

**RE-INVIGORATING INTERNATIONALIST LIBERAL LEARNING
THROUGH INTER-INSTITUTIONAL COLLABORATION IN STUDY ABROAD**

**THE MACALESTER-POMONA-SWARTHMORE
CONSORTIUM PROGRAM AT THE UNIVERSITY OF CAPE TOWN**

***GLOBALIZATION AND THE NATURAL ENVIRONMENT:
SOUTH AFRICA***

Program Dates: January 4 – June 18, 2004

Updated: September 4, 2003

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I. INTRODUCTION

In recent years, study abroad programming at U.S. colleges and universities has come to occupy an increasingly important position within the central mission of higher education. This is most certainly the case among the three national liberal arts colleges – *Macalester College (Minnesota)*, *Pomona College (California)* and *Swarthmore College (Pennsylvania)* - that have decided to collaborate by creating a study abroad consortium designed to improve significantly student learning in particular interdisciplinary areas of study. Each of our institutions has moved well beyond concerns merely about student geographical mobility, general exposure to cultural differences, or the creation of educational options that are attractive to astute consumers. We are colleges deeply committed and long-experienced in internationalism, with a high percentage of our students participating in study abroad programs. Our aim is to ensure that study abroad reaches its full potential and promise of engaging our students, intellectually and across cultures, in truly transformative learning.

Our first project, in close collaboration with the University of Cape Town in South Africa and as outlined below, involves the rigorous and transdisciplinary study of ***Globalization and the Natural Environment***. The overall educational purpose of this program, which is highly focused on student learning, is to have participants experience the lure and durability of a deeper understanding of the natural world and its interconnections with human activity. To do so, students will grapple with the philosophical, scientific, social, aesthetic, and ethical dimensions of the program theme. They will be challenged to review carefully their habitual ways of learning, and to think anew. The Consortium Program will afford students an opportunity to become freshly aware, through direct experience and contemplation, of what is in front of them in the host country, and to consider carefully -- through reading, high-quality teaching, and discussion -- the larger intellectual and cultural context in which they are learning. This program will take students out of themselves, but in doing so it will bring the local reality into sharper

focus. This is internationalist liberal learning at its best.

In addition to a program design focused on student learning, we envision that the Macalester-Pomona-Swarthmore Consortium Program will provide significant opportunities for faculty development and the building of closer inter-institutional relations both among our liberal arts institutions and with our chosen partners abroad, most importantly the University of Cape Town. Finally, we envision this project serving as a national and international model of collaborative programming.

II. GUIDING CONCEPTS

All significant higher learning is linked to the understanding of key concepts, and this program is no exception. *Globalization* is one of the concepts that undergirds this project. For our purposes, globalization is the dynamic and complex process which, once understood, can shed light on the interplay between the universal laws of science across diverse environments and the particular challenges confronted by local populations as they engage with the natural world in a specific setting. Characterized by its multiple and simultaneous movements, sometimes seemingly contradictory and expanding at a dizzying pace across the planet, the concept and realities of globalization will be used to help students better understand the world.

The second key concept for this project is the *Natural Environment*. If ever there is one eternal drama in the history of humanity that supersedes all others, it is the compulsion to engage the world of nature. In light of this necessity, a tight connection has always existed between the physical and biological systems of the planet and the conditions of human life. We are indeed embedded in the material world. In addition to being aerobic creatures, our individual and collective survival has, ontologically, always been contingent on the essentially entropic but necessary claims we make on other species and on the earth's resources. The countless artifacts and complications that have resulted from our modes of living are testimony to our impact on nature. This Consortium Program will engage students in an exploration of the *concept* of the natural environment and how this has been expressed over time and across cultures, and on the connection between the human condition and the natural environment.

In doing so, we are concerned, certainly, with the unparalleled ecological transgressions of our time; with the role of higher education in the liberal arts in introducing students to science and the environmental imagination; and with a disciplined unpacking of complex and loaded concepts such as "nature" and "globalization". Ultimately, we want our students to grapple with ideas, come to approach learning through disciplined intellectual effort and through self-created personal experience.

