

GLBL 298 Proposed Fall 2015 course for 2nd 8 weeks

on

Globalization and Urban Inequalities in Cape Town, S Africa

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Justification

I have successfully offered this course to between 18-20 interdisciplinary and multiethnic students every winter break since 2008. It has consistently attracted more applicants than available seats and returning 2012-13 participants highly rank my course, above 4.0 on the ICES evaluation scale, my teaching effectiveness (4.06), overall course quality (4.56) and learning outcomes (4.9). They affirm that my course has broadened their perspective of the challenges facing inhabitants of the global South and especially South Africa. It has deepened their appreciation of the spatial dimensions of social inequalities, racial and class differences. They testify that my on campus lectures and on site field explorations through segregated urban landscapes are key experiential learning opportunities for critical thinking about the connections between global economic development processes, social inequalities and spatial segregation. They especially value interacting with the range of old and new immigrants, migrants and refugees displaced by global economic processes to Cape Town's informal peri-urban edges. Moved by their compelling experiences some returning students stay in touch with these residents via UIUC Resident Student Organization (RSO) that advocates for shack dwellers in Cape Town through campus speak outs, book tours, fundraising and an online image and text archive of everyday life experiences in shack settlements. I use this archive in my regular teaching that focuses on the spatial dimensions of social inequalities.

Course Description

In this course students will explore how current neoliberal globalization process shape and are shaped by social hierarchies and spatial segregation at the city scale. Specifically, students will explore how global processes are re-articulating Cape Town's segregated residential landscape of rich, white urban suburbs and poor, black peri-urban townships. We will explore these social and spatial shifts through 6 pre-departure lectures and 2-3 weeks of on-site resident led walking tours of segregated neighborhoods. Students will journal their "walking-in-place" experiences of these neighborhoods and reflect on how contemporary spatial planning practices continue race, gender and class inequalities, especially access to public spaces and municipal services.

Course Learning Objectives

On completion of this course students will be able to

- Understand how global political, economic and social processes shape and are shaped by urbanization processes in Cape Town, S Africa in ways that both conflict and converge with processes in cities like Chicago in the global North
- Develop critical ethnographic skills through writing daily journals reflecting on how their expectations of places differ from their experiences of those places
- Engage in cross cultural debates with their national and international cultural others in ways that value different viewpoints and especially the spatial dimensions of race, class and gender inequalities

Course Grade

The final grade will be based on the following three products:

- A 3000 word essay on how global neoliberal policies are reshaping urbanization processes (20%)
- Two presentations and 1500 word reviews of class readings and events (20%)
- A 3000 word journal of daily field trip experiences (40%)
- Multi-media presentation of group project in Cape Town (20%)

Required Readings:

You must purchase the following two books

- John Western (1997) *Outcast Cape Town* UC Press)

Excerpts from the following texts will be uploaded to our online compass site

- [History of Inequality in South Africa 1652-2002](#) by Sampie Terreblanche
- [Lost Communities, Living Memories: Remembering Forced Removals in Cape Town](#) by Sean Field
- [We Are the Poors: Community Struggles in Post-Apartheid South Africa](#) by Ashwin Desai
- Bongani Mgijima and Vusi Buthelezi (2006) *Mapping Museum- Community Relations in Lwandle* in Journal of Southern African Studies Vol32, No 4

Videos (self-organized viewing)

Apartheid Did Not Die by John Pilger <http://topdocumentaryfilms.com/apartheid-did-not-die/>

Pre-departure Lecture Schedule

Week 1 Introductions, problem framing and skills development

Introductions, course orientation and discussion of ethnographic methods of inquiry and effective journal writing strategies

Activity 1 Watch and write a 1500 word review of John Pilger's online video Apartheid did Not Die

Week 2 Historical contexts

Lecture on the colonial and apartheid legacy of social inequalities and residential segregation in post-apartheid Cape Town.

