THE MACALESTER-POMONA-SWARTHCORE
CONSORTIUM PROGRAM AT THE UNIVERSITY OF CAPE TOWN

GLOBALIZATION AND THE ENVIRONMENT:
SOUTH AFRICA

Program Dates: January 4 – June 20, 2009

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1. INTRODUCTION

The Consortium Program, established in 2003, offers to students of Macalester, Pomona and Swarthmore Colleges (and their affiliated institutions) the opportunity to study the South African environment in a contemporary world so powerfully affected by technological innovation, trade, movement of people, culture and ideas. The Program takes place in a world-class university where science and social science faculties, along with professors from Consortium institutions, provide an educational program that facilitates the challenges of living and studying in a foreign country and also meets the high academic standards required at our institutions. Hence we incorporate in the program strong elements of cultural immersion and cross-cultural learning, often linked to current and actively-debated issues in environment studies, with rigorous work in social and natural sciences. This learning is facilitated through the program’s location at the University of Cape Town (UCT) within the Department of Environmental Geographical Science, with its world-class faculty. Cape Town itself is a breathtakingly beautiful city nestled against Table Mountain at the southern tip of Africa.

The program includes an independent study project undertaken by each student that requires extensive field work, overseen by a faculty mentor at UCT. Supporting the independent study project are two regular UCT semester courses, thus providing Consortium students the opportunity to learn side by side with South African students. Consortium students choose the two courses from a list in consultation the program’s Resident Director. An introductory “core” seminar includes a number of field trips, guest lectures, and discussions on environmentally-related topics with both Consortium and South African students. The program aims for students from our schools to realize the central educational goals shared by our institutions: critical analytical thinking about important issues and enhanced empathy for a variety of disciplines, cultures and problems.

During January and early February 2009, the core seminar “Globalization and the Environment,” led by the Visiting Consortium professor and faculty at the University of Cape Town, seeks to accomplish a number of goals. First, it provides an intense learning experience bringing
students together in the Program along with at least two graduate students at UCT. Second, it is multidisciplinary, with readings and discussions of issues associated with the natural and social sciences that relate to the study the environment and globalization. The seminar meets largely during the “summer break” at UCT and precedes the two regular UCT courses and the independent study project. It is linked to the culminating independent study project helping students to learn and teach each other from their intense experience of their fieldwork. Since its inaugural session in 2004, the 50 student alumni have praised the program in written evaluations.

The overall educational purpose of this program of student learning is to have its participants experience the enduring lure, durability, and fragility of the environment and its interconnections with human activity. To accomplish this, students grapple with materials drawn from philosophical, scientific, social, aesthetic, and ethical perspectives.

The Program, through the study-abroad offices at the three Consortium colleges, is now gathering applications for the sixth year of the program. Applications are due at the individual schools in early October, 2009; see your school’s Consortium representative for application details and deadlines.

II. GUIDING CONCEPTS

*Globalization* is a dynamic and complex process. Many argue it has accelerated in the last 30 years, creating larger impacts within peoples from exchanges with those outside. It involves the interplay between, for example, universal laws of science affecting diverse environments and resulting in particular challenges to local populations as they engage with the natural world and the policies regulating its exploitation (use). In specific settings forces of globalization are characterized by multiple, simultaneous, and uneven developments; social movements and institutions determine the specific realities of globalization. Case studies will be used to help students better understand this process.

The second key concept for this project is *Environment*. This Consortium Program engages students in an exploration of the concept of the natural environment and how this has been expressed over time and across cultures, and on the connection between the human condition and the natural environment. Field trips and discussions will link concepts and various particular realities in Southern Africa.

III. PROGRAM DESCRIPTION

The program includes the following components and courses:

A. **Pre-departure Orientation**

Each accepted student receives a pre-departure orientation packet, including a full program description (e.g. rationale, academic expectations, courses, calendar, staff/faculty and information on the host country and host institution). Also provided are practical guidelines on health, safety, insurance, and travel. Before departure, students are expected to speak in person with the Consortium Program representative at their home institution.

B. **Pre-departure Readings**

Given the transdisciplinary nature of the program and the varied academic majors of student
participants, it is essential that participants read selectively on South Africa, on the overall program theme, and on their particular academic interests. Although students may choose additional books, the Consortium requires that all students read the following references as background to South Africa, references which will be provided to program participants as pre-departure reading:


Note: the first discussion and writing assignment for the core seminar will draw upon this reference, so participating students should expect to read them prior to arrival in Cape Town in January, 2009.

