to stay in Kruger Park camping out would have made the experience even better!

It would have been great to have more time in South Africa than just two weeks, but still, those were an amazing two weeks.

Give us a different book instead of Bienart. Somethings simliar to what you assigned us to read that you wrote about Nelson Mandela. That style of writing was not dry.

I think it's important to have some free time. I loved the amount of educational oppurtunities that we had, but there is something to be said for a full afternoon to explore the country and get to know it on your own. I would've loved to have had a block of hours to have been able to do what I wanted to do, instead of having to do EVERYTHING with the group. I mean, it was summer in Cape Town and we weren't able to enjoy the beach...I didn't even get to feel how the water felt. I wish we would have been able to do that. That being said, I DID enjoy all of the things that we were able to do while on the trip.

It was amazing.

More time with the homestay families

The amount of information that is given to the students on daily basis could be managed and distributed more evenly. At times I felt that I was being bombarded with information, whereas other days were more relaxed.

N/A

I would focus on the selection process a little tighter to see who's really qualified and to find out who is independent and not. It really showed when we were out there.

This trip was absolutely amazing. Well planned, well organized, completely mind blowing in terms of every element we experienced. The result has been life changing for me. Would not change a thing.

this trip was amazing!!! thank you!

Find a way to test the maturity level in individuals. Make sure students won't complain about every little thing.

Statistic	Value
Total Responses	12

17. 5. Please comment on your faculty director/s (organization, leadership, preparedness, knowledge of the country, helpfulness...)

Text Response

Dr. Grove did a fantastic job with informing us about South Africa. The Tour guide commented on how intellectual of a group we were, and I have to give all the credit to Dr. Grove for that. She made sure we were always on time to everything and would discipline students who were not. She was very easy going and really enhanced the trip with her own personal knowledge of South Africa (correcting tour guides and information people etc.). Dr. Grove was amazing. She was very knowledgeable about South Africa and traveling in general, so we had no problems. She gave good advice and was all together, very pleasant. She was prepared and was there for us. She pushed us to be on time and was organized. Dr. Grove's love for the country is obvious, and it made our trip to South Africa that much better. The fact that she had developed relationships with professors meant that we were able to have a unique experience in South Africa that we wouldn't have been able to have, had we been just normal tourists. I thought that she was very organized and prepared us well for everything that we encountered on our journey.

She kept everyone organized and on time. She prepped us in class, as well as on our rides to the actual outings. If we ever had issues arise (tickets, questions regarding history, currency conversions, etc.), she was quick to respond and helped us solve our problems. Her leadership skills were great, yet she was personable and saw us through the whole trip. Excellent. Was well prepared and kept us on track. Engaged in activities alongside us, the students. Very knowledgeable about South Africa which is essential to helping us prepare and engage.

Professor Grove was great, I do not feel the trip would have been the same without her guidance. In addition, the material that we learned in class could be used to see South Africa's current social and economic situation.

Dr. Grove was well organized and had an extensive knowledge about the culture, history, and places we visited in South Africa.

Dr. Grove deserves the most amount of credit. She hands down rocked! Everything from planning to execution to safety, you named it Dr. Grove had it covered. Again, I think the group we had was one of the best academic groups I have ever been with and would gladly like to show what we have learned.

Our faculty director and the help she had with all elements including organization, leadership, preparedness, knowledge of the country, helpfulness, and beyond was fabulous. In my eyes they are life long mentors/role models I will look to for inspiration and insight to their perspective on the world.

she has so much knowledge and it was wonderful! however i do wish she would have interacted more with the group. i felt a strong distance feeling.

Our faculty director was well prepared in her knowledge of South Africa. I felt free to ask her questions about the country, its people, the government, etc. It helped that we had a class on South Africa prior to going on the trip. Dr. Grove went above and beyond to organize this trip for us. She fought tooth and nail to make it happen and made sure that the trip ran smoothly for the students.

Statistic	Value
Total Responses	12

18. 6. Please comment on the academic quality of the program (content, learning objectives, assignments, feedback, evaluation...)

