

# U-Stellenbosch, South Africa: *Spaces of Hope*

Summer II, 2012



\*Photo credit: Stellenbosch University

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This course is relevant to students of Geography, Urban Studies, Religious Studies, Political Science/International Studies, Africana Studies, Education, Communications and other related fields. The course is designed to integrate a campus experience at Stellenbosch University, encompassing classroom learning with Stellenbosch as well as UM faculty, field visits and service learning in an international location. The course format includes a mixture of lectures, seminars, field trips and active service learning and is appropriate for both undergraduate and graduate level participation.

**This course can be taken for 3 or 6 credits.**

## **Introduction**

South Africa is undergoing profound change. The country continues to emerge from the heavy shadow of apartheid and current government policies are attempting to build a brighter future for all South Africans. South African society is moving determinedly toward inclusion in the global economic community. South Africa hosted the 2010 FIFA World Cup; a soccer tournament currently recognized as the most important global spectacle of our time, scoring a landmark achievement for South Africa. Nevertheless contemporary internal processes of nation and community building are very complicated and heavily contested. This course provides students the opportunity to study on location

in Stellenbosch and to learn first-hand about the fabric of building as well as rebuilding South African society.

The theme of the course is reconstruction and reconciliation. In the past, South African society was partitioned geographically along ethnic and social lines with the most striking divisions in urban centers. As a direct consequence, the remaking of South African space commenced with policies and planning initiatives that aimed to dismantle the rigid divisions. Post-apartheid South Africa is a very different context. Urbanization has accelerated and South African cities have become hubs for South African rural migrants and well as international migrants. Many groups have not shared in wealth generation and South African cities are among the most unequal in the world. This course explores interwoven themes of:

- (1) community and nation building;
- (2) urban reconstruction and community engagement;
- (3) religion social networks and place;
- (4) xenophobia, ethnicity and religion;
- (5) immigrant entrepreneurship; and
- (6) efforts to overcome marginalization.

The course offers an explicit interdisciplinary focus and the faculty team has expertise in geography, urban studies, religious studies, political science/international relations and education.

### **Course Description**

The course is deliberately titled “Spaces of Hope” in order to highlight some of the innovative community projects that are shaping a new South Africa, one full of hope and opportunity. The aim is to move beyond negative, staid and dated representations of Africa and, in particular, South Africa, focusing instead on the in-between spaces that already provide a glimmer of a very different and exciting future.

The course combines lecture modules at Stellenbosch University, seminars led by UM faculty and UM faculty-led fieldtrips. In addition, an innovative opportunity is provided to participate in service learning at a community project located just outside Stellenbosch. Service learning augments the classroom learning and is organized through a course module “Learning for Sustainable Community Engagement.” Students will be provided with opportunities to work with impoverished children whose lives are characterized by impaired bio-psycho-social well-being. This project-based learning will provide a real-world illustration of the kinds of challenges that typify the South African development environment. Moreover service learning will provide a powerful dynamic between direct cultural exposure and academic learning. As such, this experiential opportunity is an ideal learning and training site for aspirant community development workers. A major objective of this summer semester course is to fully immerse students in the South African context and to equip them with a wide range of skills that are essential to make learning meaningful.

## **Course Composition**

The course is comprised of three components. First students participate in Stellenbosch University's 2012 Summer School. Students will live on campus (in 24-hour security campus housing) and enroll in two university course modules. The first module is "Introduction to South Africa's Political History," taught by a Political Science/International Relations faculty member. See the 2011 course outline for a detailed description:

[http://www0.sun.ac.za/international/assets/forms/course1\\_introduction\\_to\\_south\\_africas\\_political\\_history.pdf](http://www0.sun.ac.za/international/assets/forms/course1_introduction_to_south_africas_political_history.pdf)

An Educational-Psychology expert facilitates a second module "Learning for Sustainable Community Engagement." See the 2011 course outline for a more detailed description:

[http://www0.sun.ac.za/international/assets/forms/course2\\_learning\\_for\\_sustainable\\_community\\_engagement.pdf](http://www0.sun.ac.za/international/assets/forms/course2_learning_for_sustainable_community_engagement.pdf)

UM faculty members, Richard Grant and William Green lead the second component. Students will meet weekly and participate in UM faculty led seminars, discussions and debriefings. Grant will teach urban studies and geographical content and Green will enhance the religion and entrepreneurship content.

