

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

DESCRIPTION:

The course will provide an understanding of sustainability, community, and development, and various approaches to addressing poverty and inequality. The Sustainable Development Goals (SDGs) have been adopted by local government as benchmarks for city development strategies in Cape Town, and 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. 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 sustainability and development in South Africa and explore responses to them. Furthermore, the course will expose students to the lived experiences of persons 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 (service 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: 45 hours (including course related trips and community engagement)

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures & Presentations
- Facilitated class discussions and exercises
- Guest lectures
- Course related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation – 10%
- Midterm Exam – 25%
- Course-related trip assignment – 20%
- Final Exam – 35%
- Personal reflection paper – 10%

ALL written assignments are to be turned in on Moodle.

Mid-Term Exam

Students will be required to prepare a short 3 minute presentation for in class presentation. This will be followed by an in class sit-down reflexive written paper that incorporates elements from your first Course Related Trip and readings relating to poverty, inequality, sustainable development and the City of Cape Town. The exam is intended to assist you in integrating the experiential and classroom learning. You will be supplied with specific instructions on what to prepare closer to the time.

Course-Related Trip Assignment

Students will be required to write a 1000 - 1500 word take-home assignment which is partially based on your first Course Related Trip to Oppie Yaart. Please take note of the weighting of each section (indicated by the marks allocated to each). Please also answer each question separately with a sub-heading, and make sure that you cite the readings that you draw on.

From your observations of your time in Cape Town so far, from lectures and readings, and from your first Course Related Trip to Oppie Yaart, please answer the following questions:

1. From just observations during your first few weeks and your Course Related Trip, how sustainable do you think your host city in social, environmental and economic terms? What works and what doesn't? How is this similar to your own hometown or not? (20)
2. Drawing from the readings around definitions of poverty (Akindola, Schenk's take on Max Neeff's model), what forms of poverty and inequality have you observed both in your initial observations, and from your visit to Oppie Yaart (30)
3. In the session on Sustainable Development, you read pp.7-27, 41 & 55 in the Cape Town Integrated report 2023/2024. How would you compare the information provided in those pages, with the stories you heard at Oppie Yaart, and your observations in the city? (20)
4. Drawing from your readings and observations, what would you say some of the key sustainability issues are in the city? What have you seen or heard about how the city has tried to address these? (Hint, check out Section 7 in the 2023/2024 Cape Town Integrated Development Report). (30)

Final Exam

Students will be required to write 90 minute sit down, in person, open book exam. Familiarity with the key concepts of the course, and the readings will be an advantage.

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 or cultural dynamics/context and their connections to sustainable living 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 in the programme.
- *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 learnt from your challenges, successes and/or failures in the whole learning journey. These reflections should be focused on your encounters outside the classroom 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 community innovation. This includes reflection on research and analytical skills gained throughout the course, coupled with practical non-academic skills such as interpersonal, cross-cultural communication, 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 participants in approaches to sustainable living.

- *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:

- Understand the historical context of inequality and poverty in Cape Town specifically related to South African history more broadly.
- Articulate dominant and alternative concepts, theories and approaches to sustainability, poverty and community development.
- Differentiate between how different groups and organisations work toward addressing inequality in sustainable ways.
- Cultivate 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	READINGS
<i>Session 1</i>	Introduction to the Course & Context - Introduction to learning objectives and assessment - Introducing the South African Context and the historical context of development and underdevelopment and current socio-economic and political context	Breakey, J. (2018). Race in South Africa: The unraveling rainbow in Swartz, S., Nyamnjoh, A., Arogundade, E., Breakey, J. & Bockarie, A. <i>Moral Eyes: Youth and Justice in Cameroon, Nigeria, Sierra Leone and South Africa</i>. HSRC Press. pp19-25 Kramer, D. (2013). City of Islands, in Mlungwana, P. & Kramer, D. <i>Fragments of Activism</i>. Blackman & Roussouw. Cape Town. (no pagination)

