

SO/CB/EC 335 INEQUALITY & SUSTAINABLE DEVELOPMENT IN CAPE TOWN
IES Abroad Cape Town

DESCRIPTION:

The course will provide an understanding of poverty, theories of development, principles that underpin development programs, and various approaches to addressing poverty. The course also focuses on community development, which is an integral part of the South African developmental system. Community development has been adopted by various public sectors and private sector entities as an approach, philosophy, process, method, and strategy to address basic material, physical- and psycho-social needs of poor and vulnerable communities. Community development is cross-cutting, and implementation is often challenged by a variety of policies and programs that are not coherent, integrated, or coordinated, and this impacts service delivery.

The course will explore some key challenges to community development in South Africa and explore responses to them. Furthermore, the course will expose students to the lived experiences of people from urban communities. Above all, the course equips students with theoretical and analytical tools with which to reflect on and engage with the world of development in their endeavor to be global citizens. Through practical development work (community-based learning), students will also reflect on and critique widely accepted concepts, theories and approaches to poverty alleviation thereby contributing towards theoretical development.

CREDITS: 3

CONTACT HOURS: Contact teaching (including course-related trips) – 24 hours; Community-Based Learning – 60 hours minimum

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: Optional snacks for excursions, printing assignments

METHOD OF PRESENTATION:

- Lectures & Presentations
- Facilitated class discussions and exercises
- Guest lectures (practitioners)
- Excursions

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course-related trip assignment due – 10%
- Reaction paper – 10%
- Midterm Exam – 20%
- Research paper – 40%
- Symposium – 10%
- Personal reflection paper – 10%

Course-related trip assignment – (date TBC)

Students will be required to write a 1000-1500word (2-3 page) take-home assignment based on the Bethel Projects Women course-related trip. The course-related trip provides you with an opportunity to explore the meaning of poverty depending on whether you are an outsider or an insider. You will listen to community leaders and members (where appropriate and possible). Once the course-related trip is complete you are expected to reflect on what you learned on this trip, and garner additional online information and use coursework and readings to answer the following questions to the best of your ability: (weighting of the sections indicated by the marks allocated to each)

- a) The history of the community(s) (10);

- b) The forms of poverty/deprivation prevalent in the community and their historical origins (20);
- c) The 'Politics of development': Who defined poverty, i.e. discuss how you knew about these forms of poverty in these communities (20);
- d) Development interventions (or projects) undertaken to alleviate these challenges and the extent to which community members are drivers of their own change (20);
- e) Finally, consider the implications of *a*, *b*, *c* & *d* for the way we think about poverty and develop communities (30).

Reaction paper – due as assigned

Each student prepares one relevant paper of 550-700 words (2 pages) ahead of a class session. A reaction paper is a response to writers to two texts assigned for the week you are responsible for. Having selected your theme(s) and readings to present on, you should come to class with an exercise, presentation, video clip, opinion piece, graphic or question to start the class discussion for the week and draw students into a discussion that includes insights from the readings. You are welcome to consult with the lecturer for suggestions and ideas, they have a host of resources available to you. After the presentation students should add and amend their paper in light of comments and questions from the class. Submission dates will vary based on the reading you are assigned. 1-2 students will present per week. Individual assignments are established by the instructor during the second week of lectures.

Midterm exam

This closed-book examination will consist of structured essay questions to give you the opportunity to demonstrate your understanding of theories, concepts and approaches to development. The exam questions will also require you to apply concepts and approaches to practical situations and case studies as well as drawing from your experiential learning throughout the course. You will be examined on selected content covered in the course to date. The exam will be 1.5 hours.

Research Project

The student research project has many components. The student research must consider an element of poverty and community development in South Africa tied to their community-based learning projects and material covered in lectures.

Format & length information: 4,700 words (15 A4 pages), Font – Times New Roman 12; 1.5 line spacing

Submit a hard copy of the Research Paper at the IES Abroad Office. Also submit an electronic copy through Moodle.

