

**THE MACALESTER-POMONA-SWARTHMORE  
CONSORTIUM PROGRAM AT THE UNIVERSITY OF CAPE TOWN**

***GLOBALIZATION, ENVIRONMENT AND SOCIETY:  
SOUTH AFRICA***

***Spring 2017: January 1<sup>st</sup> to June 15<sup>th</sup>***

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**I. INTRODUCTION**

The Consortium Program, established in 2003, offers students of Macalester, Pomona, and Swarthmore Colleges (and their affiliated institutions) the opportunity to study the multi-cultural society of South Africa in a world powerfully driven by technological innovation, globalization, and environmental change. The program takes place at the University of Cape Town, a world-class institution where science and social science faculties, along with professors from consortium colleges, provide a curriculum that facilitates the challenge of living and studying in a foreign country, and also meets the high academic standards of our schools. The program is housed in the Department of Environmental and Geographical Science (EGS) at the University of Cape Town (UCT), which has an internationally respected student-faculty team with strong areas of interest in climate change, Global Information Systems, urban and agricultural development, and conservation of landscapes. Cape Town itself is a breathtakingly beautiful city nestled against Table Mountain at the southwestern tip of Africa.

The program includes a directed study project undertaken by each student that requires independent research, generally with an element of field study, overseen by a faculty mentor at UCT. Supporting the directed study project are two regular UCT semester courses, thus providing consortium students the opportunity to learn alongside with southern African peers. Consortium students choose their courses from a list of university offerings in consultation with the program's Resident Director. The five week-long introductory core seminar (January-early February) includes several UCT honors students embarking upon graduate studies in EGS. Past honors participants have come not only from South Africa, but also Mauritius and neighboring Zimbabwe and Lesotho. These students help their American peers acculturate, and provide the vital testimony of local experience to the issues frequently discussed by the class. The program draws upon interdisciplinary readings, including compelling works of relevant South African history, conservation practice, global economics, development, conflict,

and environmental science. Issues of environmental concern include threats of fire and alien organisms to the natural environment, natural resource development and the “resource curse,” issues of public health related to the environment, wildlife, preservation of endemic fauna (such as the native *fynbos* for which the Cape Region is famous), national parks, and indigenous land uses.

The January-February 2017 core seminar “Globalization, the Environment and Society” will be led by Dr Peter Johnston of the EGS climate group, and visiting consortium Professor Carr Everbach, Professor of Engineering at Swarthmore College. The seminar meets largely during the summer break (northern hemisphere winter) at UCT and precedes the two regular UCT courses and the directed study project. Since its inaugural session in 2003, well over a hundred consortium students have enrolled in and completed this program. Many have found the experience personally and academically transformative. Students frequently use work done on the program as a basis for a senior capstone or honors thesis. Some have even returned to Cape Town to pursue graduate studies or professional work.

The three Consortium colleges are now inviting applications for the fourteenth year of the joint program with UCT. See your school’s consortium representative for application details and deadlines.

## II. GUIDING CONCEPTS

**Globalization** is a dynamic, multifaceted and complex process. Many argue it has accelerated in the last 30 years. 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 are used in our program to help students better understand this process.

The second key concept for this program is the **Environment**. Work at UCT engages students in an exploration of what the natural world means and how this has been expressed over time and across cultures. It explores the heritage and diverse human interactions with, and attitudes toward the natural world in South Africa.

The third key concept for this program is **Society**. Humans are a social species, and we have evolved to live with and depend on other humans. Human interdependence translates into living with others, or in society. At a minimum this means a group of humans living together whose interactions together are patterned in regular ways. This course explores groups that may be identified by the territory they inhabit or used to inhabit, the languages they speak, or the customs they follow, as well as ways all of these features are in flux, in part in response to globalizing forces.

