South Africa: 
Nongovernmental Organizations in Development
July 5-Aug 20, 2015

Political Science 437g
Human Services 437g
12 credits

Professors:
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Course Outcomes:
1) Students will add to their learning in academic areas related to the theory and practice of human services and political science in a South African context.
2) Students will generate knowledge of the growing role of nongovernmental organizations (NGOs) in bringing social development to townships in South Africa.
3) Students will engage in service-learning activities in a South African township, learning to work with local residents to accomplish localized goals.
4) Students will demonstrate awareness of values, reaction patterns, strengths, & limitations in diverse social contexts.

SERVICE LEARNING IN SOUTH AFRICA
In this class we actively collaborate with in-country experts in the implementation of selected field experiences. The intent of this collaboration is to provide a rich experiential learning opportunity highlighting the history, culture, and politics of the region, exploring the challenges that South Africans face and their many assets that contribute to community development. This class provides the opportunity to explore the richness and diversity of South African communities while examining social justice issues, and making a contribution to the well-being of our host community, Kurland Village, in the Crags region of South Africa. Students will explore the growing role of NGOs in bringing social development to this dynamic and promising African country.

The class combines academic instruction with community-based learning. We engage in service projects that meet community needs, examining grassroots and non-governmental organization (NGO)-initiated approaches to community development. Service-learning projects may include working with local community-based organizations and local government in areas of community development, health, education, income generation, environmental conservation, family and childhood services, and more. Students will be guided in their academic areas of interest by...
faculty, staff, and South African partners, and are expected to be active participants in their own learning. Prior to travel, students participate in orientation, team building, and preparatory study on ethical global citizenship. While in South Africa, in addition to service learning projects, students will engage in on-site academic seminars, reading, writing, and reflective practice.

Service learning is defined as a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle & Hatcher, 1995).

Partner NGO

Willing Workers in South Africa

Willing Workers in South Africa (WWISA) aims to harness the energies of global citizens to support the enhancement of the current and future prospects of community members in the Bitou Region of the Western Cape Province. This NGO seeks “to develop integrated, racially and socially harmonious, economically viable and successful, self-sustaining model communities.” WWISA offers placements in the fields of social services, education, sustainable environmental practice, health care, and job training. WWISA programs are centered on the small township of Kurland in this remote region where government programs don’t often trickle down. WWISA operates the Rocky Road Backpackers, where the class will be hosted, in a comfortable and safe learning environment. Rocky Road is set in on 12 acres amidst indigenous forest and open grazing pastures located in The Crags, which is +/- 20 km's (16 miles) east of Plettenberg Bay. It is the gateway between the country's Western Cape and Eastern Cape Provinces and is ideally situated to provide accommodation for the class, being roughly 3 miles from the Kurland Village Township where the majority of our work and engagement will take place. From the well maintained gardens we enjoy spectacular views of the Tsitsikamma Mountain range as well as Peak Formosa, the highest in the range. The adjoining 7 acre forest has an easy mini-trail to view streams, a waterfall and rock pool. The Back Packer is a local hub for NGO staff and volunteers from around the world, frequently providing opportunity for students to interact with others from around the globe who are involved in community development work.
Reading Materials

Required Text
Worden, Nigel, *The Making of Modern South Africa*

Optional Texts

Selected Articles (Will Appear as Canvas Readings, and subject to change)

Development Studies:
Encyclopaedia of Informal Education, “Community Development”
DeFilippis and Saegert, “Communities Development. The Question is How?”
Simon, “Contextualizing South African Local Development within Current International Debates”
Bond, “Debates in Local Economic Development Policy and Practice”

Nongovernmental Organizations:
Karns and Mingst, “Non-State Actors: NGOs, Networks and Social Movements”
Ahmed and Potter, “NGOs and Foreign Aid”
Pinkney, “International NGOs: Missionaries or Imperialists”
Johnson & Knapp “NGO-Government Interactions in South Africa”

Research Methods:
Bernard, “Participant Observation”
Rodriguez, et. al., “Culturally Responsive Focus Groups: Reframing the Research Experience to Focus on Participants”
Naidu and Sliep, “Contextual Reflexivity? Towards Contextually Relevant Research with South African HIV-AIDS Home-Based Care Volunteers”
Fournier, et. al., “Discovering Voice: Participatory Action Research Study with Nurses in Uganda”