There are two key features of your project:

1. You are to focus on secondary sources
2. Your topic or research paper must align with your community-based learning

You need to choose ONE of the following options for your research paper:

1. Develop and devise a research question that addresses the context of your community-based learning organization, and then do academic and contextual research that helps you answer that question. For example, if you are doing your community-based learning with Sozo Foundation, their mandate is to provide additional resources to assist students achieve good results in their secondary school education, and they operate in a particular community. You could do research about the community, and the needs the organization seeks to address by exploring their website, annual reports, city reports about levels of poverty and access to education and build a comprehensive understanding of the context and work they do. Or you could decide to explore what the status of public school education is, and issues in policy and education in South Africa. Please ensure that you consult with the Lecturer and get sign off on your topic before proceeding before the mid-term break. The final paper should consist of the following:
 - An introduction which includes a brief introduction to the context for, reasons behind, and full details of your research question.
 - A literature review which includes key theoretical concepts that you will be drawing on (prescribed and recommended readings would be good resources)
 - A contextual section which introduces the background to the research question you are asking (e.g. if you are focusing on education, the historical context that has led to the current educational inequalities)
 - The body of your paper which details the key findings you have collated and organized based on the secondary data you have found, and your interpretation and analysis of this information

- A conclusion which shows how this answers your research question
 - Recommendations for further research
 - Reference list / bibliography
 - Appendices if applicable
2. In consultation with your community-based learning organization, you could do a desktop based research project that answers a need the organization has. This could include policy research, the efficacy of various funding models, or analyzing and writing up data that the organization may have developed in the form of monitoring and evaluation statistics. The format of this report will depend on the requirements of the organization, and may need additional elements in order to comply with academic standards. These should be developed and signed off in collaboration with the organization and your lecturer by the mid-semester break. The report must, but is not limited to including the following:
- An introduction
 - A literature review or section that draws heavily on academic literature to explore key concepts or contextual issues
 - The report / findings
 - A conclusion
 - A bibliography / reference list

Symposium

The symposium presents an opportunity for all IES Abroad students to come together to learn more about each other's research project and community-based learning during the semester. Each presentation will last approximately 10 minutes, with 10 minutes for presenting and 5 minutes for questions and comments. Marks will be allocated for your presentation, as well as your response to questions from the audience. You are encouraged to be creative in putting together the presentation. Credit will be given to students who present their work holistically using literature, developing an academic argument, and with innovation.

Personal reflection

This is designed to give you an opportunity to reflexively evaluate your hard-won learning. It should contain the following sections:

- *Pre-conception/perceptions prior to arrival in Cape Town* - Reflection on personal conceptions (or misconceptions), what was known/understood concerning South Africa's social, economic, political, and cultural dynamics/context prior to arrival. Also include how this (by the end of the course) would have been confirmed, reinforced, contradicted, or furthered by their experiential learning process in the IES Abroad program and outside the IES Abroad Program.
- *Challenges and positive experiences, and lessons learned* - A reflection of personal experiential learning (the 'highs' and 'lows'). This should highlight and explain why these are 'highs' and 'lows' as well as give an indication about what your expectations prior to the community-based learning and class were. You should write about and explain lessons learned from your challenges, successes and/or failures in the whole learning journey. These reflections should be focused on your encounters with community(s) as well and how you feel about the whole learning journey.
- *Engaged scholarship and individual skills development* - A reflection on theoretical and analytical concepts learned in class, and how useful you think these theories and concepts are in making sense of what is happening in communities. This includes reflection on research and analytical skills gained throughout the course, coupled with practical non-academic skills such as interpersonal, cross-cultural communication, and gaining rapport with community members, as well as teamwork development. This should include a discussion of how to balance between being observers (academics trying to understand the world/society around them) and engaged global citizens bent on making social change (or changing that world). Reflect also on team dynamics and your experience of teamwork if you were working in a group.
- *Recommendations* - In light of the above, here you should reflect on what you did best and give advice on how other students can benefit from your experience. Coupled with this, please consider and include areas you could improve upon.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Illustrate dominant and alternative concepts, theories and approaches to poverty and community development.
- Integrate development concepts and theory into practice to analyze needs and to reflect critically on community-based learning and community interventions in the community where they work, thinking about what it takes to build community capital to bring about social change and justice.