III. PROGRAM DESCRIPTION

Based on these two key concepts -- *globalization* and the *natural environment* -- we begin to envision the contours of a high-quality liberal arts study abroad program. The program design reflects our collective commitment to an interdisciplinary and comparative approach to study abroad; our belief that a pedagogical approach which creatively combines traditional classroom instruction and structured independent field learning is critical to student learning; and our

common goal of encouraging students both to engage the local culture and to take time for contemplative solitude during a sojourn abroad.

The primary academic goal of the Consortium Program is to ensure a *curricular content*, *academic rigor*, and a *pedagogical approach* that meet the expectations and high standards of our institutions, relevant academic departments, key faculty members, and study abroad offices. The program includes the following components and courses:

A. Pre-departure Orientation [No credit]

Each accepted student receives a pre-departure orientation packet, including a full program description (e.g. rationale, academic expectations, courses, calendar, staff/faculty and information on the host country and host institution). Also provided are practical guidelines on health, safety, insurance, and travel. Before departure, students are expected to speak in person with the Consortium Program representative at their home institutions, and in person or by phone with the Program Director.

B. Pre-departure Readings [No credit]

Given the transdisciplinary nature of the program and the varied academic majors of student participants, it is essential that participants read selectively on South Africa, on the overall program theme, and on their particular academic interests. The Consortium suggests that all students read two books as background to South Africa, one non-fiction and one fictional work. Although students may choose other books, our recommendations for these two pre-departure readings are:

- ❑ Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*.
- ❑ Coetzee, J.M. *Disgrace*.

Upon student acceptance, the Consortium will suggest other background readings on South Africa.

Accepted students also are encouraged to read at least two other thematically focused books prior to arrival in Cape Town in January. Suggestions for this pre-program reading include the following:

- Ayers, Ed, *God's Last Offer: Negotiating for a Sustainable Future* (Four Wall Eight Windows, 1999).
- Baijnath, H. and Singh, Y. (eds.), *Rebirth of Science in Africa: A Shared Vision for Life and Environmental Sciences* (Umdaus Press, 2002).
- Beinart, W. and Coates, P., *Environment and History: The Taming of Nature in the USA and South Africa* (Routledge, 1995).
- Berleant, Arnold, *The Aesthetics of Environment* (Temple University, 1992).
- Bond, P. et al., *Unsustainable South Africa: Environment, Development, and Social Protest* (Merlin Press and University of Natal Press, 2002).
- Branch, G.M., *The Living Shores of South Africa* (University of Cape Town, 1985).
- Branch, G.M., *Two Oceans: A Guide to the Marine Life of Southern Africa* (University of Cape Town, 1995).
- Carson, Rachel, *Silent Spring* (Houghton Mifflin, 1987).

- Clarke, J., *Coming Back to Earth: South Africa's Changing Environment* (Jacana Press, 2002).
- Colburn, Theo, Dianna Dumanoski and John Peterson Meyers, *Our Stolen Future* (Penguin Books, 1997).
- Cronon, William (editor), *Uncommon Ground: Rethinking the Human Place in Nature* (W.W. Norton & Company, 1996).
- Crosby, Alfred, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge, 1986).
- Darkoh, M. and Rwomire, A., *Human Impact on Environment and Sustainable Development in Africa* (Ashgate Press, 2003).
- Dean, Waren, *With Broadax and Firebrand* (California, 1995).
- Devall, Bill and Sessions, George, *Deep Ecology: Living As If Nature Mattered* (Gibbs Smith, 1985).
- Eldredge, Niles, *Life in the Balance: Humanity and the Biodiversity Crisis* (Princeton, 1998).
- Fairhead, J. and Leach, M., *Misreading the African Landscape*, (Cambridge University Press, 1996)
- Fox, R. and Rowntree, K. (eds.), *The Geography of South Africa in a Changing World* (Oxford University Press, 2000).
- Hardin, Garret, *Living Within Limits* (Oxford, 1993).
- Harrison, Paul, *The Third Revolution: Environment, Population and a Sustainable World* (I.B. Tauris, 1992).
- Kellert, Stephen, *The Value of Life* (Island Press, 1996).
- McCann, J.C., *Green Land, Brown Land, Black Land: An Environmental History of Africa, 1800-1900* (Heinemann, 1999).
- North, Richard, *Life on Planet Earth: A Manifesto for Progress* (Manchester, 1995).
- Oelschlaeger, Max, *The Idea of Wilderness* (Yale University, 1991).
- Payne, Daniel G., *Voices in the Wilderness: American Nature Writing and Environmental Politics* (University Press of New England, 1996).
- Redford, Kent and Padoch, Christine (editors), *Conservation of Neotropical Forests* (Columbia, 1992).
- Roodman, David, *The Natural Wealth of Nations: Harnessing the Market for the Environment* (Norton, 1998).
- Southwick, Charles, *Global Ecology in Human Perspective* (Oxford, 1996).
- Tesi, M.K. (ed.), *The Environment and Development in Africa* (Lexington Books, 2000).
- White, Rodney, *North, South, and the Environmental Crisis* (Toronto, 1993).
- Wilson, Edward O., *Consilience: The Unity of Knowledge* (Knopf, New York, 1998)
- Wilson, Edward O., *In Search of Nature* (Island Press, 1996).
- Wilson, Edward O., *Biophilia* (The President and Fellows of Harvard College, 1984).
- Zimmerman, Michael E.; Callicott, J. Baird; Sessions, George; Warren, Karen J.; and Clark, John (Editors), *Environmental Philosophy: From Animal Rights to Radical Ecology* (Prentice-Hall, 1993).

