CIEE Global Institute – Cape Town

Course name: Cape Town as an Emerging Global City
Course number: URBS 3101 CTSA
Programs offering course: Cape Town Open Campus
Open Campus Track: International Relations and Political Science Track
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description

Cape Town has been a global city for more than two centuries. Cape Town’s very location as port city and its international cosmopolitanism is largely due to its history as a major nexus point on trade routes. As it continues to grapple with its colonial legacy and apartheid history, Cape Town represents a microcosm of the contradictions and inequalities that characterize life in the post-apartheid era. In most parts of Cape Town, harsh contrasts and stark opposites exist side by side – luxurious residential and recreational infrastructure right next to excruciating, structural poverty. Rather than attempting to construct a misleading single narrative about Cape Town, this course explores the city from six different perspectives in order to offer a more nuanced and multi-faceted exploration of the city and the lived experiences of those who reside here. The thread that runs through the six weeks of this course is the question “What is democracy?” and how do the six different perspectives view the process of democratization.

Learning Objectives

By completing this course, students will:

- Demonstrate a nuanced and multi-faceted understanding of democratization processes that pertain to issues such as access to water, food, education, and housing.
- Explain and analyse how Cape Town’s ever-expanding infrastructure and development either facilitates or impedes social belonging, integration and transformation.
- Critically evaluate the different stakeholder interests that inform representations of the city.
- Discern the reasons for migration trends within Southern Africa, and beyond, in relation to Cape Town as a globally marketed tourist destination.
Course Prerequisites

A curiosity for Southern Africa and the distinct wish to visit Cape Town

Methods of Instruction

Learning will be based around lectures with an emphasis on in-class discussions about selected readings and viewings. Where relevant, co-curricular activities such as fieldtrips and guest speakers will build on the themes of the course.

Assessment and Final Grade

1. Mini Research Paper: 20%
2. Role-play Project: 20%
3. Reading Summary: 20%
4. Final Exam: 20%
5. Participation: 20%

TOTAL: 100%

Course Requirements

Mini Research Paper, 20% of total grade

You will be provided with a song, written or composed by a Capetonian. For this paper, you will be required to research the song, the artist, and any relevant historical context. Write a 1000-word paper, detailing what you learned through your research. Conclude your paper with a reflection on how the song affected you and how it represents a window into the "soul" of Cape Town.

Criteria for Evaluation:
1) Refined language, precision in word choice, efficiency of syntax.

2) Enthusiastic effort to research and internalize information learned; self-regulated learning and spirit of inquiry is evident.

3) Accurate and appropriate referencing.

**Role-Play Project, 20% of total grade**

With a partner, write a 1000-word script about two characters in conversation about Cape Town. The two characters can be from anywhere - they might be locals, tourists, missionaries, diplomats, below the poverty line, any age, background, profession etc. Through their interaction and dialog, communicate a key understanding about Cape Town.

Criteria for Evaluation are:

1) Two or more perspectives are tangible; perspectives are well-founded, well-researched and nuanced

2) Originality

3) Cohesion and logical combination/ flow of ideas

**Reading Summary, 20% of total grade**

In teams of 3, you will be responsible for leading the discussion on one reading. Teams will be randomly selected at the end of first session. In order to prepare for the facilitation of discussion, each team should:

1) read the article/ chapter thoroughly, then meet to discuss it, and how to best engage with it.

2) identify two passages from the reading that are significant and potent for discussion or further research etc.

3) Agree on how to contextualize the text-selections (5 min) and come up with two or more discussion prompts that will stretch into 10-15 minutes.

**Final Exam, 20% of total grade**

This proctored and interactive exam will take place online, during class. It is a 90-minute exam that primarily assesses how deeply you read the required readings and viewings of this course. There will be 6 multiple choice questions and 5 open-ended questions that call for a one-
paragraph oral and/or written answer each. In addition, the last question of the exam requires a 3-paragraph statement in which you state your response to a provocative question.

**Participation, 20% of total grade**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback, interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. Sporadically, students will write short responses to reading comprehension questions in class. These responses will count towards the participation grade.

**Citation Style**

Students are advised to cite using the **Chicago Style** for referencing. The footnoting referencing system involves two key components:

**Examples:**


Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

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<th>Percentage of Total Course Hours Missed</th>
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Council on International Educational Exchange™
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300 Fore Street
Portland, ME 04101
207-553-4000
ciee.org
Up to 10%  
1 content class, or up to 2 language classes  
no warning or grade penalty, but participation may be impacted depending on the lesson format.