- Demonstrate some critical insight into the challenges faced by communities, practitioners and government in eradicating poverty in South Africa urban communities.
- Above all, develop the critical skills needed for one to be a responsible global citizen and engaged scholar.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including all course related trips. Excused absences are permitted in the cases of documented illness, a family emergency or when class is held on a recognized religious holiday traditionally observed by a particular student. In this case an IES Abroad Excused Absence Form and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the Excused Absence Form must be submitted to the Academic Manager within 24 hours after the class with a doctor's note.

More than two unexcused absences will result in two percentage points (2%) being deducted from the final grade for every additional unexcused absence thereafter. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence they cannot be made up. It is the student's responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

CONTENT:

Week	Content	Assignments and Readings
Week 1	Session 1: Introduction to the Course & Context – Introduction to learning objectives and assessment – Introducing research projects, relational ethics, critical self-reflexivity – Introducing the South African Context and the historical context of development and underdevelopment and current socio-economic and political context	• Wolpe, H. (1972). Capitalism and cheap labour-power in South Africa: from segregation to apartheid 1. <i>Economy and society</i>, 1(4), 425-456 (31 pages, dense reading) • Van Donk, M. & Pieterse, E. (2004). Contextual Snapshots: Development Challenges and Responses during the Transition in Pieterse, E. & Meintjies, F. <i>Voices of the Transition: The Politics, Poetics and Practices of Social Change in South Africa</i>. Heinemann. Pp 38-52 (14 pages)
Week 2	Session 2: Introducing key concepts - Community (community stakeholders) as illusive concepts - Poverty as an abstract concept - Development and social change The importance of critical reflexivity in community-based learning and development work	• Kapoor, I. (2004). Hyper-Self-Reflexive Development? Spivak on Representing the Third World 'Other'. <i>Third World Quarterly</i>, Vol. 25, No. 4, pp. 627-647. (20 pages, very dense, KEY TEXT) • Schenck R, Nel H and Louw H (2010). <i>Introduction to Participatory Community Practice</i>. Pretoria UNISA Press Chapter 1, 5-8 (3 pages) • Crow, G & Mah, A (2012). <i>Conceptualisations and Meanings of 'Community': The Theory and Operationalization of a Contested Concept</i>. Discussion Paper: Connected Communities. (8 pages) • Szirma, A (2005). <i>Developing Countries and the Concept of Development: The Dynamics of Socio-Economic Development-An Introduction</i>. Cambridge University Press. Pp 1-10. (10 pages)