C. Transdisciplinary Core Seminar: Globalization & the Natural Environment [4 Credits]

This is the program's required core course, organized in two parts, and conducted in January and February before regular UCT courses begin. It is transdisciplinary in nature, focusing on both philosophical and abstract concepts, and on practical skills applicable to the solution of real-life environmental problems. The *first part* of the core seminar is taught by the Consortium Faculty Director in January (see working calendar for dates) before regular university courses begin and while the Consortium Faculty Director is in residence in Cape Town; the *second part* is taught primarily by a selected local faculty member (in some cases the Resident Director) with guest presentations by other local academics and practitioners. The seminar includes guided field visits, films, and other educational activities related to selected sub-themes. The overall intent of the seminar -- and here it departs significantly from typical university courses in Environmental Studies -- is to engage students in the thematic study of selected ideas and ways of knowing, interlacing visions of nature, culture, the natural environment, and the impact of globalization. Readings will be assigned at the beginning of the course, and draws on selections from the pre-departure reading list.

1. The *first part* of the core seminar (comprising 50% of the course content and 50% of the grade) includes an introductory but cogent reflection on the meaning, scope, implications of the key concepts, overall theme, and the pedagogy of the Consortium Program. It includes discussion of the inter-relatedness of course work and field learning, the program structure and approaches to learning, and the reasons behind the choice of location. This part of the seminar draws heavily on the pre-departure readings. Its specific content, pedagogy and topics will vary from year to year and will evolve to fit the expertise of the Consortium Faculty Director. One possible direction for this part of the seminar, for example, could involve a brief but dense exploration of the evolving relationship between the sciences and humanities in the making of meaning, with special focus on the philosophical, scientific, ethical, aesthetic, and cultural contours of ecological thought in previous ages and in the current age of globalization. Included here would be explorations of central components of the scientific method (intellectual, systematic and quantitative), and reflections on experience and creative imagination of the world (aesthetic, literary, and ideographic) that often characterize human contact with the natural environment. Another possible direction for this part of the seminar could be the social and economic development of South Africa, with special focus on important political and demographic issues, including colonization, Apartheid, population growth, rural-to-urban migration, the HIV/AIDS pandemic, industrialization, and the relationship of these issues and the natural environment. Finally, this part of the seminar is designed to provide students with a broad panorama of questions on which to develop an independent study project (see below).