Activity 2 Read Ch.'s 1 & 2 of History of Inequality in South Africa and write a 1500 word review on how Sampie Terreblanche's five systemic periods of socio-economic power shifts in South African history compare with those in the history of USA

Week 3 Contemporary debates on ongoing conflicts

Class presentations of selected policies and programs to privatize public services such as housing, water, sanitation, health or education

Activity 3 Read a prescribed text and write a 1500 word review of the main arguments in a specific post-apartheid policy to privatize public land and municipal services

Week 4 Conflicts cont'd

Class presentations of ongoing struggles against social and spatial inequalities

Activity 4 Read a prescribed text and write a 1500 word review of how a specific social movement is resisting the privatization policy you chose for activity 2 above

Week 5 Video Conferencing with Social Movements in Cape Town, S Africa

Activity 5 Attend conference and write a 1500 word review comparing how social movements differently use public spaces in Champaign, Illinois and Cape Town, s Africa.

Week 6

Final pre-departure orientation and planning for post return poster presentation workshop

Tentative Schedule of Field Trips in Cape Town

Date	Event	Transport	Meals & Remarks
Jan 2	Arrive Cape Town Airport (tbc)	Airport transfer to Riverview Lodge (RL), Rondebosch	Dinner on your own tbc= to be confirmed
Jan 3	12:00pm Orientation Meeting	Guided walking tour of Rondebosch and train ride to Kalk Bay Harbor & Beach	Boxed Lunch
Jan 4	9:00am Depart RL for Table Mountain walk	Walking Tour of UCT, Rhodes Memorial and	Boxed lunch

		Mowbray	
Jan 5	9:00am Depart RL for Slave Lodge and D 6 Museum	Public taxi/ train to downtown	Boxed lunch
Jan 6	9:00 am Depart RL for bus tour of Cape Flats	Chartered Bus	Boxed Lunch
Jan7	9:00am Depart RL for Lwandle Museum and Stellenbosch Wine Farm	Chartered Bus	Boxed Lunch
Jan 8	Community project workday	Public taxi to Community Hse	Lunch
Jan 9	Volunteer day		Lunch on your own
Jan 10	Volunteer day		Lunch on your own
Jan 11-14	Community project workdays and project presentation		Farewell Braai RH
Jan 15	Depart CT Airport	Airport transfers	

USEFUL WEBSITES

Alternative Information Development Center

<http://www.aidc.org.za/>

Center for Civil Society, University of kwazulu Natal

<http://www.ukzn.ac.za/ccs/>

Government of South Africa/ general information

<http://www.gov.za/>

<http://www.southafrica.net/>

<http://www.housing.gov.za/>

Study abroad in SA

<http://www.interstudy.org/SouthAfrica/SouthAfrica.html>

City of Cape Town

<http://www.capetown.gov.za/>

Overview information on Cape Metropolitan Area

<http://www.capetown.gov.za/home/profile.asp>

District Six Museum (to be visited during your stay in CT)

<http://www.districtsix.co.za/>

Media/newspapers (South Africa)

http://www.int.iol.co.za/index.php?click_id=408&set_id=1

University of Cape Town

<http://www.uct.ac.za/>

Chronology of Apartheid Legislations

- “The Prohibition of Mixed Marriages Act (1949)
- Amendment to The Immorality Act (1950)
 - This law made it a criminal offence for a white person to have any sexual relations with a person of a different race.
- The Population Registration Act (1950)
 - This law required all citizens to register as black, white or colored.
- The Suppression of Communism Act (1950)
 - This law banned any opposition party the government chose to label as "communist".
- The Group Areas Act (27 April 1950)
 - This law barred people of particular races from various urban areas.