The third component is "classroom South Africa." The module involves three UM faculty led-field excursions. (1) Cape Town to Cape Point; (2) Johannesburg, Soweto and the Cradle of Human Kind; and (3) Kruger National Park and rural community building. These locales represent a diverse cross-section of South African society and enhance student exposure to the diversity that is contemporary South Africa.

## **Stellenbosch**

*Stellenbosch* is a unique and picturesque town approximately 50kms from Cape Town. It originally drew acclaim as the center of the South African wine making industry. The University of Stellenbosch <http://www.sun.ac.za/> is located in Stellenbosch and university life dominates the town. Stellenbosch University is one of the top research-intensive institutions on the African continent. With origins dating back to 1866, the institution acquired university status in 1911, making it one of the oldest universities in South Africa. In full-session, the student body is 19,000 students, some 10% of whom are international students. A major strength of Stellenbosch University is the integration of research and community interaction. Stellenbosch University is guided by two notions – excellence and relevance and thus makes an ideal partner for students seeking a stimulating summer learning experience.

*Cape Town* is 45 minutes from Stellenbosch. Cape Town is the third largest city in South Africa and sits sheltered beneath the massive Table Mountain on a narrow peninsula that curls southwards into the Atlantic Ocean. The city's remarkable location is further

enhanced by the biodiversity of the area, with the Cape Peninsula exhibiting nearly 20% of Africa's unique flora. Thanks to its breathtaking natural environment, Cape Town is often labeled one of the most beautiful cities in the world. Cape Town is the hub for foreign residential property investments in South Africa and areas of the coastal city rank among the most luxurious suburbs in Africa. Contrast this with the fact that nearly half of the city's residents live in shacks, and Cape Town become also one of the most spatially and economically divided cities in Africa. Cape Town is thus a fascinating urban laboratory for study.

### **Excursion Previews**

*Johannesburg* is Africa's World-City. The city plays important economic, political and cultural roles within both South Africa and the entire continent. Economically, Johannesburg accounts for one quarter of Africa's GDP and serves as a continental headquarters location for many international companies. Johannesburg is one of the richest and most culturally diverse cities in Africa, renown for a vibrant art and cultural milieu with many neighborhoods still undergoing renaissance. Sadly, Johannesburg is also one of the continents most polarized cities with approximately one-quarter of its population currently housed in slums and/or informal settlements.

The South Western Township, better known as *Soweto*, is an enormous area comprised of an amalgamation of eighty-seven townships that in 2002 were collectively incorporated into the city of Johannesburg. It is also a historically significant city, recognized globally with respect to Nelson Mandela and the bloody struggle against apartheid. Although part of the larger geographic city, Soweto maintains a distinctive character and ambience by way of its trend-setting cultural scene and healthy tourism industry. Contemporary Soweto includes upper-middle income housing, shopping areas, and stadiums as well as brand new shacks without modern amenities.

The *Cradle of Humankind* is world heritage site located 50kms from Johannesburg. This large site has produced a large number of fossils, some dating back as far as 3.5 million years. Limestone caves are a key feature of this area. Within the cave complex, the Sterkfontein caves achieved notoriety with the discovery of the 2.3 million year old fossil *Australopithecus africanus* (nicknamed Mrs. Ples).

Kruger National Park is one the largest game reserves in Africa. The park extends for 360 kms north-south and 65k east to west. The park lies in north east of South Africa in the eastern parts of Limpopo and Mpumalanga provinces. Kruger contains diverse plant species and abundant birds and mammals. All of the Big Five game animals are found in the park. The park also supports packs of the endangered African Wild Dog. The Kruger excursion will also include visits to small rural villages and will include a panel discussion about service learning in rural communities.

### **Service Learning**

Service learning will provide students with an opportunity to demonstrate their global citizenship through community service. Course materials will provide an historical

background and help develop an understanding of the current issues and challenges that affect community life in South Africa. Service learning will then allow students to view and learn about those same issues first hand, as part of the community itself. The service learning experience has enormous transformational potential. Students will be empowered to engage, assess and critically reflect on their own creative solutions to ever-divisive issues concerning race, class and culture. Ideally, students will come to a much better understanding of the disparities that characterize income, livelihood and opportunity between the Global North and the Global South in the 21<sup>st</sup> century.

Service learning placements will provide students with opportunities to:  
engage in service learning through Stellenbosch University's community outreach;  
interact with children;  
participate in community development projects;  
work with community leaders and advocates;  
and develop leadership and group skills in working as a team member in service learning assignments.

### **Schedule (35 days in South Africa)**

Friday, June 15

Arrival in Cape Town (transfer by Stellenbosch University to campus residential living)

Saturday, June 16

Course orientation: UM faculty

Sunday, June 17

Course Orientation Stellenbosch University

Monday, June 18—July 20

Summer modules begin at Stellenbosch University.

Course module "Introduction to South Africa's Political History"  
(every Thurs)

Course Module Learning or Sustainable Community Engagement June 20-July 20  
(All-day Friday with travel to service learning projects provided by Stellenbosch U)

U-Stellenbosch ends the evening of July 20<sup>th</sup>

Move out and depart from Stellenbosch University 21 July (transfers to the airport provided)

### **Field Excursions**

- June 19 V&A Waterfront/Robben Island

- June 23 Cape Town Urban Field trip (all day)
- June 25 Cape Point/Boulders Beach
- July 7-10 Johannesburg-Cradle Field Excursion July 7-10  
 July 7 Travel from CPT-JHB; Pick up Guardian Travel/Accommodation: Melville Guest House <http://www.33onfirst.co.za/>  
 July 8: Johannesburg urban field trip  
 July 9: The Cradle of Humankind  
 July 10: Soweto/return to CPT the night of July 10
- July 14-17 Kruger National Park/Rural South Africa  
 July 14: Travel CPT-JNB; Guardian travel pick-up and transport to Kruger/Accommodation: TBA  
 July 15: Game viewing and park conservation  
 July 16: Rural and community visit: meetings with NGOs and panel discussion on community development in practice

### **UM Faculty**

Richard Grant is the Faculty leader for this course. He is Director of Urban Studies and Professor in the Department of Geography and Regional Studies. He has been the course leader of South Africa: Spaces of Hope on three previous occasions. He is engaged in National Geographic Society funded research in Johannesburg and his previous research has also received funding from the National Science Foundation. In 2005 he lived for half a year in South Africa. His most recent publication on South Africa is:

<http://www.tandfonline.com/doi/abs/10.1080/0376835X.2010.508595#preview>

William Scott Green is Senior Vice Provost and Dean of Undergraduate Education. He is a Professor in Religious Studies. He is responsible for enhancing the quality of undergraduate experience and strengthening the integrations of university-wide curricular and co-curricular activities. He led the UM faculty team in summer 2011 that developed the U-Stellenbosch Summer Program for 2012.

### **Stellenbosch U Faculty**

Dr. Karen Smith is Political Science/International Relations scholar. Her research interests include exploring African contributions to understanding International Relations, the role of South Africa and India as regional powers, the notion of identity, and IR Theory. She served as the Secretary-General of the United Nations Association of South Africa from 2006 to 2007. He has taught in Stellenbosch's summer school for a number of years.

Grant Demas is in education and psychology practitioner who is working on PhD in Community Psychology. He has twenty years of teaching and counseling experience and ten years experience as a community development practitioner. His areas of expertise

include community program development and implementation, training, facilitating processes and counseling.

