

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	Thunderbird School of Global Management	Department/School	Undergraduate Program
Prefix:	TG M	Number: 494	Title: Global Intensive Experience in the Republic of South Africa Summer 2018
			Units: 3

Course description:

Is this a cross-listed course? **No** If yes, please identify course(s):

Is this a shared course? **No** If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? **No**

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Global Awareness—G **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Cheri Roberts E-mail cheri.roberts@asu.edu Phone 480-234-1972

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Joseph Carter Date: 11/16/17

Chair/Director (Signature):  11/16/2017

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Course Syllabus and Textbook overview attached
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	Course Syllabus and textbook overview attached
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	

Course Prefix	Number	Title	Designation
TGM	494	Global Intensive Experience in the Republic of South Africa (RoSA)	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
2A	<p>The Study Abroad course will help students understand the nature and the sources of the aforementioned challenges of development, as well as the incredible economic opportunities that are inherent in contemporary RoSA. To that end, the course will be experiential in its structure, and students will learn from practitioners and experts in the RoSA. Activities will include presentations by industry and society leaders, excursion tours of production facilities, visits to some of the country's iconic enterprises and cultural heritages, immersion in its diverse cultures, and so forth.</p>	<p>The course introduces students to some of the challenges and opportunities in post-apartheid Republic of South Africa (RoSA). Not only is the RoSA the most diversified and dynamic economy in Africa, it is also one of the continent's most racially and ethnically diverse societies. Two decades on since the end of apartheid and the inception of multi-racial democracy, the RoSA remains profoundly bifurcated and is further characterized by a yawning gap between the affluent and the destitute. That is, despite the country's first world infrastructure, a substantial proportion of its population subsists at a level that is commonly associated with fourth world societies. Yet, the society is rich in culture, drawing from its African, European, Arabic, and Asian heritages. Learning Outcomes: Upon successful completion of this course:</p> <ul style="list-style-type: none"> • Students will have knowledge of a particular region of the world (economic, business, socio-governmental, socio-cultural, etc.) • Students will have the ability to think analytically in a global context • Students will have the ability to change/adapt to new situations



Global Intensive Experience in the Republic of South Africa (RoSA)
Contemporary Republic of South Africa (RoSA)
(3 credits)

Course Number: TGM 494
Summer, 2018
May 20-June 5, 2018

Instructor: Olufemi Babarinde “B”
Office: # 21, Herberger Building
Telephone: (602) 978-7807
E-mail: femi.babarinde@asu.edu
Office Hours: Virtual

Administration

I will be available to discuss course-related issues with class members before, during, and after the seminar. Pertinent information as to how to reach me is available above. Please avail yourself of those avenues.

Course Description

The course introduces students to some of the challenges and opportunities in post-apartheid Republic of South Africa (RoSA). Not only is the RoSA the most diversified and dynamic economy in Africa, it is also one of the continent’s most racially and ethnically diverse societies. Two decades on since the end of apartheid and the inception of multi-racial democracy, the RoSA remains profoundly bifurcated and is further characterized by a yawning gap between the affluent and the destitute. That is, despite the country’s first world infrastructure, a substantial proportion of its population subsists at a level that is commonly associated with fourth world societies. Yet, the society is rich in culture, drawing from its African, European, Arabic, and Asian heritages.

The Study Abroad course will help students understand the nature and the sources of the aforementioned challenges of development, as well as the incredible economic opportunities that are inherent in contemporary RoSA. To that end, the course will be experiential in its structure, and students will learn from practitioners and experts in the RoSA. Activities will include presentations by industry and society leaders, excursion tours of production facilities, visits to some of the country’s iconic enterprises and cultural heritages, immersion in its diverse cultures, and so forth.

