OSPCPTWN (OSPCPTWN)

Courses

OSPCPTWN 16. Sites of Memory. 2 Units.
Required Course. Relation between conventional histories and different kinds of individual and collective memory that are focused on places and spaces, testing the relation between grand narratives and more particularized pasts. Questions of cultural heritage, in particular its contestations among individual, familial, local, national, and international interests.

OSPCPTWN 18. Xhosa Language and Culture. 2 Units.
History of the Xhosa language; understanding Xhosa culture and way of life. Listening, speaking, reading and writing, combined with the social uses of the language in everyday conversations and interactions. Intercultural communication. Content drawn from the students' quests; experiences in local communities through their service learning/volunteer activities to support the building of the relationships in these communities. How language shapes communication and interaction strategies. Course may be repeated for credit.

OSPCPTWN 24A. Targeted Research Project in Community Health and Development. 3 Units.
Two-quarter sequence for students engaging in Cape Town-sponsored community based research. Introduction to approaches, methods and critical issues of partnership-based, community-engaged research and to the community-based research partners. Qualitative data gathering and analysis methods in community-based research; effective collaboration with community partners and data sources; race and privilege in community-based research. Preparation of research proposals and plans for research carried out during the second quarter through OSPCPTWN 24B.

OSPCPTWN 24B. Targeted Research Project in Community Health and Development. 5 Units.
Two-quarter sequence for students engaging in Cape Town-sponsored community-based research. Substantive community health or development investigations in collaboration with the Stanford Centre's community partners: Western Cape NGOs or government agencies, or community-based organizations or groups. Students' research supported through methods workshops, sharing of progress and problems, and data and findings presentations. Prerequisite: OSPCPTWN 24A.

OSPCPTWN 31. Political Economy of Foreign Aid. 3 Units.
Political economy approach to foreign aid. Context of debate on development: differences between developed and less developed countries, concept of poverty, how to measure development. History of foreign aid; main actors and characteristics of official development assistance. Theoretical and empirical impact of aid with regard to economic growth and governance. Benefits and problems associated with aid.

OSPCPTWN 33. Southern Africa: from Liberation Struggles to Region-Building. 4 Units.
Process by which the region moved from colonialism/apartheid to majority rule through a series of liberation struggles, and the outcomes of those struggles. Cases of Angola and Mozambique, Zimbabwe, Namibia and South Africa. Transitions from apartheid to democracy in Namibia and South Africa through negotiated settlements. Topics include: Truth and Reconciliation Commission; role of the Southern African Development Community; challenges in region today; influence of violent past and legacies of struggle against colonialism and apartheid on present situation.

OSPCPTWN 36. The Archaeology of Southern African Hunter Gatherers. 4 Units.
Archaeology, history and ethnography of the aboriginal hunter gatherers of southern Africa, the San people. Formative development of early modern humans and prehistory of hunters in southern Africa before the advent of herding societies; rock paintings and engravings of the subcontinent as situated in this history. Spread of pastoralism throughout Africa. Problems facing the descendants of recent hunter gatherers and herders in southern Africa, the Khoisan people.

OSPCPTWN 38. Genocide: African Experiences in Comparative Perspective. 3-5 Units.
Genocide as a major social and historical phenomenon, contextualized within African history. Time frame ranging from the extermination of indigenous Canary Islanders in the fourteenth and fifteenth centuries to more recent mass killings in Rwanda and Darfur. Emphasis on southern African case studies such Cape San communities and the Herero people in Namibia. Themes include: roles of racism, colonialism and nationalism in the making of African genocides. Relevance of other social phenomena such as modernity, Social Darwinism, ethnicity, warfare and revolution. Comparative perspective to elucidate global dimensions.

OSPCPTWN 44. South African Urban Challenges in Comparative Context. 4 Units.
Material and socio-cultural dimensions of the multiple spaces making up South African cities. The gendered, placed, sexual, and racial character of homes, neighborhoods, and cities. Ways in which crises such as housing shortages and tenure insecurity are materially and socially embodied in economically impoverished families and communities; lives. Interplay of this body politic with economic and political contexts in which the meaning of citizenship is crafted. Urban fieldwork with the Valhalla Park United Civic Front, a community-based organization in Cape Town.

OSPCPTWN 47. South Africa's Role as an Emerging Power: Global and Regional Dimensions. 3 Units.
Emerging role of middle income countries like China, India and Brazil with South Africa being the only African country belonging to this new cluster. This dynamic country group is regarded as a distinct feature of a new global landscape. Topics include: Academic and policy debate on emerging countries; South Africa's role on the continent and on the global level (historical background: before / after 1994, South Africa as an emerging power, South Africa's regional role in different areas, security South Africa's role on a global level, intellectual and political capacity to be an emerging country, other regional powers in Africa); South Africa and other emerging powers.

OSPCPTWN 48. Photographing Cape Town. 3 Units.
This class will use the idiom of photography to scrutinize the natural history and culture of Cape Town. We will discuss the rhetoric of photography, as well as photographic composition, syntax, grammar and style. We will use individual pictures as the starting point for scholarly investigations of what makes Cape Town unique both in terms of its nature and its culture. Class assignments will consist of a series of weekly presentations by each student, five presentation write-ups, weekly contributions to the class blog and the class Twitter account, active participation both in-class and online including responses to blog posts, a final exam, a class exhibit, and a complete dossier of each student's work. The presentations write-ups will include photographic and written essays, including scholarly references, on specific topics motivated by what the students have observed. Individual classes will explore specific themes such as Table Mountain, Robben Island, the townships, the history of South Africa, the Cape Floristic Region, South African fauna, local markets, food of South Africa, African penguins, and other birds of South Africa. Enrollment is limited.
OSPCPTWN 50. [Independent Study] Conservation & Resources in Sub-Saharan Africa. 2-3 Units.

