**HOD 2490/3960: Youth and Community Health, Education, & Development in South Africa**

Fridays 4:10-9 PM, Saturdays 8:10-6, May 11-12, 18-19, 25-26

Mayborn 105

Instructors: Week 1: Dr. Maury Nation, E-mail: maury.nation@vanderbilt.edu

Week 2: Dr. Gina Frieden, E-mail: gina.frieden@Vanderbilt.Edu

Week 3: Dr. Douglas D. Perkins, E-mail: d.perkins@vanderbilt.edu

**Course Description/Objectives:** 1. Provides an introduction to recent socio-cultural, political, economic and environmental changes in South Africa with particular attention to systems of public education, youth development, health, housing and economic development. 2. Will prepare students participating in the Fieldschool in Intercultural Education in South Africa, including project work in Cape Town. The course is open to students not participating in the Fieldschool and goes beyond specific preparation for the Fieldschool.

**Course Format:** Class meetings will be run as a seminar in which the required readings, instructor and expert guest lectures, and student paper/presentations and other coursework will be discussed in class. The exact schedule of topics and reading assignments may change. Be aware of any changes, be prepared for class, and try to obtain a classmate's notes on any class you miss. Please do all of the reading on time, and participate in class. Class attendance is important and may be taken at any time.

**Graded Course Requirements (& % of course grade):** The graduate and undergrad sections of this course will meet together. Grad students will be graded with higher expectations.

1. **Scavenger hunt** (10%): find, post to the OAK Discussion Board w/ a brief explanation, and briefly describe in class the following sources [not already listed in this syllabus] re youth development, violence prevention, community health, education, community development, or socio-cultural/political/economic/environmental change in South Africa [extra credit for Western Cape; extra-extra credit for Manenberg or Cape Flats]: 1 website (for 2nd class), 1 news article (for 3rd class), 1 scholarly article, chapter, book or report (for 5th class).

2. **Literature review, critique & synthesis paper related to a problem facing youth in S. Africa** (35%: 5-10 single-spaced pages). Choose a topic that interests you relevant to a socio-cultural, political, economic, health, educational or environmental issue or problem facing low-income urban youth in South Africa and the policies or programs that have tried to address it [examples of topics are in the schedule below, but you are not limited to those topics]. You can coordinate with others in class to choose different aspects of a given issue, but this paper should be individually written. Post your 1st & 2nd choice of topics to OAK Discussion by Tuesday, 5/15, and the instructors will confirm your topic by Wed. 5/16. Do a thorough library-web search, especially of the recent scholarly literature on the topic. Write a paper, summarizing and critically analyzing the primary readings and relating them to the rest of the literature on that topic. DRAFT PRESENTED IN LAST CLASS. Papers may be revised based on feedback and discussion before being turned in for a grade. FINAL DRAFT DUE WED. 5/30.

3. **Final service-learning action-research group project proposal** (35%; 10-20 single-spaced pages, depending on # in group). Fieldschool teams will present their project proposals to their partner organizations at the end of the Cape Town orientation period. GROUP PROPOSAL FINAL DRAFT IS DUE JUNE 18. These will relate to one of the proposed Fieldschool projects (see description appended to syllabus): a. youth development, violence and safety; b. problems associated with urbanization, economic development, & urban planning; c. quality of township schools; d. health promotion and chronic disease prevention. Parameters and format of project proposals will be discussed in class.

4. **Class participation** (20%): attendance, preparation, and discussion (esp. in class, but also on OAK).

**SCHEDULE OF TOPICS & READINGS**

**Session. Topic/Readings**

**1. Syllabus, readings, requirements; Summer Field School**

**Overview of South Africa geography, race, history, economic, social, political change; Western Cape Region; Cape Town and Cape Flats**

**Required Reading:**

**Ross, R. (2009).  *A concise history of South Africa*. New York: Cambridge University Press.**

**Bornman, E. (2011).  Patterns of intergroup attitudes in South Africa after 1994.  *International Journal of Intercultural Relations, 35*, 729-748.**

**Duncan, N. (2003).  ‘Race’ talk:  Discourses on ‘race’ and racial difference. *International Journal of Intercultural Relations, 27*, 135-156.**