Course Goals

- Understand contemporary Republic of **South Africa** in the broad context of the Southern African sub-region, the African continent, and the global economy
- Understand how the RoSA's legacy of apartheid and diversity explicate the country's present and predict its future
- Understand the ethnic, racial, and other cultural diversities of the "rainbow nation" and how they impact political, economic, and business decisions
- Understand the development challenges of contemporary RoSA
- Understand the academic, professional, economic, and other opportunities that are inherent in contemporary RoSA

Learning Outcomes:

Upon successful completion of this course:

- Students will have knowledge of a particular region of the world (economic, business, socio-governmental, socio-cultural, etc.)
- Students will have the ability to think analytically in a global context
- Students will have the ability to change/adapt to new situations

Pre-requisites/Co-requisites/Anti-requisites:

None

Required Course Texts/Readings

South Africa: Culture Smart! by David Holt-Biddle

Blackboard Postings/Course Pack

Coursework/Grading

Class members are expected to have read and "digested" the assigned readings for the seminar. All readings in the syllabus are required. Additional readings will be posted on TLE and are optional, unless otherwise specified.

Final grades for the course will be assigned on basis of the following:

1. Class preparation and participation (30%)
2. Academic Journal (70%)

Participation: Participation will be graded primarily on quality, that is, the extent to which it adds value, contributes to knowledge, and advances the discussion. Merely repeating what others had

said will not suffice. For more on how participation will be assessed, please see the relevant document on participation on TLE.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Academic Journal: You must submit a journal of entries about at least ten/twelve of the organizations on the schedule. Each entry must include the following three distinct parts:

- (i) complete reference information (i.e., the company/activity/event, the date, the presenter(s), and the title/theme of the activity/event/presentation)
- (ii) summary of the activity/event/presentation (i.e., substantively, and in your own words)
- (iii) a thoughtful analysis (that employs concepts from pertinent previous courses, personal experience, overview lectures, assigned readings—referenced, etc.).

The academic journal must include a cover page. It must also include an executive summary of what you learned during the seminar, especially the major challenges and opportunities of contemporary RoSA, as well as your prediction of the future of the RoSA.

The **deadline** for the submission of the academic journal is **June 14, 2018** by 4:30 PM (AZ time). The academic journal must be typed, double-spaced, 12-font size, 1-inch margins, and paginated.

Schedule of Readings and Assignments

Tentative Course Schedule and Hours

Date	AM Event/Activity 9:00 AM-12:00 PM	PM Event/Activity 2:00-5:00 PM	Evening	Contact Hours
May 20	Arrive in Cape Town	Check in @ Hotel	Welcome Dinner??	3
May 21	General Orientation	Cape Point		6
May 22	(South) Africa Overview Lectures	U.S. Consulate General		6
May 23	CT/Township Tour & District Six Museum	CT/Township Tour & District Six Museum		6
May 24	Eskom Nuclear Power Plant	Eskom Nuclear Power Plant	Group Dinner with Alumni	6
May 25	Robben Island	Stellenbosch Visit	Academic Debrief	8
May 26	Free Time (Table Mountain)	Free Time (Table Mountain)		0
May 27	Depart for Johannesburg	Arrive in Johannesburg		8

May 28	Nando's	Constitutional Hill		6
May 29	USAID/SARB	Union Buildings & Voortrekker	Lesedi Village & Group Dinner	10
May 30	Cradle of Mankind	African Market		6
May 31	CIDA	Apartheid Museum	Soweto & Group Dinner	10
June 1	BMW	BMW	Group Outing ???	8
June 2	Depart for Kruger	Kruger National Park		10
June 3	Kruger National Park	Kruger National Park		10
June 4	Kruger National Park	Return to Johannesburg		10
June 5	Academic Debrief <i>Finale!</i>	Bon voyage!		3
				116 (6960 minutes)

Final Grades

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Or:

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Teaching Methods

The course will purposely be experiential in its teaching approach. That is, students will be expected to learn first-hand from guest speakers and tour guides, and the instructor will provide context during periodic academic debriefs. Class members who already have first-hand (professional) experience in South Africa and/or Africa are encouraged to share their thoughts during the seminar.

