

**Pitzer College in Botswana  
Gaborone, Botswana  
Spring 2016**

***The Core Course: Contemporary Social-cultural Issues in Botswana***  
(1.5 course credits = 6 semester units)

**Overview**

This is a multi-disciplinary course which is intended to give the students a broad overview of some of the key socio-economic, historical, political, religious, environmental and cultural issues that shape the lives of contemporary Botswana, as well as deepen student's intercultural competency as they participate fully in Botswana life and culture. The core course combines a series of lectures given by university faculty and specialists from governmental and non-governmental organizations, readings, class sessions and workshops that take an experiential, developmental, and holistic approach to intercultural learning, and the reflective writing of the fieldbook, with the more experiential components of family stays, internships, and study trips to provide a high degree of cultural immersion and cross cultural learning.

**Student Learning Outcomes<sup>1</sup>**

- Participate fully in the host culture and community while engaged in an ongoing process of culture learning that informs your interactions with members of the host culture.
- Demonstrate the ability to observe host culture behavior without interpreting or judging based on one's own culture and ultimately, the capacity to recognize and understand the relationship between host culture values and behavior.
- Apply a culture general framework to make helpful generalizations for the host culture without stereotyping.
- Reflect on ways your own cultural values may influence the way you perceive or interpret local behavior and the ways members of the host culture perceive or interpret your own behavior based on their cultural values and beliefs.
- Develop the capacity to explore and learn about a new community and acquire local knowledge while participating fully in the life of a host family and local community (employing such methods as participant observation, structured interviewing, active listening, field note writing, and structured reflection).
- Demonstrate the ability to analyze various aspects of your personal experience, observations and relationships in the context of a basic understanding of the history, politics, culture, religion and current issues (e.g. education, healthcare) of Botswana.
- Demonstrate an ability to form meaningful relationships (personal, educational, professional, etc.) with members of the host culture while being aware of the privileges and prerogatives

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<sup>1</sup> These learning outcomes are adapted from a more extensive list of student learning outcomes applicable on all Pitzer direct run study abroad programs. See: Richard Slimbach, "The Transcultural Journey," *Frontiers: the Interdisciplinary Journal of Study Abroad*. Vol. 11, (2005) and Mike Donahue, Pitzer in Nepal Comprehensive Review Self Study Report - October 2010

that one has because of one's skin color, nationality, education, job position, social class, gender, language, etc.

- Demonstrate an awareness of one's own reactions (personal feelings, assumptions) to difference in the host community (cultural, racial, class, gender, ethnic, religious, ideological, educational, etc.) without judging that difference.
- Demonstrate an ability to analyze issues from multiple perspectives within the host culture (check tendency to make overgeneralizations about the culture based on one person's or one group's perspective.) When appropriate, compare the host culture perspective with the perspective of your own culture.
- Demonstrate an awareness of the historical, social, and economic conditions that have led to inequalities among various groups in the host country and the ability to reflect on the character and identity of individuals as emerging out of their group history, life experiences and present day circumstances.
- Identify and reflect upon global processes, institutions, ideologies that affect and shape the quality of life in your host country and community.

## Course Components

### 1. Intercultural Learning

In this component of the course, students will acquire intercultural concepts and skills to apply to their daily experiences in Botswana. Active reflection will help deepen their understanding of the complexity and diversity of Botswana core values and cultural practices that encourage them to develop a more nuanced awareness of cultural background, and help them develop the ability to handle intercultural tensions successfully.

Students will collaborate with classmates, local cultural hosts, and the course instructor to explore **cultural self-awareness** (who and how you are), **cultural literacy** (who and how the 'other' is within Botswana culture), and **cultural bridging**. Concepts include, but are not limited to: global citizenship, cultural values, cultural dimensions, and stereotyping. Skills include conscious communicating, suspending judgment, shifting perspectives, resolving disagreements, and articulating the intercultural experience.

Learning for this component will be assessed through participation in workshops and classroom discussions, field book assignments, and student's ability to demonstrate their culture learning in the way they interact with their host families and members of the community.

