



program snapshot

- Fully integrated “holistic” service program that combines a strong academic program and service to the local community with integrated activities designed to support the academic service-learning goals, both in and out of the classroom
- Cultural activities, including visits to local theater, music, and dance productions, as well as visits to museums, rural cooperatives, and cricket and rugby matches; excursions to sites of cultural importance in Cape Town and in the Western Cape
- Students design and implement capstone project based on community needs and personal interest

what you'll learn

The CIEE Service-Learning program offers an integrated approach to learning and community involvement. The program enables students to be active in service, while giving them opportunities to reflect upon the complexities and challenges facing Cape Town specifically and South Africa in general. The program is conducted in, and intends to meet the needs of, local communities, helping foster civic responsibility while engaging students in a rigorous academic program of social research methodology, language study, and African studies.

thoughts from abroad

For those participating in the Service-Learning program in Cape Town, volunteering is not just a weekend gig. This is an all-encompassing, semester-long academic program rooted in the communities of Cape Town and the surrounding areas and located at the University of Cape Town (UCT), one of the most prestigious institutions of higher education in the Southern Hemisphere. Your classroom will not only be on the campus of UCT, but also in the townships in and around Cape Town. You'll engage in sociological research on a daily basis and decode cross-cultural clues and cues, making sense of the reality of today's South Africa. This program will provide you with many challenges and many opportunities to grow and to enjoy a transformative experience in one of the most exciting cities in the world.

— Quinton Redcliffe, Resident Director

About the Resident Director

Born and bred in Port Elizabeth, South Africa, Quinton Redcliffe previously worked in the International Office at the University of Cape Town as the manager responsible for international student programs. Quinton earned his B.A. Honors degree in Religious Studies from the University of the Western Cape, and his M.A. in Conflict and Conflict Management from the University of Port Elizabeth. His research interests include religious education in public schools, religion and democracy, religion and development, and religion and the Truth and Reconciliation Commission.

About Other CIEE Staff

Angela Mias, Resident Coordinator, obtained her B.A. in Psychology and Sociology. She also received a Teacher's Diploma in ballet at the University of Cape Town. For several years, Angela worked with the CIEE Cape Town Arts and Sciences program as the Volunteer Coordinator and is well-connected with local volunteer and service-learning organizations.

Dr. Gerald Ouma, Academic Coordinator, received his Ph.D. from the University of Cape Town and his M.A. from the Kenyatta University in Kenya. He is currently doing a post-doctoral fellowship in the Faculty of Education at the University of the Western Cape, where he also coordinates the NDMA-sponsored M.Ed programme in Higher Education Studies. Dr. Ouma oversees the service-learning curriculum, teaches one of the CIEE courses each semester, and supervises the student capstone projects.

Ronel Stevens, Program Assistant, works with CIEE in both the Service-Learning and Arts and Sciences programs. She received a B.S. in politics and history and is currently completing a law degree at the University of Cape Town. Ronel has worked with CIEE students at the University of Cape Town for several years.

about cape town

Situated on the southern tip of Africa, Cape Town is a vibrant multicultural city with a rich selection of day and night activities. Water sports, mountaineering, nightclubs, and restaurants are readily available. The city is also a microcosm of the challenges facing many African countries in transition: how to successfully operate within a global economy, while at the same time grappling with the vast socio-economic inequalities that are the legacy of its colonial and apartheid past.

academics

Academic Program

Since 1947, CIEE has engaged in fulfilling its mission "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world." The Service-Learning program serves this mission by providing a framework for students to fulfill their educational and personal goals, while bridging relationships in the communities in which their learning takes place. In this sense, service-learning closes the circle on an experiential learning cycle, while providing benefits to all those who are touched by the program.

The American Association for Higher Education (AAHE) defines service-learning as, "A method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."