**Moller, V., & Radloff, S. (2010).  Monitoring perceptions of social progress and pride of place in a South African Community. *Applied Research in Quality of Life, 5*, 49-71.**

**Fuller, Alexandra. (June 2010). Mandela's children: South Africa is a vibrant, multiethnic democracy striving, with mixed success, to fulfill its promise. *National Geographic. 217*.6 p. 80.**

**Commey, P. (June, 2009). Finally it's Zuma, but what lies ahead? *New African*, 10-14.**

**Thomas, H. (Nov., 2003). Bridging the divide. Property week Supplement, 4-9.**

**Commey, P. (Feb. 2007). South Africa: Oprah to the rescue? *New African*, 10-15.**

Other Recommended [future] Readings:

Bhana, A., Petersen, I., & Rochat, T. (2007). Community psychology in South Africa. In S. M. Reich, M. Riemer, I. Prilleltensky & M. Montero (Eds.), *International community psychology: History and theories*. New York: Springer.

Clark, L. N., & Worger, H. W. (2004). *South Africa: The rise and fall of apartheid.* Harlow, UK: Pearson/Longman.

Duncan, N., van Niekerk, A., de la Rey, C., & Seedat, M. (Eds.). (2001). *'Race', racism, knowledge production and psychology in South Africa*. Hauppauge, NY: Nova Science Publishers.

Jansen, J. D. (2009). *Knowledge in the Blood: Confronting Race and the Apartheid Past*: Stanford University Press.

Peet, R. (2002). Ideology, Discourse, and the Geography of Hegemony: From Socialist to Neoliberal Development in Postapartheid South Africa. *Antipode, 34*(1), 54-84.

Seedat, M., Duncan, N., & Lazarus, S. (Eds.). (2001). *Community psychology: Theory, method and practice: South African and other perspectives*. Cape Town, SA: Oxford University Press.

Seekings, J. (2008). 'Just Deserts': Race, Class and Distributive Justice in Post-Apartheid South Africa. *Journal of Southern African Studies, 34*(1), 39-60.

**2. Youth development, violence and victimization in South African townships**

**Required Reading:**

**Bray, R., Gooskens, I., Moses, S., Kahn, L., & Seekings, J. (2010). *Growing up in the new South Africa: Childhood and adolescence in post-apartheid Cape Town*. Cape Town: HSRC Press.**

**Gevers, A. & Flisher. A.J. (2012). School based youth violence prevention interventions. In Ward, C. L., Merwe, A. v. d., & Dawes, A. (Eds.). *Youth violence: Sources and solutions in South Africa*. (p.175-209). Cape Town: University of Cape Town Press.**

**Makiwane, M., & Kwizera, S. (2009). Youth and well-being: A South African case study. *Social Indicators Research, 91*, 223-242.**

**Petersen, I., Swartz, L., Bhana, A., & Flisher, A.J. (2010). Mental health promotion initiatives for children and youth in contexts of poverty: The case of South Africa. *Health Promotion International, 25*, 331-341.**

**Wegner, L. & Caldwell, L. (2012). Interventions for out-of-school contexts. In Ward, C. L., Merwe, A. v. d., & Dawes, A. (Eds.). *Youth violence: Sources and solutions in South Africa*. (p.213-239). Cape Town: University of Cape Town Press.**

Recommended:

Barbarin, O. A., & Richter, L. (2001). Economic status, community danger and psychological problems among South African children. *Childhood: A Global Journal of Child Research, 8*(1), 115-133.

Barbarin, O. A., Richter, L., de Wet, T., & Wachtel, A. (1998). Ironic trends in the transition to peace: Criminal violence supplants political violence in terrorizing South African Blacks. *Peace and Conflict: Journal of Peace Psychology, 4*(3), 283-305.

Barbarin, O. A., Richter, L., & deWet, T. (2001). Exposure to violence, coping resources, and psychological adjustment of South African children. *American Journal of Orthopsychiatry, 71*(1), 16-25.

Richter, L., & Dawes, A. (2008). A history of South African psychological research on child development. In C. van Ommen & D. Painter (Eds.), *Interiors: A history of Psychology in South Africa* (pp. 286-223). Pretoria: UNISA Press.

South African Police Service (2010). *Murder in RSA for April to March 2003/2004 to 2009/2010.* Retrieved October 21, 2010 at: <http://www.saps.gov.za/statistics/reports/crimestats/2010/categories/murder.pdf>

Stevens, G., Seedat, M., Swart, T. M., & van der Walt, C. (2003). Promoting Methodological Pluralism, Theoretical Diversity and Interdisciplinarity Through a Multi-Leveled Violence Prevention Initiative in South Africa. *Journal of Prevention and Intervention in the Community, 25*, 11-29.

Stuijt, A. (2009). Gang rape: A youth cult in South African townships. *Digital Journal,* available at: <http://www.digitaljournal.com/article/264956>

United Nations Office on Drugs and Crime (UNODC, 2009). *South Africa: Proudly Manenberg.* Available online at: <http://www.unodc.org/newsletter/en/perspectives/no02/page006.html>

Ward, C. L., Merwe, A. v. d., & Dawes, A. (Eds.). (2012). *Youth violence: Sources and solutions in South Africa*. Cape Town: University of Cape Town Press.

**3.a. Challenges of South African Township schools**

**Guest speaker: Dr. Brian Heuser, Peabody Dept. of Leadership, Policy & Org.**

**Required reading (NOTE: YOU WILL BE QUIZZED ON THE FIRST 2):**

**Fiske, E. B., & Ladd, H. F. (2004). *Elusive Equity: Education Reform in Post-Apartheid South Africa.*: Brookings Institution Press. (Intro: pp. 1-16).**

***The Economist* (Jan 21, 2012). Education in South Africa: Still dysfunctional--Standards still leave a lot to be desired.**

**Barbarin, O. A., & Richter, L. (1999). Adversity and psychosocial competence of South African children. *American Journal of Orthopsychiatry, 69*(3), 319-327.**

**Greenberg, M.T., Weissberg, R.P., O’Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist.* 58(6/7), 466-474.**

**CASEL. (n.d.) How evidence-based social and emotional learning programs work to produce greater student success in school and life. *Collaborative for Academic, Social, and Emotional Learning.* Retrieved May 3, 2012 at:** [***http://casel.org/wp-content/uploads/2B\_Performance.pdf***](http://casel.org/wp-content/uploads/2B_Performance.pdf)***.***

Recommended readings:

Brown, K. (2006). "New" educational injustices in the "new" South Africa: A call for justice in the form of vertical equity. *Journal of Educational Administration,* *44*(5), 509-519.

Carrim, N.  (1998). Anti-racism and the 'new' South African educational order. *Cambridge Journal of Education,* *28*(3), 301-320.

Soudien, C. (1998) 'We know why we're here': The experience of African children in a 'coloured' school in Cape Town, South Africa'. *Race Ethnicity and Education*, *1*(1), 7-30

Dutton, S., Singer, J., & Devlin, A.  (1998). Racial identity of children in integrated, predominantly white, and black schools. *The Journal of Social Psychology,* *138*(1), 41-53.

Hill, L. D., Baxen, J., Craig, A. T., & Namakula, H. (2012). Citizenship, Social Justice, and Evolving Conceptions of Access to Education in South Africa: Implications for Research. *Review of Research in Education, 36*, 239-260. [http://rre.sagepub.com.proxy.library.vanderbilt.edu/content/36/1/239.full.pdf+html](http://rre.sagepub.com.proxy.library.vanderbilt.edu/content/36/1/239.full.pdf%2Bhtml)

SouthAfrica.info (2006). *Education in South Africa.* Retrieved online, October 21, 2010 at: <http://www.southafrica.info/about/education/education.htm>

Ngonyama ka Sigogo, T., Hooper, M., Long, C., Lykes, M. B., Wilson, K., & Zietkiewicz, E. (2004). Chasing Rainbow Notions: Enacting Community Psychology in the Classroom and Beyond in Post-1994 South Africa. *American Journal of Community Psychology, 33*(1-2), 77-89.

Explore UNESCO website: www.unesco.org/ ; NORRAG website: http://www.norrag.org/ ; & Room to Read: http://www.roomtoread.org/programs/index.html

**3.b. Applied Qualitative & Quantitative Research Methods (needs assessment, program evaluation, ethnography, naturalistic & participant-observation, open & semi-structured interviewing, surveys, social indicators, etc.)**

**Guest presentation by Prof. Marybeth Shinn on Need Assessment**

Recommended readings:

Babbie, E. R. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth.

Banfield, G. (2004). What’s really wrong with ethnography? *International Education Journal, 4(4),* 53-63.

Berk, R. A., & Rossi, P. H. (1999). *Thinking about program evaluation* (2nd ed.). Sage.

Gmelch, G., & Gmelch, S. (1999). An ethnographic field school: What students do and learn.

 *Anthropology and Education Quarterly, 30(2),* 220-227.

Hirsch, P., & Lloyd, K. (2005). Real and virtual experiences learning on the Mekong: Field schools, e-Sims, and cultural challenge. *Journal of geography in higher education, 29(3),* 321.

Hines, A. M. (1993). Linking qualitative and quantitative methods in cross-cultural survey research: Techniques from cognitive science. *American Journal of Community Psychology. Special Issue: Culturally anchored methodology, 21*(6), 729-746.

Jackson, J. (2006). Ethnographic preparation for short-term study and residence in the target culture. *International Journal of Intercultural Relations, 30*(1), 77-98.

Krueger, R.A., & Casey, M.A. (2000). Chapter 1: Overview of focus groups. Chapter2: Planning the focus group study. In *Focus Groups* (3rdEdition) (pp. 3-37).Thousand Oaks, CA: Sage.

Neuber, K. A. (1980). Needs assessment: a model for community planning. Beverly Hills, CA: Sage. + SKIM the following link which contains sample community needs assessment surveys: [South Nashville Community Needs & Assets Assessment](https://my.vanderbilt.edu/perkins/files/2011/09/2004SouthNashville.FinalReport.doc)

Rossi, P.H., Wright, J.D., & Anderson, A.B. (1983). *Handbook of survey research*. Academic Press.

**4.a. Cultural competency**

**Guest presentation by Prof. Marshall Eakin re cultural competency in service-learning**

**Required Reading:**

**Milner, H.R. (2010). A Diversity and Opportunity Gaps Explanatory Framework. In *Start where you are but don’t stay there:  Understanding diversity, opportunity gaps, and teaching in today’s classrooms* (pp 13-44). Cambridge: Harvard Education Press.**

**Heppner, P.P., Aegisdottir, S., Leung, S.A., Duan, C., Helms, J.E., Gerstein, L.H., & Pedersen, P.B. (2009). The intersection of multicultural and cross national movements in the United States: A complementary role to promote culturally sensitive research, training, and practice. In Gerstein, L.H., Heppner, P. P, Egisdottir, S., Leung, S. A., & Norsworthy, K.L. (Ed.). *International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide*. (p. 33-52). Los Angeles: Sage.**

**Naidoo, A.V. and Kagee, A. (2009). The quest for relevance: Counseling psychology in South Africa. In Gerstein, L.H., Heppner, P. P, Egisdottir, S., Leung, S. A., & Norsworthy, K.L. (Ed.). *International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide*. (p. 421-433). Los Angeles: Sage.**

**Rohleder, P., Swartz, L., Carolissen, R., Bozalek, V., & Leibowitz, B. (2008). "Communities isn't just about trees and shops": Students from two South African universities engage in dialogue about 'community' and 'community work'. *Journal of Community and Applied Social Psychology, 18*(3), 253-267.**

Recommended readings:

Duncan, N., & Bowman, B. (2009). Liberating South African psychology: The legacy of racism and the pursuit of representative knowledge production. In M. Montero & C. C. Sonn (Eds.), *Psychology of liberation* (pp. 93 – 114). New York: Springer.

Landis, D., Bennett, J., & Bennett, M. (Eds.)(2004). *Handbook of intercultural training* (3rd ed.). Sage.