#### Schedule and Topics for the Intercultural Learning Component

Week 1	Orientation	What is the Course about?
Week 2	Culture Shock	Cross cultural journey
Week 3	Intercultural Understanding	How we engage across cultures?
Week 4	Stretching	How do we learn?
Week 5	Host Culture Values	Why do people think and act as they do here?
Week 6	Intro to Research Methods	Politics of Research

Week 7	Intro to Research Methods	Politics of Research
Week 8	Living Abroad	Why did we come here?
Week 9	US Values	Why are we the way we are?
Week 10	Perception	How do we see?
Week 11	Stereotypes	How do we think?
Week 12	Intensity Factors	How do we cope?
Week 13	Suspending Judgment	How do we feel?
Last Week	Reentry	How can we articulate what we have learned?

## 2. Regional Development Issues in Southern Africa : A Tri-Country Approach

In order to provide a regional context for what students are learning in Botswana, and get a sense of the multiple ways countries in the Southern Africa Region choose to approach issues that are common across borders, students will take extended study trips to Zimbabwe and South Africa where they will explore such issues as, big game conservation and tourism, HIV-AIDS and health care, poverty, the colonial legacy, development, race and power. In Zimbabwe, students will visit Vic Falls, Hwange National Park, Bulawayo, and Matopos National Park. In South Africa, students will explore Pretoria, Soweto; attend a rugby or soccer match, and visit Madikwe Game Reserve. Upon returning to Gaborone, students will be asked to reflect on their learning in a major paper in which they analyze how one particular issue plays out across the three countries. **(See attached schedules at the end of this syllabus for details schedule of topics for both the Zimbabwe and South Africa component.)**

Learning for this component of the course will be assessed through a major, reflective paper.

Assignment: Tri- Country Reflective Paper: Pick one particular issue that plays out across the three countries and

- a. critically reflect on the issue and discuss how it manifests in daily lives of the people throughout the three countries
- b. enumerate the different strategies that the governments of Botswana, South Africa and Zimbabwe and non-governmental organizations are currently deploying with a view to ameliorating the effects of your identified issue and
- c. Analyze and discuss your chosen topic within your own cultural frame of reference (e.g. what is the Americans' take on the impact of globalization on the developing world?). Due Nov. 6<sup>th</sup>

## 3. Guest Speaker and Class Discussion Topics

Lectures and class discussions are scheduled throughout the semester to provide students with important background information on Botswana society and culture and the key issues that affect host families and life in the region. Presentations are given by village community members, professors from the University of Botswana, and guest speakers from Southern

African Development Community, the government, the private sector, and non-governmental organizations.

Students are expected to take good notes during lectures that can serve as references for writing assignments, be prepared to engage the speaker and one another with questions and insights after the lecture, and serve as appointed discussion leaders for selected lectures. The lectures begin in Gaborone during the program orientation and continue until the beginning of the DISP component of the program.

Topics covered vary according to the availability of speakers and student interest but usually include many of the following:

#### Orientation and Village Stay

- Introduction to the History of Botswana
- Traditional Medicine and Religion
- Traditional Local governance and Local Development –(meeting with the Kgosi at the Kgotla and village development committee)
- Rural Health Care Issues – visit to the village clinic
- Rural Education visit to the village schools during village stay
- Health (HIV/AIDS) and its impact on the society
- Rites of Passage

#### Big Motse Orientation

- Education System of Botswana
- Urbanization and Development
- Race and Ethnicity
- San People (Basarwa) and other minority groups

#### Major Study Trip to the Okavango Delta, Chobe, Kasane, Victoria Falls, etc.

- Environment, Wildlife and Tourism
- Impact of Elephant population on the Environment
- Endangered Species of Botswana

#### Gaborone Component

- Human Rights Issues (Law) in Botswana
- Labour Migration (Skilled and Unskilled)
- Trade and Commerce
- Economy
- Politics and Decision Making
- Tradition and Modernity
- Media in Botswana

It is important to note that the topics covered in Gaborone serve as an extension of the theoretical and experiential knowledge acquired in the village and Big Motse stays as well as

the study trips. Also, please note that students are encouraged to speak with the instructor regarding topics that they would like to see covered during the course.

Assessment of this component of the course will be based on participation in the discussion sessions with guest speakers, program staff and student peers, as well as in the field book writing assignments, where students are expected to integrate lecture topics and readings with their own observations, interviews and conversations with host family and community members around issues and ideas covered in the course.