10 – 20%  
2 content classes, or 3-4 language classes  
warning letter must be sent, and the student gradebook is marked down by 3%. Participation may have an additional grade impact depending on the lesson formats.

More than 20%  
3 content classes, or 5 language classes  
student fails course and is notified in writing

Weekly Schedule

Week 1  Welcome to Cape Town & The Ecological Perspective

Class 1.1  (Jan 10) Introductions

After getting to know each other as a cohort and getting an overview of the course, the first lecture describes Cape Town from a geological and ecological point of view. Some of the current hot issues include access to water, the protection of marine life, the fishing and abalone poaching industry, and climate justice. The discussion component of this session explores ways in which social and ecological concerns intersect and, at times, create conflict.

Class 1.2  (Jan 11) excursion to Kirstenbosch Gardens

Through an exploration of Kirstenbosch Gardens we will learn about history from the perspective of plants, rocks and fossils. We then regroup in the class-room to consolidate what we learned about Cape Town as a geological space vs historical space.

Required Reading


Week 2  Cape Town: A Historian’s Point of View

Class 2.1  (Jan 15) Lived History, Living History

This week we draw from historiographical, archeological and anthropological frameworks that help us think about lived history, living history and Cape Town as an astonishing archive of intercultural contact. We will interrogate different ways of thinking about history, and how to study it, thus de-centering the masculinist historical narrative that privileges a state-centric narration of South Africa as nation-state, fraught with its history of wars and political conflicts.

Required Reading


Required Viewing

Apartheid Didn’t Die (End the Lie), directed by John Pilger, 1998.

Class 2.2  (Jan 17) Excursion: walk to UCT via Memorials

We will go on a walking tour of gravesites and burial sites and eventually arrive at UCT Middle campus, where the remainder of this work-shop will take place. (Guest Speakers)

We will frame our discussion in terms of ecological, economic and social sustainability.

Required Reading


Suggested Reading


Mini Research Paper Due
Week 3  The Tourist's Perspective

Class 3.1  (Jan 22) Cape Town as Destination

Cape Town is an international tourist destination which is marketed in ways that reveal an international imaginary of the city. This imagined city differs quite dramatically from how local Capetonians, particularly those working in the service industry, see the city. We will learn about the marketing of Cape Town as a ‘gay destination of choice’ and the illegal sex work industry. Through the chapter by Harry Garuba, we will gain a deep (and troubling) understanding of the ethical dilemmas, if not human rights violations, that come as part and parcel of the tourism industry.

For this session, we will split the class for the discussion after the lecture. The first round of reading summaries will be due for today.

Required Reading


Suggested Reading


Class 3.2  (Jan 24) Cape Town as Product

We continue our analysis of how Cape Town has been manufactured as marketable product. One of the most stunning contradictions has to do with Cape Town having the reputation of safe haven for LGBTQ individuals from the many other African countries in which same-sex partnership/marriage is illegal or persecuted. At the same time, the staggering violence against black lesbians, in particular, is overwhelming. Through a study of the work by award-winning photographer, Zanele Muholi, we will deepen our analysis of how such violence gets sanitized and rendered invisible.
Other contradictions that we will examine include the commercialization of memorial grounds, the quest and demand for ‘authentic African experiences,’ eco-tourism, volunteer-tourism, as well as township tours and the highly contested concept of ‘poverty porn’.

**Required Reading**


Available at: [http://www.anotherafrica.net/art-cultural/zanele-muholi-faces-and-phases-3-years-3-continents-3-venues](http://www.anotherafrica.net/art-cultural/zanele-muholi-faces-and-phases-3-years-3-continents-3-venues)


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**Week 4 Cape Town: the Neo-Liberal Perspective**

**Class 4.1 (Jan 29) Developing Cape Town**

Despite the socialist sentiments of the anti-apartheid movement, the transition to democracy heralded the adoption of economic policies that endorse a neo-liberal and capitalist framework for economic growth and development. We begin this week with a broad overview of what neoliberalism means in various contexts and why it is likely to widen the gap between rich and poor even further than apartheid did.

