

Interstudy's Summer Programs offer the opportunity to study, volunteer, and explore the country of South Africa for 4-5 weeks. With a wide range of course offerings, these programs benefit almost every academic major. Contact Interstudy for more information at 800.663.1999 or summerabroad@interstudy.org.

SOUTH AFRICA

Stellenbosch University: Summer Program

Course 1: INTRODUCTION TO SOUTH AFRICA'S POLITICAL HISTORY*

During this course, you will be introduced to South Africa's unique 20th century history, and the interplay between the country's political, social and economic issues. In particular, the focus is on South African identities, and how these were and continue to be shaped by the country's past. At the root of the apartheid project was a sustained attempt to manipulate social identities. Almost 50 years of social engineering cannot be dismissed easily, and continues to influence the future of our democracy. Understanding how the past impacts on the present allows us to better understand the issues and challenges currently facing the country. We therefore commence by exploring South Africa's political history, focusing on the apartheid era and the transition to democracy. A field trip to Robben Island will contribute to making this history come alive. An assessment of the process of reconciliation following the 1994 elections provides the bridge to a discussion of the project of nation-building, including the debates around national identity construction.

Course 2: BIO-DIVERSITY: PLANTS FOR THE PEOPLE IN THE WESTERN CAPE*

During this course, you will be introduced to South Africa's incredible biological diversity, with special focus on the plants of the Cape Floristic Region. After a solid theoretical and practical introduction to the diversity and richness of this flora, the focus will shift to the role and responsibility of people in conserving and benefiting from these botanical riches. This leads on to a full day of exploration of the benefits currently being reaped from commercialization of indigenous plants for especially the cut flower industry. Indigenous plant use by local people, especially traditional healers, constitutes the final topic of discussion, and will be followed by a visit to traditional medicinal markets. The course will close with verbal presentations by students on topics researched during the course of the module. **(Biology, Environmental Science)**

Course 3: APARTHEID & AFTER: REPRESENTATIONS OF SOUTH AFRICA IN ART AND MEDIA*

In this course we will track major developments and changes in South African art and media from the Union years (1910 – 48), through the Apartheid era (1948-1994) and after (1994-present). The point of this broad historical perspective is not so much to provide a condensed history of South African art and media, as it is to explore the relationship between South Africa's turbulent socio-political landscape and its visual culture. In particular, we aim to explore the notion of national identity as it manifested and still manifests in art and visual culture. The first part of the course deals with the concurrent rise of Afrikaner and African nationalism in the early 20th century, and the role of visual culture in the construction of these competing national identities. The second part of the lecture series deals with the years of the 'struggle', when the dominant white construct of nation came into conflict with the rising tide of militant African nationalist aspiration. The final part of the series looks at 'new' South African nationalism, and the often conflicted art and media it produces. **(Art History, Communications, African Studies)**

Course 4: HIV and Aids: A SOUTH AFRICAN PERSPECTIVE*

This course aims to nurture and develop the necessary knowledge, skills and attitudes in students as leaders and future professionals to manage HIV prevention and care in the workplace, both locally and abroad. This course will aim to develop a global understanding of HIV and AIDS through a South African experience of the HIV epidemic. **(Public Health)**

Course 5: Growth, Unemployment and Inequality in South Africa: Past and Future Challenges*

South Africa is a developing country marked by severe inequalities. While in many aspects its economy reflects that of a developed nation, the exorbitant unemployment rate and the large number of people living in absolute poverty are characteristic of low-income countries. These course first attempts to shed light on South Africa's unique path of economic development: what were the causes of such an unequally divided society? The post-Apartheid government has made multiple attempts to eradicate poverty and redress inequality. We discuss the successes and failures of these policies. Finally, we look to the future, and discuss the scenarios that could either lift South Africa to high-income status or allow it to become another 'African failure'. **(Political Science)**

SOUTH AFRICA

Stellenbosch University: Summer Program

Course 6: APARTHEID & AFTER: NEGOTIATING IDENTITIES IN LITERATURE AND FILM*

This course focuses on the way in which literature and film in South Africa registered and reflected the social and political conflicts and tensions of the Apartheid years, and how, since the first democratic elections in 1994, these cultural products have served—and continue to serve—as a means of questioning and negotiating identity, not only nationally, but also at the level of the community and the individual. Over the course of the week we will engage with two novels, a range of classic and contemporary South African poetry (also in the form of lyrics), as well as three films: one from the apartheid era and two more recent South African productions. **(African Literature, African Studies, Film)**