#### **4. Local Study Trips**

To deepen students understanding of topics covered in the Contemporary Socio-cultural Issues of Botswana course, several study trips will be organized to areas of cultural, historical and environmental interest in and around Gaborone. Past locations have included:

- Gabane Pottery or Thamaga Pottery
- Livingstone Memorial Monument
- The Jwaneng Diamond Mine
- National Museum, Monuments and Art Gallery

#### **5. The Botswana Fieldbook – A Portfolio of Writing**

Writing is one of the deepest and most precise measures of experience and an activity that both generates and reflects learning. Demanding of your time and intellect, the Botswana Fieldbook integrates the theoretical and experiential components of the program through a series of structured writing assignments.

The fieldbook provides you with an opportunity during your time in Botswana to record, evaluate, and communicate your thoughts, observations, and feelings on a range of areas central to Setswana life: family, religion, women's issues, development, health, agriculture and the environment, etc. It will help you to clarify and articulate your feelings, thoughts, insights and beliefs as they evolve over the program and provide a forum for discussion of those ideas with program staff and other participants.

Whatever the subject, assignments will ask you to synthesize material from traditional sources such as lectures or readings with what you learn through in-depth conversations and interviews with Batswana. The fieldbook asks you to make the most of your valuable time in Botswana not by isolating your ideas from your experience, but by combining academic reflection and experience into a more meaningful whole.

Please note:

- Assignments are due on the indicated dates.
- The length of your responses should be, on average, the equivalent of 4-5 typewritten pages.
- Please type all your assignments.
- Late assignments will be marked down a full grade per week late (e.g., A becomes B).

- Assignments more than two weeks late will not be accepted.
- Please write your full name, the name of the assignment, the date, and the semester (e.g., Fall 2017) on the top of the first page of your essay. Write your name and the page number on each subsequent page as well.
- Graded assignments that were turned in on time can be rewritten (according to the instructor's comments) and submitted for additional marks (up to full credit) up to two weeks after the papers are handed back.

In your responses, please be sure to include:

- Substantial material from conversations and interviews with a variety of Batswana.
- Evidence for your arguments and points of view.
- Definitions of key terms – e.g. modernization, poverty, development, democracy, etc.
- Material from relevant readings and lectures.
- Self-awareness about methods and assumptions.
- Multiple perspectives and points of view.
- Introduction and conclusions where appropriate.

Be sure to provide necessary context and background information – cultural, historical, etc. – in your papers. Your writing should include and integrate academic reflection, in-depth discussions with Batswana themselves, personal experience, and other sources – readings, lectures, news paper articles, study trips, etc. – to provide a multi-faceted, in-depth discussion and analysis of your topic.

## **Field Book Assignments**

### **Narrative Story**

Your first field book story will be about you in Botswana. Write a narrative account of a meaningful experience you have had that illustrates something about Setswana life and culture and your attempt(s) to participate fully in and adjust to the new culture. Your topic could be an interesting encounter, an embarrassing incident, a particular cultural or lifestyle challenge, a satisfying achievement, etc. In most cases your story should be at least 4-5 hand-written pages (but some stories may require greater depth) and include rich descriptions of the places and people involved that serve to bring the reader into the experience. We don't expect you to be Ernest Hemingway, but we are interested in creative and descriptive stories that reveal embedded cultural truths or meaningful intercultural experiences in Botswana.

### **Gender Roles and the Status of Women**

Discuss and analyze gender roles and the status of women in Botswana. Draw materials from lectures and other sources as appropriate (e.g. news papers, TV programs, ethnographic interviews, etc.). In your essay include a discussion of how gender roles and the status of women have changed over time. Most importantly, include your observations in Manyana and interviews with at least five or six Batswana men and women of various ages and backgrounds (e.g., host family members, community members, program staff, language teachers, etc.).

### **Critical Encounters: Cross-Cultural Perspectives**

Looking back on your time in Botswana so far, write a descriptive account (5-6 pages) of a cross-cultural experience or encounter that has been especially important or challenging for you. You may wish to consider a single incident, or explore your on-going efforts to come to terms with a particularly challenging issue or aspect of Setswana culture or society. You might write about your adjustments to life in a new family, your language learning experience, confrontations with class, ethnic or gender differences, or a particularly provocative conversation.