Suggestions for additional pre-program reading are:

- Beinart, W. *Effect of Colonialism on the South African Environment*
- Beinart, W. and Coates, P. *Environment and History: The Taming of Nature in the USA and South Africa* (Routledge, 1995).
- Sassen, S. Territory, Authority, Rights: From Medieval to Global Assemblages (2006),
- Francis Fukuyama, *State-Building* (2004),
C. Core Seminar: Globalization & the Environment

This is the program’s required core course, organized in two parts, and conducted in January and February before regular UCT courses begin. It is transdisciplinary in nature, focusing on both broad concepts and on practical skills, ones applicable to the solution of real-life environmental problems. In addition to the program participants, the core seminar includes full participation by two UCT graduate students to ensure inclusion of South African perspectives.

1. The first part of the core seminar includes an introductory reflection on the meaning, scope, implications of the key concepts, overall theme, and the pedagogy of the program. It will be presented principally by the 2009 Visiting Consortium Professor for the program, Professor Raymond F. Hopkins, of the Political Science Department at Swarthmore College. This first part of the seminar includes discussion of the inter-relatedness of course work and field learning, the program structure and approaches to learning, and the reasons behind the choice of location. This part of the seminar draws on the pre-departure readings but students will be encouraged to explore the literature and construct a deeper understanding of the South African environment and the factors that have shaped it. Specific topics under consideration include:

- Economic globalization: International flows of investment, trade and and laws.
- Environmental globalization: External environmental impacts of international tourism, link up with the Department of Environment and Tourism
- Political globalization: Southern African governance norms, the role of Nepad, and South African leadership in the southern cone actions on the environment.
- Globalization of “bad”s: Examining links between crime, weapons, drugs and other “illegal movements across borders
- Prospects for Africa’s future: development, poverty, and marginalization
- Disaster vulnerability and strategies to mitigate these

2. The second part of the core seminar is presented principally by a selected University of Cape Town faculty member. The seminar will be cross-disciplinary and will entail university-based research as well as local non-academic specialists. Students are expected to draw on both direct academic resources as well as field experience in their written and oral presentations. Topics examined in the past include:

- Developing an understanding of South African environments: political, economic, social, cultural and biophysical background
- Human Environment interaction within the context of globalization
- Ecotourism, conservation and development
- Problematizing conservation in the South African context: National Parks and Peace Parks
- Land degradation and society
- Aliens, fire, urban development and local plant communities in Greater Cape Town
- Conservation and land management in the Sandveld and Cederberg of the Western Cape (based on a field excursion)
- Globalization and agriculture in the Western Cape
- Globalization, conservation and the rooibos tea industry in the Western Cape
- Smallhold agriculture and marginality
- Environmental justice, land reform and transformation in the countryside
• Marine resources conservation
• Freshwater use and conservation

C. Regular University of Cape Town Courses
In addition to the core seminar and independent study project, two regular UCT courses are required. At least one of these courses must directly support the overall theme of the program (globalization and the environment). The second course may be from an area of the student’s choosing. Consortium students take these courses with regular degree-seeking students at the University of Cape Town. The on-site UCT Resident Director and Academic Affairs Coordinator provide students with academic counseling and guidance in final course selection after arrival in Cape Town. **Students are most strongly urged to take UCT courses at the 3000 level.** Students should consult the Resident Director if they are interested in 4000-level (or 5000-level) courses which may be available to students in certain instances. Students should bear in mind that most 3000-level courses have prerequisites and admission to particular courses is based on the relevant UCT course convener or Head of Department decision in relation to the applicant’s background and experience.

Pre-selection of at least three of these courses must be accomplished by applicants at the time of program application (early October 2009). In February, 2009 students then may elect to drop one of these and/or make alterations when this is feasible. Individual Consortium schools will apply credits earned by students in this program in a manner consistent with their own accreditation methods. Please see the Consortium representative at your home college for more information.

More complete course descriptions and syllabi are available from the UCT website. Please note that the UCT academic year begins in the third week of February and ends in late June. Because UCT course offerings may vary from year to year, students should check with the UCT website (www.uct.ac.za) for updates on specific course offerings and be prepared to be flexible.