Core course field trips include a visit to the Cederberg Mountains, where efforts are underway to preserve one of the last populations of wild leopards in the Western Cape region, and to the Kgalagadi Transfrontier Park in the Kalahari Desert, on the Botswana-Namibia border, where Africa's famous megafaunal ecology (including lions, cheetahs and wildebeest) is still intact, and where indigenous San-speaking peoples still practice age old hunting and gathering techniques. Other field trips enrich the environmental and society focus for students, including Cape Point National Park and the Kirstenbosch Botanical Gardens. The fascinating historical roots of the urban area around UCT are also explored through a City Tour, which includes a walk through the famous Bo Kaap Afro-Islamic neighborhood, exploration of the old Dutch colonial, administrative and banking city center, and a visit to UCT's downtown theater and arts campus. Another trip explores the issues of water availability to the various communities including domestic and agriculture around Cape Town.

### 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 Iris Berger's *South Africa in World History* (2009) and Alex Perry's *Falling off the Edge; Globalization and Other Lies* (2010) **prior to departure**. These texts will be provided to each admitted student around the middle of the U.S. fall semester. The expectation from faculty is that the class can begin its first week of discussions based upon these preliminary readings.

#### C. Core Seminar: Globalization, Environment and Society

In addition to these two books, students will receive another text which must be read during the January-February core course. This does not have to be read in advance of

start of the course in early January:

- *New South African Review 5: Beyond Marikana (2015)* (receive on-site in Cape Town)

The Globalization, Environment and Society core course is scheduled to begin in early January at UCT. The first three weeks of the seminar will be primarily led by Professor Everbach, assisted by Dr. Johnston. This will include the week-long Kgalagadi field trip and other shorter excursions. Professor Everbach will return to Swarthmore before the end of January, and Dr. Johnston will take over leading the final two weeks of the core class.

In addition to these two primary faculty members, the course is supported by two staff members: Dr. Lynne Quick, who serves as an overall logistical, orientation, and academic coordinator; and Dr. Pippin Anderson, the Assistant Director and Directed Study Project Convener. The Chair of the EGS Department, Professor Michael Meadows, and other members of the EGS department will also lead the seminar class on the field trips mentioned above. The course will also be visited by various invited community and UCT faculty speakers.

The **first part** of the core seminar will be taught principally by the 2017 Visiting Consortium Professor Carr Everbach. It introduces the seminar through a presentation on the structure and the pedagogy of the program, including the importance of the inter-relatedness of course work and field-based learning. It engages students in a reflection on the theme and key concepts of the program. It provides students with essential frameworks for understanding South Africa and surveys key topics related to the program theme. The seminar draws on the pre-departure readings, and readings distributed after arrival in South Africa. Students will be encouraged to begin to incorporate experiences and readings beyond the course to set them on a path toward constructing a deeper understanding of South Africa and the factors that continue to shape it. Some of the kinds of topics which may be included in our discussions are:

- Peopling of Southern Africa
- Socio-historical frameworks for understanding contemporary South Africa
- Globalization: theory and concepts
- Making sense of place: collecting and analyzing narratives from Cape Town and the Cape-Namibia Corridor
- South Africa on the move: migration, immigration and emigration
- Economy, ecology and sustainability
- Education, health and land
- State, politics and policy
- Gender, power, sexualities and space in South Africa
- Crossing borders

The **second part** of the core seminar is presented principally by Dr. Peter Johnston of the Climate Systems Analysis Group in the Department of Environmental and

Geographical Science. The seminar will be cross-disciplinary, and will include university-based researchers 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, as well as participate actively in the classes. Topics presented, discussed and examined in the past are shown below, and a similar selection will be covered:

- Developing a deeper understanding of South African environments: political, economic, social, cultural and biophysical background
- Ecosystem services and their value in a capitalist economy
- Climate change and developing countries
- Human environment interaction within the context of globalisation
- Ecotourism, conservation and development
- Problematising conservation in the South African context: national parks and peace parks
- Land degradation and society
- Conservation and land management in the Sandveld and Cederberg of the Western Cape (based on a field excursion)
- Globalization and the impacts on agriculture in the Western Cape
- Globalization, conservation and the rooibos tea industry in the Western Cape
- Smallholder agriculture and marginality
- Environmental justice, land reform and transformation in the countryside
- Marine resources conservation
- Freshwater use and conservation in South Africa
- Biodiversity conservation and threats
- NGO conservation actions and government – a critical interaction
- Provincial and local government environmental challenges
- Aliens, fire, urban development and local plant communities in Greater Cape Town

Any of these themes can be developed further into directed studies by individual students, according to interest. Alternatively, other areas of inquiry can be developed, contingent upon faculty resources and availability of suitable academic supervision.