Extra Credit

There will be no extra credit opportunities assigned for this course.

Late Assignments

Excuses for an assignment must be made and approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.”

Course Policies

1. Class attendance is required, especially given the brevity of the module, and given that class participation is a component of the course grade. Hence, and per ASU/Thunderbird policy, chronic absence will adversely affect your grade, and could constitute grounds for dismissal from the course. You must, therefore, strive for 100% attendance and participation in all scheduled activities, including but not limited to, company/organization visits, excursion tours, and cultural events. Besides, it is impossible to participate in class discussions while physically (or mentally) absent. Please be advised that the school’s policy on class attendance, per the bulletin, is in effect for this course.
2. Endeavor to get a good night’s rest before coming to class. Falling asleep in class is never acceptable. It will adversely affect your course grade. All cell phones and beepers **MUST** be turned off, or put on a vibrate-mode during class time (i.e., scheduled activities). Side conversations, checking your e-mails, sending e-mails, texting, and leaving the classroom during class time are distracting, make it difficult for your classmates to actively listen and learn, and must, therefore, be eschewed. Such behaviors constitute negative participation, and could adversely affect your course grade. Endeavor to be courteous and professional throughout the module. The instructor could ask you to leave the classroom for failing to respect the aforementioned.
3. Unless otherwise specified, **all writing assignments must be typed, double-spaced, accompanied by a cover page, 1-inch margins, 12-font, and paginated.**

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Student Standards

Students are required to read and act in accordance with the provisions of this syllabus as well as university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

The provisions of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, do not apply outside of the United States, so students with disabilities may find accessibility and accommodation in a given ASU study abroad program location to be very different from what is found in the United States. Upon request, the ASU Study Abroad Office can provide information about the availability of accommodations and accessible facilities

on the specific program and can help the student determine whether the student's preferred program can meet the student's accommodation needs. Students with disabilities should understand that the ASU Study Abroad Office cannot guarantee access to public transportation, buildings, or public sites on this program.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#) during the study abroad program. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities, although the nature of the accommodations that can be provided by ASU during your study abroad program will depend on a number of variables, including but not limited to availability of resources on-site, accessibility of program facilities, and any study abroad requirement of the student's degree program.

Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>. If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the ASU Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#).

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the [Study Abroad Withdrawal Policies](#) for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited:

ASU policy prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities (480-965-6547) if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' view points, whether you agree with them or not.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the *Announcements* section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Course Alignment Matrix for Course # TGM 494— Contemporary Republic of South Africa (RoSA); 3 credits

Course Goals	Learning Outcomes	Assessments
Understand contemporary RoSA in the broad context of the Southern African sub-region, the African continent, and the global economy	6. Ability to think analytically in a global context 15. Knowledge of a particular region of the world (economic, social, governmental, cultural, etc.)	<ul style="list-style-type: none"> • Academic Journal • Class participation
Understand how the RoSA’s legacy of apartheid and diversity explicate the country’s present and predict its future	6. Ability to think analytically in a global context 11. Ability to change/adapt to new situations 15. Knowledge of a particular region of the world (economic, social, governmental, cultural, etc.)	<ul style="list-style-type: none"> • Academic Journal • Class participation
Understand the development challenges of contemporary RoSA	6. Ability to think analytically in a global context 15. Knowledge of a particular region of the world (economic, social, governmental, cultural, etc.)	<ul style="list-style-type: none"> • Academic Journal • Class participation
Understand the academic, professional, economic, and other opportunities that are inherent in contemporary RoSA	6. Ability to think analytically in a global context 15. Knowledge of a particular region of the world (economic, social, governmental, cultural, etc.)	<ul style="list-style-type: none"> • Academic Journal • Class participation
Understand the ethnic, racial, and other cultural diversities of the “rainbow nation” and how they impact political, economic, and business decisions	6. Ability to think analytically in a global context 11. Ability to change/adapt to new situations 15. Knowledge of a particular region of the world (economic, social, governmental, cultural, etc.)	<ul style="list-style-type: none"> • Academic Journal • Class participation

