



**Credit Hours:** 3

**Catalog Course Description:**

South Africa provides one of the most vibrant spaces to explore social change. The apartheid system of severe racial stratification dominated virtually every aspect of social life in South Africa from 1948 to 1994. Since the historic 1994 national democratic elections, South Africa is considered one of the world's most successful models of post-conflict reconciliation. Notably, the redress of severe race and gender inequalities has remained central to the ongoing restructuring of society, even as sharp socio-economic divisions persist in daily life.

The role of women in South Africa's history and transitional democracy provides a rich case study to explore this paradox throughout the course. At the public level, women's rights remain central to the building blocks of democracy. Despite policies to promote gender equity at all levels of government, however, women in South Africa continue to incur disproportionately heavy burdens. For example, the growing rates of male unemployment coupled with the ravages of HIV/AIDS mean that women carry increased responsibility for family survival, even though their earning options are still confined within the former apartheid system of menial pay. These contradictions in women's experience will become a central lens to explore the multiple layers of social change and development in South Africa.

Participants in this course will share in enriching opportunities to contribute to social development projects as they learn from local experts within a variety of contexts--including orphanages, health care facilities, and women's centers. This study abroad opportunity takes you into the daily lives of community leaders in South Africa who continue to actively engage with the process of rebuilding society in the aftermath of severe racial conflict. Through direct contact with local organizations and social development projects, students will gain first-hand experiences with a culturally complex society in ways unavailable as an outside tourist.

**How Program Site will Be Incorporated Into the Course:**

**Learn** through providing service to organizations in the areas of women's rights, and health care 2

**Contribute** to the ongoing process of rebuilding South Africa following the apartheid era

**Understand** the central role of women in both the struggle to end apartheid and the development of South Africa

**Explore** the many faces of Cape Town - one of the most beautiful and diverse cities in the world

**Experience** the diversity of social life in South Africa through daily cultural immersion activities, including music, art, dance, drama, market life, food production, and historical communities

**Entry Level Standards:** Must be able to read and write at the college level.

**Prerequisites:** None

### **Textbook/Online and Other Requirements:**

Broadcast Writing-Principles and Practice, Walters, Roger L. Second Edition, McGraw-Hill, Inc.

Scripts and script models as provided

### **I. Week / Unit / Topic Basis:**

- Unit 1 Social Action and Social Change Perspectives on Women
- Unit 2 Leadership and Social Action Commonalities and Differences
- Unit 3 Gender Socialization Women in Society: Cultural Norms
- Unit 4 Families & AIDs
- Unit 5 Women and Food
- Unit 6 Female Representations in Art, Film and Literature
- Unit 7 Pregnancy and Childbirth
- Unit 8 Abortion and Contraception
- Unit 9 Sexual Abuse & Rape
- Unit 10 Low-Income Resistance  
Homelessness
- Unit 11 Connecting the Issues Violence Against Women
- Unit 12 On the Street and in the Jails
- Unit 13 Perspectives on Social Change  
New Directions

### **I. Course Objectives:**

- A. Discuss the barriers women face. I.5, IV
- B. Discuss women's goals and strategies for social change. I.5, IV
- C. Discuss the rewards and challenges of social action. I.5, IV

\*Roman numerals after course objectives reference goals of the university parallel program

### **III. Instructional Processes:**

Students will:

1. Use teamwork to accomplish in class group activities utilizing knowledge of course concepts. *Problem Solving and Decision Making Outcome, Active Learning Strategy*
2. Complete a project (oral presentation, media report, application paper), demonstrating their ability to apply course content. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Active Learning Strategy, Transitional Strategy*

3. Use the Internet, library resources, and personal interviews to access information for media reports, application papers, and oral presentations. *Communication Outcome, Information Literacy Outcome, Technological Literacy Outcome*
4. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. *Personal Development Outcome*

\*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance:**

Upon successful completion of this course, the student should be able to:

1. Discuss the barriers women face. A
2. Discuss women's goals and strategies for social change. B
3. Discuss the rewards and challenges of social action. C
4. Discuss how women are challenging gender stereotypes. A, B, C
5. Discuss how women are organizing to reduce harassment, poverty, violence, and homelessness. A, B, C
6. Discuss how women are working to enhance family life. A, B, C
7. Discuss how women are confronting barriers in education. A, B, C
8. Discuss how women are confronting barriers in religion. A, B, C
9. Discuss how women are confronting barriers in the criminal justice system. A, B, C
10. Discuss how women are confronting barriers in politics. A, B, C

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Testing Procedures:

40% journal responses, with blogging if internet is available  
 40% independent project  
 20% oral report

##### B. Laboratory Expectations: None

##### C. Field Work:

Students are required to attend all cultural excursions. Participants in this course will learn from local experts within a variety of contexts--including orphanages, health care facilities, and women's centers. Students will interview community leaders in South Africa who continue to actively engage with the process of rebuilding society in the aftermath of severe racial conflict. Through direct contact with local organizations and social development projects, students will gain first-hand experiences with a culturally complex society in ways unavailable as an outside tourist.

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings and films.

E. Grading Scale:

92 – 100	A
89 – 91	B+
82 – 88	B
79 – 81	C+
72 – 78	C
65 – 71	D
Below 65	F

**VI. Policies:**

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

**VII. Instructional Hours:**

38 hours of formal class meetings will be combined with cultural excursions and events for a total of 50+ hours of instructional time.