Week	Content	Assignments and Readings
Week 3	Session 3: Thinking community, thinking context (Cape Town) – Deepening insight into Cape Town – Exploring conceptions of community context, community dynamics, community mapping. Grounding the theory in a practical case study – the impact of poverty on food consumption.	• Seekings, J (2010). Race, Class and Inequality in the South African City. Centre for Social Science Research (CSSR) Working Paper No. 283. (22 pages) • Schenck R, Nel H & Louw H (2010). Introduction to Participatory Community Practice. Pretoria UNISA Press Chapter 6 pages 140 -150 (10 pages) • Ross, C. (2010). 'Just working for food': making a living, making do and getting by in Raw Life, New Hope: Decency, Housing and everyday life in a post-apartheid community. UCT Press. Pp 138-167 (29 pages)
	Session 4: Course-related trip (TBC) Bethel Projects for Women Bethel Projects for Women staff will present on the history of the community, community challenges and problems. The project staff will also share with students their development approach or model and its impact on the socio-economic development of the community(s) they serve. Students may be taken on a tour of community such as Vrygrond and Steenberg where Bethel Projects for Women operates. Bethel Projects for Women will showcase some of its flagship projects, and students will be given a chance to ask questions or contribute to discussions.	
Week 4	Session 5: Perspectives on Poverty – Exploring how different people think about poverty in different ways (academics, development practitioners, community members) – Exploring different perspectives (definitions) of poverty (income poverty, multi-dimensional view, sustainable livelihood etc.) Implications of these poverty perspectives for community development initiatives	• Schenck R, Nel H and Louw H (2010). <i>Introduction to Participatory Community Practice</i>. Pretoria UNISA Press. Chapter 1 pages 8-25 (17 pages) • De Swardt, C. et al (2005). Urban Poverty in Cape Town. <i>Environment and Urbanization</i>, 17 (2), pp. 101-111 (10 pages) • Akindola R.B. (2009). Towards a definition of Poverty: poor people's perspectives and implications for poverty. <i>Journal of Developing Studies</i>, 25 (2), pp. 121-150. (29 pages) CRT Assignment due Friday of Week 4.

Week	Content	Assignments and Readings
Week 5	Session 6: Urban Poverty in South Africa & Research project updates – Understanding different categories of poverty – Exploring the poverty profile and impact of poverty in South Africa – Nature and extent of inequality in SA, and how poverty and inequality is inextricably linked in South Africa Case study of poverty and inequality's daily impacts	• UNDP (2016). South Africa: Human Development Index. United Nations Development Programme. http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/ZAF.pdf pp 1-8 (8 pages) • Aliber M. (2003). Chronic Poverty in South Africa: Incidence, Causes and Policies. World Development, 31 (3) pp.473-490. (17 pages) • Carter M. & May J. (2001). One Kind of Freedom: Poverty Dynamics in post-apartheid South Africa. World Development, 29 (12) pp.1987-2006. (19 pages) • Benson, K & Meyer, F. (2015). Reluctantly Loud: Interventions in the History of a Land Occupation in Edjabe, N. & Pieterse, E. African Cities Reader III: Land, Property & Value. Chimurenga. Pp 173-191 (18 pages)
Week 6	Session 7: Development Theories – Explaining Development & Underdevelopment through theories of Dependency, Modernisation Theory and World Systems Theory – Considering how these theories try to explain why some nations are poor as well as poverty and inequality between and within nations – Usefulness of these theories in explaining micro (community level) experiences of poverty – Exploring Ubuntu and African Renaissance as alternative points of departure Thinking about instances of Ubuntu in the midst of conflict	• Van der Waal, K. (2008). Development in Shepherd, N & Robins, S. <i>New South African Keywords</i>. Jacana. Pp 58-68. (10 pages). • Matunhu, J (2011). A Critique of Modernization and Dependency Theories in Africa: Critical Assessment. <i>African Journal of History and Culture</i> Vol. 3(5), pp. 65-72. (7 pages) • Chivaura, V.G (nd). <i>Hunhu/Ubuntu: A Sustainable Approach to Endogenous development, Bio-cultural Diversity and Protection of the Environment in Africa</i>. Department of English, Media and Communication Studies, University of Zimbabwe. Pp 229-240. (11 pages) • Benson, K & Meyer, F. (2015). Reluctantly Loud: Interventions in the History of a Land Occupation in Edjabe, N. & Pieterse, E. <i>African Cities Reader III: Land, Property & Value</i>. Chimurenga. Pp 191-209 (18 pages)
Week 7	Session 8: Midterm Exam	Students should have read all of the material covered between Week 1 and Week 6 in preparation for the exam
Week 8	Midterm break	