Whatever your subject, please be sure to discuss and analyze the following:

1. The experience – describe, in detail, both the experience and your reaction to the incident, conveying the intensity and complexity of the encounter from your own perspective. Be sure to provide specific narrative detail and focused descriptions of the experience.
2. Cultural attitudes and influences – provide an account of the larger cultural assumptions and beliefs informing **each** side of the encounter:
  - a. Explore Botswana perspectives of the incident, describing the individual and cultural influences, which may explain the thoughts, feelings, and actions of the Motswana or Botswana involved. **Be sure to talk to at least four or five Botswana about their impressions of the incident or issue you are dealing with; speaking with many different people of different backgrounds will help to clarify your understanding of Botswana perspectives and attitudes.**
  - b. Explore your own perspectives, considering both broader cultural and more personal factors, which informed your role and your reactions to the incident. Consider how much of your experience may be traced to broader American cultural trends and perspectives, and how much of your experience is rooted in your particular personal and social background.
3. As you step back and reflect on your experience, also step back and reflect on your attempt to reconcile differing cross-cultural perspectives of the encounter. What kinds of difficulties do you face in trying to write about this encounter from all points of view and in explaining them honestly and objectively?

### **Life History Analysis**

The Life History Analysis is essentially an oral history of someone's life that is discussed in relation to major concepts covered in the core course readings and lectures. We encourage you to pick a person with whom you have developed a meaningful relationship and would like to get to know on an even deeper level.

When you are talking to the person who is giving the life history, have ideas and concepts from the core course lectures and readings in mind but **do not to ask “leading” questions in an interview format.** Rather, ask non-leading questions such as: "Tell me about your life" or "Tell me about your childhood...your family...your days at school...changes in your city, you home village, the birth of your children, your marriage, your major illnesses, etc.

Try to understand not only the major events of the person's life, but also how the events conform to, or contrast with, cultural/historic themes and important issues you have learned about throughout the semester.

In other words, do not merely narrate the major events in the person's life; rather, explicitly *integrate* those events with concepts from the lectures and readings you have been exposed to this semester. Your analysis should be no fewer than five to six pages long.

You may want to focus on particular issues/themes such as gender roles, education, health, parent-child roles, or economic life.

### **Big Motse Group Research Papers**

Over the next three weeks you will have an opportunity to stay in Lobatse, Selebi-Phikwe or Francistwon. These are all urban areas with almost all of their inhabitants engaged in non-agricultural activities. Urbanization with almost all of its attendant issues comes to head in settings such as Lobatse, Selibe-Phikwe and Francistown. It can be a perfect opportunity for our students to appreciate the transition from a village through a small town and eventually Gaborone. With close to a 100,000 people and a number of thriving industries and businesses these will serve as great in-between spaces between a traditional village such as Manyana and a cosmopolitan city such as Gaborone in as far as traditional Setswana culture is concerned.

While in Lobatse, Selibe-Phikwe or Francistwon you will be required to work in different organizations Monday through Friday between 7:30 a.m. and 4:30 p.m. You will spend weekends and any other times that you will not be working with your host families.

As part of your academic work you are required, as a group, to research and write on education and health in Botswana using your town as a case study. Papers should be about 10 pages and should address pertinent issues with regards to topics above.

### **Cross-cultural Journey**

Refer to concepts covered in class, the culture section of your pre-departure handbook, the culture learning workshop and other sources (e.g. internet) to describe and analyze your cross-cultural journey over the course of the program. Draw a diagram (based roughly on the U-curve model or another appropriate model) that fits your own, very personal and unique experience. Relate each section of your curve (e.g. euphoria, culture shock, recovery, adjustment, etc.) to what was happening in the program (e.g. village stay, big Motse, first day at internship, DISP) and what was happening to you personally (e.g. struggling with language, first day with family, encounter with my neighbor, amazing day with my host sister, critical encounter with my host father, etc.) Provide a detailed written description of key parts of your journey (major events, critical encounters, challenges, triumphs, etc.) that serve to mark turning points in your personal adjustment curve. You will present your chart to the group during the final seminar (30% of your grade for this assignment) and submit both the chart and your written descriptions of key parts of your journey (70% of your grade) to the course instructor.