### Grading

- Active course participation in class discussions and field experiences will account for 50% of the grade;
- A report on your service learning combined with a feedback report on your performance (that will be submitted by the service organization to the instructors) will account for 25% of the grade; and
- A final paper will account for 25% of the grade. This paper will focus on one of the themes of the course. While assigned readings and class discussions are relevant, as are field experiences, the final paper will require additional library research to be undertaken after the field portion of the course is completed.
- No make-ups will be permitted and class attendance and punctuality is mandatory. Academic ethics will be upheld. Students must abide by UM's Honor Code.
- All secondary sources must be appropriately acknowledged in final papers.
- The instructor will accommodate any special needs that students may have. The instructor will be available to the students prior to departure and will be available following the group's return from South Africa. Individual meetings will also be held with students to review their progress during the field portion of the course.
- Reasonable accommodation will be made for those with disabilities. Please contact Disability Services in the Academic Development Center for an evaluation.
- For 3 credits- students will write a 10-12 page final paper. For 6 credits students will write a 25-30 page paper and they will be required to incorporate ethnographic materials for their service learning experience into their paper. Those students taking the course for 6 credits will also be required to read extra reading materials.

### UM Faculty Reading List for 3 Credit Option

The instructors will distribute assigned articles. Students *must* pack their own copies prior to departure or access online from Stellenbosch.

#### **\*Stellenbosch faculty will assign additional materials**

(1) Western, J. 1981. *Outcast Cape Town*. Minneapolis, University of Minnesota Press.

**Read: Chp., 2, 3 and 4.**

(2) Beavon, K. 2004. *Johannesburg. The Making and Shaping of the City*. Pretoria, University of Pretoria Press.

**Read: Chp., 2, 4 and 7.**

- (3) Bond, P. (2007). "Johannesburg: Of gold and gangsters." In M. Davis and D. Monk. *Evil Paradises, Dream Worlds of Neoliberalism*. New York, New Press, pp114-126.
- (4) Seekings, J. 2008. "The continuing salience of race: discrimination and diversity in South Africa." *Journal of Contemporary African Studies* 26 (1) 1-25.
- (5) Ramsamy, E. 2007. "Between non-racialism and multiculturalism: Indian identity and nation building in South Africa." *Journal of Social and Economic Geography* 98: 468-481.
- (6) Rogerson, C. 1996: "Urban poverty and the informal economy in South Africa's economic heartland." *Environment and Urbanization* 8: 167-181.
- (7) Murray, A. 2004: The evolving spatial form of cities in a globalizing world economy. Johannesburg and Sao Paulo. Democracy and Governance Research Programme, Occasional Paper 5. Human Sciences Research Council.
- (8) McDonald, D. 2008. *World City Syndrome. Neoliberalism and Inequality in Cape Town*. New York, Routledge.  
**Read: Chp 1.**
- (9) Dierwechter Y. 2004. "Dreams, bricks, and bodies: mapping 'neglected spatialities' in African Cape Town" *Environment and Planning A* 36: 959-981.
- (10) Geyer, H. 2003. "South Africa in the global context: the view from above and below." *Annals of the Regional Science* 37 407-420.
- (11) Crush, J. and Dodson, B. 2007. "Another lost decade: the failures of South Africa's post-apartheid migration policy." *Journal of Social and Economic Geography* 98 (4) 436-454.
- (12) Avert.org (2007). The History of HIV/AIDS in South Africa. Retrieved from <http://www.avert.org/aids-south-africa.htm>
- (13) Smith-Pariola, J and A. Goke-Pariola 2006. Expanding the parameters of service learning: A case-study. *Journal of Studies in International Education*. 10: 71-86.
- (14) Telschow, M. 2007. *Townships and the Spirit of Ubuntu*. Cape Town: Clifton.  
**Read: pp. 8-53.**
- (15) Hansen, T, C. Jeannerat and S. Sadouni (2009) "Portable spirits and itinerant people: religion and migration in South Africa in a comparative perspective. *African Studies* 68, 187-196
- (16) Sadouni, S "God is not unemployed": journeys of Somali refugees in Johannesburg." *African Studies* 68, 235-249.