CIEE Gaborone, Botswana

Course title: Setswana Language and Culture Practicum
Course code: AFST 1001 BOTU
Programs offering course: Summer Community Public Health
Language of instruction: Setswana
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Summer 2022

Course Description

The language and culture practicum is a two-credit course that is designed specifically to enable you to have an appreciation and understanding of spoken Setswana language in your everyday interaction with the host culture. Throughout the duration of the language and culture practicum, excursions as well as other activities will also be scheduled in a bid to help you not only deepen your understanding of the host culture but to also enable you to effectively function in the cross-cultural environment. This course has two elements: language and culture. Taking initiative in both the Setswana language classes and the cultural assignments will allow students to get the most benefit from the course.

Learning Objectives

By completing this course, students will:

- Understand and respond to Setswana greetings
- Identify noun classes and verbs of common vocabulary in Setswana. Describe nuclear and extended families in Botswana context
- Translate simple phrases between English to Setswana
- Describe key aspects of Botswana’s rich traditions and culture
- Compare the every day lives of people living in Gaborone and Botswana

Course Prerequisites

None

Methods of Instruction

- Oral activities
- Reading and writing
- Songs and games
- Self-guided projects

Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Assessment and Final Grade

1. Weekly Assignments 10%
2. Cultural Assignments 25%
3. Oral Examination 30%
4. Written Examination 25%
5. Participation 10%
TOTAL 100%

Course Requirements

Weekly Assignments
Students will be asked to do weekly homework on the materials covered that week. Professor will indicate the topics and format in class.

**Cultural Assignments**

**Scavenger Hunt**

Please **Choose 4 of the 6 below** to be submitted via hard copy in class on **TBD**

- Interview five (05) Batswana respondents and explain the various circumstances surrounding their names at birth. In what way have these circumstances helped or otherwise shaped that person’s identity and worldview?
- Rites of passage are integral aspects of Setswana culture. Please identify any two of these rites of passage and briefly describe their importance in Setswana culture.
- Each Motswana belongs to a tribe with a chief/king, a totem, regiments and their respective rituals. Interview a Motswana about the details of his/her tribe such as the ones listed above and how it affects them in modern day Botswana.
- Interview at least five (05) Batswana respondents from different vantage points to ascertain the role of African Traditional Religion (ATR) in modern day Christian Botswana. In Setswana they say ‘Sangoma’-traditional healer and ‘Muti’-witchcraft. Although 85% of Batswana identify as Christian, do they still hold on to aspects of ATR? Collect five (05) Setswana proverbs and give the exact translation followed by its meaning.
- Pick any cultural activity learned at Bahurutshe Cultural Village. Explain its significance in assisting you further understand Setswana culture.

**Group Media Project**

One of the missions of CIEE is to help people gain understanding of the culturally diverse world we live in. You will find that upon returning to your homes it can be challenging to communicate your experience. The main objective of this assignment is to communicate to people in America what it is like to live and study in Botswana. **The project will have a 2-5 minute video component and a 1-2 page electronic document component.** Your project will effectively communicate a topic (ex. living with a host family) to a specific audience (ex. prospective students). You will be working in the same groups that you did in the Amazing Race.

Email your topic to gaboroneinternship@ciee.org and sentlejulesmil@yahoo.com by **TBD**

**Due date & viewing: TBD**

Here is a list of topics that have been done during prior semesters. Please use these as jumping off points to choose your own topic. We do not want you to repeat unless you feel strongly that a past video did not comprehensively address a topic.

- Village Experience
- Dorm Living/Homestay
- Trip planning
- Security
- Water
- Food
- Shopping at Rail Park

The media project will be graded based on the following criteria:

- Appropriate length of video (5%)
- Clarity. Does the video address the topic comprehensively? (40%)
- Production quality. Can we hear and see the video clearly? (15%)
- Appropriate length of electronic material (5%)
- Content of printed material. Is it informative? (25%)
- Readability. Is the electronic material created easy to read? (10%)

**Oral Examination**

**Written Examination**

**Participation**

**Cultural Activities**

As the purpose of this course is two-fold, for you to learn Setswana and also gain a greater appreciation for
Botswana culture, there are many cultural opportunities (listed below) that we encourage you to attend over the course of the semester. Your attendance in these CIEE-structured activities comprises your grade for this course requirement.

**Cross-Cultural Activities**: In order for students to be able to broaden their perspectives as well as promote their cultural awareness and understanding a number of activities such as traditional dance classes will be availed throughout the duration of the course.

**Excursions**: In addition to the above, a number of excursions, which will incorporate the use of Setswana language, will also be a part of the language and culture practicum. Specific historical and cultural sites of interest will vary from semester to semester and will be announced at a later stage. Excursions will also enable you to have a better understanding of some of the socio-economic issues with which Botswana is currently grappling. Trips can be found in the semester schedule and are subject to last-minute change.

**Volunteering**: A number of organized volunteering days will be announced throughout the program to help students give back to the local community. Students are encouraged to attend as it will help you to better understand the culture and some challenges that the country is currently facing. **Village Cultural Experience**: Botswana, just like any other African society, is affected by urbanization, westernization and modernization. Your stay in a village will introduce you to some spaces where you will be experiencing some traditional aspects of Botswana. These may include but are not limited to kgotla visits, cattle posts and masimo, markets, churches, etc.

**Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor’s note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

**Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

**N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.**

**Weekly Schedule**

**Week 1**

Class: 1.1 Orientation Week

**Amazing race**: a fun way to learn how to navigate the public transportation System in Gaborone.
Survival Setswana:
Learn survival phrases
Sing and play Setswana games {sila sila mili mili and Ka bona bona selo}.

