

# Stellenbosch University

fall / spring / academic year / calendar year



afrikaans language / business / conservation ecology / drama / ecology / economics / engineering and technology / environmental studies / geography / history independent research / information science / isixhosa language / literature / mathematics / political science / psychology / sociology / south african studies / theology



## program snapshot

- Study alongside South African students in courses in the arts, social sciences, and language
- Learn outside the classroom through CIEE and other community engagement programs
- Engage yourself in the political, economic, cultural, and environmental transformations impacting South Africa today, through excursions to various sites of cultural importance around the Western Cape province

## what you'll learn

The CIEE Study Center at Stellenbosch University provides students a range of academic and intellectual experiences that enable them to witness and take part in the complex process of transformation in South Africa. From the campus community to the greater society beyond Stellenbosch, students become participants in, rather than mere observers of, this dynamic and evolving environment. Through this process, students gain a comprehensive understanding of the evolving story that is South Africa.

## thoughts from abroad

Since the dawn of South Africa's democracy in 1994, the need for "transformation" has driven politics, economics, and society in general. Transformation is more than just a buzzword in South Africa; it is a reality and necessity of everyday life in this dynamic Southern African nation. The country and its people amaze with their grace and commitment to this challenge, and the campus of Stellenbosch University is a fascinating place from which you can witness and take part in this process.

The Cape Winelands provide a beautiful backdrop to your experience in South Africa, and there are many compelling stories of Stellenbosch and its diverse population that await you. Studying and living in South Africa presents many challenges and opportunities to expand your understanding of the issues facing South Africa (and Africa in general) today. I invite you to engage in this process and expand your understanding of one of the most misunderstood continents of our generation.

— Bradley Rink, Resident Director

### About the Resident Director

Dr. Bradley Rink joined CIEE in April 2003 as Program Director for Africa, Middle East, and Eastern Europe, and returned to South Africa in 2006 to become Resident Director of the CIEE Study Center at Stellenbosch University. He brings to his role nearly two decades of experience in the field of international education. Bradley studied abroad in Madrid, Spain, and since that time, he has advised students from the University of Georgia, the School for International Training, the University of Vermont, the University of Iowa, and at the U.S. Consulate in Cape Town, South Africa on study abroad programs. He has administered study abroad programs in South Africa, the Americas, Eastern and Western Europe, and Australia. He received his B.A. in Spanish from Saint John's University, M.A. in International Administration from the School for International Training, an M.A. in Geography from the University of Vermont, and a Ph.D. in Geography from the University of Cape Town.

### About the Program Assistant

Joe Warren has worked with CIEE Stellenbosch students in a variety of capacities since the inception of the program in 2006. At that time, Joe served as Metanoia house committee member with the portfolio of international students. Joe is currently pursuing an M.Phil. in Intercultural Communication from Stellenbosch University.

## about Stellenbosch

Situated in the Winelands district of the Western Cape, Stellenbosch is a university town of 75,000 people. Only 30 miles from Cape Town, Stellenbosch is a town where international students can quickly assimilate into the local culture, while still having access to the many opportunities that the Western Cape has to offer. Stellenbosch is a mixture of First World and Third World. The oak-lined streets filled with whitewashed Cape Dutch architecture provide a comfortable atmosphere in which students can engage in an understanding of the broader South African society.

## academics

### Academic Program

The rich academic program allows students to pursue their academic studies while gaining firsthand knowledge of contemporary South African life and society. Students choose from a menu of core courses focusing on South Africa, as well as enrolling directly in Stellenbosch University courses. Students also have an independent research option.

Afrikaans is heard both on the streets and in the hallways of Stellenbosch University. But in the spirit of change, English courses are growing in number, bringing opportunities for non-Afrikaans speaking students (from overseas and from within South Africa) to enjoy the rich academic tradition of Stellenbosch University. Students are strongly encouraged to enroll in either Afrikaans or isiXhosa language classes in order to facilitate their interaction and engagement with the community.

### Academic Culture

CIEE participants are required to undertake a full program of courses, including all assignments and written examinations. Teaching methods at the University normally involve a combination of lectures, tutorials, seminars, and, in the sciences, laboratory classes. The system is geared toward the scholar who is motivated, self-sufficient, and deeply interested in the subject matter. Participants may notice striking differences between their home educational system and the Stellenbosch system. Following the European model, this system offers a less structured environment that requires students to take greater responsibility and initiative. Courses may involve relatively few contact hours each week, since they are intended as a starting point for a great deal of individual study.

