Cape Town Community Development Summer Program

**CAPE SLCD 310S: Development in Practice** 

Credits: 6

This course offers students an experientially based learning program in the context of non-governmental service provision in Cape Town. It will provide opportunities for service learning and reflection through a combination of seminars – both theoretical and experiential – and daily community service. Classes provide opportunity for theoretical reflection on this experience with reference to the wider debates in development. The central aim of the course will be to explore the complexities of development praxis from civil society perspectives (including non-governmental organisations, civic groups, social movements, and business). Assessment will occur through a range of methods including journaling, class presentations, response papers

and a longer academic research paper.

**Broad framing of the course:** 

Conceptually, Edgar Pieterse's (2003) article "Fragile certainties: reflections and provocations on development praxis" provides a framing and guiding logic for the layout of the course. Pieterse makes 7 propositions on development praxis:

a) the state is a key development player in spite of globalisation

b) globalisation as a complicated, multi-process needs to be acknowledged

c) an independent and dynamic civil society is necessary for state accountability

and including the marginalised – but should always be viewed critically

d) politics are part of any development process

e) the personal – subjectivities and identities – are also part and parcel of any

development process and need to be considered

f) economic enhancement is important, but cannot come at the cost of other

dimensions of life

g) we need to build functional institutions and organisations, made up of diverse

agents

Ultimately, these interlinked propositions for "the change agenda...suggest a strong potential for strategic alliances between civil society actors, the state and even certain parts of the business sector" (Pieterse, 2003:20). This course will zoom in on a number of Pieterse's propositions – namely

Proposition c) - where we consider the complexities of civil society in South Africa;

Proposition d) - where the politics of "community development" are unpacked;

Proposition e) - where we turn inwards on the self, and how positionality and development processes interplay;

Proposition f) - where we think about the nexus between business and development through the lens of social entrepreneurship;

Proposition g) - where we unpack what makes development organizations and institutions responsive, adaptive and relevant.

This focus on extra-state actors hopes to speak to a particular gap in many of our state-centric South African curricula. Practical experience working with a development organization, SHAWCO, provides a place to begin making links between Pieterse's propositions, the seminar reading and discussions, and 'real life' development processes. A number of readings on experiential learning (in the beginning and at the end of the course) will help think critically about these links. Guest speakers and site visits will elaborate on contemporary issues that South Africans face, including the state of education, and youth, as well as the battle against HIV and Aids.

The seminars will be taught by staff and postgraduate students from the University of Cape Town (UCT), guest speakers and SHAWCO (the UCT-affiliated student volunteer organisation). The service aspect of the programme will be co-ordinated by SHAWCO and run by its student volunteers.

The formal lectures will take place for two - three hours a day for 6 weeks (including classes relating to contemporary issues in South African society, art and culture, local language, youth issues, HIV/ aids and the social sector, as well as introductory workshops relating to the service learning component.

## **Course objectives**

The course will enable students to:

- Develop a critical understanding of recent development debates both around theory and practice
- Engage critically with literature around organisations and begin to think about how we build responsive, 'learning' organisations
- Reflect on and engage with some of South Africa's contemporary issues.
- Work within a development organisation, in a particular team on a specific project
- Gain an opportunity to provide meaningful service to communities as part of a service learning process, and learn a number of practical skills for this purpose.
- Develop the ability to reflect on both self and others as learners *and* as practitioners and to develop skills and processes to aid this reflection process.
- Gain an understanding of some of the constraints but also the resources of communities and organisations engaged in development initiatives, and the importance of reciprocity in such processes.
- Appreciate the role that learning and reflection can, or ought to, play in processes of change and development of both ourselves and of others.

#### **Course structure**

#### **Core seminars**

These seminars will take place daily, 9am-12pm, for 6 weeks. They will be facilitated by the course convenor, Johanna Graaff; Varkey George of SHAWCO; and Tristan Gorgens. Other facilitators with particular expertise and experience may also be drawn on at times during the programme.