Following are examples of courses that, among others, fulfill Consortium requirements to directly support the theme of the program:

**UCT Department of Environmental and Geographical Science**
- **EGS3020F Environmental Change and Challenge**
- **EGS3021F Sustainability and Environment**
- **EGS4016Z Capital, Politics and Nature**
- **EGS4030Z Disaster Risk Science I**

**UCT Department of Oceanography**
- **SEA3002F Ocean Circulation**

**UCT Department of Botany**
- **BIO3006F Ecosystem Ecology**

**UCT Department of Geology**
- **GEO3005F Petrology and Structural Geology**
UCT Department of Archeology
   ➢ AGE 3011F Roots of Black Identity

UCT Department of Historical Studies
   ➢ HST 3025F Liberation in Southern Africa
   ➢ HST 3029F Environmental History
   ➢ HST 5010Z Conflict Resolution in Southern Africa: Historical Perspectives

UCT Department of Political Studies
   ➢ POL 3029F Third World Politics
   ➢ POL 3037F Policy and Administration

Following are examples of courses in which past participants have enrolled that do not directly support the program theme:

UCT Department of African Languages
   ➢ SLL 1024F Xhosa Intensive A (African Language for Beginners)

UCT Center for African Studies
   ➢ CAS4005Z Race, Culture and Identity in Africa

UCT African Gender Institute
   ➢ Introduction to Gender and Transformation

UCT Centre for Film and Media Studies
   ➢ FAM 3000F The Media in South Africa
   ➢ FAM 3003F Advanced Film Studies

UCT Department of English Language, Literature and Linguistics
   ➢ ELL 2007F African Literature and Language Studies

UCT Department of Religious Studies
   ➢ REL 3037F Religion, Conflict and Violence

UCT Department of Philosophy
   ➢ PHI 3009F Contemporary Political Philosophy

UCT Department of Sociology
   ➢ SOC 4018Z Theories and issues of Diversity

UCT Department of Social Anthropology
   ➢ SAN 3014F The Challenge of Culture

UCT Department of Zoology
   ➢ BIO3001F Vertebrate Zoology
E. Independent Study Project [4 Credits]

This unique component of the Consortium program engages students (or in some cases a group of students) in collaborative, usually field-based, study in selected areas of current research in South Africa. The independent study project is a required component of the program. **Project topics should typically be focused on the program theme of globalization and the environment.** Students who have questions about their project ideas should discuss them at length the Consortium representative at their home college before application. **Final choice of topic will be made during the core seminar.** Each project topic is further defined in consultation with the Resident Director, the Academic Affairs Coordinator, a home campus faculty, and/or local academics and practitioners. Each student or group of students is then assigned an on-site project advisor, and must demonstrate learning in a lucid, compact, intellectually acute, and well-documented paper and summary oral presentation.

**Topics approved in the past for projects have included:**

- **Biogeography and Physical Geography**
  Subthemes: Biodiversity, Alien vegetation
  Potential Advisors: Mike Meadows, EGS, Frank Eckardt, EGS, Jasper Slingsby, Botany
  Sample projects (completed by past participants):
  1) The Biogeography of Grasshoppers
  2) The Cultural Landscape of Table Mountain: Changing Land Use, Changing Perspectives
  3) Behavior Patterns in Naked Mole Rats
  4) Stable Isotope Geochemistry of Hyrax Middens
  5) Land use change in the Noordhoek valley
  6) Footpaths on Table Mountain

- **The Politics of Nature and Conservation**
  Subthemes: parks, conservation, ecotourism
  Potential Advisor: Maano Ramutsindela – EGS; Mike Meadows - EGS
  Sample projects:
  1) Remixing Kirstenbosch: Propagating an Alternative Garden Culture Through the Unofficial Audio Tour
  2) Community Conservation Challenges in Cape Town: Consternation or Conquest? An examination of Edith Stephens Wetlands Park as an example of community based natural resource management in the urban setting of the Cape Flats, Cape Town, South Africa