2. The *second part* of the core seminar (50% of the course content and 50% of the grade) involves direct encounters with the ecological landscapes and a thorough review of the most significant environmental issues in the host country and regional location of the program. This part of the seminar takes place in February before regular UCT courses begins (see working calendar for dates), and is taught specifically for the Consortium Program by a local faculty member. Here the seminar challenges students to discern which of ecological features, pressing problems, environmental policies, local practices, and sustained successes are unique to the vicinity, and which are evident elsewhere in the world. It provides students with a pedagogical model emphasizing the importance of gaining insights based on local knowledge, especially with

respect to the physical and cultural environment. Moreover, this part of the seminar aims to enhance students' problem-solving skills through the analysis of real-life case studies. Drawing on the diverse talents and intellectual perspectives of host society faculty and practitioners, students are challenged to read carefully and experience directly some of the current issues, policies, and approaches employed in solving ecological problems. While doing this, the seminar aims to help students learn how to identify specific problems, assess the impact of human activities on them, investigate relevant laws, analyze the decision-making process, evaluate potential solutions, observe the implementation of policies, and see how progress is monitored. Broad topics explored in this part of the core seminar include natural history, environmental history, biodiversity, environmental policy, environmental economics, and cultural practices. Specific issues addressed include land degradation, pollution, game conservation, eco-tourism, and the challenges of water supply. Finally, this part of the core seminar seeks to provide a broad panorama of questions from which each student will further develop an independent study project (see below).

D. Environmental Studies/Environmental Sciences Courses [Min. 6 / Max. 12 Credits]

Each course yields 4 credits at the advanced (300) level; 3 credits at the intermediate (200) level.

Two direct-enrollment UCT courses are *required*. For students not undertaking an independent study project (see below), a third direct-enrollment course is also *required*. These courses must support, directly or indirectly, the overall theme of the program. Consortium students take these courses with regular degree-seeking students at the University of Cape Town. The on-site UCT faculty director provides students with academic counseling and guidance in final course selection. While it is expected that most Consortium Program students will choose UCT courses within the sciences, options related to the program theme in the humanities, social sciences, and arts may also prove appropriate for particular students. More complete course titles, descriptions and syllabi are available from UCT. Following are examples of courses that, among others, could fulfill Consortium requirements. Please note that the UCT academic year begins in the third week of February and ends in early June. Courses that usual begin in February and that are recommended for this program, are designated by the letter "F" and are *italicized in bold* below). Because UCT course offerings may vary from year to year, some relevant "S" courses (UCT second semester courses normally beginning in July) may be offered in February and are therefore included in the list below. Students should check with the Consortium and UCT for updates on specific course offerings.

UCT Department of Environmental and Geographical Science

➤ ***EGS210F: Environmental Problems***

This is a general introduction to environmental issues, but is not an entry-level course; it assumes students have a basic background in the environmental sciences and environmental geography. (Note: time slot is period 5, the same as EGS314F).

➤ ***EGS211S: Cities of the South***

This course emphasizes Third World city developments.

➤ ***EGS212S: Physical Environmental Processes***

This course focuses on global scale processes in the physical environment.

➤ ***EGS312S: Synoptic Climatology***

This course focuses on understanding climate and weather patterns, and is heavy on mathematics and physics.

➤ **EGS313F: Environmental Analysis**

This course deals with advanced environmental management. (NB: time slot is period 5, the same as EGS210F).

➤ **EGS314F: Environmental Change**

This course deals with the concept of environmental change and its implications, with special focus on the Quaternary period. The course has a strong practical element related to remote sensing for science-oriented students. (NB: time slot is period 3).

➤ **EGS315S: Urban Geography**

This is an advanced theory-based course on urban geography.

UCT Department of Oceanography

➤ **SEA200F: Descriptive Physical Oceanography**

➤ SEA202S: Coastal Oceanography

➤ **SEA302F: Ocean Circulation**

UCT Department of Botany

➤ BOT205S: Physiology and Reproductive Ecology

➤ **BOT206F: Marine and Terrestrial Plant Diversity**

➤ **BOT305F: Population and Community Ecology**

Department of Zoology

➤ **BIO200F: Applied Ecology**

➤ **ZOO200F: Principles of Animal Ecology**

➤ ZOO201S: Invertebrate Zoology

➤ ZOO202S: Entomology

➤ **ZOO300F: Vertebrate Zoology**

➤ ZOO301S: Environmental Physiology

➤ **ZOO302F: Marine Ecology**

➤ ZOO303S: Inland Water Ecosystems

➤ ZOO304S: Behavior Ecology

UCT Departments of Archeology, History, Philosophy, and Anthropology

➤ AGE312S: S. African Hunters & Herders: Khosian History, Identity, Rock Art & Heritage

➤ AGE 312S: Global Interaction & the Transformation of Southern African Society

➤ HST304S: Film, Photography & History

➤ HST 329S: Environmental History

➤ **PHI237F: Applied Ethics**

➤ **PHI244F: African Traditional Religion**

➤ SAN215S: Anthropology of Power & Wealth

UCT Department of History

Following are UCT courses in African history that may be of interest to consortium students.