Week 2
Class: 2.1 Greetings

Motivation: Sing a Setswana greetings song {dumela mma, dumela rra}
Learn how to greet in Setswana both formally and informally
Grammar: Personal pronouns and abstract pronouns.

Class: 2.2 Introductions

Learn how to introduce themselves by their names, where they come from and their present commitment.
Readings: Read a text about greetings on Page 4 and 5 of Learning setswana
Grammar: Interrogatives and Possessives
Learn personal possessives and their markers Me/my/mine, gago/your/yours, gagwe/his/hers, rona/our/ours etc...
Learn how to ask and answer questions

Class: 2.3 Practice dialogues on greetings and introductions

Readings: Page 21, 24, 25 of Itse Puo le ngwao ya setswana

Week 3
Class: 3.1 At the store

Learn how to purchase and bargain for items at the store
Activity: Put different items on the table in class and allow students to practice how to purchase and bargain.
Handout: give students a handout on verbs {Puo le Ngwao page 41-44}
Grammar: Present Tenses and Past Tenses {Page 41 of Itse Puo le Ngwao

Class: 3.2 Construct simple sentences on shopping

Grammar: Future Tenses
Students will now conjugate the previous day sentences to future tense

Class: 3.3 .
Use the same sentences to conjugate them to Past Progressive Tenses

Week 4
Class: 4.1 At the doctor - Village Homestay Week

Motivation: sing the “’ head and shoulders”’ and “’mobamome”’ song in Setswana
Learn how to label body parts
Home work Exercise : labelling body parts on page 94 of Puo le Ngwao
Home work on labelling body parts due on the next lesson
Grammar: Noun classes and subject markers and to have and not to have
Class: 4.2  Learn how to talk about sickness using the nouns and their subject markers

e.g Tlhogo e a opa
Monwana o botlhoko
Leitlho le rurugile

**Home work:** to have or not to have exercise on page 34 of *Learning Setswana*

**Class activity:** use noun classes, subject markers, to have and not to have to create simple sentences. **Grammar:** continue with the noun class chart

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**Week 5**

Class: 5.1  Food

**Motivation:** Sing the food songs “ba apeile nama ka molopita”” and “tamati soso””

Learn food related vocabulary and begin to have dialogues regarding food. Express their likes and dislikes on certain food.

**Grammar:** Negation

Students will learn how negation works and the grammar rules on how to negate

Class: 5.2  Food

The language Instructor will set up tables and make a mini food store and or a restaurant and the students will practice buying or ordering the food they want to eat.

Students will create sentences on food using all time frames and negate them

Example: i want meat/ke batla nama – i do not want meat/ga ke batle nama
I ate meat/ ke jele nama- i did not eat meat/ ga ke a ja nama
I will eat meat/ke tlaa ja nama- i will not eat meat/ga ke kake ka ja nama

**Grammar:** Negation

Class: 5.3  Review

Reviewing all the covered topics

Create sentences on tenses, noun classes, food, at the doctor, negation and also practice dialogues on greetings and introductions

**Scavenger Hunt Assignments**

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**Week 6**

Class: 6.1  Family {Immediate Family}

**Motivation:** sing a song “nonyane tse pedi godimo ga setlhare””

**Class activity:** Students will learn vocabulary on immediate family..

eg: ntate/father, mme/mother, siblings/ nnake,nkgonne,kgaitsadiake

Students will now learn to talk about their families and tell each other about their Families back in thr U.S.A using dialogues.

**Grammar:** Adjectives

**Reading:** I want to describe: Page 66 and 67 of *Learning Setswana*
Class: 6.2 Adjectives

Learners will learn the different types of adjectives, also the strong and weak adjectives and their adjective markers for different noun classes. They will then create sentences and describe things and or people.

Class: 6.3 Adjectives and Family

Finish adjectives

Learners will continue practicing their adjectives by having dialogues on family

**Class exercise:** Learners will read a Setswana paragraph, mark or underline all the adjectives and further translate the passage to English. Page 67 of *Puo le Ngwao*

**Grammar:** Adjectives

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**Week 7**

Class: 7.1 Review

Learners will review course content and practice speaking dialogues

Greetings, introductions, tenses and personal pronouns, noun classes

Class: 7.2 Review

At the store, at the doctor, Family

Class: 7.3 Final Written Test

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**Week 8**

Class: 8.1 Media projects due date and viewing

Setswana Oral Final Exam (TBD in class)

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**Course Materials**

**Readings**


- Unity Dow is considered to be one of Botswana’s leading human rights activists and legal professionals. She has authored and co-authored a string of non-fiction books with the most critically acclaimed being *Saturday is for Funerals* which is a critical observation of the HIV epidemic before and after the introduction of anti-retroviral drugs. It is co-authored by Max Essex, a renowned HIV researcher.


- This is the story of Seretse (Botswana’s first President and Chief of a major tribe) and Ruth (white English student) Khama’s marriage and how it rocked the political landscape of southern Africa.


- Bessie Head is considered the most influential writer in Botswana’s history, Bessie, a Serowe native, has penned several popular small fiction and non-fiction books on Botswana that critically examines Botswana culture while entertaining. *When Rain Clouds Gather* is required reading in Botswana’s junior high schools.


- World renowned diplomat and Botswana’s first Vice President and second President wrote an autobiography titled *Masire: Memoires of an African Democrat.* From an American prospective, this would be akin to Thomas Jefferson’s memoires. This is a must read for African history buffs or political scientists.


- Presents the old and the new Tswana cultural and traditional practices and explains where change is occurring and where it is resisted.


- This Scottish fiction writer wrote 13 novels known as the No. 1 *Ladies’ Detective Agency* (the name of the first book). These popular novels turned HBO mini-series is a fun read but more importantly has had the largest impact on how the world views Botswana.

**There are plenty of books in the office so come and check them out!**