Development Studies
Nerfin, “Neither Prince nor Merchant: Citizen”
Johnson, “Globalization and the Study of Development”
Visser, “Shifting RDP into GEAR”
Binns and Nel, “Tourism as a Local Development Strategy in South Africa”
Mubengizi, “Community Development and Service Delivery”
Assignments and Grading

Journaling  
50 Points

In order to make the most out of this experience, we are requiring students to engage in deep and critical reflection. For many, this may be a “life changing” experience. Minimally, it will be an incredibly meaningful one, and perhaps one of the more salient experiences you will have as an undergraduate student. Part of the reflection process is “public” in that we will engage in one-on-one, small-group, and whole-class reflective discussion. Much of the reflection process however is much more ‘private’: you and your thoughts, emotions and contemplations. As a baseline, you are asked to maintain a journal that includes not only what you are doing each day, but also what you are thinking about what you are doing, observing and experiencing. Daily journaling is encouraged, although we understand the realities of life and that it can become challenging to maintain daily logs of activity and thought. Minimally, you are expected to complete weekly journal entries, which will be shared with the professors periodically throughout our time in South Africa. Grading will be based on depth of your thinking, and consistency of entries. You will periodically be given Journal Prompts, with questions or themes/topics to respond to. In addition to your maintenance of ‘free writing’ of your thoughts and experiences, then, you will be asked to contemplate specific questions, concepts or ideas. Please be sure to maintain this Journal in a format that can be turned in for brief periods of time, for review. Journals will be reviewed on 5 occasions, each worth 10 points, for a possible total of 50 points for this assignment. Journal submission dates will be designated in class (you may only have a couple days’ notice of when journals will be due, thus it will be important to maintain consistent journal entries).

Research Project  
175 Points total

The key academic assignment for this class is the completion of independent and original research, culminating in a research paper of (typically between 10 and 20 pages). You will be given support throughout the entirety of the summer course on this research project, with much more instruction than what is provided in this syllabus. It is strongly suggested that you choose a research topic that is of personal interest to you. Without an innate interest in your research topic it will be difficult to remain motivated and productive throughout the summer and beyond. Topics may range widely, and we will discuss topic ideas early on in our time in South Africa. In the past, people have researched topics ranging from Adverse Childhood Experiences, Domestic Violence, Poverty and Employment to Women’s Empowerment, Roles of NGO’s in Community Development and Efficacy of Eco-Tourism in supporting Community Development. Some have taken a comparative approach – comparing something about South Africa with another country such as the United States, and some have been much more localized. As you can see from this brief list, there have been (and no doubt will be) a disparate array of topics. This is indicative of the wide range of interests among students. It is anticipated that this will be a qualitative research effort, utilizing such common qualitative techniques as Observation, Participant-Observation, and One-on-One and Focus-Group Interviews (to be discussed more in class). However, if you are so inclined you will have the ability to propose a quantitative study, perhaps dealing with survey data and other quantitative information. There are two ways you will earn points on this assignment: Research Outline, worth 25 points and; Research Paper, worth 150 Points.
Research Outline  

A strong outline can go far for supporting a strong paper. You are encouraged to spend considerable time thinking about your research concepts and to develop a plan/approach that is both realistic and responsive to your research questions. The outline itself can be relatively simple in terms of its formal content. It is understood that you will not yet have conducted your research at the time of submitting your outline, therefore it is not expected that you will have an extensive literature review or any data to speak of. Rather, we are looking for you to articulate the topic of interest (including why it is “worthy” of being at the center of a research project) and the ways in which you will address the topic. In other words, both the WHAT and HOW of your research; what do you want to know, and how will you learn it?

Your outline should include a general timeline of activities, as well as a description of methods you will use (interviews, observation, etc.). The more detail you provide, the greater likelihood of receiving maximum points. Outlines are generally two to three pages in length. Trust us: A well-thought out outline is going to make your research efforts and accompanying paper much more doable!