Week	Content	Assignments and Readings
Week 9	Session 9: Principles of Development – Sustainable Development – Concepts and principles of equity and sustainability – Considering how the two concepts are interlinked – In-depth look at sustainability, including the environmental sustainability dimension Assess South Africa’s social programmes (particularly the social grants or targeted cash transfer programme) and other projects at NGOs in terms of sustainability.	• Harris, J (2000). Basic Principles of Sustainable Development. <i>Global Development and Environment Institute (G-DAE) Working Paper No. 00-04</i>, Tufts University. (24 pages) • Swilling, M (2005). <i>Rethinking the Sustainability of the South African City</i>. Sustainability Institute, School of Public Management and Planning, University of Stellenbosch. (14 pages) • Potts, R (2012). Social Welfare in South Africa: Curing or Causing Poverty? <i>Penn State Journal of International Affairs</i>, 74 -92 (18 pages) • Laubsche, J (2013). The Sustainability of the South African Welfare State, Sanlam, Published: August 7th, 2013. (2 pages)
	Session 10: Course-related trip (TBC) Edith Stephens Wetland Park We will visit the Edith Stephens Wetland Park. The land was donated to the City to preserve a plant species found nowhere else in the world, though the location was a wasteland and dumping ground for surrounding communities. Located at the intersection of Hanover Park, Nyanga and Gugulethu, all communities that deal with high levels of unemployment, poverty, crime and violence, the park has positioned itself not only as a conservation intervention, but also a space for community engagement. Community education focusing on indigenous knowledge of food and medicinal plants, combined with youth interventions has expanded the	
Week 10	Session 11: Development Policy in South Africa – The post-apartheid South African state’s policy response to poverty and inequality – Ways in which national policies have repercussions for local development – Critique of policies and practices of the post-apartheid state Challenges the national government (and its local government) faces in its effort to create a better and dignified life for all citizens	• Pieterse, E. (2008). Empowerment in Shepherd, N & Robins, S. <i>New South African Keywords</i>. Jacana. Pp 69-78. (9 pages). • South Africa National Development Plan (2011). Introduction and Key Points pp. 24-61. http://www.dac.gov.za/sites/default/files/NDP%202030%20-%20Our%20future%20-%20make%20it%20work_0.pdf (37 pages) • Mogale T.M. (2005). Local governance and poverty reduction in South Africa. <i>Progress in Development Studies</i>, 5 (2), pp.135-143. (8 pages)

Week	Content	Assignments and Readings
		• Gwagwa, L. & Everatt, D. (2004). A Decade at the Forefront of Development in Pieterse, E. & Meintjies, F. (Eds). <i>Voices in Transition: The Politics, Poetics and Practices of Social Change in South Africa</i>. Heinemann. Pp 259-263. (4 pages)
Week 11	Session 12: Community-Based Learning in context – Linking community-based learning and development work with a critical lens. Relating community-based learning to key concepts of the course (polity, community, development, poverty)	• Morton, K. (1995). The Irony of Service Learning: Charity, Project and Social Change in Service-Learning. <i>Michigan Journal of Community Service Learning</i> (2). • Rosenberger, C. (2000). Beyond Empathy: Developing a critical consciousness through service learning in O’Grady, Carolyn (Ed.) <i>Integrating Service Learning and Multicultural Education in Colleges and Universities</i>. Lawrence Erlbaum Associates Publishers, London. Pp23-43
Week 12	Session 13: Principles of Development – Participatory Development – Participatory community development as an elusive concept, principle of development and development approach – Different forms of community participation as well as pros and cons of different forms of community participation. – The concept of ‘collective agency’ and own it relates to community development and participatory development. – State-led approaches to development (top-down) vs Community-led (bottom-up (participatory) – Possibility of middle ground between state-led and community-driven development Recapping the concept of community participation, and how it relates to the two development approaches	• Jovchelovitch S. & Campbell C. (2000). Health, Community and development: Towards a social Psychology of Participation. <i>Journal of Community & Applied Social Psychology</i>, 10, 255-270. (15 pages) • Williams, G. (2007). Evaluating participatory development: tyranny, power and (re) politicisation in Third World Quarterly 25(3). pp 557-578. (21 pages). • Cornwall, A. (2003). Whose Voices? Whose Choices? Reflections on Gender and Participatory Development. <i>World Development</i>. 31(8). pp 1325-1342. (17 pages) • Landman, K (2010). A Home Close to Opportunities in South Africa: Top Down Vision or Bottom up Demand? <i>Journal Home</i> Vol 56, pp. 8 – 17 (9 pages)
Week 13	Session 15: New Social Movements and Development in South Africa – Conditions giving rise to new urban social movements in post-apartheid South Africa – What issues and problems social movements they rally around? – The role of community-based organisations (CBOs) and urban social movements in development in South Africa – The nature of state-civil society relations in South Africa	• Bond, P (2004). <i>South Africa’s Resurgent Urban Social Movements The Case of Johannesburg, 1984, 1994, 2004</i>. Paper presented to the School and Centre on 9 June 2004. (34 pages) • De Wet, J (2012). Friends, Enemies or “Frienemies”: Development and Civil Society Organisations Relations with the State in a Democratic South Africa. <i>Working Papers in Development Sociology and Social Anthropology</i>, No. 370 (23 pages)