#### **D. 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 relate to the overall theme of the program.** 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. Dr. Pippin Anderson will assist 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 the core module and directed study project (EGS 4034F and EGS 4040F) is guaranteed if you are accepted into the program. Since registration for 4000-level courses will not yet be available at time of application, do not list them on your UCT application. On the UCT application, you should list two UCT elective courses (noting the guidelines above) from the courses described in the various UCT Faculty Handbooks (note that you will need to select course codes with the suffix 'F' – i.e. First semester courses at UCT); you *may* be successful in being pre-selected for one or more of these regular UCT courses but this is not guaranteed - nor indeed is it essential since, in February 2017, when UCT registration is finalized, appropriate additional course enrollments will be authorized in consultation with on-site staff. Individual consortium schools will apply credits earned by students in this program in a manner consistent with their respective 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 and are listed in the Faculty Handbooks. Please note that the UCT academic year begins in the third week of February and ends in mid-June. Because UCT course offerings may vary from year to year, students should check the UCT website ([www.uct.ac.za](http://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. Please note that the list is a sample of courses students have taken in the past and UCT course offerings are subject to change.

UCT Department of Environmental and Geographical Science

- *EGS3023F Anthropocene Environments in Perspective*
- *EGS3021F Sustainability and Environment*
- *EGS4039F Urban Food Security* (not available spring 2016)

UCT Department of Botany

- *BIO3013F Global Change Ecology*

UCT Department of Oceanography

- *SEA3002F Ocean Circulation*

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 3024F War and Society*
- *HST 3029F Environmental History*

UCT Department of Political Studies

- *POL 3030F Conflict in World Politics*
- *POL 3037F Policy and Administration*

UCT Center for African Studies

- *CAS4005Z Race, Culture and Identity in Africa*

UCT Department of Zoology

- *BIO3012F Vertebrates: Biology and Behavioural Ecology*

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

UCT Department of African Languages

- *SLL 1024F Xhosa Intensive A (African Language for Beginners)*

UCT Centre for Film and Media Studies

- *FAM 3000F The Media in South Africa*
- *FAM 3005F Film in Africa and South Africa*

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*
- *REL 3039F The “Death of God” and Modernity*

UCT Department of Philosophy

- *PHI 3023F Logic and Language*

UCT Department of Social Anthropology

- *AXL 3400F The Challenge of Culture*
- *AXL 2401F Medical Anthropology*

## **E. Directed Study Project [4 Credits]**

This unique component of the consortium program engages students in collaborative, usually field-based, study in selected areas of current research in South Africa. The directed study project is a required component of the program. Project topics should be related to the program theme of globalization, environment and society. Students who have questions about their project ideas should discuss them with the appropriate consortium representative(s) at their home college before application. Final choice of topic will be made during the core seminar, with the assistance and guidance of Dr. Pippin Anderson, and as needs be with the seal of approval from home institution faculty advisors. 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.

Students generally settle on their directed study projects a week or two into the semester, leaving about 10 weeks to carry out their research. The project process requires some careful time management as the deadline at the end of the semester coincides with exams and numerous other deliverables. It is best to get going on the projects as soon as possible. The mid-semester break is an excellent time to complete the fieldwork component of the project, allowing the second half of the semester for analysis and writing. Students commonly use this short mid-semester break to catch up on outstanding work and many lecturers set assignments for submission immediately or shortly after this break. The freedom from formal classes makes this a useful time to go out and interview people or take field measurements towards your directed study project.