Independent research and writing on topics related to conservation and resources in Sub-Saharan Africa. Potential topics include climate change and adaptation to South Africa, community-based conservation in Sub-Saharan Africa (examining conservation experiments such as the Lewa Conservancy and the Northern Rangeland Trust in Kenya), the provision of energy in South Africa, and citizen rights to healthy environment in African nations.

OSPCPTWN 57. Directed Study in Health Systems and Policy. 1-3 Unit.

Directed study projects focusing on some aspect of health systems and policy in the Southern African context. Example topics include analysis of: local HIV control policies; the South African health care system; health care delivery patterns; investments in health infrastructure as an enabler of health care delivery; health systems strengthening and concomitant improvements in population health; and social networks and influences in disease risk. Students will be expected to write an in-depth term paper that carefully analyzes the problem under consideration. Analyses that include the development of mathematical or analytical models are encouraged.

OSPCPTWN 59. Major Issues in Conflict Resolution in Africa. 3 Units.

This course examines Issues surrounding mediation and implementation of peace agreements, peacekeeping, refugee management, and justice and accountability in Africa's recent civil wars. This course uses several case studies of wars and peace processes to examine what is needed to end wars and build peace in Africa. The course will examine successful and failed mediation of wars by African diplomats, American and European diplomats, and international organizations. It will compare and contrast peace processes that successfully brought wars to an end with those that failed to bring peace, and in some cases brought dramatic escalation.

OSPCPTWN 60. Hip Hop in Post-apartheid South Africa. 3 Units.

Politics of multilingualism, diversity and hip-hop identity performances and practices in a transforming South Africa. How far has social change been realized given that South Africa's citizens still grapple with racial, ethnic, cultural and cultural marginalization and exploitation?

OSPCPTWN 61. Independent Study in Community Health. 2-4 Units.

Independent study in community health. Topics may include major health issues in sub-saharan Africa; social and behavioral determinants of health; stress and health. Topics addressed through guided readings and interviews with relevant local stakeholders. Weekly meetings to discuss issues and progress.

OSPCPTWN 62. Topics in South African Politics. 2-3 Units.

Possible topics include: South Africa's Democratic Performance, 1994-2016; Evaluating the Truth and Reconciliation Process; Nelson Mandela and the Art of Leadership; South African Politics and Society through Literature.

OSPCPTWN 63. Socio-Ecological Systems. 3 Units.

OSPCPTWN 64. Behavior Change for Promoting Health. 4 Units.

South Africa suffers high rates of morbidity and mortality from illnesses and injuries that could be prevented or managed through behavior change. This class will bring psychological theory and research to bear on the question of why people do not engage in health-promoting behaviors, even when they have the knowledge and resources for performing the behavior. Once potential answers to this question have been explored, strategies for effectively bringing about health-promoting behavior change will be addressed. Strategies will be developed in collaboration with local public agencies and community health organizations.

OSPCPTWN 65. Effects of Climate Change on Conservation and Human Health. 3 Units.

OSPCPTWN 66. Lessons from ICT Usage in Developing Countries. 3 Units.

Use of information and communication technologies (ICTs) in developing countries, highlighting new ways that the technologies are being used. Use of techniques such as context mapping; how new uses of technology can be applied in other contexts. Design and prototype a technology (website, mobi-site, app) in a previously disadvantaged community in South Africa.

OSPCPTWN 67. Comparatively Assessing South Africa's Transition to Democracy: Past, Present and Future. 3 Units.

South Africa's transition to democracy, its past, its current political and human rights situation, and what the future might hold. Progress South Africa has made in the areas of constitutional and democratic development, human rights and issues of truth, justice, and reconciliation. Also South African experience from a comparative perspective with the experiences of other countries, including Bangladesh, Bosnia-Herzegovina, Chile, Kenya, Namibia, Peru, Rwanda, Sierra Leone, Sri Lanka, Timor-Leste, Uganda, and Zimbabwe.

OSPCPTWN 70. Youth Citizenship and Community Engagement. 5 Units.

Critical thinking about core concepts in community engagement such as community, self, and identity. The course aims to cultivate a critical consciousness about the meaning of charity, caring, social justice and the aims of engagement with communities to enhance self awareness, awareness of others who are different, awareness of social issues, and an ethic of care where students can be change agents. The meaning of youth citizenship as it relates to engagement with communities will be explored.

OSPCPTWN 71. Power and Performance in Community Practice. 4 Units.

Critical consideration of core concepts in community engagement. Community engagement as a practice, varying subject positions that are given or performed upon and by the community members and those engaging with the community. Dominant models of community engagement: how each model positions students and how the model positions the community members. Seminar topics include issues of biopower, performance of identity (particularly racial identities) and practices of knowledge/power. Critical and reflexive application of these concepts related to community-engaged practice. Guidance in application of critical reflexive thought in practice. Particular attention to the ethics of North-South community engagements.

OSPCPTWN 75. Giving Voice to the Now: Studies in the South African Present. 3 Units.

How to make sense of present-day South Africa, its various forms of cultural expression, and what its common project might be. Through analysis of literature and film, explore the pluralities, intersections and crossings that come together to make up the complex state of being one inhabits in South Africa. Imagining spatial structures (cities, campuses) as imagined forms invested with meaning by the people who occupy them. How spaces (and South Africa itself may be thought of as a space) are affected by people, and vice versa.

OSPCPTWN 199A. Directed Reading A. 2-4 Units.

Course may be repeated for credit.

OSPCPTWN 199B. Directed Reading B. 1-5 Unit.

Course may be repeated for credit.