**4.b. Epidemiology & community health promotion**

**Possible guest speaker [via videoconference from Cape Town]: Dr. Linda-Gail Bekker, Desmond Tutu HIV Centre & UCT Institute of Infectious Disease & Molecular Medicine**

**Required Reading:**

**Boon, H., Ruiter, R.A.C., James, S., van den Borne, B., Williams, E., & Reddy, P. (2009, Nov). Correlates of grief among older adults caring for children and grandchildren as a consequence of HIV and AIDS in South Africa. *Journal of Aging Health, 22*(48), 48-67.**

**Bradshaw, T., Mairs, H., & Richards, D. (2006). Developing mental health education for health volunteers in a township in South Africa. *Primary Health Care Research and Development, 7*, p. 95-105.**

**Drenth, C.M., Herbst, A.G., Strydom, H. (2010, Jul). A complicated grief intervention model. *Health SA Gesondheid, 15*(1), Art. #415, DOI: 10.4102/hsag.v15i1.415.**

**Harrison, A., Newell, M.-L., Imrie, J., & Hoddinott, G. (2010). HIV prevention for South African youth: which interventions work? A systematic review of current evidence. *BMC Public Health, 10*, 102.**

**Nglazi, M.E., van Schaik, N., Kranzer, K., Lawn, S.D., Wood, R., & Bekker, L. (2012). An incentivized HIV counseling and testing program targeting hard-to-reach unemployed men in Cape Town, South Africa. *Journal of Acquired Immune Deficiency Syndrome. 59*(3), 28-34.**

Recommended readings:

Campbell, C., Nair, Y., & Maimane, S. (2007). Building contexts that support effective community responses to HIV/AIDS: A South African case study. *American Journal of Community Psychology, 39*(3-4), 347-363.

Cornish, F., & Campbell, C. (2009). The Social Conditions for Successful Peer Education: A Comparison of Two HIV Prevention Programs Run by Sex Workers in India and South Africa. *American Journal of Community Psychology, 44*(1-2), 123-135.

Eaton, L., Flisher, A. J., & Aaro, L. E. (2003). Unsafe sexual behaviour in South African youth. *Social Science and Medicine, 56*(1), 149-165.

Floyd, L. J., Heden, S., Lawson, A., Salama, C., Moleko, A. G., & Latimer, W. (2010). The association between poly-substance use, coping, and sex trade among Black South African substance users. *Substance Use & Misuse,* *45*(12), 1971-1987.

Hunter, M. (2007). The changing political economy of sex in South Africa: The significance of unemployment and inequalities to the scale of the AIDS pandemic. *Social Science & Medicine, 64*, 689–700.

Kalichman et al. (2006). Associations of poverty, substance use, and HIV transmission risk behaviors in three South African communities. *Social Science & Medicine, 62*, 1641–1649.

Parry, C. D. H., Carney, T., Petersen, P., Dewing, S., Needle, R. (2009). HIV-risk behavior among injecting or non-injecting drug users in Cape Town, Pretoria, and Durban, South Africa. *Substance Use & Misuse, 44*(6), 886-904.

Parry, C., Dewing, S., Petersen, P., Carney, T., Needle, R., Kroeger, K., & Treger, L. (2009). Rapid assessment of HIV risk behavior in drug using sex workers in three cities in South Africa. *AIDS & Behavior, 13*(5), 849-859.

Pronyk, P. M., Harpham, T., Morison, L. A., Hargreaves, J. R., Kim, J. C., Phetla, G., et al. (2008). Is social capital associated with HIV risk in rural South Africa? *Social Science and Medicine, 66*(9), 1999-2010.