➤ HST231S: Southern Africa in the Twentieth Century

➤ HST234S: Africa: Colonial and Post-Colonial Encounters

➤ **HST232F: Southern Africa to 1900**

➤ HST231S: Southern Africa in the 20th Century

E. Optional Directed Study Project [4 Credits]

This unique component of the Consortium program engages small groups of students (or in some cases an individual student) in collaborative field-based directed study in selected areas of on-going research in South Africa. Students may choose to undertake such directed study *in lieu of one direct-enrollment course*. Each project topic is further defined in consultation with the Resident Director, a home campus faculty, and/or local academics and practitioners. Each group of students is then assigned an on-site project advisor, and must demonstrate learning in a lucid, compact, intellectually acute, and well-documented paper (15-25 pages) and summary oral presentation (30 minutes) characterized by a convergence of understanding based on readings, lectures, discussions, excursions, interviews, observations, and reflective contemplation.

The anticipated **2004** Directed Study Project Topics are:

1. Changing Land Use in the Swartland: The Shift from Grain to Grape and its Environmental and Economic Implications

Since 1994 South Africa has re-entered global markets with respect to its agricultural produce. This has manifested itself in a variety of ways, but in the Swartland region (the hinterland of Cape Town) this has been associated with a marked shift towards the growing of vines for wine production at the expense of traditional grain crops such as wheat and barley. The project would explore the nature of the shift and its implied change of land use, the reasons for the shift, and some possible economic and environmental implications. The project would involve accessing and interpreting Department of Agriculture data and interviewing a selection of farmers who have been engaged in the process. It may be necessary to employ a student assistant who is fluent in Afrikaans to facilitate this project.

2. Footpath Management and Mismanagement in the Cape Peninsula National Park: Case Studies of Newlands and Tokai Forests

The recently established Cape Peninsula National Park has responsibility for managing a range of potentially conflicting uses for the land against a complex socio-political and environmental background. One of the issues it faces is how to improve access to the 'wilderness' while not, at the same time, degrading the environmental value of the open space. Footpath and other access route management is a key problem and one for which the National Park authorities struggle to find the human and financial resources for. I envisage this project to review the current state of footpath condition in one or possible both areas that are frequented by the public, identify key problem areas and possibly suggest management solutions.

3. Visitor Profiles and Responses in the Kirstenbosch National Botanical Garden (NBG)

The NBG at Kirstenbosch is a key national, arguably global, biodiversity resource and is visited by many tens of thousands of people each year. This project would involve an examination of the visitor profile at Kirstenbosch to establish the main reasons for their visit, how they respond to the resources available, and management implications of the survey. Although it is not possible for the survey to be comprehensive, data collected during a busy visiting period could prove informative if placed against a suitably theoretical background.

4. *A Study of the Evolving Author Profile in the South African Geographical Journal*

This project would engage participants in work with the major research serial in the country for academics interested in Geography and related natural and social sciences. The journal has been published for more than 80 years but to date there have been no systematic analyses either of its content, or indeed of the authors. It is anticipated that the journal has reflected changing interests of academic geographers (for example in an increase in the proportion of papers concerning 'environment' issues) and also, within the last ten years, changing authorship profiles, with an increased proportion of authors from Historically Black Universities and from 'international' as opposed to 'local' institutions.

5. *Impact of Alien Tree Infestation on Coastal Dune Fields and Sediment Dynamics on the Cape West Coast*

This project would only be suitable for an individual student with interests in Physical Geography. Alien trees, principally from Australia, are a major element of the transformed natural environment in the Western Cape. Their introduction for the stabilization of dunes, arguably inappropriate in the first place, has resulted in significant infestations across large areas of the Cape West Coast and consequent changes in sediment dynamics. Through sequential aerial photography, this project would identify changes in the distribution of aliens, their impacts on sandy sediment mobilization and explore the implications of recent alien clearance efforts.