### **Design Your Own (Ongoing throughout semester)**

You are free to tailor this assignment to your own interests and needs. The DYO is an opportunity for you to creatively explore, record and share your particular interests, obsessions, insights, reflections, struggles and memories emerging from your experiences of Botswana. Over the course of the whole semester, you will develop and produce this assignment in a way that reflects visually and/or in words, your experiences in Botswana.

Art/Architecture	Realizations
Music (written)	Quotations
Contrasts	Cultural Intersections
Customs	Questions
People	Places
Poetry	Proverbs

You are welcome to mix topics, but if you want a more thorough look at one particular area, we suggest that you choose only one subject. For instance, if you select “Proverbs,” you could find one proverb each week, explain the meaning of each and describe how the proverb applies to everyday life in Botswana. At the end of your stay, you would have a substantial collection of proverbs to take home with you.

Make sure to explain, in writing, the connection your “Design Your Own” submission has to your Botswana experience.

### **Assessment of Field Book Assignments**

In assessing your field book assignments we will be looking for writing that shows evidence of the following that reflect the learning outcomes for the course:

1. Interaction with members of the host culture around specific issues and topics addressed in the assignment (detailed conversations and interviews with Botswana).
2. Analysis of issues from multiple perspectives within the host culture (checks tendency to make overgeneralizations about the culture based on one person or one group’s perspective).
3. Integration of personal experience and/or observations (especially conversations with Botswana) with readings and lectures.
4. Non-judgmental observations about the new culture.
5. Acknowledging and expressing personal feelings that arise through interactions with the host culture without judging host culture.
6. Empathy, respect, and understanding for the host culture perspective.
7. Global-local reflection on culture: new understandings/perspectives of own culture based on interaction with Setswana culture or visa-versa.
8. Heightened sense/greater understanding of issues of social justice related to topic/assignment.
9. Global-local reflection on issues and ideas: an analysis of issues, ideas, events from perspective of own culture and that of host community/culture

## Overall Grading Criteria for the Core Course

Assessment for the course will be based on full participation in all aspects of the program including lectures, seminars/discussions, homestays, study trips, and satisfactory completion of all required assignments.

Evaluation of the course will be based on the following percentages:

- 35%** The Botswana Field book: Portfolio of Writing Assignments
- 10%** Regional Development in Southern Africa: Tri-Country Reflective Paper
- 15%** Punctual attendance at and full participation in all classes, meetings and program activities leading to a contribution to the learning of others (in the group) in the spirit of cooperative learning.
- 15%** An on-going commitment to culture learning that informs you interactions with staff, faculty, host families, community members and fellow students (i.e. culturally appropriate interactions that respect Setswana values and beliefs, including local and national laws.
- 15%** Participation within your homestays: This includes, but is not limited to, your efforts to integrate into the life of your host family and play your part as a significant member of the family, respect for host family rules and cultural norms, and integration of learning from your host family experience into discussion sessions and writing assignments.
- 10%** Taking responsibility for your own as well as other participants' safety and health by following program rules and guidelines (e.g. staying within Botswana for the entire duration of the program, following program rules for alcohol and drugs, etc.)

Full participation is the common thread that permeates through all the program components and grading criteria. For this reason, the Contemporary Socio-cultural Issues of Botswana course can be taken only for a letter grade. Students are also not allowed to take the course on a pass/no credit basis.

The final grade for the course will be based on the following scale:

- 92 + = A
- 90 to 91 = A-
- 88 to 89 = B+
- 82 to 87 = B
- 80 to 81 = B-
- 78 to 79 = C+
- 72 to 77 = C

Please note that Pitzer College will only transfer letter grades to your various institutions.