This program is built upon the four core principles of service-learning, with each component of the program addressing one or more of the principles:

- 1) Engagement
- 2) Reflection
- 3) Reciprocity
- 4) Public Dissemination

Academic Culture

The program runs during the fall and spring semesters and consists of 16 semester credits based upon five main components:

- 1) A Social Research Methods Course
- 2) A course focusing on poverty and development issues in South Africa
- 3) A community-development project in a local NGO, school, or other service organization
- 4) An academic service-learning capstone project, which draws upon all of the other elements of the program
- 5) Language training that is appropriate to the communities where service is performed

Nature of Classes

Students take all of their courses with other CIEE students only. The service-learning capstone project is completed individually in consultation with a faculty project advisor.

Grading System

Grades are on the basis of 100. A "First" is equivalent to 75 percent and above. Very few students achieve this mark. Students who receive marks that fall between 70–74 percent are awarded the grade of "Upper Second." A good number of students achieve this mark. The next mark is "Lower Second" with a range of 60–69 percent. The majority of students achieve this mark. Students with 50–59 percent receive a "Third" (passing grade). Students achieving a mark below 50 percent receive a "Fail." Grades and credits are converted to the U.S. system according to a standard scale.



where you'll study

The University of Cape Town (UCT), internationally recognized as one of Africa's leading research universities, was established as the South African College in 1829. The campus has sweeping lawns, pathways, trees, ponds, and waterfalls that combine with attractive physical structures and extensive playing fields to make a pleasant study environment. A range of commercial, medical, recreational, and sporting facilities is available on campus, including a swimming pool, gymnasium, basketball, tennis, badminton and squash courts, and a weight room.

living

Housing and Meals

Housing is included in the program fee. Students live in an apartment-style residence near campus and share the residence with fellow CIEE program participants. Students have small single rooms and share facilities with other students, all of whom share basic cleaning duties. Students are responsible for their own meals, as they are not included in the program fee. Students prepare their own meals in the residence or eat at establishments on or off campus. Local UCT students (CIEE SOLmates) are selected to live in the residence with CIEE students.

Online Pre-Departure and On-Site Orientations

Students begin their study abroad experience in Cape Town before even 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 any 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 understand 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. The goal is to introduce students to the country, culture, and academic program, as well as to provide practical information about living in Cape Town. Students are also introduced to the academic requirements of the program and are shown how to make best use of campus facilities and services. Sessions include lectures on African history, politics, geography, safety, and “survival skills” for visiting students. The services provided during orientation continue on an individual and group basis throughout the program.

Internet

Students have access to email and the Internet at UCT. On campus, the labs can be crowded and often full, but off-campus Internet cafés are inexpensive and easily accessible. Many students have brought laptops with them and are able to register their laptops and use them in the computer labs on campus. Wireless connections are also available in the CIEE student residence for an additional fee. However, it is important to note that Internet reliability and access are not always available at the same level as in the U.S.

culture

Cultural Activities and Field Trips

The academic program is supplemented by field trips and excursions to various points of interest with relevance to service-learning and the cultural milieu of Cape Town and the Western Cape Province. Field trips and excursions may take place in and around the Cape Peninsula, the Cape Flats, and Robben Island. A reflection weekend is included each semester.

The comprehensive cultural program developed by CIEE consists of visits to local theater, music, and dance productions; museum tours; and visits to rural cooperatives. Events and activities are chosen to provide students with a good overview of the diversity in South Africa. A weekend homestay with a local family is also included in the cultural program.

eligibility

- Overall GPA 3.0
- Junior standing and above
- Volunteer experience
- Independent research experience

duration

Fall
18 weeks: early July—mid-November

Spring
18 weeks: late January—early June



immersion

CIEE SOLmates

SOLmates (Student Orientation Leaders) are a dedicated group of UCT students who assist CIEE students during orientation and throughout the semester. Through ongoing interaction with these local students, CIEE participants are able to meet local South African and international students, as well as learn firsthand about student life in Cape Town. These local students, recruited and trained by CIEE, are an important part of the CIEE student experience. SOLmates assist with cultural excursions and live with CIEE students in the residence, providing a reliable local peer network and helping CIEE students become integrated into the local student community.