Recommended

1. *Passport South Africa*
2. "Cry Freedom" book & video (IBIC or your nearest local video rental store/library)
3. "The Power of One" (IBIC or your local video rental store)
4. "The Long Walk to Freedom" book & video (IBIC or your local video rental store/library)
5. "My Traitor's Heart," by R. Malan (IBIC or your nearest library)
6. "A dry white season" video (IBIC or your nearest local video rental store)
7. "In my country" video or "Country of my skull" by Antjie Krog (novel)
8. "Kaffir Boy," by Mark Mathebane (IBIC or your local library)
9. Tsotsi (IBIC or your local video rental store)
10. "Forgiveness" (Local video store)
11. "The color of freedom" (Local video store)
12. "South Africa's Brave New World: The Beloved Country Since the End of Apartheid" by R.W.W. Johnson (Your local library)
13. "Catch a Fire" (Your local video store)
14. "Invictus" (Your local video store)
15. http://my.thunderbird.edu/files/content/173888/South_Africa.pdf (IBIC books)

Faculty-Directed Program Proposal & Academic Description Form Summer 2018

Thank you for your interest in proposing a faculty-directed program with the ASU Study Abroad Office (SAO)! Please carefully review these instructions to ensure that your proposal is received for review.

Step 1: Complete this Form

Faculty directors proposing a study abroad program should complete this online form in its entirety. You should only begin this form once you are able to complete all fields since responses cannot be saved and returned to at a later time. To assist you, you may download a Word version of this form and work on your responses. Once complete, you may return to this form to paste your responses. Download the Word version here:

<http://links.asu.edu/FDProposals1718Word>

Step 2: Seek Academic Unit Leadership Approvals*

You will be sent a copy of your responses after submitting the proposal. Please forward this copy onto leadership within your academic unit, including your chair/director and dean. The SAO must receive approval from both the chair/director and dean for your proposal for it to be considered. Approval may be e-mailed to your International Coordinator within the SAO.

*CLAS programs should obtain chair/director approval first and then the SAO will work to obtain CLAS Dean approval of proposals.

Step 3: Seek Supervisor Approval for all ASU Personnel on Program

Please note that approvals will also need to be sent from the direct supervisors of all ASU personnel listed on the proposal as well stating their consent to have the individuals serve on the program.

Step 4: Submit Syllabus for Each Course Offered on Program

In addition to this form, please also send a syllabus for each course to be offered on the program to your international coordinator. You can download a copy of our syllabus template here: <http://links.asu.edu/FDSyllabus>

We look forward to reviewing your proposal!

Thank you,

The ASU Study Abroad Office

Email address *

heidi.bonilla@thunderbird.asu.edu



Section 1: Faculty Director and Program Overview

First and Last Name: *

Olufemi Babarinde

Your ASU Title (ex: Assistant Professor): *

Associate Professor of Global Studies

Your Contact Information 

Office building and room: *

Herberger, #21

Office phone number: *

602-978-7807

Your ASU School or College: *

Thunderbird School of Global Management

The ASU School or College Sponsor(s) of the Program: 

School/College Sponsor #1: *

N/A

School/College Sponsor #2 (if applicable):

Names, titles, and contact information for all support faculty/staff (all ASU Study Abroad programs require two ASU representatives on the program, and these individuals must be affiliated with ASU during the time of the program and after.) For more information about who may serve in this capacity on the program, please reference this page <http://links.asu.edu/FDProposalInfo>.