**Required Reading**


**Suggested Reading**


Available at: [https://www.jssj.org/wp-content/uploads/2012/10/JSSJ4-4-en.pdf](https://www.jssj.org/wp-content/uploads/2012/10/JSSJ4-4-en.pdf)
Class 4.2 (Jan 31) Case Study: FIFA World Cup

Whether it is country-wide policies, or Cape Town’s specific city planning trajectory, economic policies since 1994 have partially contributed to the collapse of the textile industry, for example. For today’s session, we consider the global view, from which Cape Town is a nexus point in a global network of commerce and industry, and the more personal view, which explores the implications of job loss in Capetonians’ lived experiences. The lecture component of this session highlights the case study of the 2010 FIFA World Cup in order to expose tensions around what it means to be a competitive city in a globalized world.

Required Browsing
http://ambrenicolson.com

Required Readings
Venitha Pillay & Elaine Salo “2010 FIFA World Cup: Gender, politics and sport,” Agenda, v 24 , No. 85, 2010:4-10.

Suggested Viewing

Suggested Reading

Available at:
Class 4.3 (feb 1) Workshop 17 & The Hop On Hop Off Experience

Through this co-curricular activity we will interrogate the intersections of education, entertainment, and profit/non-profit dynamics in the tourism industry. We will think about the beneficial aspects of tourism as well as its negative consequences.

Students are expected to have caught up with this week's readings.

Note that this class is elongated by one hour.

Reading Summaries Due
Week 5  Cape Town: the Protester’s Perspective

Class 5.1  (Feb 5) A Long History of Protest

Protests and demonstrations are part of the everyday landscape in Cape Town. We will explore both the social issues that these protests highlight – in particular issues around housing, access to education, sanitation and safety in the city– as well as the various creative forms that such action takes.

Required Reading

“Commute: In an Apartheid City” comic produced by the Trantraal Brothers for Reclaim the City

Available at: http://reclaimthecity.org.za/commute/


Suggested Reading

Booysen, S. Fees Must Fall: Student Revolt, Decolonization and Governance in South Africa Wits University Press, 2017. [EXCERPTS]

Class 5.2  (Feb 7) The Hard Work of Protest, Excursion to Community House

In preparation for this workshop, participants will be directed to spend certain amounts of reading/ viewing time on the websites of the organizations listed on Canvas.

Required Browsing

Amandla!  http://aidc.org.za/amandla-media/multimedia/documentaries-etc/

Reclaim the City  http://reclaimthecity.org.za/

Abahlali  http://abahlali.org/taxonomy/term/video/video/

Tshisimani  http://tshisimani.org.za/
ILRIG http://www.ilrig.org/

Equal Education https://equaleducation.org.za/

Soundz of the South http://soundzofthesouth.blogspot.co.za/

Azania Rising http://azaniarizing.tumblr.com/

Treatment Action Campaign https://tac.org.za/

We will gain a rudimentary overview of the enormous perseverance and dedication that various organizations in Cape Town show in the face of the Goliaths of this globalized, postcolonial and neoliberal world. What will emerge from the many social media-based resources that we review for this session is that Cape Town is made up of many communities that will put their resources, careers, safety, and sometimes even lives on the line in order to defend and protect the future of the city.

*Role-Play Projects Due*
Week 6  Cape Town: The Immigrant's Perspective

Class 6.1  (Feb 12) Cape Town as Refuge

Located in one of the wealthiest countries on the continent, Cape Town is a place that attracts immigrants and refugees from all regions of Africa, and beyond. The lecture and discussion for this session will shed light on yet another global aspect of Cape Town city, namely its longstanding legacy of cosmopolitanism and internationalism, the role that immigrants played in the very fabric of the city's origins, and that, as a result, the Cape region is home to one of the genetically most diverse societies in the world. In its most positive light, refugees and immigrants from other parts of Africa have transformed the socio-cultural landscape of Cape Town into a multicultural community with a potent potential for realizing the kind of pan-Africanism that, arguably, makes Cape Town not only cosmopolitan, but also 'afropolitan.' To explore how this relatively new concept-word describes a transculturation process that, in Cape Town, has been in the works for more than two centuries, this session will show-case the many ways in which immigrants and refugees have shaped the socio-cultural contours of the Cape Town we know today.

A panel of immigrant/ refugee guest speakers will join the session after the mid-session break.

Required Reading


Class 6.2  (Feb 14) Final Exam

During the first part of the session, we will stage-read 3 or 4 role-play project scripts. Students use the last 90 minutes of the class in order to complete their Final Exam, which includes interactive, oral and proctored components.

Final Exam Due

Bibliography
Booysen, S. *Fees Must Fall: Student Revolt, Decolonization and Governance in South Africa*. Wits University Press, 2017.