- **Urban Geography and the Urban Environment**
  Subthemes: Apartheid Cities, urban renewal,
  Potential Advisors: Sophie Oldfield (EGS), Jane Battersby-Lennard (EGS)
  Sample Projects:
  1) Gentrification in the Bo-Kaap
  2) The Return to District Six: Looking Down the Line with Rose-Tinted Glasses?
  3) Destabilizing the Discourse of Township Tourism
  4) Common Space and Common Heritage: Perceptions of Rondebosch Common
  5) “We Have No Choice”: The Barriers to Livelihoods Experienced by Refugees in Cape Town, South Africa
  6) Transport issues in Cape Town in relation to the 2010 Soccer World Cup
Agriculture, land reform and rural livelihoods
Subthemes: Land redistribution, globalization and agriculture, farm diversification, land tenure reform, local rural economies
Potential Advisors: Mike Meadows - EGS (for agriculture), Maano Ramutsindela - EGS (for land reform)
Sample Projects:
1) Grain & Grape in the Swartland – Trends, & Causes of Agricultural Land Use Change
2) Perishable: Market-based land reform and agricultural struggles in Genadendal
3) Assessing Empowerment Initiatives in South Africa’s Wine Sector
4) Transforming the secondary discourse: Women, property rights, and South African land redistribution policy

Geomorphology and remote sensing
Subthemes: n/a
Potential Advisor: Frank Eckardt – EGS
Sample Projects:
1) Geomorphological factors and processes leading to debris flows at Betty’s Bay, Western Cape

Fisheries and Fishing Livelihoods
Subthemes: Fishing quotas
Potential Advisor: Merle Sowman - EGS
Sample Projects:
1) The Role of Aquariums in Supporting Marine Environmental Education in South Africa

Marine Ecology
Subthemes: n/a
Potential Advisor: TBA
Sample Projects:
1) Phytoplankton Photophysiology and Nutrient Limitation in the Northern and Southern Atlantic Subtropical Gyres

Water Resources Management
Subthemes: politics of water,
Potential Advisor: Kevin Winter - EGS
Sample Project: n/a

Environmental and Agricultural History
Subthemes: n/a
Potential Advisor: Maanda Mulaudzi - History
Sample Projects: n/a

Disease, Health and the Environment
Subthemes: globalization of disease, public health campaigns
Potential Advisor: Gina Ziervogel (EGS)
Sample Projects:
1) Healthy Airwaves: Bush Radio 89.5FM and the Struggle of Health Promotion
IV. CO-CURRICULAR PROGRAMMING

Successful study abroad involves close encounter and engagement with the host culture and society. Program participants are strongly urged to join a co-curricular or community group to foster this engagement. Suggested groups might be UCT sports clubs, cultural organizations, volunteer activities or similar organizations in the Cape Town community which will expose students to a wider variety of people and ways of life outside academia. The Consortium Program offers ample opportunity for individual exploration and observation, and a limited number of specific group activities designed to introduce students to the local environment. Educational excursions included in the formal program are usually guided and are linked to program discussions, but some activities and visits are undertaken by students on an individual basis. Included here, for example, are museum visits, observations of specific ecosystems, the viewing of selected films, visits to field and laboratory research projects, and attending cultural events. Following are some examples of possible field visits:

- The Kirstenbosch National Botanical Institute
- The Cape Peninsula and the Cape Point Nature Reserve
- The Atlantic Ocean and Pacific Ocean Coastal Zones
- The UCT Marine Biology Research Institute
- The UCT Freshwater Research Unit
- The UCT Weed Biological Control Unit
- The Institute for Plant Conservation
- Township Visits
- The Bolus Herbarium
- The Percy Fitzpatrick Institute of African Ornithology
- The UCT Department of Zoology
- Bo Kaap Museum (Cape Malay Cultural History)
- The District Six Museum (Urban Renewal/Environmental Impact)
- The Natural History Museum
- The Fine Arts Museum
- Kruger National Park (Game Reserve)
- The UCT Field Station at Clanwilliam

V. STUDENT HOUSING

Consortium students will be lodged with (usually degree-seeking) international students from many other parts of the world in self-catered houses in the general vicinity of the University of Cape Town. In each case, consortium students are encouraged to establish regular contact with local residents, local students, and international students. The Consortium’s Student Affairs Coordinator, together with the University of Cape Town Office of International Academic Programs (IAPO), will work with students on placement and any housing concerns.