The CIEE Study Center follows the University's calendar with an additional period of time for orientation at the beginning of the semester. The South African academic year has two semesters starting mid-January and running through early November. Many University courses are yearlong and run from the U.S. spring through the U.S. fall semester.

Students on the academic year program have a break of approximately two months between semesters. Those on the calendar year program have a break of approximately one month. Students stay at the apartment-style residence hall during these breaks.

### Nature of Classes

Participants enroll directly in host University courses as well as those designed specifically for international students, and take classes with South African, CIEE, and international students.

### Grading System

South African academic life follows the European tradition and includes a combination of lectures and seminars with individual laboratory time and library work. In most subjects, assessment is based on continuous evaluation with assignments, oral presentations, one mid-semester test, and a concluding examination. The minimum passing grade is 50 percent, while 75 percent and above is considered a superior (cum laude) grade. Grades and credits are converted to the U.S. system according to a standard scale.



## where you'll study

One of the oldest institutions of higher education in South Africa, Stellenbosch University was founded in 1918 and is comprised of 150 academic departments in ten faculties. With a student population of approximately 28,000 on four campuses and a staff of nearly 3,000, the University endeavors to contribute toward building the scientific, technological, and intellectual capacity of Africa, while playing an active role in the development of South African society.

## living

### Housing and Meals

Housing is included in the program fee. Students have two choices of housing, though space may be limited and students may not be placed in their first choice.

**Stellenbosch University Dormitory-Style Residence Hall**—Students live in dormitory-style residence halls in a single room. The residence hall is shared with South African students, and a small number of CIEE and other international students. Students who choose this option receive a meal stipend on their student account, which they may use toward meals at the dormitory dining hall. The dormitories are located in the center of the main campus.

**Stellenbosch University Apartment-Style Residence Hall**—Students live with CIEE or other international students. Students have small single rooms with a private bathroom and share kitchen and other facilities with two or three other students. All of the residents of the apartment share basic cleaning duties. Students are responsible for their own meals, which are not included in the program fee. Students can prepare their own meals or eat at establishments on or off campus. These residence halls are a short walk from the main campus.

### Pre-Departure and On-Site Orientations

Students begin their study abroad experience in Stellenbosch before leaving home—by participating in a CIEE Online Pre-Departure Orientation. Meeting with students online, the Resident Director shares information about the program and site, highlighting issues that alumni have said are important, and giving students time to ask questions before leaving home. The online orientation allows students to connect with others in the group, reflect on what they want to get out of the program, and learn what others in the group would like to accomplish. The CIEE goal for the pre-departure orientation is simple: to help students under-

stand more about the program and site, as well as their goals for the program, so that they arrive to the program well-informed and return home having made significant progress toward their goals.

During the mandatory orientation, students participate in programs organized by CIEE and by Stellenbosch University for international students. The goal is to introduce students to the country, culture, and academic program, as well as provide practical information about living in South Africa in general, and in Stellenbosch, specifically. Students are also introduced to the academic requirements of the University and are shown how to make the best use of campus facilities and services. Sessions include lectures on African history, politics, geography, safety, and “survival skills” for visiting students. During orientation, local Stellenbosch University students assist international students. Ongoing support is provided on an individual and group basis throughout the program.

### Internet

Students have 24-hour access to email and the Internet at Stellenbosch University’s computer lab. Students who bring laptops can register them for a small fee and use them in their residence hall and around campus.



## engagement

### Volunteering

The Community Service program aims to provide students personalized volunteer opportunities in the historically disadvantaged communities around Stellenbosch, such as Kayamandi and Idas Valley. Such activities may include tutoring in local schools, assisting at local NGOs, working on HIV/AIDS projects, mentoring children in after-school programs, volunteering at mental health care facilities, and assisting with low-cost housing projects. Some recent volunteer placement organizations include: The Pebbles Project, Peace Parks Foundation, ISOS Kayamandi, and the Jessie KeetCreche.

### Habitat for Humanity

Each semester, CIEE facilitates student participation in a Habitat for Humanity-sponsored building project in a previously disadvantaged community on the Cape Peninsula.

## duration

### Fall

18 weeks: mid-July–mid-November

### Spring

18 weeks: mid-January–early June

### Academic Year

48 weeks: mid-July–early June

### Calendar Year

44 weeks: mid-January–mid-November

## culture

### Cultural Activities and Field Trips

The academic program is supplemented by field trips and excursions to various points of interest around Stellenbosch and the Western Cape Province. Field trips and excursions may include the Cape Peninsula, the Cape Flats, rugby and/or soccer matches, and a rural weekend stay.