Text Response

The academic quality of trip was extremely rewarding. The lecture from Dr. Keith left me in awe because of how much information this man had in his mind. I loved how academics were mixed in with sight seeing, this made the trip very educational for all of us. It was amazing to walk through areas that you read about in a book, and see the history associated with it. The trip is extraordinary and should be continued at CI for years to come.

It was a challenge academically, but all together worth it, especially the research paper. I really liked how we could choose our own topics that were important to us. This made the learning enjoyable. Knowing about several key figures in South African history was very helpful in understanding the context or certain sites around South Africa, especially since the transition to democracy.

The program really prepared us for the trip and during the trip I learned things that helped reinforce what I had learned.

Like I said, I learned SO much while on this trip. In the classroom, I learned so much about the country and all of the books we read and films we watched really helped to add to the quality of our education. The places that we visited while in South Africa brought everything to life...and then so much more. I feel that this is one of the most educational things that I have ever experienced in my lifetime, and would reccomend it to anyone who was interested.

I learned so much in the course as well as on the trip. Our assignments and readings in the class related to what we learned during the trip. We got to see many extremes between cultures, which we had learned in class prior to the trip. We even touched base numerous times during trip after our outings to relate our experience to what we learned.

Very good, only negative is the textbook used was hard to follow.

The course itself was intense but all the work that we put in during the semester was all worth the time and effort. I personally do not feel that I would have been able to understand certain circumstances without having the background knowledge of the country's history.

The lectures that we heard were a nice compliment to the course material, not to mention the museums which we visited which were fantastic.

The academic quality was very high. We learned a lot, a lot was expected of us, but we were also thoroughly prepared for the trip

The lectures we had were great, all of them had their own twist or special topic. In every lecture we knew what was going on due to Dr. Grove's preparation during the semester. She really took the time in class to get the history and important information on SA to us and made sure we understood it. Being in the lectures and tours we had it was obvious how well prepared we were and I felt extremely comfortable in my knowledge base which allowed me to ask many questions and engage the speaker.

The academic quality of the program on all accounts was challenging, eye opening, relevant and important. I could see reasons behind each of the assignments and their effective value and quality. I was suprised at how hard it was for me to study outside my realm of knowlege or major. It was challenging but so worth it.

this was a challenging class and i worked so hard to understand the context and complete each assignment. i feel as though this class will be held with me for the rest of my life. the class provided a strong insentive to be successful due to the opportunity of visiting the country when the class was finished.

The academic quality of the program was beneficial to education. It even challenged me. I am really glad that we had a class about South Africa. I feel that I was prepared to participate in discussions and ask questions with our South African tour guides. I was able to make connections to what I was seeing in South Africa to the books that I read for class. I believe that I was fairly evaluated in the class and earned the grades that I received.

Statistic	Value
Total Responses	12

19. 7. Other comments:

Text Response

Thank you IRA for covering 75% of the trip!!
 The trip changed my life and taught me as much about myself as about South Africa.
 It was an amazing experience. I'm so grateful I went. If the school hadn't helped pay, I would never have been able to go. Everywhere we went in South Africa was like walking into history. I came home a different person.

Please continue to support this UNIV 392 class!!

N/A

The one thing this trip missed was community service, I would have loved to help build a house, garden, you name it just let me feel like I gave back to the nation that taught me a great deal and showed me a lot, a lot, a lot of love. Forever South Africa will be a home to me and I am dying to go back to help it grow.

THANK YOU!!!!!!!!!!!!!! I feel incredibly grateful for this opportunity and I will always remember our time in South Africa.

I LOVED SOUTH AFRICA!!!!!!!!!! thank you for providing this opportunity to CI students! i took this class in my last semester at CI so i considered this trip to South Africa as a graduation present to myself! i succeeded through 4 1/2 years of college! yay for me :)

South Africa had a lasting impact on my life. My experience in the country with South Africans has changed my life for the good. All I ask is for CI to continue this program so that other students can experience South Africa like I did.

Statistic	Value
Total Responses	9