SO/SL/EC 335 COMMUNITY DEVELOPMENT IN CONTEXT
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 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:
Contact teaching (including course related trips) – 24 hours
Service-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.

Mid-term 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 service 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 service 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 service-learning organization, and then do academic and contextual research that helps you answer that question. For example, if you are doing your service 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
2. In consultation with your service 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 service-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 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 service 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 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 service 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.

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<th>Week</th>
<th>Content</th>
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| 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 |  
| 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 service learning and development work |  
   • Schenck R, Nel H and Louw H (2010). Introduction to Participatory Community Practice. Pretoria UNISA Press Chapter 1, 5-8 (3 pages)  
   • Szirma, A (2005). Developing Countries and the Concept of Development: The Dynamics of Socio-
| Week 3 | **Session 3: Thinking community, thinking context (Cape Town)**  
- Deepening insight into Cape Town  
- Exploring conceptions of community context, community dynamics, community mapping.  

• **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)  
| --- | --- |
| 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).** *Introduction to Participatory Community Practice.* Pretoria UNISA Press. Chapter 1 pages 8-25 (17 pages)  
CRT Assignment due Friday of Week 4. |
| 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  
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| 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  
| Week 7 | **Session 8: Mid-term Exam** | Students should have read all of the material covered between Week 1 and Week 6 in preparation for the exam |
| Week 8 | **Mid-term break** | |
| 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. |

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**Swilling, M (2005).** *Rethinking the Sustainability of the South African City*. Sustainability Institute, School of Public Management and Planning, University of Stellenbosch. (14 pages)  
**Laubsche, J (2013).** The Sustainability of the South African Welfare State, Sanlam, Published: August 7th, 2013. (2 pages) |

| Week 10 | **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 footprint of the park into surrounding communities. |

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<td>Session 12: Service Learning in context</td>
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<td>Session 13: Principles of Development – Participatory Development</td>
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<td>13</td>
<td>Session 15: New Social Movements and Development in South Africa</td>
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- **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 (9 pages)
- **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 (23 pages)
How the relationship evolved and changed from Apartheid to post-Apartheid.

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<th>Week 14</th>
<th>Session 16: Closing Lecture</th>
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<td>- What do ‘community,’ 'participation,' 'poverty,' and 'development' mean in a South African context? How do we negotiate these multiple meanings?</td>
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<td>Session 17: Symposium</td>
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<td>Students present their research projects to peers and faculty</td>
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**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

**SERVICE-LEARNING:**
All students participating in the course will be required to fulfil 60 hours of service 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. Service 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:**
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*


Swilling, M (2005). *Rethinking the Sustainability of the South African City*. Sustainability Institute, School of Public Management and Planning, University of Stellenbosch