First and Last Name: *

Cheri Roberts

Title (ex: Assistant Professor): *

Program Affairs Coordinator

Office Building/Room: *

Herberger #44

Office Phone Number: *

602-978-7335

E-mail Address: *

Cheri.Roberts@thunderbird.asu.edu

Please provide a short rationale for why this individual has been selected to assist on the program *

Cheri is the program coordinator for Thunderbird's BGM program. She has an extensive history of working with students to ensure safety and a good learning experience. Most recently, she lead a Study Abroad trip to South Africa in May of 2017. She has a good working relationship with the students who will attend the trip as well as Dr. Babarinde who is leading the trip.

If you have additional faculty or staff who will assist on the program, please list their full names, titles, and e-mail addresses here along with information regarding their role on the program.

Are there any relationships between any of the faculty/staff proposed (ex: spouse, partner)? If so, please detail here. For further guidance on this matter, please refer to:

<http://links.asu.edu/FDProposalInfo>. *

No


General Program Information

Proposed title for your program (Note: this can be different than the title of the courses you teach. Strong titles clearly communicate what the program is about, are interesting to students, and short enough to fit on a flyer or web page): *

Thunderbird Summerim in South Africa

Frequency with which you anticipate offering this program: *

Once per year.

Location(s) traveled to on the program (please include all cities and countries in which you will be staying overnight): 

City, Country #1 *

Cape Town, South Africa

City, Country #2

Johannesburg, South Africa

City, Country #3

If the program will have overnight stays in more than 3 locations, please list the additional cities and countries here:

Is a visa required for faculty, staff, and/or U.S. students on the program? *

Yes

No

Proposed start and end dates of your program (on-site arrival date to on-site departure date):

On-site arrival date (first day in program housing): *

MM DD YYYY

05 / 20 / 2018

On-site departure date (day of check-out from program housing): *

MM DD YYYY

06 / 04 / 2018

Proposed dates each faculty/staff person will be on site to the best of your knowledge (SAO allows faculty and staff 3 additional days before or after the program to be included in the budget for preparations):

Faculty Director:

Arrival date: *

MM DD YYYY

05 / 19 / 2018

Departure date: *

MM DD YYYY

06 / 04 / 2018

Support Faculty/Staff #1: 

Arrival date: *

MM DD YYYY

05 / 19 / 2018

Departure date: *

MM DD YYYY

06 / 04 / 2018

If you have additional faculty/staff assisting on the program please list their names and proposed arrival/departure dates here.

N/A

Section 2: Student and Academic Details

What ASU course(s) will be taught onsite? (Please indicate below if any of these courses do not already exist in the Academic Unit's course bank and will have to be created via Curriculum Changemaker):

Course #1 number and title: *

TGM494 – Developed & Emerging Markets

of credits offered by course #1: *

3.0

Course #2 number and title:

of credits offered by course #2:

Course #3 number and title:

of credits offered by course #3:

If you will be offering more than 3 courses please list the other course numbers, titles, and number of credits here. Please also use this space to indicate if any of the courses do not already exist in the Academic Unit's course bank and will have to be created via Curriculum Changemaker.

N/A

Please make sure to send a syllabus for each course offered on your program to your international coordinator within the SAO.



Number of total ASU credits that students will earn on this program (each program can only offer a set number of credits; variable credits are not permitted): *

3.0

Minimum number of students on your program (Note: Programs must have a minimum enrollment of 10 students in order to run. Programs proposing fewer than 10 students must submit a written justification to be approved by the applicant's College/School and the SAO): *

15

Maximum number of students on your program: *

25

List student eligibility requirements (ex. minimum GPA, pre-requisites, etc.): *

Minimum 3.0 GPA.

List the majors from which students are likely to be recruited for you program: *

Global Management and Business

How does your proposed program fit with the curriculum for the majors you listed above? *

Thunderbird's Bachelor of Global Management program aim to train global managers. The course exposes students to regional business environment first hand, hence increases students' exposure to, and savviness of doing, business globally.