Setswe, G. (2009). *The HIV and AIDS epidemics in South Africa: Where are we? Paper presented at the Academy for Educational Development workshop*. Pretoria, SA: Human Sciences Research Council. Retrieved 10/21/10 at: <http://www.hsrc.ac.za/research/output/outputDocuments/5890_Setswe_HIVandAIDSepidemicinSA.pdf>

UNAIDS (2009). *AIDS epidemic update 2009: Sub-Saharan Africa: Latest epidemiological trends.* Retrieved October 21, 2010 at: <http://data.unaids.org/pub/FactSheet/2009/20091124_FS_SSA_en.pdf>

**5. Urbanization, Housing, Economic Development, Planning and Youth/Citizen Participation**

**Required Readings:**

**Pikholz, L. (1997). Managing Politics and Storytelling: Meeting the Challenge of Upgrading Informal Housing in South Africa. *Habitat International, 21*(4), 377-396.**

**Charman, A., Petersen, L., & Piper, L. (2011). *Spaza shops in Delft: the changing face of township entrepreneurship* (Working paper #6). Cape Town, South Africa: Sustainable Livelihoods Foundation & African Centre for Citizenship & Democracy.**

**Kruger, J. S., & Chawla, L. (2002). “We know something someone doesn’t know”: Children speak out on local conditions in Johannesburg. *Environment & Urbanization, 14*(2), 85-96.**

**Swart-Kruger, J., & Chawla, L. (2002). Children show the way: Participatory programs for children of South African streets and squatter camps. In M. Tienda & W. J. Wilson (Eds.), *Youth in Cities: A Cross-National Perspective* (pp. 31-57). New York: Cambridge University Press.**

**Moses, S. (2006, September 4-6). *An Overview of Children’s Participation in South Africa.* Paper presented at the Theorising Children’s Participation Seminar, University of Edinburgh, Scotland.**

**Whitehead, K. A., Kriel, A. J., & Richter, L. M. (2005). Barriers to Conducting a Community Mobilization Intervention among Youth in a Rural South African Community. *Journal of Community Psychology, 33*(3), 253-259.**

Recommended Readings:

Baccaro, L., & Papadakis, K. (2009). The downside of participatory-deliberative public administration. *Socio-Economic Review, 7*(2), 245-276.

Baumann, T., Bolnick, J., & Mitlin, D. (2004). The age of cities and organizations of the urban poor: The work of the South African Homeless People's Federation. In D. Mitlin & D. Satterthwaite (Eds.), *Empowering Squatter Citizen: Local Government, Civil Society, and Urban Poverty Reduction* (pp. 193-215). Earthscan

Charman, A., & Piper, L. (2011). *Conflict and cohesion in the informal economy: a reassessment of the mobilisation of xenophobic violence in the case of spaza shops in Delft South, Cape Town, S. Africa.* Sustainable Livelihoods Fndn.

Griesel, R.D., Swart Kruger, J., & Chawla, L. (2002). "Children in South Africa can make a difference": An assess-ment of "Growing Up in Cities" in Johannesburg. *Childhood: A Global Journal of Child Research, 9*, 83-100.

Fraser, A. (2007). Land reform in South Africa & the colonial present. *Social & Cultural Geography, 8*, 835-851.

Friedmann, J. (1992). *Empowerment: The politics of alternative development.*

Hester, R. T. (1984). *Planning neighborhood space with people*. Van Nostrand Reinhold.

Huchzermeyer, M. (2009). Enumeration as a Grassroot Tool Towards Securing Tenure in Slums: Insights from Kisumu, Kenya. *Urban Forum, 20*(3), 271-292.

Kim et al (2007). Understanding the impact of a microfinance-based intervention on women’s empowerment and the reduction of intimate partner violence in South Africa. *Am. J. of Public Health, 97*(10), 1794-1802.

Murray, J.M. (2009). Fire and ice: Unnatural disasters and the disposable urban poor in post-apartheid Johannesburg. *International Journal of Urban & Regional Research, 33*, 165-192.

Parliamentary Monitoring Group (2009). Minister of economic development on income inequality in South Africa. Retrieved online, October 21, 2010 at: <http://www.pmg.org.za/print/18568> .

Peet, R. (2002). Ideology, Discourse, and the Geography of Hegemony: From Socialist to Neoliberal Development in Postapartheid South Africa. *Antipode, 34*(1), 54-84.

Perkins et al. (2004). Community development as a response to community-level adversity: Ecological theory & research & strengths-based policy. In *Investing in children, youth, families & communities: Strengths-based research & policy.* APA.

Pronyk et al. (2008). Can social capital be intentionally generated? A randomized trial from rural South Africa. *Social Science & Medicine, 67*, 1559–1570.