Week	Content	Assignments and Readings
	How the relationship evolved and changed from Apartheid to post-Apartheid.	
Week 14	Session 16: Closing Lecture - What do 'community,' 'participation,' 'poverty,' and 'development' mean in a South African context? How do we negotiate these multiple meanings?	Research Paper due.
	Session 17: Symposium Students present their research projects to peers and faculty	Personal Reflection papers due.

COURSE-RELATED TRIPS:

Course-related trips will take students to local, community development projects and will bring together some of the coursework with context-specific, developmental practice. The sites you will visit are listed in the weekly schedule. Times will be confirmed closer to the date, but visits are expected to last three hours including transport. Students will be notified of any changes in terms of details a week in advance.

- Bethel Projects for Women
- Edith Stephens Wetland Park

COMMUNITY-BASED LEARNING:

All students participating in the course will be required to fulfill 60 hours of community-based learning contributions at an agency that contributes to community development across the broader Cape Town area. Students will be required to find time during the week or weekend to complete the 60 hours of volunteer work over the semester. Community-based learning is pre-arranged by IES Abroad and transportation is provided. The work done at the agency will be agreed upon between the agency and the student and must add value to the functioning of the organisation. This process will be closely supervised and monitored by the course coordinator and faculty. Failure to complete the 60 hours will result in a failing grade for the course.

REQUIRED READINGS:

- Akindola R.B. (2009). Towards a definition of Poverty: poor people's perspectives and implications for poverty. *Journal of Developing Studies*, 25 (2), pp. 121-150.
- Aliber M. (2003). Chronic Poverty in South Africa: Incidence, Causes and Policies. *World Development*, 31 (3) pp.473-490.
- Benson, K & Meyer, F. (2015). Reluctantly Loud: Interventions in the History of a Land Occupation in Edjabe, N. & Pieterse, E. *African Cities Reader III: Land, Property & Value*. Chimurenga. Pp 173-209
- Bond, P (2004). *South Africa's Resurgent Urban Social Movements The Case of Johannesburg, 1984, 1994, 2004*. Centre for Civil Society Research Report No. 22. <http://ccs.ukzn.ac.za/files/Bond-sm.pdf>
- Chivaura, V.G (nd). *Hunhu/Ubuntu: A Sustainable Approach to Endogenous development, Bio-cultural Diversity and Protection of the Environment in Africa*. Department of English, Media and Communication Studies, University of Zimbabwe. Pp 229-240.
- Cornwall, A. (2003). Whose Voices? Whose Choices? Reflections on Gender and Participatory Development. *World Development*. 31(8). pp 1325-1342.
- Crow, G. & Mah, A (2012). *Conceptualisations and Meanings of 'Community': The Theory and Operationalization of a Contested Concept*. Discussion Paper: Connected Communities.
- De Swardt, C., Puoane, T., Chopra, M. & du Toit, A. (2005). Urban Poverty in Cape Town. *Environment and Urbanization*, 17 (2), pp. 101-111