6. *Thoga in Langa*

This project would involve an examination of the impact of this particular environmental group that has been working in this particular black township for the past five years.

7. *Fishing Quotas*

This project would study the impact of recent changes in legislation regarding fishing quotas in villages along the Cape West Coast.

8. *Environmental Degradation and Urban Renewal*

This would involve a study of selected urban environmental issues and implications for human development in Cape Town.

9. *The Environment and Physical Protective Measures*

This project involves the study of such urban protective measures as barbed wire, high walls, metal gates and the implications for the environment and human development.

Only in *very exceptional* cases, based on a student's academic background and on-site advising possibilities, will other directed study projects be approved. If a student's proposed directed study is not approved, s/he may be offered a directed study in one of the group topics outlined above or will be asked to choose an additional direct-enrollment course in lieu of directed study. Additional general topics within which a specific project may be developed in the rare cases of individually designed directed study projects are:

- Perceptions of Nature Across Cultures
- A History of an Environmental Movement or Organization
- An Analysis of Nature Writing

- Environmental Education in Primary Schools
- The Ecology of Rocky Shores
- The Ecology of Sandy Beaches
- The Ecology of the Upwelling Zone Off the Cape West Coast
- The Ecology of Terrestrial Vertebrates
- Bat Ecology
- Insect Ecology
- The Ecological Functioning of Rivers, Wetlands, and Coastal Lakes
- The Biochemistry of Insect Neuropeptides and Anaerobic Metabolism
- The Ecophysiology of Fynbos Pollinators
- Plant Taxonomy: The Flora of the Cape Peninsula
- The Biology of Economic Seaweed Resources
- Pollution and Fresh Water Biology
- Urban Planning and the Environment
- An Analysis of Conservation Policies
- Environmental Issues in Game Reserve Management
- The Effects of Globalization on a Local Ecological Issue
- The Impact of Climate Variability on Rural Areas
- Environmental Law in South Africa
- Issues of Environmental Health in the Townships
- Wetland Rehabilitation
- The Impact of Alien Species on Local Environments
- An Ethical Dilemma in Environmentalism

IV. CO-CURRICULAR PROGRAMMING

Successful study abroad involves close encounter and engagement with the host culture and society. The Consortium Program offers ample opportunity for individual exploration and observation, and a limited number of specific group activities designed to introduce students to the local environment. Educational excursions included in the formal program are usually guided and are linked to program discussions, but some activities and visits are undertaken by students on an individual basis. Included here, for example, are museum visits, observations of specific ecosystems, the viewing of selected films, visits to field and laboratory research projects, and attending cultural events. Following are some examples of possible field visits:

- The Kirstenbosch National Botanical Institute
- The Cape Peninsula and the Cape Point Nature Reserve
- The Atlantic Ocean and Pacific Ocean Coastal Zones
- The UCT Marine Biology Research Institute
- The UCT Freshwater Research Unit
- The UCT Weed Biological Control Unit
- The Institute for Plant Conservation
- Township Visits
- The Bolus Herbarium
- The Percy Fitzpatrick Institute of African Ornithology
- The UCT Department of Zoology

- Bo Kaap Museum (Cape Malay Cultural History)
- The District 6 Museum (Urban Renewal/Environmental Impact)
- The Natural History Museum
- The Fine Arts Museum
- Kruger National Park (Game Reserve)
- The UCT Field Station at Clanwilliam

V. STUDENT HOUSING

Consortium students will be lodged with (usually degree-seeking) international students from many other parts of the world in self-catered houses in the general vicinity of the University of Cape Town. In each case, consortium students are encouraged to establish regular contact with local residents, local students, and international students. The University of Cape Town Office of International Academic Programs (IAPO) has engaged a Housing Coordinator that will work with Consortium students on placement and any housing concerns.

VI. ELIGIBILITY, APPLICATION AND SELECTION PROCEDURES

Preference for admission to this program is given to full-time degree-seeking students at the Consortium Colleges: **Macalester, Pomona, and Swarthmore**. Other qualified students may apply and be accepted on a space-available basis through special arrangement with the Consortium.