Here is a selection of recent student topics:

### ***Biophysical environmental impacts of globalization***

- The Cultural Landscape of Table Mountain: Changing Land Use, Changing Perspectives
- Land Use Change in the Noordhoek valley
- Grain & Grape in the Swartland: Trends, & Causes of Agricultural Land Use Change
- Fifty years of land use change in the Swartland, Western Cape, South Africa: characteristics, causes and consequences
- Geomorphological Factors and Processes leading to Debris Flows at Betty's Bay, Western Cape
- Unravelling Rooibos: Regression Analysis of Historical Rooibos Yields and Climate Data
- The Use of Anatolian Shepherd Dogs as a form of Nonlethal Predator Control in South Africa
- The Role of Interim Solutions in Informal Settlement Greywater Management: A Study of Langrug, South Africa
- Nutrient inputs of Rivers to False Bay



- Trouble in Paradise: Flooding in Cape Town's Informal Townships
- A Biophysical Approach to Cape Town's Spatial Formation
- Isotopic evidence of baboon diet
- mtDNA in Nile Crocodiles
- An Investigation into the Role of the Cape Spiny Mouse (*Acomys subspinosus*) as a Seed Disperser of *Leucadendron* sessile Seeds within the Fynbos
- Estimating the population size and distribution of Kittlitz's Plover at Barberspan Bird Sanctuary
- Seasonal, Temporal, and Geographical Trends of *Escherichia coli* in the Berg River, Western Cape

### ***Social, cultural, political and health impacts of globalization***

- Remixing Kirstenbosch: Propagating an Alternative Garden Culture Through the Unofficial Audio Tour
- 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
- The Liesbeek River: A Framework for Examining the Costs and Benefits of Improving an Urban River's Ecological Status
- Perishable: Market-based Land Reform and Agricultural Struggles in Genadendal
- Gentrification in the Bo-Kaap, Cape Town
- The Return to District Six: Looking Down the Line with Rose-Tinted Glasses?
- Destabilizing the Discourse of Township Tourism
- "We Have No Choice": The Barriers to Livelihoods Experienced by Refugees in Cape Town, South Africa
- Transport Issues in Cape Town in relation to the 2010 Soccer World Cup
- Sustainability in Cape Town's Low-Income Housing Projects
- Craft Sales as Pro-Poor Development Strategy in South Africa: An Analysis of Food Security and Dietary Diversity for Learners at Observatory Junior Primary School in Cape Town, South Africa
- Assessing Empowerment Initiatives in South Africa's Wine Sector
- Transforming the secondary discourse: Women, property rights, and South African land redistribution policy
- A Birdsong Yesterday: a Narrative Revolving around Rural Livelihoods within the Eastern Cape
- Healthy Airwaves: Bush Radio 89.5FM and the Struggle of Health Promotion
- Health Worker Maldistribution and Migration: a South African focus
- Segregation in UCT Dining Halls
- Water access in Mandela Park/Water Access in RDP Housing?
- Financial Payback and other Benefits of Solar Hot Water at the University of Cape Town.

- Place based identity in a changing urban context: Cape Town's Bo-Kaap
- Governing Sustainability: Past and Present Challenges in Resolving South Africa's Perlemoen Crisis
- The Plight of Cape Town's Emerging Small Farmers: Apartheid's Ghost & and the Fight for Deep Democracy in the Global South's Food Systems
- Mobility Cultures and Passengers' Experiences of the Wynberg Taxi Route in Cape Town, South Africa
- Commuters, Constraints, and Food: The Geography of Choice
- Culture and the Crafter: An Examination of Craft Promotion in the Western Cape

#### **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, community service (SHAWCO and Ubunye at UCT), and the volunteer activities or similar organizations in the Cape Town community which will expose participants 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 individuals to the local environment. Educational excursions included in the formal program are guided and are linked to program discussions, but activities and visits may be undertaken by students on an individual basis of course. Included here, for instance, 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
- Kgalakgadi Transfrontier Park (Game Reserve)
- The UCT Field Station at Clanwilliam

Cultural experiences often are enriched under less academic circumstances of course. Students have enjoyed soccer and cricket matches, listening to live music and meeting locals in Long Street cafes, and surfing with South Africa's best at the popular Muizenberg Beach. Short home-stays with families in Cape Town are possible in consultation with the on-site staff.

## **V. STUDENT HOUSING**

After the core seminar concludes, consortium students will be lodged 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 should meet UCT's and the program's 3.0 GPA eligibility requirement, have junior status, and demonstrate in the application essay interest and purpose in the program. Within the agreed guidelines of the consortium, each member institution determines how its students will meet the academic pre-requisites 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 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 directed study project. The relevant UCT faculty member 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 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 directed 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.