Final Research Paper

Good research papers come from good research. And of course, good writing. A solid paper will include an introduction outlining the ‘problem’ or ‘phenomenon’ at the center of the study/inquiry. There should be a clear section on methodology – what research methods were used to complete your research. This should be supported by a literature review (at least a brief literature review, bringing in perspectives of others who have researched and published on the topic). We know this is not your doctoral dissertation, and so don’t expect an exhaustive literature review, but in general, a strong paper will include reference and discussion of at least three published articles or books on the topic (we will discuss more in class, and it is wise to embed literature throughout the entirety of your paper, thus many more than 3 citations may be necessary, depending on your topic). A clear articulation of your ‘findings’ or ‘outcomes’ is critical to a positive paper. Especially in qualitative research, people want to know the real story behind the study. What did you learn, and how did your findings match up with what you expected, or perhaps surprise you, etc.? It is permissible to write in first-person, thus owning your words (which also often makes for a more engaging paper). Papers should be well-written (APA style, absent of writing errors, concise, and engaging). Note: Some of the best student papers have been published in professional or student-peer reviewed journals already; and several students over the years have used their research papers for Scholar’s Week, or for otherwise showcasing the quality of their work. Examples of the best student research will be included in the syllabus.

Typically students need to request a K-grade to make time for their final paper to be written AFTER returning from South Africa. This has been a very good strategy and one we support fully. We want you to be 100% engaged in the day to day activities while there, and not buried in a computer… so plan accordingly.
Group Participation 75 Points

Put simply, this entire experience is only going to be as successful and meaningful as we make it. Each individual student holds significant ‘power’ and influence in the success of this course. Therefore, substantial points are designated to your participation. This of course includes literally participating in the different elements of the class: Service Learning, Group Discussions; Group Excursions, etc. but also in the manner in which you engage, and the affect that you bring to our shared experience. We asked students to complete the application essay and pre-acceptance interview in order to assess everyone’s capacity to be a positive contributor to the course. We don’t accept everyone who applies to the program just because they applied. We chose you because we see in you a preparedness for such a journey and the ability to be a positive contributor and member of this class.

In order to receive maximum points it is expected you will be fully engaged at all times, and in a positive and professional manner. We understand that people have off days, and that there may be times when students don’t feel well, or are having personal difficulties, or otherwise “off their game”. We therefore don’t expect (and would be surprised by) perfection. We do, however, expect and hope for best efforts and full attentiveness. Points for this category will be based on our collective assessment of your participation throughout the entirety of the summer experience. We do monitor daily interactions and involvement in service projects, interactions in our ‘home environment’ (at the back-packer), communication patterns with other students, ourselves (the professors), our NGO partners, and community friends and partners.

It is important for you to consistently represent yourself, and Western Washington University as a positive and supportive global citizen. In that role comes the need to treat classmates, professors, and all local partners respectfully and professionally. Points will be deducted when there are perceived variances from this expectation. Such things as pervasive and disruptive negativity take away from everyone’s experience. Thus such behavior would be an example of a time when points may be deducted. Failure to comply with expectations, or to perform contributing positive service at placement sites is another example of means for deduction of points. Students have the ability to make individual decisions about the degree to which they will be involved and engaged with classmates, professors and community partners. Personalized judgement will not be passed on students based on the degree to which they choose to be engaged, however points may be at stake.

[NOTE: we are expressing this as honestly and directly as we can here. There are expectations for professional behavior that merit points in this category. We have NO doubt that each of the students will perform to their best, BUT we want to be clear when and where points MAY be given, or taken away. Please understand the nature of this class is very sensitive. We are essentially living together for a quarter, among and with global partners who have a history of being oppressed. Our ability to be good and positive global friends and colleagues is of utmost importance to us, as is our determination to make this the most positive educational experience possible for each and every student. So, please don’t mistake the tone of the above explanation of participation points as being negative, but rather an attempt to be “real” and as straight forward as possible.]
GRADING AND ASSESSMENTS

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<td>95 – 100%</td>
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<td>A-</td>
<td>90 – 94%</td>
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<td>B+</td>
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GENERAL CRITERIA for the LETTER GRADE

Excellent/Superior or “A” work demonstrates the following: All readings and assignments are completed on time. In addition, all written assignments are consistently exceptional in content and mechanical construction. Your writing requires virtually no correction and demonstrates a superior understanding of the intent of the assignments. You express and verbalize connections among various readings, class discussions, fieldwork, and personal experience. You demonstrate understanding of the general theory underlying the subject and are able to transfer this understanding to other situations. You show evidence of exceptional development of the desired skills. You are able to creatively and critically analyze concepts and issues presented to you in your assignments and the classes. You consistently participate in a way that enhances learning for self and for the group. Your behavior demonstrates a concern for the learning community.