Is your proposed program open to non-ASU students? (Note: if it is not open to non-ASU students, please include a justification.) *

The course is first open to Thunderbird students. Secondly, graduate students from W.P. Carey and other schools at ASU. Students that are attending must have an educational basis that will enhance or elevate the learning process amongst their peers.

Section 3: Program Narrative

Please provide a brief overview of the program, highlighting both academic and programmatic features. Please write this overview as if it were going to be used on a webpage or flyer to promote the program.

*

Through company visits, guest speakers, cultural and social activities and alumni networking events, you will gain broad exposure to how business is conducted in this region of the world, and expand on your understanding of business-government relations, and how this is managed.

Describe any distinctive features of the program: *

Drawing on your completed coursework, hear how organizations face the many challenges presented by government, the community and other stakeholders. Gain real-world insights into an organizations strategy when dealing with lower growth in a developed market and how to maximize opportunities and the use of resources in specific circumstances.

Explain the connection between the selected location(s) and the thematic focus of the program academics: *

The thematic focus is how business is done in the cities we will be visiting.

Academic focus of program: 

List resultant learning outcomes of program: *

- a. Understand contemporary Republic of South Africa in the broad context of the Southern African sub-region, the African continent, and the global economy
 - b. Understand how the RoSA's legacy of apartheid and diversity explicate the country's present and predict its future
 - c. Understand the development challenges of contemporary RoSA
 - d. Understand the academic, professional, economic, and other opportunities that are inherent in contemporary RoSA
 - e. Understand the complexity of the challenges that policy makers, development practitioners, managers, expatriates, firms, and organizations routinely face in contemporary RoSA
-

Describe instruction models used on program: *

- a. Daily discussions/de-brief
 - b. Visits with businesses
 - c. Journal
-

Relationship to other ASU study abroad programs (please search the SAO website for other programs in similar regions or offering similar coursework abroad: <http://links.asu.edu/AdvSearch>):

Identify other study abroad programs in host country/region: *

Unknown

Identify other study abroad programs covering similar subject matter: *

Unknown

ASU and the SAO value interdisciplinary scholarship and programs that appeal to multiple disciplines often have a greater potential market. Please describe opportunities for collaboration with other ASU programs/departments (or those of other universities): *

N/A

Address any potential undesirable consequences of competing with established ASU study abroad programs and how you will mitigate these consequences: *

None

Logistical Arrangements: 

Will student meals be included? *

Yes

No

If yes, approximately how many meals will be included?

Breakfast will be provided by the hotel and one or two group meals

Where will classroom space be booked? *

If hosting a guest speaker (s), at hotels of residence.

What types of educational excursions will be offered? *

Company/government department visits, guest speakers, factory/production line, alumni panel and networking events.

Will you work with a provider to help with logistics? *

Yes

No

If yes, please list the name of organization, contact information, and what services they will provide:

Will go out to bid from suggested providers of ASU Study Abroad.

Academic Components: 

Will you work with host-institution faculty or guest speakers? *

Yes

No

If yes, how many faculty will you work with, what is the nature of the contacts already made, the general credentials of faculty/guest speakers, and how these faculty/guest speakers will contribute to your program:

Briefly describe how you plan to incorporate foreign language coursework into program, if applicable?

N/A

Describe how the sponsoring ASU department/college will evaluate the program and assess student learning outcomes: *

- a. Class preparation & participation (30%)
- b. Journal (70%)

Cultural Integration: Describe how you will leverage the host culture in your program, particularly in ways that go beyond teaching the core discipline(s) of the program: *

- a. One of the keys to maximizing this experience is via the alumni panel, often consisting of ex-pats, who share the challenges of adjusting to living in another country and embracing the culture, both personally and professionally.
 - b. The students' day-to-day interaction with the locals, be that within the hotel of residence, restaurants, public transportation, and shopping.
 - c. Through the local guides who are skilled at highlighting the more subtle cultural do's and don't's in both a personal and professional setting.
 - d. Cultural visits to historic sights.
-

Recruitment:

Please describe your detailed plan for recruitment. (Consult the Faculty-Director Marketing Toolkit for ideas: asufacultytoolkit.wordpress.com) *

- a. Summerim information session
 - b. Inclusion in regularly scheduled student newsletters
 - c. Thunderbird Student Government reminders during their all student meeting
-

With whom can you partner on campus to extend your recruitment reach? *

Academic advisors, program administrators and other faculty.