Habitat for Humanity

CIEE has entered into a partnership with Habitat for Humanity, which allows students to participate in building a CIEE-sponsored house in a previously disadvantaged community on the Cape Peninsula.

costs

CIEE Fees

Fall 2009: \$13,750
Spring 2010: available 8/15/09

The CIEE fees for 2009–10 include tuition, housing, orientation, optional on-site airport meet and greet, full-time leadership and support, cultural activities, local excursions, field trips, a weekend homestay with a local family, pre-departure advising, comprehensive student handbook, visa fees, and a CIEE iNext travel card, which includes insurance and other travel benefits.

Estimated Additional Costs (Fall 2009)

Transportation	\$ 2,200
(round-trip based on U.S. East Coast departure)	
Personal Expenses	\$ 2,000
Meals	\$ 1,200
Books and Supplies	\$ 150
Local Transportation	\$ 500
Total Estimated Additional Costs	\$ 6,050

Check our website for current fees.



coursework

Program Requirements

All students enroll in the required core courses listed and then choose to study either isiXhosa or Afrikaans language.

Credit

Total recommended credit for the semester is 16 semester/24 quarter hours. The Independent Research and Capstone Project course is worth 4 semester/6 quarter hours. All other courses are worth 3 semester/4.5 quarter hours.

Languages of Instruction

Afrikaans, isiXhosa, English

Faculty

Courses are taught by faculty from the University of Cape Town or University of the Western Cape, as well as by the CIEE Resident Director or other local experts.

courses

Required CIEE Core Courses

CMBL 3001 CTSL

Community Partnership: Theory and Engagement

The theoretical portion of this course offers an introduction to different schools of thought regarding leadership in community service. The practical portion of the course provides students the opportunity to work with a community-based organization, in an already-existing program or project offered by the community organization, in areas of health, education, development, business, and community organization. When the theoretical and practical portions are combined together, this course offers students an opportunity to act and reflect about the realities and challenges of community service and to participate alongside the principle social agents in a community environment. Contact hours: 15 hours (class), 90 hours (service). Recommended credit: 3 semester/4.5 quarter hours.

AFST 3002 CTSL/DEVE 3001 CTSL

Poverty and Development: Cape Town Case Study

Using Cape Town as a case study, this course explores relevant socioeconomic issues impacting the local communities and/or specific demographic groups. Students discuss readings and analyze the ramifications of global issues on the local context. The learning in this course provides a foundation from which students have a broader understanding of the issues facing local non-governmental organizations, including their field placement site. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

INDE 3004 CTSL

Independent Research and Capstone Project

This course is designed to challenge students to bridge and to draw upon the knowledge they have obtained through coursework and practical experiences as community advocates in a relevant action-based project. While the Community Partnership course places students in existing community-based initiatives for a meaningful service experience, this course is designed to be a new project or a new extension of an existing project that complements the student's service practicum. It is a two-part course that requires students to develop an investigation and project based upon a demonstrated community-identified need, to design and complete a full project proposal for approval by a service-learning committee, and to complete the project by the end of the semester. The goals of this course are two-fold: to demonstrate and apply what has been learned throughout the program; and to reflect on the learning and to collaborate with the organization in which the student's service was performed. In this way, the capstone project becomes symbolic of the benefits for the constituents, including the student, the program, the service organization, and ultimately the communities. As the capstone project is tied to the service practicum in which the student is engaged, the community diagnostic, data collection, and the final product itself is fully integrated into the service experience. CIEE is committed to ensuring that the final product itself would be left as a legacy and/or resource to our community partners, which will help foster a collaborative project history. All work completed in this course fulfills the service-learning core principles of engagement, reflection, reciprocity, and public dissemination. Contact hours: 30 hours (class)/120 hours (service). Recommended credit: 4 semester/6 quarter hours.

