



CIEE Global Institute – Cape Town

Course name:	Cape Town as 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 2019

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. | Reflection Paper: | 20% |
| 2. | Photo Essay: | 15% |
| 3. | Reading Summary: | 20% |



4.	Final Video Assignment:	25%
5.	Class participation:	20%
	TOTAL:	100%

Course Requirements

Reflection Paper, 20%

In 1500 words, reflect on the assumptions and/or expectations you had for Cape Town and South Africa prior to your arrival here and how these have and/or have not been met in your time here. Some questions you can elaborate on include: What led you to choose to study in Cape Town? What were your earliest impressions shortly after arrival? What has been the most surprising thing you have learned about the city? How has your comprehension of socio-historical factors deepened, and how has your deeper understanding affected the way you process your experiences in Cape Town?

Photo Essay, 15%

Collate 10-15 pictures of Cape Town that you feel demonstrate some of the major themes that we have discussed in class. For each picture, add a caption that explains what you find powerful about the photograph, what it represents, and why you chose it. While it is not mandatory, you are strongly encouraged to use pictures that you have personally taken rather than relying on pictures taken by others. The total word count of all captions should amount to 800 words.



Reading Summary, 20%

During weeks 2, 3 and 4, students work in groups to present a 15-minute summary of the week's readings. These presentations should draw from previous lectures, class discussions, readings and co-curricular activities (if any). Presentations should also articulate lingering questions, wonderings, contemplation, or anecdotal experiences that are relevant to the course. The group will be graded on the quality of information presented as well as the quality of the discussion they facilitate.

Documentary Video Assignment, 25%

For your final assignment, you will produce a short video that reflects on what democracy does/does not mean to people in Cape Town. In order to uncover what democratization means to people in Cape Town, formulate as many perspectives as feasible, including your own experience here. It is important that your mini-video grounds your arguments and observations in course readings and lectures. You are encouraged (but not required) to interview any willing participants, including your peers, guest lecturers, program staff, or other local Capetonians; however, you will have to be careful to get consent to film and show the film to your peers. While the documentary format will most likely be the most appropriate film genre, you are welcome to explore other genres as well.

Participation, 20%

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.

Attendance Policy

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:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion



Weekly Schedule

Week 1 Welcome to Cape Town

Class 1.1 The Ecological Perspective

After getting to know each other as a cohort, we begin the course with some readings that situate Cape Town geologically and ecologically in order to explore the way in which social and ecological concerns intersect and, at times, create conflict. This first comprehensive lecture will provide participants with an overview of some of the major issues – access to water, the protection of marine life, the fishing industry, the illegal abalone poaching industry, traditional healing methods and the climate justice movement.

Required Listening

Recorded Radio Show: Understanding Fishing Quotas on The Koketso Sachane Show

<https://omny.fm/shows/the-koketso-sachane-show/understanding-fishing-quotas>

Suggested Readings

Foster, Laura A. "Introduction: People, Plants and Patents in South Africa," in *Reinventing Hoodia: Peoples, Plants, and Patents in South Africa* University of Washington Press, 2017.

Bond P. *Politics of Climate Justice: Paralysis above, Movement below*. University of Kwa Zulu Natal Press, 2012.

Van Sittert, L.; Branch, G.; Hauck, M; Sowman M. "Benchmarking the first decade of Post Apartheid Fisheries Reform in South Africa," in *Marine Policy*, Volume 30, No. 1, 2006: 96-110.

Class 1.2 Co-curricular Activity: The Hop On/ Hop Off Experience



Week 2 **Cape Town: A Historian's Point of View**

Class 2.1 **Masculinist 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 that dates back thousands of years when these contacts were documented on the walls of rocks and caves across South Africa. 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

Shepherd, N. and Ernsten, C. "The World Below: Post-apartheid Urban Imaginaries and the bones of the Prestwitch Street Dead" in *Desire Lines: Space, Memory and Identity in the Post-Apartheid City* edited by Noëleen Murray, Nick Shepherd, Martin Hall, 2007.

Required Viewing

Afrikaaps. Documentary. Directed by Dylan Valley, 2010.

Class 2.2 **history and History**

Required Reading

Besterman, C. "Legacies" in *Transforming Cape Town*, Berkeley: University of California Press, 2008:43-74.



Week 3 The Tourist's Perspective

Class 3.1 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 explore two themes in this regard: the marketing of Cape Town as a 'gay destination of choice' and the illegal sex work industry.

Required Reading

Vivian Bickford-Smith 2009 Creating a City of the Tourist Imagination: The Case of Cape Town, 'The Fairest Cape of Them All' in *Urban Studies* Volume: 46 issue: 9, page(s): 1763-1785

Elder, G. (2004) Somewhere over the rainbow: the invention of Cape Town as a 'gay destination', in: J. Seager and L. Nelson (eds) *Companion to Feminist Geography*, pp. 43-59. Oxford: Oxford University Press.