Section 4: Health and Safety Narrative

What is your knowledge of the country/region and language where the program will be hosted? *

Extensive. We've done dozens of trips to South Africa.

Health and Safety Risks: 

Please review the U.S. Department of State Travel Warnings and Travel Alerts, U.S. Department of State country information, and the CDC. 

U.S. Department of State Travel Warning and Travel Alerts: <https://travel.state.gov/content/passports/en/alertswarnings.html>

U.S. Department of State country information: <https://travel.state.gov/content/travel/en.html>

CDC: <https://www.cdc.gov/>

Indicate if any of the following risks are present in your location(s) *

- Travel warning or Travel/Health alert
- High rates of violent crime (armed robbery, homicide, kidnapping, sexual assault, carjacking, extortion)
- Limited/unreliable infrastructure (dangerous road conditions, ineffective/unreliable law enforcement, limited emergency or medical services/facilities, irregular communication, irregular electricity and/or water, irregular access to airport, border, and/or seaports)
- Health risks (epidemics, pandemics)
- Indiscriminate and/or unpredictable outbreaks of violence
- Political/civil instability and/or unrest
- Natural disasters (earthquakes, volcanoes, flooding)
- High risk activities (SCUBA diving, zip-lining)
- Threat of terrorist activity/recent attacks
- Violence targeted at foreigners
- Significant dates to avoid travel
- There are no stated risks
- Other:

Please elaborate on any of the risks checked above:

High rates of crime.

What are some strategies that you will use to mitigate these risks:

- Limit travel to daylight hours (including arrival and departure)
- Travel with paper maps
- Avoid areas in Travel Warning or Alert
- Have in place and explain to student emergency protocols
- Encourage students to enroll in Smart Traveler Enrollment Program (<https://step.state.gov/step/>)
- Do not have students travel alone
- Avoid areas of potential demonstrations
- Use satellite phone
- Use GPS
- Regularly review CDC alerts for region/country
- Coordinate with local resources (please describe):
- Other:

If you selected 'Coordinate with local resources' above, please describe here:

Local alumni and guide(s).

Faculty Emergency Response Plan

How will you respond to an emergency situation affecting an individual student or the entire program? *

On a case-by-case basis, and as outline within the Study Abroad handbook.

How is the program staffed to manage a crisis and provide support in case of emergencies? (Consider the ratio of faculty to students on the program, specialized training of staff, previous experience of staff in the host country/countries, or any additional onsite emergency staff from providers or host institutions.): *

Faculty and staff both have experience in South Africa. We'll leverage Study Abroad, local guide, and Geo Blue for any emergencies that arise.

Are you familiar with local resources in you program location(s) which you may contact to assist with emergencies and health and safety issues? If not, where will you find this information? *

Yes, and can also obtain assistance from alumni and local guides.

Emergency Communication Plan:

Please provide a clearly defined emergency communication plan: *

- a. Define designated meeting place at the hotel and define a designated meeting place if the students are not in a group or at hotel.
 - b. Set up a 'WhatsApp' group prior to departure for group communication(s).
 - c. Have a list of student mobile telephone numbers with us at all times.
 - d. Provide students with mobile telephone numbers of faculty and staff.
 - e. Faculty and staff member to have international access on cell phone to contact ASU Study Abroad/Security and HTH/Drum Services.
 - f. All students will be given a contact card that notes faculty and staff mobile telephone numbers, hotel phone and address, HTH number/cell, embassy/consulate phone and address, local emergency numbers, helpful emergency phrases in local languages.
 - g. List of students, faculty and staff with dates of arrival and departure, and hotel information, will be sent to the US Embassy in advance of group's arrival.
-

In an emergency, how will the Study Abroad Office and/or students reach you? *

Faculty and staff mobile telephone numbers, as well as hotel of residence phone numbers.