Session 2	Development Conceptualisations - Introduction to a range of definitions of development (and under-development) - Exploring the notion of personhood as an approach to development in South Africa.	Klaasen, J. (2017). The role of personhood in development: An African perspective on development in South Africa. <i>Missionalia (online)</i> 45(1). https://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-95072017000100003 (no pagination)
Session 3	Perspectives on Poverty - Exploring how different people think about poverty in different ways (academics, development practitioners, community members) - Understanding poverty and inequality in South Africa (broad overviews)	Schenck R., Nel H. and Louw H. (2010). <i>Introduction to Participatory Community Practice.</i> Pretoria UNISA Press. Chapter 1. pp 8-25 South African Government (2021). Draft Anti-Poverty Strategy – Abridged Version. pp. 1-5 (only read first part of document)
Session 4	Sustainability - Sustainability and the ideas of sustainable development and resilience. - Sustainability and resilience from a City of Cape Town context	City of Cape Town. (2024). <i>Integrated Annual Report 2023/24</i> https://resource.capetown.gov.za/documentcentre/Documents/City%20research%20reports%20and%20review/CCT_Integrated_Annual_Report_2023-24.pdf - pp.7-27, 41 & 55 City of Cape Town & Resilient Cities Network. (2019). <i>Cape Town Resilience Strategy.</i> https://resilientcitiesnetwork.org/downloadable_resources/Network/Cape-Town-Resilience-Strategy-English.pdf - INTRODUCTION ONLY pp 6-11. Global Resilience Partnership. (n.d.). <i>Why building resilience is critical for the SDGs.</i> https://www.peacewomen.org/sites/default/files/Why%20Building%20Resilience%20is%20Critical%20for%20the%20SDGs.pdf (no pagination)
Session 5	Cape Town and Sustainability - Exploring water as a specific sustainability case study in Cape Town. - Linking sustainability to historically created racialized poverty and inequality. - Exploring sustainable solutions in context.	PLEASE WATCH BEFORE CLASS African Climate Reality Project (2021). <i>Not on our soil: A climate justice reality film.</i> https://youtu.be/y_TQzdzxS8 IN CLASS DOCUMENTARY SCREENING: Mathèz-Loïc, M. (2023). <i>Cape Town facing Day Zero.</i> Ushuaïa TV - Mona Lisa Production.

		https://youtu.be/d0KDAdlb_yA
CRT1	Oppie Yaart	A visit with Oppie Yaart in Elsie's River, a small scale experiment in sustainable living, reclamation, re-membering and social healing on the Cape Flats.
<i>Session 6</i>	Ethical Implications of Studying and Volunteering Abroad - Critically explore the implications of study abroad and global development systems. - Reflect on ethical approaches and best practice.	Tanarath, A. (2018). Limits to the well intentioned desire to do good: The politics of help. <i>Beyond Guilt Trip: Mindful Travel in an Unequal World</i> . AK Press. (no pagination)
	Mid-Term Exam	
<i>Session 7</i>	Precarity, Communities and Social issues - Exploring local perspectives on social issues facing the majority of South Africans - Exploring socio-economic rights and their lack of realisation as a motivator for community development	Musila, G. (2021). Diarised precarity and the crisis of informal settlements. in Bohler-Muller, N., Soudien, C. & Reddy, V. <i>Ethics, Politics, Inequality: New directions: State of the Nation</i> . HSRC Press. pp. 337-351.
<i>Session 8</i>	Community and Community Development - Community (community stakeholders) as illusive concepts - The growth in community development approaches	Schenck R., Nel H. and Louw H. (2010). <i>Introduction to Participatory Community Practice</i> . Pretoria UNISA Press Chapter 1. pp5-8 . Crow, G. & Mah, A. (2012). <i>Conceptualisations and Meanings of 'Community': The Theory and Operationalization of a Contested Concept</i> . Discussion Paper: Connected Communities. Pp3-14 Child Family Community Australia (2017). What is community development? https://aifs.gov.au/resources/practice-guides/what-community-development (no pagination)
	Course Related Trip Assignment due	
<i>Session 9</i>	NGOs and their Role in Development - Exploring the linkages and	Matthews, S. & Nqaba, P. (unpublished). Introduction: Rethinking the role of NGOs in struggles for social justice

	differences in social movements and non-profit or non-government organisations - Exploring the tensions of non-profit spaces.	https://www.up.ac.za/media/shared/82/Thinking%20Africa/02-introduction-ngo.zp127378.pdf (no pagination) • For in-class only: CDRA. (n.d.) <i>The NGO as a unique organisational type: a simulation exercise (including brief notes)</i>. pp. 1-14
CRT 2	Earthchild Project	Visit to one of Earthchild Project's school sites to explore their holistic approach to sustainability
<i>Session 10</i>	Community Action - Exploring how communities self-organise to respond to crises. - Exploring creative forms of organising for sustainability.	Whyle, E., van Ryneveld, M & Brady, L. (Eds) (2020). <i>Dala Kitchen</i>. READ: About this book (p7); map of the CANS (pp62), Making sense of Magical Chaos (p125) and at least 2 pieces on 'stories from the network'
<i>Session 11</i>	Food systems - Assessing the importance of food and food security as an issue of sustainability. - Exploring sustainable food systems and their potential impact.	Bond, P., Zikhali, T. & Mdlongwa, E. T. (2021). South African food politics: Human rights, security and sovereignty, in Bohler-Muller, N., Soudien, C. & Reddy, V. <i>Ethics, Politics, Inequality: New directions: State of the Nation</i>. HSRC Press. pp195-219. Figuerroa, M. (2015). Food sovereignty in everyday life: Toward a people-centred approach to food systems. <i>Globalizations</i> 12(4). pp498-512.
<i>Session 12</i>	Hunhu/Ubuntu and IKS for Sustainable Development - Afrocentric and indigeneous approaches to social organisation and resource stewardship. - Applying the tool of 'Ubuntu' to development as a more sustainable approach.	Chivaura, V.G. (n.d.). Hunhu/Ubuntu: <i>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.
<i>Session 13</i>	Reflection and Engagement - Reflexivity as a vital approach to development practice. - Ethics of development practices.	Kapoor, I. (2004). Hyper-Self-Reflexive Development? Spivak on Representing the Third World 'Other'. <i>Third World Quarterly</i>, 25(4). pp627-647.
	Final Exam	
	Personal Reflection 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.