Simon, D. (2003). Contextualising South African Local Economic Development within Current Development Debates: The International Setting. *Urban Forum, 14*(2-3), 127-146.

Thomas, L. (2006). Social capital and mental health of women living in informal settlements in Durban, South Africa, and Lusaka, Zambia. In K. McKenzie & T. Harpham (Eds.), Social capital and mental health (pp. 124-137).

Webster, E. (2005). Making a Living, Earning a Living: Work and Employment in Southern Africa. *International Political Science Review, 26*(1), 55-71.

**6. International education and Fieldschool Model; Logistics of travel, study/volunteering/ research abroad (NGOs, government, universities, entrée, contacts, permissions); Conclusions; present & discuss student research papers**

**Guest speaker: Cathy Arendse, Hubert Humphrey Fellow, re life, culture, and government systems in S.A.**

**Required readings:**

**Hansen, H. M. (2002). Defining international education. *New Directions for Higher Education, 2002*(117), 5-12.**

**Robinson, J., & Perkins, D. D. (2009). Social development needs assessment in China: Lessons from an international collaborative field school in Guangxi Zhuang Autonomous Region. *China Journal of Social Work, 2*(1), 34-51.**

**+ read as needed re the topic & methodology of your likely project work (see below)**

**South Africa Fieldschool in Intercultural Education in Youth & Community Development:**

**Group Project Abroad Short Term Seminar Project**

A group of 16 students in the course will participate in a 42-day intercultural fieldschool project in South Africa (SA) for 15 advanced undergraduate, masters and doctoral students planning careers in K-12 or post-secondary teaching or school counseling, plus one project director and two co-directors (one of which will be cost-shared by Vanderbilt University). We will use the project to develop our fieldschool program into a more systematic model for international collaborative field-based training in community studies and, more generally, in area studies, community health, and applied social research. Our goal is to incorporate international applied community studies more fully into our higher education curricula. The success and sustainability of the above goal is contingent upon our ability to develop a long-term relationship with our prospective international partners. Thus, the proposed 2011 fieldschool will (1) build the foundation of those long-term relationships (2) develop and disseminate our curriculum related to the international fieldschool program, and (3) provide real-world collaborative foreign field project experience and learning for a group of American and South African students and faculty.

Toward those aims, students, supervised by faculty, of the Departments of Human and Organizational Development (HOD) at Vanderbilt’s Peabody College of Education and Human Development and of Psychology at the University of Cape Town (UCT), SA, will participate in one of four collaborative short-term service-learning projects, in partnership with one UCT-sponsored organization and four local non-governmental organizations working in the mixed-race township of Manenberg, near Cape Town, SA. These five service organizations have expressed the need and willingness to collaborate with American students and scholars during a previous visit to Cape Town by one of the co-directors of the proposed grant. Vanderbilt has already established a strong, multi-faceted relationship and official cooperative agreement with UCT; and we have identified multiple HOD faculty with an interest in developing and maintaining future academic ties there.

The overarching theme of the service-learning projects is the promotion of wellbeing, safety, and justice through youth and community development projects in South African townships. Participating students and faculty will gain a better understanding and appreciation of complex human developmental, sociocultural, political, economic and environmental/planning issues, which are poorly understood, particularly by Western scholars. The four service-learning projects will focus on (1) youth development in a high-crime, low-income township, (2) housing and neighborhood conditions and needs, especially for youth, (3) understanding and improving community health promotion efforts to prevent HIV and other chronic and infectious diseases, and (4) quality and challenges of South African township schools. We will select students based on a combination of their potential for a successful, high-impact career in international education and their ability to contribute to the project areas above.

The first week in Cape Town consists of orientation tours and presentations on South African culture, history, politics, development issues and the work of the five partner organizations. Weeks 2-4 will focus on the above township project work. Students will report to UCT and organizational partners on what they have learned and achieved in week 5. For the last 7 days of the six-week period abroad, the group will tour historical, educational, and cultural sites in Pretoria, Johannesburg, and either Bloemfontein or Durban. Following the trip, we plan to disseminate both the fieldschool model and any collaborative project results in academic publications, conferences and other presentations to inform educators and students at the local and national levels.