## IX. SUMMARY OF PROGRAM SUPPORT PERSONNEL

For the 2017 program, consortium staff and faculty include:

- ❑ Consortium Resident Director: **Prof. Michael Meadows**, Professor and Chair, Department of Environmental & Geographical Science at the University of Cape Town
- ❑ Consortium Assistant Director and Directed Study Project Convener: **Dr. Pippin Anderson**
- ❑ Consortium Visiting Professor: **Prof. Carr Everbach**, Professor of Engineering, Swarthmore College
- ❑ Consortium Academic Affairs Coordinator: **Dr. Peter Johnston**
- ❑ Consortium Student Affairs Coordinator: **Dr. Lynne Quick**
- ❑ Consortium Lead Institution Managing Director: **Nicole Gowdy** (Pomona College)
- ❑ Consortium Directors are **Nicole Gowdy** (Pomona College), **Kevin Morrison** (Macalester College), and **Prof. E. Carr Everbach** (Swarthmore 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.

## X. IN-COUNTRY FACULTY AND STAFF BIOS

**Prof. Michael Meadows** was born in Liverpool, United Kingdom but has lived in South Africa for more than 30 years and has been Head of the Department of Environmental and Geographical Science at the University of Cape Town since 2001. He holds an undergraduate degree from the University of Sussex and a PhD from the University of Cambridge. Meadows has authored or co-authored more than 150 peer-reviewed research articles and edited several special editions of international journals. Major works include the recent co-edited *Southern African Geomorphology* (Sun, 2012) and *Geomorphology and Society* (Springer, 2016). His research interests are in the area of physical geography, more specifically concerning Quaternary environmental change and the geomorphological and biogeographical impacts of natural and human-induced climate change. In his reconstructions of past southern African environments, Meadows has engaged with a range of proxies, including pollen, diatoms, biomarkers, stable isotope geochemistry and sedimentology, using evidence from lakes, wetlands and, more unusually, accumulations of faecal and urine material deposited by *Hyrax capensis*, a small colonial mammal that lives in the arid mountains of southern Africa. This proxy in particular has facilitated the detailed reconstruction of late Quaternary environmental and climate change in localities about which very little was previously known. Professor Meadows has been Secretary-General and Treasurer of the International Geographical Union since 2010 and is a Fellow of the Royal Geographical Society, of the Royal Society of South Africa and of the Society of South African Geographers. He has been on-site director of the Globalisation, Environment and Society Programme since its inception in 2004.

**Dr. Pippin Anderson** joined the Department in 2008 and currently serve as Director of Graduate Studies. She teaches urban ecology at the postgraduate level, convene the MPhil in Environment, Society and Sustainability, and provides structured support to GES taught Masters students in the realm of academic writing. Her research sits in the nexus between landscape ecology and restoration; understanding system function at the landscape level to inform recovery to meet conservation and land use agendas. The rationale for her research has always been based on a desire to inform the human wellbeing and livelihood elements of landscape use and simultaneously in achieving conservation ends. She finds this frequently contested space both stimulating and exacting. She draws on a variety of methods and combines a number of theoretical areas in my research including community ecology, ecosystem services, plant functional types, landscape history, conservation biology, urban ecology and restoration ecology. While her empirical work is at a local scale, she has drawn on some of this work towards regional reflection. A lesser research interest, borne out of the particular nature of my broader interests, is in the area of transdisciplinarity.

**Prof. Carr Everbach** has taught in the Engineering Department at Swarthmore College since 1990 and is a co-founder of the Environmental Studies Program and the Sustainability Committee. Carr spent his first sabbatical leave from Swarthmore teaching on the Pine Ridge Indian Reservation near Rapid City, South Dakota, where he encountered straw bale houses. Subsequently, he oversaw the construction of a

straw bale house as a student project at Swarthmore College, the first in the northeastern US and visited by over 3000 people including hundreds of building inspectors and code officials. Carr was the co-chair of the “Green Team” working with architects on the sustainable design of the Science Center, Swarthmore’s first LEED-certified building. Carr has taught courses and overseen projects in areas related to efficiency, solar power, biofuels, and energy policy, but he considers his greatest accomplishment the establishment of the Macalester-Pomona-Swarthmore Consortium program at the University of Cape Town, South Africa.