- De Wet, J (2012). Friends, Enemies or “Frienemies”: Development and Civil Society Organisations Relations with the State in a Democratic South Africa. *Working Papers in Development Sociology and Social Anthropology*, No. 370
- Gwagwa, L. & Everatt, D. (2004). A Decade at the Forefront of Development in Pieterse, E. & Meintjies, F. (Eds). *Voices in Transition: The Politics, Poetics and Practices of Social Change in South Africa*. Heinemann. Pp 259-263. (4 pages)
- Harris, J (2000). Basic Principles of Sustainable Development. *Global Development and Environment Institute (G-DAE) Working Paper No. 00-04*, Tufts University.
- Jovchelovitch S. & Campbell C. (2000). Health, Community and development: Towards a social Psychology of Participation. *Journal of Community & Applied Social Psychology*, 10, pp 255-270.
- Kapoor, I. (2004). Hyper-Self-Reflexive Development? Spivak on Representing the Third World ‘Other’. *Third World Quarterly*, 25(4), pp. 627-647.
- Landman, K (2010). A Home Close to Opportunities in South Africa: Top Down Vision or Bottom up Demand? *Journal Home* Vol 56, pp. 8 – 17
- Matunhu, J (2011). A Critique of Modernization and Dependency Theories in Africa: Critical Assessment. *African Journal of History and Culture* Vol. 3(5), pp. 65-72.
- Mogale T.M. (2005). Local governance and poverty reduction in South Africa. *Progress in Development Studies*, 5 (2), pp.135-143.
- Morton, Keith (1995). The Irony of Service Learning: Charity, Project and Social Change in Service-Learning. *Michigan Journal of Community Service Learning* (2). <http://quod.lib.umich.edu/m/mjcs/3239521.0002.102?rgn=main;view=fulltext>
- Pieterse, E. (2008). Empowerment in Shepherd, N & Robins, S. (Eds) *New South African Keywords*. Jacana. Pp 69-78.
- Potts, R (2012). Social Welfare in South Africa: Curing or Causing Poverty? *Penn State Journal of International Affairs*, pp 74 - 92
- Rosenberger, Cynthia (2000). Beyond Empathy: Developing a critical consciousness through service learning in O’Grady, Carolyn (Ed.) *Integrating Service Learning and Multicultural Education in Colleges and Universities*. Lawrence Erlbaum Associates Publishers, London. Pp23-43
- Ross, C. (2010). 'Just working for foo': making a living, making do and getting by in *Raw Life, New Hope: Decency, Housing and everyday life in a post-apartheid community*. UCT Press. Pp 138-167
- Schenck R, Nel H and Louw H (2010). *Introduction to Participatory Community Practice*. Pretoria UNISA Press Chapter 1, pp 5-25.
- Swilling, M (2005). *Rethinking the Sustainability of the South African City*. Sustainability Institute, School of Public Management and Planning, University of Stellenbosch
- Szirma, A (2005). Developing Countries and the Concept of Development: The Dynamics of Socio-Economic Development - An Introduction. Cambridge University Press. Pp 1-10.
- Van der Waal, K. (2008). Development in Shepherd, N & Robins, S. (Eds). *New South African Keywords*. Jacana. Pp 58-68.
- Van Donk, M. & Pieterse, E. (2004). Contextual Snapshots: Development Challenges and Responses during the Transition in Pieterse, E. & Meintjies, F. (Eds.) *Voices of the Transition: The Politics, Poetics and Practices of Social Change in South Africa*. Heinemann. Pp 38-52
- Williams, G. (2007). Evaluating participatory development: tyranny, power and (re) politicisation in *Third World Quarterly* 25(3). pp 557-578.
- Wolpe, H. (1972). Capitalism and cheap labour-power in South Africa: from segregation to apartheid 1. *Economy and society*, 1(4), 425-456.