Good /Above Average or “B” work demonstrates the following: You complete what is equivalent to at least 80% of the weighted assignments on time. In addition, written assignments demonstrate mastery of the desired knowledge, while your writing may require some correction. You consistently participate in class activities in a way that enhances learning for yourself and other group members and demonstrates strong development with desired skills. You attempt to critically and creatively analyze concepts and issues presented to you in class or in your readings. Your behavior demonstrates a concern for the learning community.

Fair/Average, or “C” work demonstrates the following: You complete what is equivalent to at least 70% of the weighted assignments. In addition, written assignments generally demonstrate a basic understanding of desired knowledge. You add to the discussions but your analysis may not demonstrate creative or critical thinking. Your writing requires correction. You marginally participate in class.

Poor Work or “D” work demonstrates the following: You complete what is equivalent to at least 60% of the weighted assignments or you marginally complete assignments. Your work provides evidence of minimal understanding of desired knowledge and/or development of desired skills.

Failure or “F” work demonstrates the following: Less than 60% of the weighed assignments are completed. Work does not meet the intent of the assignment. You demonstrate marginal understanding of the desired subject, the intent of the assignment, and/or interest in the topic.
Itinerary (subject to change based on local circumstances)

The Program formally commences with the assembled team evening dinner at 18h00 on Sun 5th July and formally concludes after breakfast on the morning of Thursday 20th August 2015, the morning after the final team dinner on Wed 19th. Below is the itinerary as planned, however keep in mind that there may be need to vary from the itinerary if/when things out of our control necessitate a change in our plans.

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<th>PHASE ONE – JOHANNESBURG OVERVIEW – 3 days/2 nights from Sun 5th to Tue 7th July 2015 inclusive</th>
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<th>PHASE TWO - ROCKY ROAD OVERVIEW – 25 nights/24 days accommodation and meals from Tue 7th to Thu 30th July 2015 inclusive</th>
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<td>PHASE THREE – ADDO VALLEY SAFARI OVERVIEW - 2 nights accommodation plus 2 ½ days activities from Fri 31st Jul to Sun 2nd Aug 2015 inclusive</td>
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| PHASE FOUR - ROCKY ROAD OVERVIEW – 15 nights accommodation from Sun 2nd to morning of Mon 17th August 2015 inclusive |
|---|---|---|
| **Phase** | **Dates** | **Days** | **Core activities** |
| Phase 4 | Sun 2nd to Mon 17th August | 15 nights of D, B&B accommodation | Continue with individual research projects and community assignments in Kurland Village whilst at Rocky Road |

| PHASE FIVE – CAPE TOWN OVERVIEW - 3 days/3 nights from Wed 19th to Sat 22nd August 2015 inclusive |
|---|---|---|
| **Phase** | **Dates** | **Days** | **Core activities** |
| CAPE TOWN | Mon 17th to Thu 20th August | 3 nights and 3 days | Arrival in Cape Town in early-afternoon of Monday 17th for one half-day plus two full-days of planned tours and activities concluding with a group final dinner on the evening of Wed 19th and the formal end of the programme being after breakfast on the morning of Thu 20th August from which point onwards the outward departure from South Africa by independently made travel arrangements commences |

| TOTAL | 46 nights of WWISA arranged accommodation on a dinner, bed & breakfast arrangement with the exception of Cape Town which has accommodation and breakfast arranged for three nights/days plus one final formal dinner. Students to make own arrangements for 3 lunches and two dinners while in Cape Town. Programme activities planned for 45 full days from commencement in JHB to end in CPT. |
POLICIES and EXPECTATIONS OF BEHAVIOR

The expected behavioral responsibility while participating in this program are briefly outlined below, however more detail will be provided during orientation.