Course 7: CHALLENGES FOR DEMOCRATIC CONSOLIDATION*

We explore some of the most urgent policy challenges currently facing the country (including the high crime rates, poverty and social delivery), asking questions about the violent nature of crime in South Africa, and the government's plans and policies for combating poverty and improving service delivery. The impacts of half a century of social engineering do not disappear overnight, and so we further investigate the politics of identity, race and nation-building. In particular, we explore government's efforts to promote a sense of unity, and the tensions between national unity and multiculturalism. We also look at the identities of particular groups in South Africa – such as the Coloured and Xhosa communities, which will include an exploration of the role of tradition in South Africa today. In light of the 2010 Soccer World Cup, we specifically focus on sport as a driver of national identity. Finally, we also take a look at the role the South African state plays in Africa and internationally, with specific focus on the tension between the different identities it tries to project at regional and international levels, and between domestic and foreign policy priorities. The overarching question will be, given the immense challenges, what are the prospects for the future of democracy in South Africa? **(International Relations)**

Course 8: Ethics, Science and Culture in Philosophical Perspective*

This course examines a number of key problems in contemporary ethics, politics and culture. Students are introduced to important questions and debates relating to our understanding of science, evolution, complexity, biomedicine, happiness and social justice. Beginning with an exploration of the implications of our evolutionary origins on our understanding of ethics, the focus then shifts to the nature of modern science and its impact on our culture. In light of the insights developed here, we then look at some of the specific moral problems that are called up by recent developments in biomedical technology. Moving away from ethics as applied to particular questions, we then consider the disruptive implications of the acknowledgement that we live in a complex world for how we conceive of ethics on all levels of our human existence. This is followed by an inquiry into the problem of happiness in philosophy and in contemporary psychology and economics. Against the background of this inquiry, we then reflect on the moral principles for distributing benefits and burdens, rights and obligations within society: happiness, need, merit or fairness? **(Philosophy)**

* **NB:** Courses are subject to availability. Course titles and descriptions based on Summer 2011 course offerings.

Summer Program: University of Kwa-Zulu Natal, Howard College (Durban)

Culture and Diversity in the Rainbow Nation (LING3CR)*

This course consists of three modules:

Multilingualism and language policy in South Africa. This module provides an overview of the language distribution in South Africa and the implications of the language clauses in the present constitution. The module includes a comparative evaluation of the South African and US situations with regard to "official" language(s).

South African Film: A Third Cinema Aesthetic? This module introduces students to the basic tenets of Third Cinema practice, and critically assesses the validity of its principles to the production and interpretation of South African films.

Politics of KwaZulu-Natal (KZN) - The global and the local meet: AIDS, Arms, Drugs and Stock theft in KZN. This module explores how global and regional problems faced by Africa manifest themselves in a local context in KZN, specifically AIDS, weapons smuggling, drugs and stock theft and how effective intervention strategies are in dealing with these problems. Attention is also paid to environmental justice: how does one weight the competing demands for preservation of wildlife with the needs and rights of the human population? These themes are carried into the weekend excursions to local nature reserves.

SOUTH AFRICA

Summer Program: University of Kwa-Zulu Natal, Howard College (Durban)

Zulu Language and Culture (ZULN1LC)*

The language part of the course focuses on communication. The students are gradually taken through simple every day situations for which they are taught appropriate vocabulary and grammatical structures. The course is intensive and interactive.

The cultural aspect of the course will focus on the Zulu cultural traditions and heritage which include Zulu customs and the belief system. Attention is also paid to how urbanisation and industrialisation has impacted the culture. Students will spend one full Saturday touring Zulu areas of Durban and visiting a Zulu home (the tour is available to everyone whether they are taking the course or not).

Service Learning Course (SOWK3SL)*

The objective of the course is to study theoretical constructs of development and examine them in practice through service to a developmental organization. The theoretical framework for development is based on theories of sustainability and of a pro-poor perspective. The service learning will examine the organization from these perspectives. As this is a service learning course, students will be placed in individual organizations according to the students' interests and areas of expertise, and of the organizations' needs. In addition to a secured and supervised placement, students will visit development projects and will be exposed to a range of social, cultural, and historic sites during their stay.

* **NB:** Courses are subject to availability. Course titles and descriptions based on Summer 2011 course offerings.