Visser, G. (2007) Gay tourism in South Africa: the Cape Town experience, in: C. M. Rogerson and G. Visser (eds) *Urban Tourism in the Developing World: The South African Experience*, pp. 185-204. New Brunswick, NJ: Transaction Publishers.

Class 3.2 April 19, 4:00pm – 7:00pm: 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.



Required Reading

Pirie, G. (2007) Urban tourism in Cape Town, in: C. M. Rogerson and G. Visser (Eds) *Urban Tourism in the Developing World: The South African Experience*, pp. 223-244. New Brunswick, NJ: Transaction Publishers.

Class 3.3 Performing Cape Town

This fieldtrip will sustain our discussions on performativity. We will examine the extents to which local Capetonians, working in the tourism industry, consciously or subconsciously perform subjectivities that tourists expect or even reward.

Required Reading

Garuba, H. "A Second Life: Museums, Mimesis, and the Narratives of the tour Guides of Robben Island," in *Desire Lines: Space, Memory and Identity in the Post-Apartheid City* edited by N. Murray, N. Shepherd and M. Hall, Routledge, 2007:129-144.

Comaroff, Jean and Comaroff, John. "Naturing the Nation: Aliens, Apocalypse and the Postcolonial State". *Journal of Southern African Studies* 27, no. 3 (2001): 627–651.

Week 4 Cape Town: the Neo-Liberal Perspective

Class 4.1 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

Klein, N. "Democracy Born in Chains: South Africa's Constricted Freedom," in *The Shock Doctrine*, New York: Henry Holt and Company, 2007:194-217.

Available at: <http://www.infoshop.org/amp/NaomiKlein-TheShockDoctrine.pdf>

Morange, Marianne. "Right to the City, Neoliberalism and the Developmental State in Cape Town," *Justice Spatiale / Spatial Justice*, (4), 2011.

Available at: <https://www.jssj.org/wp-content/uploads/2012/10/JSSJ4-4-en.pdf>

Class 4.2 Shutting Cape Town Down

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 on 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 Reading

Nicolson, Ambre. "The Story of Clothes in Cape Town," *Molo*, 11 Feb 2014.

Available at:
<https://www.capetownpartnership.co.za/2014/02/the-story-of-clothes-in-cape-town/>

Venitha Pillay & Elaine Salo "2010 FIFA World Cup: Gender, politics and sport," *Agenda* Vol. 24 , No. 85, 2010:4-10.



Required Viewing

Not in my Neighborhood. Documentary. Directed by Kurt Orderson, 2017.

Suggested Reading

The Provincial Government of the Western Cape Report on the 2010 FIFA World Cup. *Reflecting on Strategy, Building Legacy*. Cape Town: Department of the Premier, 2011.

Available at:

https://www.westerncape.gov.za/other/2011/9/legacy_report.pdf

Week 5 Cape Town: the Protester's Perspective

Class 5.1 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. The first lecture of this week will then trace the systemic root of these challenges in 20th century South African history.

Required Reading

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

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

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



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.

Required Reading

Dixon, Jacqueline and Maano Ramutsindela. "Urban resettlement and environmental justice in Cape Town," in *Elsevier*, Vol. 23, No. 2, 2006:129-139.

Week 6 Cape Town: The Immigrant's Perspective

Class 6.1 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.



Required Reading

Owen, Joy. "Humanising the Congolese 'Other': Love, Research and Reflexivity in Muizenberg, South Africa," in Francis Nyamjoh and Rosabelle Boswell (eds), *Postcolonial African Anthropologies*, South Africa: HSRC Press, 2017.

+ guest speaker's choice of reading assignment t.b.a.

Class 6.2 Who is Welcome in Cape Town?

The era of xenophobic attacks (2000-2010) initiated a trend of increased tension between the various African populations that coexist in Cape Town. We will examine how this coexistence is on one hand connected to competition for Cape Town's resources so that foreigners are often perceived to be 'stealing' jobs from locals. As we discussed in the previous session, however, this coexistence has also been conducive to enormously valuable creations of visual, musical, and other multi-sensory art. We end the course by reflecting on how global cities inherently contain, or perhaps struggle to contain, a constant interplay between the local and the foreign. Indeed, could one say that the foreign is what makes it global?

Required Readings

Sichone, O. "Xenophobia & Xenophilia in South Africa: African Immigrants in Cape Town," in (ed) Prina Werbner, *Anthropology and the New Cosmopolitanism: Rooted, Feminist and Vernacular Perspectives*, Bloomsbury Publishing, 2015.

Class 6.3 Presentations of Final Video Projects