# **Service component**

This consists of three parts: community service; reflection on the service experience (this will be a dimension of the core seminars); and organising a community presentation to round off the course.

#### Community service

This aspect of the course will be co-ordinated by SHAWCO student volunteers and project leaders and will take place in the afternoons from Mondays to Fridays, 2pm-5pm. Students will be transported to and from the SHAWCO centres in neighbourhoods where the service activities will take place. Training to run the IT and holiday programmes will be provided during two of the class seminars.

# Reflection on learning and experience

This will take place during the seminars and in reflective journals in an attempt to link theory and practice – and one's various identities as student and practitioner. Students will be aided in developing tools for reflecting on what has been learnt and gained through the process of engagement.

# *Group task: planning and facilitating a community presentation:*

One of the seminars during the course will speak to the conceptualising of, and practicalities of organising, workshops. Using this, students will present to their SHAWCO project leaders/committee and the community in which they worked around an issue that has come out of the specific project they have been involved in such as community assets.

# Readings

Students will be provided with a course reader and a selection of core readings will frame the course. Students will be expected to read these as they will be drawn on in the seminars. Other additional readings will be available on BLACKBOARD – students need to check this site prior to departure and during the course. However, given the experiential nature of the course and our belief that learning happens through a combination of theory and practice, the main purpose behind the readings are to use them as resources in learning and not just to read them for their own sake.

# Assignments and grading

Formal assessment will take a number of forms:

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• A reflective journal integrating theory (classes and readings) and practice (your experience), responding to particular concepts or guiding questions each

time (minimum 5 entries; 10% of coursework grade).

• Class participation (10% of coursework grade).

• SHAWCO volunteer attendance (you need to participate actively in the service

learning component of the course on a daily basis).

• Academic response papers (4pg) which respond to particular debates covered

in the class, drawing on relevant assigned readings. You are required to

complete one of the response papers (10% of the coursework grade).

• Individual Presentation – an account of your service learning experience as

theory in practice, as well as reflecting on your personal growth and

development through the experience (30% of the coursework grade).

• Community Presentation – group task (10% of coursework grade).

• Final term paper (20 pages - size 12, double-spaced; 30% of coursework

grade). Due Date: 13 July 2010.

Course outline: seminars and readings

• Pre-readings

\*available on BLACKBOARD

Frank, L. (1997). The Development Game. In Majid Rahnema (ed.), The Post-

Development Reader, pp. 263-273. London: Zed Books.

Kaplan, A. (1998). Crossroads: A Development Reading. Extract from the

Community Development Resource Association's Annual Report 1997/1998. Cape

Town: CDRA.

Pieterse, E. (2003). Fragile certainties: reflections and provocations on development

praxis. Dark Roast Occasional Paper Series No. 10, pp. 1-45. Cape Town: Isandla

Institute.

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#### Class 1: Introduction and orientation of the course

Introduction to the course – main project; objectives; layout; assessment, etc.

Introduction to SHAWCO – student volunteering logistics and projects they will be involved with.

Introduction to service learning – how are we going to link up what we do in the classroom with what we do at SHAWCO?

# Readings

Hall, M. (2003) Boundary Institutions: Universities and Social Change. Discussion paper, University of Cape Town.

Cruz, N & Giles, D. (2000) Where's the Community in Service-learning Research? *Michigan Journal of Community Service Learning Fall 2000* 28-34.

Oldfield, S. (2008) Who's serving whom? Partners, process and products in Service-learning projects in South African urban geography. *Journal of Geography in Higher Education* 32 (2) 269-285.

Kolb, D (1993) The process of experiential learning. In M. Thorpe, R. Edwards, & A. Hanson (Eds.) *Culture and Processes of Adult Learning*. London, New York: Routledge.

#### Class 2: South African Language and Culture

An introduction to South African Cultures and survival language basics.

**TBA** 

#### **Class 3: Curriculum Introduction to Adult IT training**

Training for the IT training component of the service learning programme.

# Class 4 and 5: Introduction to theoretical positioning and praxis

Debates within development studies, and where these leave us practically. [assumed background knowledge of South African political-economy and development landscape – additional readings will help if student needs to build this].

# Readings

Pritchett, L. and Woolcock, M. (2004). Solutions when the solution is the problem: arraying the disarray in development. *World Development* 32(2): 191-212.

Pieterse, E. (2003). Fragile certainties: reflections and provocations on development praxis. Dark Roast Occasional Paper Series No. 10, pp. 1-45. Cape Town: Isandla Institute.

# Additional readings [on BLACKBOARD]

Schuurman, F. (2000). Paradigms lost, paradigms regained? Development studies in the twenty-first century. *Third World Quarterly* 21, (1): 7-20.

Hart, G. (2006). Post-Apartheid Developments in Comparative and Historical Perspective. In V. Padayachee (Ed) *The First Decade of Development and Democracy in South Africa*. Pretoria: HSRC Press.

Du Toit, A. (2005). Chronic and structural poverty in South Africa: challenges for action and research. CSSR Working Paper No. 121.

Streak, J. and van der Westhuizen, C. (2004). Fitting the pieces together: A composite view of government's strategy to assist the unemployed in South Africa 1994 – 2004. Occasional Paper. Cape Town: Idasa Budget Information Service.

# Class 6: Civil Society in South Africa

Civil society – non-profits/civics/social movements - in South Africa – mapping the landscape

Critique of NGOisation of development; beginnings of discussion around "dangers of localism" through Mohan & Stokke

# Readings

Swilling, M. & Russell, B. (2002). The Size and Scope of the Non-profit Sector in South Africa. Johannesburg: School of Public and Development Management & Durban: Centre for Civil Society. [on BLACKBOARD]

Habib, A. (2005). State-Civil Society Relations in Post-Apartheid South Africa. *Social Research*, 72(3):671-692.

Ballard, R., Habib, A. & Valodia, I. (2006). Social Movements in South Africa: promoting crisis or creating stability? In V. Padayachee (Ed) *The First Decade of Development and Democracy in South Africa*. Pretoria: HSRC Press. 397-412.

Mohan, G & Stokke, K (2000). Participatory development and empowerment: the dangers of localism. *Third World Quarterly*, 21(2):247–268.

# Additional Readings [on BLACKBOARD]

Habib, A. & Maharaj, B. (2008). *Giving and Solidarity: resource flows for poverty alleviation and development in South Africa*. Cape Town: HSRC Press. Introduction.

Oldfield, S. and Stokke, K. (2006). Building Unity in Diversity: Social Movement Activism in the Western Cape Anti-Eviction Campaign. In Habib, A., Valodia, I. and Ballard, R. (eds) *Globalisation, Marginalisation and New Social Movements*. Durban: University of KwaZulu Natal Press. 25–49

Mngxitama, A. (2006). The National Land Committee, 1994-2004: A Critical Insider's Perspective. In Gibson, N.C. (ed) *Challenging Hegemony: Social Movements and the quest for a new humanism in post-apartheid South Africa*. Asmara: Africa World Press. 157-201.

Hilhorst, D. (2003). The Real World of NGOs. London: Zed books. Introduction.

# **Class 7: Community Development**

Thinking about community needs, assets and capabilities

Conceptualising and developing a product for the community

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#### Readings

Mathie, A. & Cunningham, G. (2003) Who is driving development? Reflections on the transformation of asset-based community development. Evanston, IL: Institute for Policy Research.

URL:

http://www.coady.stfx.ca/resources/publications/PDFs/who\_is\_driving\_development.
pdf

Hope, A. And Timmel, S. (1995). Paulo Freire's work on critical consciousness. In *Training for Transformation* (pp. 14-29). Kleinmond: Training for Transformation Institute. [to be provided]

Kapoor, I. (2002). The devil's in the theory: a critical assessment of Robert Chambers' work on participatory development. *Third World Quarterly*, 23(1):101–117.

# Additional readings [on BLACKBOARD]

Pieterse, E. (2005). A Cultural Perspective on Meeting the Challenge of Slums. Dark Roast Occasional Paper Series No. 23, pp. 1-8. Cape Town: Isandla Institute.

Hurtado, C. (2007). The continuing relevance of Paulo Freire is ideas. *Adult education and development* 69: 51-79 Bonn: ddv international.

Glass, R. (2001). On Paulo Freire's Philosophy of Praxis and the Foundations of Liberation Education. *Educational Researcher*, 30(2):15–25

# **Class 8: Holiday Programme Training**

Training for the Holiday Programme component of the service learning programme. Developed and facilitated by SHAWCO students.

**Class 9: Youth in South Africa** 

**Guest Speakers:** 

Dr. Catherine Ward, Department of Psychology and Mental Health, University

of Cape Town.

• Whitney Johnson, Director of Ubuntu, NGO catering to the needs of HIV/aids

infected and affected children and youth, Khayelitsha.

Readings

Ward, Catherine and Bakhuis, Karlijn. Intervening in Chldren's Involvement in

gangs:views of Cape Town's young people. Children & Society Journal Compilation.

National Children's Bureau. 2009.

Noble, Michael and Wright, Gemma and Cluver, Lucie. Developing a child – Focused

and Mutidimensional Model of Child Poverty for South Africa. Journal of Children

and Poverty. Volume 12, no. 1. 2006.

**Class 10: Testing Hope: Education** 

**Guest Speaker:** 

Molly Black, Film Producer

Film: "Testing Hope: Grade 12 in the New South Africa" dir. Molly Black.

WH Kellogg Foundation and Charles Stewart Mott Foundation. 2006.

Readings

Ladd, Helen F. and Fiske, Edward B. Radical Equality in Education: How far Has

South Africa Come? Terry Sanford Institute of Public Policy, Duke University.

Working Papers Series SAN05-03. January 2005.

Forde, Fiona. Struggle to teach continues. <u>The Sunday Independent</u>. January 25, 2009.

Govender, Prega. Wanted: 94 000 teachers, urgently. The Times. November 23, 2008.

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Jansen, Jonathan. It's the great 2008 matric swindle. Weekend Argus. January 3, 2009.

#### **Class 11: HIV/AIDS**

Site Visit: The Treatment Action Campaign (TAC), Khayelitsha

**Guest:** 

Mandla Majola, Director

# Readings

Power, Samantha. The Aids Rebel. New Yorker. May 2003. Available on: http://www.pbs.org/pov/pov2003/stateofdenial/special\_rebel.html

Gevisser, Mark. "Does it Fester Like a Sore, then Run? The Aids Crisis". *Thabo Mbeki: The Dream Deferred.* Jonathan Ball Publishers. Jeppestown, South Africa. 2007. Pp.727-765.

# **Class 12: South African Art and Culture:**

**TBA** 

### **Class 13: Social Entrepreneurship**

Intro to Social Entrepreneurship in general.

More details about SHAWCO as form of social entrepreneurship.

# Readings

Ashoka Foundation, *What is a Social Entrepreneur?* Access online at <a href="https://www.ashoka.org/social">www.ashoka.org/social</a> entrepreneur

Drucker, P.F. (1993). Post Capitalist Society. Oxford: Butterworth-Heinemann Ltd.

Drucker, P.F. (1993). *Managing the Non Profit Organisation*. Oxford: Butterworth-Heinemann Ltd.

Pinera J. (1998). A way out of Europe's Pension Crisis. In *The Wall Street Journal*, Europe, June 25. Access online at

http://www.josepinera.com/icpr/pag/pag tex europepension.htm

Schwab Foundation, *What is a Social Entrepreneur?* www.shwabfound.org/definition.htm?p=101

# **Class 14: Social Entrepreneurship cont.**

Not-for-profits working with for-profits.

Introduction to Corporate Social Responsibility.

# Readings

Prahlad, C. (2006). *The fortune at the end of the Pyramid-eradicating poverty through profits*. Wharton School Publishing.

# Additional Readings [on BLACKBOARD]

Friedman, S. et al. 2008. "New whims for old – corporate giving in South Africa". In Habib & Maharaj (eds). *Giving and Solidarity: resource flows for poverty alleviation and development in South Africa*. Cape Town: HSRC Press.

#### Class 15: Reflection/feedback:

# Reflexivity and positionality in development praxis

Reflection and feedback on service with SHAWCO so far – issues that students want to raise/discuss/resonate with the literature.

Thinking about identity in developmental contexts – positioning ourselves Reflective tools to use in this course to reflect on experiences in service.

#### Readings

Sharp, J. and Briggs, J. (2006). Postcolonialism and development: new dialogues? *The Geographical Journal* 172 (1): 6–9.

Kapoor, I. (2004). Hyper-self-reflexive development? Spivak on representing the Third World 'Other'. *Third World Quarterly*, *25* (4): 627–647.

White, S. (2002). Thinking race, thinking development. *Third World Quarterly* 23 (3): 407-419.

Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. In *Progress in Human Geography*, 21(3):305-320.

# Additional readings [On BLACKBOARD]

Lal, J. (1996). Situating locations: the politics of self, identity, and 'other' in living and writing the text. In D Wolf (ed), *Feminist Dilemmas in Fieldwork*. Boulder, CO: Westview Press. 185–214

# Class 16: Organisational culture and the learning organisation

# Readings

Roper, L. & Pettit, J. (2002). Development and the Learning Organisation: An Introduction. *Development in Practice*, 12(3/4):258-271.

Kaplan, A. (1998). Chapter 3. *The Development Practitioners Handbook*. London: Pluto Press. [to be provided]

Charles Handy. *Organisational Culture*. [to be provided]

#### **More TBA**

#### **Class 17: Final reflective session**

Critique service learning: 'Academic/development' tourism
'Boundary crossing' in service learning contexts – looking at issues in the field
Converting experience into longer term identity and possibilities as a practitioner

# Readings

Salazar, N. (2004). Developmental tourists vs. development tourism: a case study. In A. Raj (ed.), *Tourist Behaviour: a Psychological Perspective*. New Dehli: Kanishka Publishers. 85-107.

Hayes, E. & Cuban, S. (1997) Border Pedagogy: A Critical Framework for Service-Learning. *Michigan Journal of Community Service Learning* Fall, 72-80.

### **Faculty and Supervision**

Course Convenor and Professor of Record:

Johann Graaff

Department of Sociology, University of Cape Town.

Johann Graaff has lectured in the Sociology Department at the University of Cape Town since 1990. He has taught at several universities in South Africa: Stellenbosch, Rhodes, Kwazulu Natal, North West and Western Cape. His special interests are in Development Studies, the Sociology of Teaching and Jungian psychology. His publications include Graaff et al. (2000) (eds) Development: Theory, Policy and Practice. Cape Town. Oxford University Press; and Graaff, J (2001) What is Sociology? Cape Town. Oxford University Press.

#### Lecturers:

Johann Graaff

Department of Sociology, University of Cape Town

Varkey George

Director of SHAWCO, University of Cape Town

• Guest Lecturers:

Dr. Catherine Ward;

Department of Psychology, University of Cape Town

Whitney Johnson;

Director, Ubunthu

Molly Black;

Film Director of Testing Hope

Mandla Majola;

Director, The Treatment Action Campaign (TAC)