**Dr. Peter Johnston** has been the UCT Academic Affairs Coordinator for the consortium programme since 2009, and assists with all the academic presentations before the UCT semester begins. Specifically, he leads the seminar driven programme after the USA visiting professor departs.

He completed an MSc in 1983, focusing on atmospheric radiation balances in the SW Cape. After 14 years in High School education, teaching geography and Physical Sciences, he joined University of Cape Town in 2000, where he completed his PhD in 2008. He focuses on the applications and impacts of climate variability and change specialising in agriculture and water related activities. He has been to many African countries to contribute to water and agricultural adaptive practices.

Recent research includes the application of models to determine the sustainable long term water use in the larger Berg river catchment area of the SW Cape province of South Africa, and an investigation into adaptation options for agricultural under climate change scenarios for commercial and small scale farmers. His latest work is focused on the climate risks and decision-making time frames associated with agriculture, as well as a new response strategy for Western Cape Department of Agriculture.

He has produced a number of publications and book chapters related to climate change, agriculture and water, and is also the co-author of several school science and geography text books.

**Dr. Lynne Quick:** Lynne’s love of southern African environments – past, present and future has always driven the direction of her life and research path. She is currently working as a postdoctoral researcher focusing on the development of new palaeoenvironmental records in South Africa, with particular reference to the southwestern Cape and the Fynbos Biome. Having completed all her degrees at the University of Cape Town, she feels like she is part of the furniture within the Department of Environmental Geographic Science! 2017 will be the 7<sup>th</sup> year that she takes on the position of Student Affairs Coordinator for the program (having taken a break in 2015 and 2016). She really enjoys being involved in the program and having the opportunity to showcase all that UCT, Cape Town and South Africa has to offer.

## WORKING CALENDAR FOR JANUARY-JUNE 2017 PROGRAM

January 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b> New Years Day Student Arrivals Pizza evening at house	<b>2</b> New Years Day Rhodes Memorial Hike Campus Tour Welcome Dinner	<b>3</b> Peninsula Tour (MM)	<b>4</b> City Tour (JBL)	<b>5</b> Class Session (CE) Library Orientation?	<b>6</b> Class Session (CE) District 6 Museum	<b>7</b>
<b>8</b> Kirstenbosch concert	<b>9</b> Class Session (CE)	<b>10</b> Class Session (CE)	<b>11</b> Class Session (CE)	<b>12</b> Fieldtrip Departs CT Fieldtrip: Kammieskroon	<b>13</b> Fieldtrip: Oranjerus	<b>14</b> Fieldtrip: Kalahari Tented
<b>15</b> Fieldtrip: Twee Rivieren	<b>16</b> Fieldtrip: Upington	<b>17</b> Fieldtrip: Ganaga Lodge	<b>18</b> Fieldtrip Returns CT	<b>19</b> Class Session (CE)	<b>20</b> Class Session (CE)	<b>21</b>
<b>22</b> Class Session (CE)	<b>23</b> Class Session (PJ)	<b>24</b> Class Session (PJ)	<b>25</b> Class Session (PJ)	<b>26</b> Class Session (PJ)	<b>27</b> Class Session (PJ)	<b>28</b>
<b>29</b>	<b>30</b> Class Session (PJ)	<b>31</b> Class Session (PJ)				

February 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b> Field Trip – Water (PJ)	<b>7</b> Class Session (PJ)	<b>8</b> Final Exam- Core Module	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b> UCT Semester 1 Begins	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>Notes:</b>			

March 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21 Human Rights Day	22	23	24	25
26	27	28	29	30	31	

April 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8 UCT VACATION
9 UCT VACATION	10 UCT VACATION	11 UCT VACATION	12 UCT VACATION	13 UCT VACATION	14 UCT VACATION Easter Weekend	15 UCT VACATION Easter Weekend
16 UCT VACATION Easter Weekend	17 UCT VACATION Easter Weekend	18	19	20	21	22
23	24	25	26	27 Freedom Day	28	29
30						

May 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Worker's Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



June 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15 UCT Semester 1 Ends Program Ends	16 Youth Day	17
18	19	20	21	22	23	24
25	26	27	28	29	30	