## Recommended Readings

1. A Marriage of Inconvenience: The persecution of Seretse and Ruth Khama, Michael Dutfield
2. The National Language-A resource or a problem: Nyati Ramahobo
3. Culture And Customs of Botswana: Denbow and Thebe
4. Botswana in the 21<sup>st</sup> Century: The Botswana Society
5. Environmental issues in Botswana: A handbook- J. Athlopheng, E. Totens, T. Totolo
6. Poverty and Plenty The Botswana Society
7. Tourism and The Environment in the Okavango Botswana: J. Mbaiwa and M. Darkoh
8. Seretse Khama 1921-1980: Neil Parsons, T. Tlou et al
9. Setswana Culture and Tradition: Paul Rantao
10. Color Bar: Susan Williams
11. Economic Development Of Botswana: Facets, Policies, Problems and Prospects- H. Siphambe, et al
12. HIV/AIDS; Money matters: [www.sciencemag.com](http://www.sciencemag.com) vol321 256 July 2008
13. Food Insufficiency Is associated with high risk sexual behaviour among woman in Botswana and Swaziland [www.plosmedicine.org](http://www.plosmedicine.org) October 2007 volume 4 issue 10
14. Persistence and Decline of Traditional Authority In Modern Botswana Politics: John D. Holms and Emmanuel Botlhale: Botswana notes and records, volume 40, 2008
15. Emerson, R.M et al, Writing Ethnographic fieldnotes: The University of Chicago Press 1995. United States of America
16. Davies. C., Place Of Reeds: Simon and Schuster UK Ltd 2006.London
17. Dingake, K. Et al. Botswana Families and Women's Rights in A Changing Environment. Women and Law in Southern Africa Research Trust 1997. Botswana
18. Mack, N. et al. Qualitative Research Methods: A data Collectors Field Guide. Family Health International. United States Of America
19. Mgadla, P.T., A History of Education in The Bechuanaland Protectorate to 1965. University Press of America 2003. United States of America: New York
20. Whelan, T. Nature Tourism: Managing for the Environment 1991 .Island Press: United States of America.
21. Alexander, M. E. Beyond Inequalities 2005. Women's NGO Coalition. Botswana
22. Armstrong. K. A. Struggling over scare resource: Women and Maintenance in Southern Africa 1992. University Of Zimbabwe Publications. Harare
23. Maurick, M. Et al. Women Challenging Society: Stories of Women's Empowerment in Southern Africa 1999. Netherlands Institute for Southern A Africa. Netherlands
24. Andersson, L. Languages in Botswana 1997. Longman Botswana. Gaborone

25. Erickson, C. Women in Botswana 1993. Women and Law in Southern Africa. Botswana
26. Andrade, X. et al. Four Issues: Women Human Rights, Literature Research 2001. CIEDMA SARL. Mozambique
27. Hermans, J. et al. The Khoe San 2002. Light books. Botswana
28. Mazonde, N. I. Minorities in the Millennium: Perspectives from Botswana 2002. Lightbooks. Botswana
29. Stewart, J. et al. Pregnancy and Rebirth: Joy or Despair? 2001. Women and Law in Southern Africa Research and Education Trust. Zimbabwe
30. Maxwell, E. et al. In the Shadow of Noose 2006. Printing and Publishing Company Botswana. Botswana
31. Stewart, J. et al. In The Shadow of the Law: Women AND Justice Delivery in Zimbabwe. Women and Law in Southern Africa Research and Education Trust. Zimbabwe

**Pitzer College in Botswana  
Bulawayo, Zimbabwe Program February 12-23, 2016**

**February 5 - 11**

Okavango Delta and Victoria Falls study trip

**Thursday, February 11**

Overnight in Victoria Falls

**Friday, February 12**

Leave for Hwange National Park

Afternoon and evening game drives in Hwange

Overnight in Hwange National Park

**Saturday, February 13**

8:00 a.m.

Leave for Bulawayo

2:00 - 6:00 p.m.

Afternoon tour of Bulawayo City and its environs

6:30 - 8:30 p.m.

Dinner and early bed!

**Sunday, February 14**

Free Day in Bulawayo

**Monday, February 15**

10:00 a.m. -12:00 p.m.

History of the Ndebele People 1820-1957

12:30 - 1:30 p.m.

Lunch break

2:00 p.m. - 5:00 p.m.

A townships tour

**Tuesday, February 16**

10:00 a.m. -12:00 p.m.

Arts and Culture in a Changing Society

12:30 -1:30 p.m.

Lunch break

2:00 - 4:00 p.m.

Nationalistic Movements, Ethnic Identity & Relations Post - 1957

**Wednesday, February 17**

9:00 -12:00 p.m.

Visit Mzilikazi Arts Center

12:30 -1:30 p.m.

Lunch break

2:00 - 3:30 p.m.

Civil Society, Politics and the Process Leading up to the 2009 Government of National Unity and Beyond

**Thursday, February 18**

Free Day

**Friday, February 19**

9:00 a.m. -1:00 p.m.