Cultural Attentiveness and Respect:
As a guest in a foreign country, there are certain behaviors which are considered unacceptable and could lead to possible disruption of the program. It is required that you conduct yourself in an appropriate, professional and respectful manner which does not infringe upon the customs and mores of the regions where the program is being conducted, nor upon the rights of other participants of the program. Behavioral responsibilities shall be applicable during the course of the program both when in the company of other program participants and when you are physically separated from other program participants. In addition, you must adhere to all policies outlined in the Western Washington University Student Code of Conduct and Judicial Procedures. Inappropriate behavior is cause for dismissal from the program without notice and without refund.

Compliance with Local Laws:
It is understood that you will comply with the laws of the regions where the class will be held and community in which we study. It should be understood that neither law enforcement authorities nor program officials accept ignorance as an excuse for non-compliance with local laws or regulations. You will be informed of various laws that may exist, which differ from what we are accustomed to in Washington State.

Substance Use:
It is expected that you will abide by the local laws or regulations regarding the consumption of alcohol, and that excessive and/or irresponsible use of alcohol will not be tolerated. The use or possession of drugs (other than prescription drugs used under the care of a physician) at any time during the program is cause for immediate dismissal.

Harassment and/or Assault:
Any form of harassment or assault (including sexual) of program participants, staff, or others is cause for immediate dismissal, and may include criminal and civil litigation. Any acts of individuals or of groups that diminish the professional relationships of the participants, lodgings, classrooms, workplaces and other program venues will not be tolerated.

Involuntary Withdrawal:
It should be understood that return passage and all other expenses occasioned by a participant’s involuntary withdrawal from the program shall be the sole and exclusive financial responsibility of the involved student.

Academic Dishonesty Policy:
Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see the University Bulletin) and WWU’s Academic Honesty Policy at http://www.acadweb.wwu.edu/senate/acc/accPlagiarism.htm.
Attendance Policy:
You are expected to attend every class, to be on time, and to participate in all discussions and activities – this requires pre-class preparation and reading. If you are not able to attend a class for some reason, it is your responsibility to inform me (prior to class).

Late Assignment Policy:
Late work will not be accepted unless you have discussed it with the professor(s) in advance and an agreement (to turn it in late) has been reached. Even if an agreement has been made to turn your work in late, there may be a deduction in your grade, based on time of extension. Due dates for all assignments will be provided to you in advance, along with instruction and support for successful completion.

Written Work Policy:
All written work must be typed (with the exception of journal entries), double-spaced, and grammatically correct. Poor writing and submission of work that does not address assignment criteria will influence the final grade. For assistance with writing assignments contact WWU’s Writing Center at [http://www.acadweb.wwu.edu/writepro](http://www.acadweb.wwu.edu/writepro).

“K” Grade Policy:
Students who request a “K” (Incomplete) grade must be doing acceptable work up until the 8th week in order to be eligible to receive an incomplete. “The grade of K (Incomplete) is given only to a student…when extenuating circumstances make it impossible to complete course requirements on schedule.” (Extenuating circumstances do not include mere lateness in completing work.) You must ask for the “K” grade and a contract must be completed stating what must be accomplished to satisfy the incomplete. A date of completion must be specified on the contract. You will be given the grade you earned at the time of the incomplete contract minus any points associated with incomplete assignments if course work is not completed as agreed upon with the contract. Please review the statement regarding the assignment of incomplete grades in the Western Washington University Bulletin.

Reasonable Accommodation Policy:
It is the policy of Western Washington University to provide reasonable accommodations to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, contact WWU dis/Ability Resources for Students at (360) 650-3844 or [www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/). NOTE: pay particular attention to the physical and emotional rigor of this program before a decision is made to participate. This program includes significant physical rigor (walking/hiking, physical activity in providing service to the community, emotional maturity and stability).

Corresponding by Email:
All students are required to use MyWestern accounts for official class email. Official University announcements are sent via WWU email. You are welcome to forward your WWU email to a personal account, but please be aware that some free email accounts do not notify you or the sender when mail is not delivered. It is the student’s responsibility to make certain that email is received.