Sample Projects by Past Participants:

- Training for Tomorrow's Youth: Design of a Volunteer Training Workshop/Curriculum for a Youth Advocacy NGO
- Effective Strategies for NGO Fundraising in Cape Town
- A History of Baphumalele Children's Home
- Marketing the Mobile Clinic: A Case Study of SHAWCO Mobile Health Services
- Analysis of Public-Private Partnerships in the NGO Sector: The Case of the Student Tutoring and Education Project (STEP)
- Measuring the Effects of Self-Esteem Workshops at Vroue Groei Saam

SOCI 3002 CTSL

Social Research Methods

The skills learned in this course provide a foundation from which students interact and collaborate with their community partners. The course complements the other courses in the Service-Learning program by providing students the necessary knowledge and skills to effectively and ethically propose and carry out a research and service-learning capstone project. This course introduces students to methods social scientists use in their research, familiarizing them with both the theoretical foundations of qualitative and quantitative inquiry and the primary methods of data collection and analysis. Particular emphasis is on the application of observation techniques, research ethics, field notes, informant interviewing, and secondary data analysis. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.



(courses continued from previous page)

Language Courses

Language training provides an entrée into the communities where service takes place. Students choose one beginner-level language from isiXhosa or Afrikaans—depending on the most applicable language used in their service placement organization.

AFKS 3001 CTSL

Afrikaans Language

This is an intensive introduction at the beginning level to the development of communication and cross-cultural skills by listening, understanding, speaking, reading, and writing in Afrikaans. The course schedule includes four lectures and one language laboratory per week. This is a course for beginners; under certain conditions students with prior knowledge of Afrikaans may take this course with instructor's permission. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

XHSA 3001 CTSL

isiXhosa Language

This is an intensive introduction at the beginning level to the development of communication and cross-cultural skills by listening, understanding, speaking, reading, and writing in isiXhosa. There are five periods per week for these intensive courses. The classes are divided into input passage-conversation; language/grammar lecture; culture lecture; language laboratory work; and test or language lecture. This course aims to equip students with basic skills in speaking, reading, and writing isiXhosa. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.



a student's story

When I first decided to come on the CIEE Service-Learning program in Cape Town, my initial thoughts were that I would learn something myself, and that I could give back to those less fortunate. I had come to South Africa because it was the 'Mecca' of volunteer destinations.

When I arrived in Cape Town, I was trying to figure out what a good service project would be for me. I knew that I wanted to do something with violence against women, but I wasn't sure what. After speaking with some people from the townships, I determined that a self-defense class would be the most useful. I mentioned it being an empowerment class; however, that word had no real meaning for me, yet.

A few nights after I had decided on my project, friends and I went to a party at the tennis club on UCT's campus. After the party I, along with several others, wanted to walk since it wasn't that far, the path was well-lit, and we were in a large group. The rest wanted to wait an hour for a cab, thinking it unsafe to venture home. We eventually started walking.

After we got back, I tried to understand what had made me feel safe while others were nervous. I realized that every time I began to get uneasy, I started belly-breathing to control my air flow and gripping my hands together to control my heart rate. I would picture in my head how to defend myself in that situation. It took me a while to realize I was doing these things because they had become second nature to me. After taking a self-defense class all through high school, I was confident in my ability to defend myself. It occurred to me that that knowledge was empowerment.

After finally understanding empowerment, I was able to create a class that aimed at giving young women in the townships the same feeling I had that night. I created a six-session course that focused on basic self-defense and then practiced it over and over again, so that they would begin to feel as at ease with it as I was.

There are many thoughts I have yet to have that are certain to be more profound only after I have departed my life-size classroom. I simply hope it will be enough to say that I learned more than I ever could have learned in a way that made the knowledge more real than I ever could have imagined.

— Sarah Broome, George Washington University