How will you communicate with the Study Abroad Office and/or students? *

Mobile telephone and/or email.

How will you test and assess this plan? *

- a. Review safety and security procedures with students prior to departure and upon arrival.
 - b. Upon arrival at each hotel, emergency meeting locations and procedures will be covered with students.
 - c. Collection of internationally accessible student mobile telephone numbers
-

Health and Safety Orientations:

How will you address health and safety issues with students prior to departure? *

By way of a required briefing within two weeks of departure.

How will you cover health and safety issues related to the program location(s) with students onsite? *

The first morning, in each city, time will be allocated to covering health and safety protocols.

What will the content of this information include? *

Emergency meeting locations, emergency contact card review, cultural conduct review, unacceptable behavior and consequences.

What is the drinking age in the country or countries where students will be present? (Note: according to ABOR policy, students may not consume alcohol in the student accommodations or on "program" time, including group meals, group excursions, etc.) *

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Lodging:

Briefly describe where students will be lodged (Note: if program contains several destinations, please include a description of student housing for each destination): *

Minimum 3 star hotels, two students per room.

How will lodging be vetted (fire safety: accessible fire escapes, smoke detectors sprinkler systems; security: secured doors/windows)? *

Standards of hotels of residence and/or hotel ownership/chain.

If using host families, how will you address issues that arise between students and their host families and who is vetting host families?

N/A


How close is faculty housing to students housing? *

Same hotel as students.

Please confirm that you will be housed in the same city or cities as the students for the duration of the program: *

- I confirm that I will be housed in the same city/cities as the students for the duration of the program.
- I do not plan to be housed in the same city/cities as the students for the duration of the program

Transportation: 

What mode(s) of transportation will students use throughout the program (Note: 12 and 15 passenger buses are not permitted)? 

Upon arrival: *

N/A

On a daily basis: *

For program sponsored activities: Coach, bus, subway and walking.

While participating in program-sponsored activities: *

Coach, bus, subway and walking.

Are seatbelts available? *

Yes

No

What will road conditions be like? *

Primarily paved roads.

Who will be driving? *

Professional bus driver.

Are there any transportation concerns? *

Yes

No

If there are transportation concerns, what are they and how will you mitigate these concerns while abroad?

No

Accommodations

What program resources and/or challenges exist for physically disabled students? *

Determined on a case-by-case basis.

What program resources and/or challenges exist for students with learning disabilities? *

Per student needs

Faculty Director program responsibilities: Please review the Faculty and Staff Statement of Responsibility (<http://links.asu.edu/FDStatement>). Confirm below that you understand your responsibilities as an faculty director, and if you have any questions, please reach out to your International Coordinator. *

- Yes, I confirm that I have read the Statement of Responsibility and understand my duties as a Faculty Director.
- I have questions or concerns about the Statement of Responsibility.

Thank you for completing the Program and Academic Description form! You will be sent a copy of your responses. Please make sure to forward this copy onto leadership within your academic unit, including your chair/director and dean. The SAO must receive approval from both the chair/director and dean for your proposal for it to be considered. Approval may be e-mailed to your International Coordinator within the SAO. Please note that approvals will also need to be sent from the direct supervisors of all ASU personnel listed on the proposal stating their consent to have the individuals serve on the program. In addition to this form, please also send a syllabus for each course to be offered on the program to your international coordinator. You can download a copy of our syllabus template here: <http://links.asu.edu/FDSyllabus>

This form was created inside of Arizona State University.

Google Forms

the essential guide to
customs & culture

CULTURE SMART!

SOUTH AFRICA