Matebeleland Aids Council: HIV and AIDS and Its Impact on the Socio-economic Development of Zimbabwe

1:00 - 2:00 p.m.

Lunch break

2:30 p.m.

Natural History Museum tour and free afternoon

**Saturday, February 20**

7:00 a.m.

8:00 a.m. - 4:00 p.m.

Leave for Amagugu International Heritage Center  
Activities at Amagugu International Heritage Center

- Rock Art
- Matopos National Park
- Traditional food and drink
- Song and dance
- Njelele Rain Shrine, etc.

**Sunday, February 21**

10:00 a.m. -12:00 p.m.

12:30 -1:30 p.m.

2:00 - 6:00 p.m.

Free morning

Lunch

A soccer match

**Monday, February 22**

9:00 -10:30 p.m.

11:00 -12:30 p.m.

In Pursuit of Social Justice: Msasa Project and the Quest for  
Equity for the Zimbabwean Woman

Human rights issues and development in Zimbabwe

**Tuesday, February 23**

Leave for Gaborone via Francistown

**Pretoria, South Africa Program 17-31 March 2016**  
**University of Pretoria, Department of Anthropology & Archaeology**

**Thursday, March 17**

Leave Lobatse for Madikwe Game Reserve in South Africa

**Thursday, 17-Saturday 19 March**

Safari-Madikwe Game Reserve

**Saturday, March 19**

Leave for Pretoria

**Sunday, March 20**

Free Day in Pretoria

**Monday, March 21**

9:00 - 10:30 a.m.

An overview of the history of South Africa

10:30 - 11:00 a.m.

Tea break

11:00 - 12:30 p.m.

Decolonizing Academia: The Role of Academics in South Africa's Transformative Agenda

12:30 -

Free afternoon

**Tuesday, March 22**

9:00 - 2:00pm

Tour of Pretoria

- Voortrekker Monument
- Freedom Park
- Paul Kruger House
- Union Buildings and Nelson Mandela statues
- Free afternoon

**Wednesday, March 23**

9:00 - 10:30 a.m.

Identity, Nationalism, Race, Ethnic Diversity, Color, Class and Gender in South Africa Post 1994

10:30 - 11:00 a.m.

Tea break

11:30 - 12:30 p.m.

Contemporary Social Issues: Immigration/Migration, Crime, Unemployment, Poverty and Xenophobia in South Africa

12:30 -

Free afternoon

**Thursday, March 24**

9:00 - 10:30am

Emerging Trends in SA-Classism and a Widening Socio-economic Gap: A New Apartheid?

10:30 - 11:00 a.m.

Tea break

11:00 - 12:30 p.m.

The HIV/AIDS Scourge and the Socio-economic Development of South Africa: Challenges and Achievements

**Friday March 25**

Full Day Tour of Soweto Township

- The Mandela House Museum
- The Hector Pieterse Museum & Memorial Site
- Vilakazi Street
- A local Restaurant
- An informal settlement
- Tour of the Apartheid Museum

**Saturday, March 26**

Free day

**Sunday, March 27**

8:00 - 11:00am

Free morning

11:30 - 5:00pm

An afternoon soccer or rugby match

**Monday March 28**

9:00 - 10:30 a.m.

Reflections on Challenges Confronting Post-Apartheid SA and A Prognosis for the Future

10:30 - 11:00 a.m.

Tea break

11:00 - 12:30 a.m.

Race, Gender and Sport in Post-Apartheid SA

**Tuesday, March 29**

9:00 - 10:30 p.m.

The Land Question and Land Claims in SA: A Time Ticking Bomb or a Model for Redressing Colonial and Apartheid Imbalances?

10:30 - 11:00 a.m.

Tea break

11:00 - 12:30 a.m.

Truth and Reconciliation in SA: A People's Views on the Processes and Outcomes

**Wednesday, March 30**

10:00 - 3:00 p.m.

Tour of Cradle of Humankind

- Maropeng Centre
- Sterkfontein Caves

4:00 - 9:00 p.m.

Lesedi Cultural Village

**Thursday, March 31**

9:00 -11:00 a.m.

The Youth of SA and Their Response to Modern-Day Socio-economic and Political Challenges Facing their Country

11:00 -

Free afternoon

**Friday, April 1**

Leave for Gaborone