All applicants must demonstrate a sustained intellectual interest in the program theme, usually through a declared major in a relevant field of study. Although other students may gain acceptance, priority is given to those with a minimum cumulative grade point average of 3.5 (4.0 scale) who have reached at least third year (junior) status. Within the agreed guidelines of the Consortium, each member institution determines how its students will meet the academic prerequisites of the program. (Students should contact the appropriate department at their home institution, and their study abroad office for detailed information on this). Students are minimally expected to show successful completion of at least three semester courses related to the environmental studies theme of the program, and at least four semester courses in the sciences. Students with academic course work emphasizing international and environmental studies are especially encouraged to apply. Application forms are available from each Consortium College's study abroad office. Among other application requirements are two academic letters of recommendation, an essay outlining the intellectual and cross-cultural reasons for pursuing participation in this program, and an updated transcript. Personal interviews on the home campus are also part of the application process. A review committee comprised of representatives from the Consortium, along with the Consortium Faculty Director will make final admissions decisions.

VII. EVALUATION OF STUDENT ACADEMIC PERFORMANCE; CREDIT & TRANSCRIPT ARRANGEMENTS

The Consortium Faculty Director and UCT faculty member are responsible for grading their respective parts of the Core Transdisciplinary Seminar and will collaborate on determining the final grade. The relevant UCT or other faculty member is responsible, in consultation with the on-site project advisor and Resident Director, for grading the Independent Study Project. The relevant host university faculty member, of course, grades the direct enrollment courses. Credit is granted by the student's home institution, and grades and transcripts are handled in a way consistent with each institution's study abroad policies and guidelines.

VIII. PROGRAM FEES, FINANCIAL AID & SCHOLARSHIPS

Each Consortium Partner Institution sets its own fees for this program according to institutional policies on tuition and financial aid for study abroad. The Consortium Program cost includes tuition, room and board, local transportation for program-sponsored activities, required cultural and educational excursions, and all on-site academic support and administrative fees.

Not included in the Consortium Program are the following expenses: airfare, travel related to the independent study project (but a room allowance for this period is included in the comprehensive fee), some meals and incidental costs during excursions, insurance, and personal expenses. Financial aid and scholarships are granted only by a student's home institution, and home institution policies and procedures concerning study abroad take precedent over Consortium policies. Students are urged to check with their study abroad office for updated institution-specific guidelines and program fees.

IX. PROGRAM PERSONNEL

For the inaugural (2004) program, Consortium staff and faculty include:

- ❑ Consortium Visiting Professor: **Dr. Gene S. Fowler**, Associate Professor of Biology & Environmental Analysis at Pomona College.
- ❑ Consortium UCT Faculty Director: **Dr. Michael Meadows**, Associate Professor and Chair of the Geographical & Environmental Sciences at the University of Cape Town.
- ❑ Consortium On-site Administrative Assistant: **Mr. Toni Sylvester**.
- ❑ Consortium Lead Institution: **Macalester College**
- ❑ Consortium Directors are **Mr. Michael Monahan** (Macalester College), **Ms. Rhoda Borcharding** (Pomona College) and **Dr. Steven Piker** (Swarthmore College).
- ❑ Staff at the **University of Cape Town International Academic Program Office (IAPO)** provide support for orientation, logistics, general advising and housing for Consortium students as they do for other international students at UCT.

X. WORKING CALENDAR FOR JANUARY-JUNE, 2004 PROGRAM

October 2003: Student application deadline to home institution for study abroad (dates vary).

October 20, 2003: Consortium notifies students of admissions decisions

November 6, 2003: University of Cape Town (UCT) IAPO Form 6 Applications Due

November 21, 2003: UCT Acceptance Letters and Course Enrollment Confirmations

November 28, 2003: Student non-refundable Consortium Program deposit (US\$500) due

January 4, 2004: Consortium students arrive in Cape Town

January 5-8, 2004: Consortium On-site Orientation Program

January 9, 2004: UCT Course Registration by faculty (department)

January 9-23, 2004: Part One of Core Transdisciplinary Seminar

January 24-26, 2004: Core Transdisciplinary Seminar Field Excursion

January 27-31, 2004: Independent Study, Reading & Educational Travel: No program activity

February 1-14, 2004: Part Two of Core Transdisciplinary Seminar

February 16, 2004: Regular UCT semester courses begin

June 18, 2004: UCT Semester and Consortium Program end