VI. ELIGIBILITY, APPLICATION AND SELECTION PROCEDURES

Preference for admission to this program is given to full-time degree-seeking students at the Consortium Colleges: Macalester, Pomona, and Swarthmore (Haverford and Bryn Mawr students are included under the auspices of Swarthmore). Other qualified students may apply and be accepted on a space-available basis through special arrangement with the Consortium.
Because the number of participants in the program is capped at 12, admission to the program will be competitive, and applicants are advised to have a back-up program in mind.

Applicants must demonstrate a sustained intellectual interest in the program theme, usually through a declared major in a relevant field of study, particularly in the area of environmental studies or science. Although other students may gain acceptance, priority is given to those with a minimum cumulative grade point average of 3.5 (4.0 scale) who have reached at least third year (junior) status. Priority will also be given to those students who have completed four semesters of environmental studies-related courses, of which at least two are in natural sciences and at least one in the social sciences. Within the agreed guidelines of the Consortium, each member institution determines how its students will meet the academic prerequisites of the program. (Students should contact the appropriate department at their home institution and their study abroad office for detailed information on this). Application forms are available from each Consortium College’s study abroad office.

VII. EVALUATION OF STUDENT ACADEMIC PERFORMANCE; CREDIT & TRANSCRIPT ARRANGEMENTS

The Consortium Resident Director, Academic Affairs Coordinator, and Visiting Faculty Member are responsible for grading their respective parts of the Core Transdisciplinary Seminar and will collaborate on determining the final grade. The relevant UCT or other faculty member is responsible, in consultation with the on-site project advisor and Resident Director, for grading the Independent study project. The relevant UCT faculty member, of course, grades the UCT direct enrollment courses. Credit is granted by the student’s home institution; grades and transcripts are handled in a way consistent with each institution’s study abroad policies and guidelines.

VIII. PROGRAM FEES, FINANCIAL AID & SCHOLARSHIPS

Each Consortium Partner Institution sets its own program fees according to institutional policies on tuition and financial aid for study abroad. The Consortium Program cost includes tuition, grade and credit transcription, room, local transportation for program-sponsored activities, required cultural and educational excursions, and all on-site academic support and administrative fees.

Not included in the Consortium Program fee (although these may be included in individual institution fees) are the following expenses: airfare, board, travel related to the independent study project, some meals and incidental costs during excursions, insurance, and personal expenses. Financial aid and scholarships are granted only by a student’s home institution, and home institution policies and procedures concerning study abroad take precedent over Consortium policies. Students are urged to check with their study abroad office for updated institution-specific guidelines and program fees.

X. PROGRAM PERSONNEL

For the 2009 program, Consortium staff and faculty include:

☐ Consortium Visiting Professor: Dr. Raymond F. Hopkins, Richter Professor of Political
Science at Swarthmore College.

- Consortium UCT Resident Director: Dr. Michael Meadows, Professor and Chair, Department of Environmental & Geographical Science at the University of Cape Town.
- Consortium UCT Academic Affairs Coordinator: Mr Jasper Slingsby
- Consortium UCT Student Affairs Coordinator: Ms Lynne Quick
- Consortium Lead Institution: Swarthmore College.
- Consortium Directors are Ms. Rhoda Borcherding (Pomona College), Dr. E. Carr Everbach (Swarthmore College) and Mr. Michael Monahan (Macalester College).
- Staff at the University of Cape Town International Academic Program Office (IAPO) provide support for orientation, logistics, general advising and housing for Consortium students as they do for other international students at UCT.

IX. WORKING CALENDAR FOR JANUARY-JUNE 2009 PROGRAM

Please Note: Further details on the calendar will be available when the University of Cape Town finalizes the academic calendar for Semester I (Feb. – June).

January 3-4 2009: Consortium students arrive in Cape Town

January 5, 2009: Start of program orientation and introduction to the Core Transdisciplinary Seminar

January 5-30, 2009: Part One of the Core Transdisciplinary Seminar (includes five-day field excursion)

January 31-February 12, 2009: Part Two of the Core Transdisciplinary Seminar

February 2 onwards, 2009: UCT International Academic Programs Office (IAPO) new student orientation

February 16, 2009: Regular UCT semester courses begin

April 4-13, 2009: UCT Midterm Break

June 1-12, 2009: UCT examination period

June 15, 2009: Core Transdisciplinary Seminar Final Exam

June 20, 2009: UCT Consortium Program end – students may depart