The comprehensive cultural program developed by CIEE consists of visits to local theater, music, and dance productions; museum tours; and local festivals. Events and activities are chosen to provide students an overview of the cultural diversity in South Africa.

The cultural program includes a rural weekend stay in the Karoo or other region of the Western Cape. This weekend experience is designed to offer participants an opportunity to explore rural life and to interrogate the complex relationships between urban and rural South Africa.

Students are also encouraged to participate in the many social, sport, or cultural clubs at the University.

## costs

### CIEE Fees

Fall 2011: \$12,600

Spring 2012: available 8/15/11

Academic Year 2011–12: \$24,000

Calendar Year 2012: available 8/15/11

The CIEE program fees for 2011–12 include tuition, housing, meals in the dormitory-style residence hall, orientation, optional on-site airport meet and greet, full-time leadership and support, cultural activities, local excursions, field trips, pre-departure advising, visa fees, and a CIEE iNext travel card which includes insurance and other travel benefits.

### Estimated Additional Costs (Fall 2011)

Transportation (round-trip based on U.S. East Coast departure)	\$ 2,200
Personal Expenses	\$ 2,000
Meals (apartment-style residence hall only)	\$ 1,200
Books and Supplies	\$ 250
Local Transportation	\$ 200
<b>Total Estimated Additional Costs</b>	<b>\$ 5,850</b>

Check our website for current fees.

## eligibility

- Overall GPA 3.0
- Junior standing and above
- College-level coursework in African studies recommended

## coursework

### Program Requirements

All students are required to enroll in one course from a core selection that focuses on South African issues, and four Stellenbosch University courses. Students may enroll in courses from the faculties of arts and social sciences, economic and management sciences, engineering, science, or specially designed courses in language and culture for international students. Students may also take the CIEE Seminar on Living and Learning in addition to their normal course load.

### Credit

Total recommended credit for the semester is 15–17 semester/22.5–25.5 quarter hours and for the academic and calendar year is 30–32 semester/45–48 quarter hours.

The number of courses each student takes varies depending on the contact hours and recommended credit per course.

### Language of Instruction

English

### Faculty

Courses are taught by faculty from Stellenbosch University and Dr. Bradley Rink, CIEE Resident Director.



## courses

### Required Stellenbosch University Core Courses

*In order to enhance the program learning goals, all students must enroll in one core course that focuses on South Africa and its transition. The range of courses within this core changes each semester, but courses are similar in their focus on the contemporary South African experience as grounded in African history, politics, culture, and identity. Among the most recent examples of these courses include:*

Conflict Transformation and Peacebuilding  
Economic and Development Problems in South Africa and Africa  
HIV and AIDS: A South African Perspective  
Negotiating Transition  
Politics and Cultural Change in Contemporary South Africa

### International Programs Stellenbosch University Courses

*These specially designed courses for international students focus on language and culture topics relevant to South Africa. The following courses are typically offered:*

Afrikaans for Beginners  
Basic Afrikaans Level 1 (fall and spring)  
Basic Afrikaans Level 2 (fall and spring with sufficient enrollment)  
China and India on the African Continent  
Conflict Studies  
Economic and Development Problems in South Africa and Africa  
Introduction to the South African Wine Industry  
isiXhosa: Language and Culture  
Negotiating Transition  
Overview of South African History  
Public Theology in Post Apartheid South Africa  
Truth Commissions

### Stellenbosch University Faculties

*Students are advised that due to possible changes in the courses offered each term, they should be flexible in course selection and not necessarily expect to fulfill specific major requirements of their home institution. A list of Stellenbosch University courses taught in English is available on the Stellenbosch University website at [www0.sun.ac.za/international](http://www0.sun.ac.za/international).*

#### Faculty of Arts and Social Sciences

Department of African Languages  
Department of Drama  
Department of English  
Department of Geography and Environmental Studies  
Department of History  
Department of Information Science  
Department of Modern Foreign Languages  
Department of Music  
Department of Philosophy  
Department of Political Science  
Department of Psychology  
Department of Sociology

#### Faculty of Economic and Management Sciences

Department of Statistics and Actuarial Science

#### Faculty of Engineering

Department of Mechanical Engineering

#### Faculty of Science

Biological Sciences  
Department of Chemistry  
Department of Mathematics  
Department of Physics