Oppie Yaart is a project in Elsies River which is aimed at restoring memory of indigeneous knowledge and healing with a keen awareness of heritage, dispossession and forms of resistance to coloniality through choosing sustainable alternatives, and cultivating an alternative space in a home on the Cape Flats. We will visit the garden, dialogue with Lucy and Melissa, and see the efforts they are making to disconnect from systemic forms of exploitation and living.

The Earthchild Project seeks to connect children to themselves and each other through teaching yoga, fostering food gardens at schools, and running holiday hiking and other activity clubs. We will visit one of their school sites to learn about the work they do, and why they do it.

REQUIRED READINGS:

- African Climate Reality Project (2021). *Not on our soil: A climate justice reality film*.
https://youtu.be/y_TQzzdxxS8
- Bond, P., Zikhali, T. & Mdlongwa, E. T. (2021). South African food politics: Human rights, security and sovereignty, in Bohler-Muller, N., Soudien, C. & Reddy, V. *Ethics, Politics, Inequality: New directions: State of the Nation*. HSRC Press. pp195-219.
- Breakey, J. (2018). Race in South Africa: The unravelingrainbow in Swartz, S., Nyamnjoh, A., Arogundade, E., Breakey, J. & Bockarie, A. *Moral Eyes: Youth and Justicein Cameroon, Nigeria, Sierra Leone and South Africa*. HSRC Press.
- CDRA. (n.d.) *The NGO as a unique organisational type: a simulation exercise (including brief notes)*.
- Child Family Community Australia (2017). What is community development?
<https://aifs.gov.au/resources/practice-guides/what-community-development>
- City of Cape Town. (2024). *Integrated Annual Report 2023/24. Making Progress Possible Together*.
https://resource.capetown.gov.za/documentcentre/Documents/City%20research%20reports%20and%20review/CCT_Integrated_Annual_Report_2022-23.pdf
- City of Cape Town & Resilient Cities Network. (2019). *Cape Town Resilience Strategy*.
https://resilientcitiesnetwork.org/downloadable_resources/Network/Cape-Town-Resilience-Strategy-English.pdf
- Chivaura, V.G (n.d.). Hunhu/Ubuntu: *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.
- Crow, G & Mah, A (2012). *Conceptualisations and Meanings of 'Community': The Theory and Operationalization of a Contested Concept*. DiscussionPaper: Connected Communities.
- Figueroa, M. (2015). Food sovereignty in everyday life: Toward a people-centred approach to food systems. *Globalizations* 12(4). Pp498-512.
- Global Resilience Partnership. (n.d.). *Why building resilience is critical for the SDGs*.
<https://www.peacewomen.org/sites/default/files/Why%20Building%20Resilience%20is%20Critical%20for%20the%20SDGs.pdf>
- Kapoor, I. (2004). Hyper-Self-Reflexive Development? Spivak on Representing the Third World 'Other'. *Third World Quarterly*, Vol. 25, No. 4, pp. 627-647.
- Klaasen, J. (2017). The role of personhood in development: An African perspective on development in South Africa. *Missionalia (online)* 45(1).
https://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-95072017000100003

- Kramer, D. (2013). City of Islands, in Mlungwana, P. & Kramer, D. *Fragments of Activism*. Blackman & Roussouw. Cape Town.
- Mathèz-Loïc, M. (2023). *Cape Town facing Day Zero*. Ushuaïa TV - Mona Lisa Production.
https://youtu.be/d0KDAdlb_yA
- Matthews, S. & Nqaba, P. (unpublished). Introduction: Rethinking the role of NGOs in struggles for social justice. <https://www.up.ac.za/media/shared/82/Thinking%20Africa/02-introduction-ngo.zp127378.pdf>
- Musila, G. (2021). Diarised precarity and the crisis of informal settlements. in Bohler-Muller, N., Soudien, C. & Reddy, V. *Ethics, Politics, Inequality: New directions: State of the Nation*. HSRC Press. pp337-351.
- Schenck R., Nel H. and Louw H. (2010). *Introduction to Participatory Community Practice*. Pretoria UNISA Press Chapter 1, 5-8
- Schenck R., Nel H. and Louw H. (2010). *Introduction to Participatory Community Practice*. Pretoria UNISA Press. Chapter 1 pages 8-25 (17 pages)
- South African Government (2021). Draft Anti-Poverty Strategy – Abridged Version. pp. 1-5 (only read first part of document)
- Tanarath, A. (2018). Limits to the well intentioned desire to do good: The politics of help. *Beyond Guilt Trip: Mindful Travel in an Unequal World*. AK Press.
- Whyte, E., van Ryneveld, M & Brady, L. (Eds) (2020). *Dala Kitchen*.

INSTRUCTOR BIOGRAPHY: