CIEE Global Institute – Cape Town

Course name: Poverty and Development: Case Study Cape Town
Course number: AFST 3003 CTSU/ DEVE 3001 CTSU
Programs offering course: Community Development and Social Justice
Language of instruction: English
U.S. semester credits: 3
Contact hours: 35
Term: Summer 2019

Course Description

This course begins with a study of the contentious definitional aspects of terms such as ‘poverty,’ ‘development’ and ‘inequality.’ It then proceeds to examine local and international factors that impact the practices and conditions that students encounter during their time in Cape Town. The course introduces students to major events in South African history, specifically the historical context that explains current socio-political tensions around housing, health, food security, land reform, gender inequality, and education.

About half of this course analyses theoretical frameworks and key debates on poverty and development; the other half of the course asks students to apply the theoretical tools to their study of complex challenges that would have to be overcome in order to achieve the sustainable development goals for 2030, and beyond. The challenges discussed during this course include poverty measurement, implementing measures for poverty reduction, development indicators, affirmative action, land redistribution and educational reform. Students refine their research skills by honing their ability to pose informed, productive and appropriate questions. There is an emphasis on close reading skills, the critical analysis of data and information, and the building of vocabulary in order to formulate an adequate response; very importantly, this course also offers a space for reflection and processing of experiential learning that happens throughout the student’s day in Cape Town.

Learning Objectives

- Students will be able to critically analyze how South Africa’s historical context has given rise to current socio-political tensions and extreme poverty in the country.
- Students will be able to apply major theories and debates on ‘development’ to the South African context while also situating South Africa in the larger, globalized, and international setting.
• Students will be able to use precise and sensitive language when explaining the relationship between and connectedness between gender, labor, education, health, and food security in Cape Town.

**Course Prerequisites**

No course prerequisites; however, as a minimum, participants should be familiar with US and global social justice issues.

**Methods of Instruction**

The course will be taught using lectures, seminar-style discussions, writing exercises, two field trips, as well as guest lecturers from local NGOs or universities. Since this is a very intensive course, much instruction occurs in the margins of the writing assignments that participants turn in every week. Through the quick turn-around of detailed feedback on the writing requirements for this course, each participant will access customized coaching experience, in which the lecturer helps the participant to refine their research proposal and culminating research paper. Although this course is writing and reading-intensive, the feedback-loop and the meticulously structured lectures (with embedded activities that facilitate discussion and interaction) provide ample scaffolding and support for each participant.

**Assessment and Final Grade**

1. 3 short Response Papers 20%
2. Research Proposal: 15%
3. 3 Vocabulary Tests: 20%
4. Final Research Paper: 25%
5. Class Participation: 20%
TOTAL: 100%

**Course Requirements**

3 Short Response Papers, 600 words each
Students will receive specific writing prompts for each short paper at least 7 days before it is due. This is because the prompts are specific to matters that emerge from class discussions. Along with the specific writing prompt, the lecturer will provide more detail on the expected format and genre of writing. For example, one of these three papers might be reflective, one might be analytic, and the last one creative writing.

**Research Proposal, 1000 words**

In response to the first two weeks of readings, each participant will articulate a question that is relevant to the difficult task of poverty reduction. After concept-mapping and extrapolating the question into various sub-questions, each participant carefully constructs a research question. In the research proposal, the participant then proposes the kind of research project, method and/or tool that would yield useful and relevant information.

**3 Vocabulary Quizzes**

Although the vocabulary tests focus on key vocabulary encountered in debates around poverty and development, they also assess the student's ability to authentically articulate the relationships between various concepts, theoretical frameworks, statistics, methods, and so on. Tests will thus not only assess comprehension of a certain word, but also the ability to use the word correctly and authentically in a variety of contexts.

**Final Research Paper, 3000 words**

As soon as a student has received feedback to their research proposal, they begin synthesizing the archival portion of their research. Since it is not possible to actually implement an extensive research project in the short duration of the course, this paper is limited to presenting the findings of the archival research. However, based on these findings, the research paper should elaborate on a research method and/or research tool that would be adequate and pertinent to the research question. The second part of this paper is thus somewhat speculative and hypothetical.

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular
attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short-Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.
Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
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<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; written warning</td>
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<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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Weekly Schedule

**Week 1** Orientation Week

Class 1:1 What is poverty? What is development? And who are we?

Aside from getting to know each other and building cohort community, this opening session will lay some definitional groundwork for what we mean when we speak of poverty, wealth, development, and some other key terms.

**Required Reading**


Class 1:2 Co-Curricular Activity: Excursion to Slave Lodge and Discussion in Company Gardens

*How do we measure Poverty and Wealth?*
For this session we will travel to the Slave Lodge, downtown Cape Town, in order to experience the museum that was built on the premises in which the Dutch East India Company enslaved thousands of people from countries as far away as Indonesia and China. After a tour/lecture, we will regroup in the Company Gardens in order to connect our impressions of Cape Town history to current patterns of wealth distribution in South Africa.

**Required Reading**


Available at: [http://www.econ3x3.org/sites/default/files/articles/Orthofer%202016%20Wealth%20distribution%20and%20tax%20data%20FINAL.pdf](http://www.econ3x3.org/sites/default/files/articles/Orthofer%202016%20Wealth%20distribution%20and%20tax%20data%20FINAL.pdf)

**Class 1:3**

*Why is it important to “norm” our word choices and perspectives on development? Is development the anti-dote to poverty?*

The lecture component of this session will summarize and contextualize major debates on development and the discourse around poverty. During the discussion, participants will engage readings that emphasize the need to be highly specific with language when referring to concepts such as growth, poverty index, or development. We will examine the way ‘development’ tends to be associated with a positive and necessary event, and how that complicates, or even contradicts, what ‘development’ actually looks and feels like on the ground.

**Required Reading**


*Due: Response Paper 1*

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**Week 2**

**The Discourse of Development**

**Class 2:1**

*In what ways is poverty constructed?*
Through close readings of Arturo Escobar and Amartya Sen, participants will explore two distinct ways of explaining and defining poverty. While Escobar problematizes the way poverty was not only invented as a discourse, but also as a praxis, Sen looks at poverty as a deprivation of capabilities and loss of freedom.

**Required Reading**


**Class 2:2**

*How has poverty been represented and how do we recuperate the voice of the ‘poor’?*

During this session we analyze popular culture and social media with a lens for how our perceptions of poverty in Africa have been constructed. We will discuss the role that certain celebrities, journalists and TV personalities have played in shaping the way we imagine, visualize and discuss poverty in Africa. In doing so, we will complicate vocabulary like helping, charity, service, intervention, and aid.

**Required Reading**


**Class 2:3**

*What is Research (in Africa)?*

After a discussion on different reasons and approaches to research, we will critically reflect, as a group, on our motivations, dispositions, assumptions, conundrums, and tensions as we face the task of articulating a research project. While nobody will actually conduct a research project, it will become evident that we will all borrow from certain research methods in order to make the most of the enormous learning opportunities that emerge during the Service Learning program.
The second part of the session will comprise a writing work-shop during which every participant generates a unique preliminary research question.

Required Reading

Due: Response Paper 2

Week 3 Education

Class 3:1 How do contemporary debates explain the reasons for the current crisis of South Africa's education system?

After considering some of the major trends and statistics on the history and quality of education in South Africa, we dive into a specific case study that looks at teachers’ instructional styles and language policies that either disadvantage or under-serve secondary school youth. Students will gain an impression of the daunting challenge of democratizing South Africa’s school system as well as the consequences of current insurmountable learning deficits. In conclusion, we explore the many connections between education and poverty reduction.

Required Reading


Required Viewing
Some Children are More Equal than Others: Education in South Africa (2015)  
Directed by Stefan Gottfried

Class 3:2  
What can we learn from a comparative study of affirmative action in South Africa and United States? How has affirmative action contributed to poverty reduction?

After a short lecture by a guest speaker from the UCT community, the class will have the opportunity to pose questions and discuss the readings. What is at stake is a critical understanding of the different types of affirmative action, the variety of arguments that have been articulated against/ for affirmative action, and to what extent it has reduced poverty in South Africa. The session will conclude with a reflection on the comparison between affirmative action in the United States and South Africa.

Required Reading


Available at: http://www.uct.ac.za/usr/about/intro/transformation/2012/admissions_policy_max_price_060112.pdf

Class 3:3  
Co-Curricular Activity: District 6 Museum

Students prepare for their visit to the District 6 Museum by getting a heavily condensed, yet thorough, overview of South African of 20th and 21st century history. We will pay particular attention to the consequences of the Group Areas Act, and we will critically evaluate how the history of forced removals connects to contemporary patterns of gentrification, homelessness and the proliferation of so-called squatter camps.

Required Reading

Available at:
Due: Vocabulary Quiz 1

Class 4:1

**Chronic and Structural Poverty**

*What is the difference between chronic and structural Poverty in South Africa?*

This week begins with a clarification of the relationship between macroeconomics and poverty in South Africa and other countries that have implemented Structural Adjustment Programs (SAP). After gaining an overview of the neoliberal perspective and approach, the discussion will further examine how South Africa’s transition to democracy was simultaneously a transition to a neo-liberal market economy that entrenched certain segments of the population in structural poverty (as opposed to transitional poverty). Through a consideration of four different approaches to the measurement of poverty, and two perspectives on the measurement of wealth, participants will become fluent in articulating the complex limitations and benefits of poverty indicators.

**Required Reading**


Due: Research Proposal
Class 4:2  Co-curricular Excursion to Lwandle Labour Museum

Class 4:3  How did Freirean Critical Consciousness influence the anti-apartheid movement? Where do we detect elements of critical consciousness in today’s efforts to combat social injustice and reduce poverty?

We end this week with an analysis of democracy (thing) and democratization (process), and how it links to poverty reduction. A combination of lecture and reading comprehension activities will solidify participants’ understanding of how several concepts are linked to the term ‘democracy,’ for example, the electoral aspect in which every individual has the right, and arguably the duty, to vote. In addition, however, one can study democracy as a question of everybody having equal access to everything, and what such access (as well as the contingent practices of exclusion) look like. Democratization, as process, could be studied and described as a mental process, or as the sociological necessity for negotiating multicultural space. The goal of this session is not so much to come up with clear answers to the questions that political scientists and philosophers have debated for centuries, but rather to provide students with more clarity on South Africa’s unique ‘road to democracy’, especially with regards to how the semantic value of ‘citizenship’ has changed over the last three decades.

Required Reading


Due: Response Paper 3

Week 5  Poverty Reduction and Sustainable Development

Class 5:1  How does civic society organize and intervene in order to reduce poverty in Cape Town?

This session centers around the complicated and multifaceted relationship between the formal and informal sectors. Whether it be the economy or education, in all spheres of
society there is a question about how much (of what) the government is doing and what is civic society doing in relation to government?

Co-curricular activity: fieldtrip to local NGO (Inyathelo) and debrief

Required Reading

Selections from “Beautiful Solutions”
Available at: https://solutions.thischangeseverything.org/

Due: Vocabulary Quiz 2

Class 5:2  How do we measure or account for sustainability?

Through an interactive exercise, the class will arrive at some tentative conclusions on what is/what is not sustainable in the contexts of both, USA and South Africa. A highly contested and overloaded term, ‘sustainability’ is still simple at its core meaning – what do we all, in unique and diverse ways, have to do to repair and maintain the planet? Students will explore topics of sustainability within their own discipline and academic career.

Required Reading


Week 6  Writing a Research Paper

Cass 6:1  Writing Work-shop

This work-shop has the purpose of (a) reviewing course content for the final vocabulary quiz and (b) help students make headway in writing their research paper, where they will hopefully apply newly learned vocabulary in accurate ways.

Due: Vocabulary Quiz 3
Week 7  Conclusions

Class 7:1  *How can we consolidate and evaluate what we have learned during this course? How will we apply what we learned?*

To wrap up and conclude this course, the lecturer will offer a synthesis of all course readings and link them to the question/challenge of sustainable development. Students then present their final research papers, followed by an evaluation of what they have learned during the course.

Week 8  Office Hour & Final Paper

Each student is required to have a one-on-one consultation during week 7 or week 8, prior to submitting the final paper.

*Due: Final Research Paper*

**Readings**


Videography

Some Children are More Equal than Others: Education in South Africa (2015)
Directed by Stefan Gottfried
Available at: https://www.youtube.com/watch?v=hiEUu-Io0Ao (accessed on August 1, 2018)