#### Learning For Sustainable Community Engagement

The Learning for Sustainable Community Engagement (LSCE) course aims to equip students with a wide range of community development skills as appropriate in the South African development context and beyond. Those include skills for—and the processes of—community development, project planning, and service-learning. Upon completion of the LSCE course, students have acquired an understanding of the South African context and of their host community/organisation; of sustainability and its significance within LSCE; and community interaction concepts, principals, processes and practices with special reference to the South African context. The LSCE programme is located in the rural wine farming community of Lynedoch, at the local

primary school. This school is situated in Lynedoch Eco-village and housed within the Sustainability Institute learning centre. The school community provides a very good cross-section of the kinds of difficulties that typify the development environment. It is thus an ideal learning and training site for aspirant community development workers. Contact hours : 169. Recommended credit: 9 semester/13.5 quarter hours. *Instructor: Mr. Grant Demas*

## CIEE Elective Course

### CLST 3001 STSA

#### Seminar on Living and Learning in Stellenbosch

The CIEE Seminar on Living and Learning in Stellenbosch is designed to improve students' intercultural communication and competence while studying abroad by considering how South Africans are different from and similar to themselves and others. The course offers opportunities, both in and outside the classroom, to develop insights and the skills necessary to interact effectively and appropriately, and to gain a better understanding and appreciation of the cultural richness of South Africa. Contact hours: 25. Recommended credit: 2semester/3 quarter hours. *Instructor: Dr. Bradley Rink, CIEE Resident Director*

## CIEE Elective Courses

### AFST 3001 STSA/GE06 3001 STSA

#### Transformation in South Africa: Beyond the Rainbow Nation

This course utilizes a thematic approach in exploring the challenges and realities facing post-apartheid South Africa. After an initial discussion of apartheid and recent South African historical and political issues, the course examines the relationships between people and space in post-apartheid South Africa. It engages students in a discussion of South African transformations of human, social, cultural, historical, economic, and legal landscapes in both urban and rural contexts. The course provides opportunities for students to think spatially about issues of South Africa's transformation in the present century using examples of migration, gentrification, segregation, crime, and redevelopment within South Africa. *Instructor: Dr. Bradley Rink, CIEE Resident Director*

### INDR 3003 STSA

#### Directed Independent Research

CIEE supports qualified students who wish to pursue an academically rigorous independent research project while abroad. In order to enroll, students must submit a research proposal including a clearly defined research topic, an explanation of research plans, a description of preparation in the planned area of study, a list of resources, a tentative outline of a final paper, and a suggested schedule of progress. Students complete a total of 135 hours of research and meet regularly with an advisor to complete an academically rigorous, ethically sound, and culturally appropriate research project and final research paper. Approval for participation in Directed Independent Research must be obtained from the Resident Director and the student's home institution prior to arrival on the program. Upon receipt of the approved plan, the Resident Director meets with an appropriate faculty member and, after arrival, meets with the student to work out the details of the student's project. The Resident Director also provides a course component on research methods. Students may choose to combine their community service volunteer work with their independent research. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

## a student's story

My classes have given me a unique perspective from which to view my time here. My core class is focused on both the service and the learning aspects of community development projects. It has allowed me to learn a great deal inside and outside the classroom, which in my opinion is the best way to learn. As part of the course, we are all assigned to volunteer six hours per week at a local social-welfare organization. This gives us the chance to apply in the field, the theoretical concepts we learn in the classroom, and also take our field experience back to the classroom for reflection.

My site placement is at a place called Horizon House, which is a residential and therapeutic care center for the mentally-disabled. It is located in a suburb of Stellenbosch, and has 108 residents between the ages of 19 and 68 with different types of mental, physical, and psychological disabilities. While I work with adults, the intellectual age of all the residents is between six and ten years old.

I have been blessed with the chance to work most of my time one-on-one with one of the residents who suffers from bi-polar depression disorder. We have been assigned various jobs to do outdoors, with the ultimate goal of planting a vegetable garden and making a compost pile. Working with Rudi has taught me a lot about working with people different from myself, as I am confronted with language, cultural, and developmental obstacles. As we've started to become good friends, I can see that sometimes a community's needs aren't necessarily materially-based, but relational and represent abstract needs such as affection and dignity.

This class has also given me a slightly different outlook on what my role is here as a study abroad student. Being engaged in community service and studying theories of community development, poverty alleviation, and transitional empowerment approaches has allowed me to learn, apply, and also observe the reality of the situation around me. It is my firm belief that South Africa, in a way, represents a microcosm of the world and all of the problems it is facing in a 21st Century context. There is incredible cultural diversity, the clash between the developed and developing worlds, racism, violence, crime, corruption, environmental degradation, economic exploitation, massive inequality, and pandemic diseases all in one country. It certainly does not make life boring, being in the midst of it all.

— Carl Vos, Williams College