- The Reservation of Separate Amenities Act (1953)
 - This law prohibited people of different races from using the same public amenities, such as drinking fountains, restrooms, and so on.
- The Bantu Education Act (1953)
 - This law brought in various measures expressly designed to reduce the level of education attainable by black people.
- The Mines and Work Act (1956)
 - This law formalized racial discrimination in employment.
- The Promotion of Black Self-Government Act (1958)
 - This law set up nominally independent "homelands" for black people. In practice, the South African government had a strong influence over these Bantustans.
- Black Homeland Citizenship Act (1971)
 - This law changed the status of the inhabitants of the 'homelands' so that they were no longer citizens of South Africa, and therefore had none of the rights that came with citizenship.
- The Afrikaans Medium Decree (1974) required the use of Afrikaans and English in schools on a fifty-fifty basis from Standard 5 (the last year of primary school) onwards.”

Human Development Indexⁱ

	USA	South Africa
Life expectancy at birth (years) (HDI), 2003	77.4	48.4

2. Human development index trends

Human development index (trend), 1975	0.867	0.655
Human development index (trend), 1980	0.887	0.674
Human development index (trend), 1985	0.901	0.702
Human development index (trend), 1990	0.916	0.735
Human development index (trend), 1995	0.929	0.742
Human development index (trend), 2000	0.938	0.696
Human development index (trend), 2003	0.944	0.658

3. Human and income poverty: developing countries

Probability at birth of not surviving to age 40 (% of cohort), 2000-05	..	43.3
Adult illiteracy rate (% ages 15 and above), 2003	..	17.6 4
Population without sustainable access to an improved water source (%), 2002	..	13
Population living below \$1 a day (%), 1990-2003	..	10.7
Population living below \$2 a day (%), 1990-2003	..	34.1

5. Demographic trends

Total population (millions), 1975	220.2	25.9
Total population (millions), 2003	292.6	46.9
Total population (millions), 2015	325.7	47.9
Annual population growth rate (%), 1975-2003	1	2.1
Annual population growth rate (%), 2003-2015	0.9	0.2
Urban population (% of total), 1975	73.7	48
Urban population (% of total), 2003	80.1	56.9
Urban population (% of total), 2015	83.6	62.7

Population under age 15 (% of total), 2003	21.1	32.9
Population under age 15 (% of total), 2015	19.7	30.2
Population age 65 and above (% of total), 2003	10.7	3.2
Population age 65 and above (% of total), 2015	14.1	6.1
Total fertility rate (births per woman), 1970-75	2	5.5
Total fertility rate (births per woman), 2000-05	2	2.8

6. Commitment to health: resources, access and services

Public health expenditure (% of GDP), 2002	6.6	3.5
Private health expenditure (% of GDP), 2002	8	5.2
Contraceptive prevalence rate (%), 1995-2003	76	56
Physicians (per 100,000 people), 1990-2004	549	69

7. Water, sanitation and nutritional status

Population with sustainable access to improved sanitation (%), 1990	100	63
Population with sustainable access to improved sanitation (%), 2002	100	67
Population with sustainable access to an improved water source (%), 1990	100	83
Population with sustainable access to an improved water source (%), 2002	100	87
Infant mortality rate (per 1,000 live births). Bottom quintile	..	61.6
Under-five mortality rate (per 1,000 live births). Bottom quintile	..	87.4

9. Leading global health crises and risks

HIV prevalence (% ages 15-49), 2003	0.6 [0.3 - 1.1]	21.5 [18.5 - 24.9]
Condom use at last high-risk sex (% ages 15-24), women, 1998-2003	..	20
Prevalence of smoking (% of adults), women, 2000-2002	21	12
Prevalence of smoking (% of adults), men, 2000-2002	26	44

10. Survival: progress and setbacks

Life expectancy at birth (years), 1970-1975	71.5	53.7
Life expectancy at birth (years), 2000-2005	77.3	49
Infant mortality rate (per 1,000 live births), 2003	7	53
Under-five mortality rate (per 1,000 live births), 2003	8	66

11. Commitment to education: public spending

Public expenditure on education (as % of GDP), 1990	5.1	5.9
Public expenditure on education (as % of GDP), 2000-2002	5.7	5.3 6

13. Technology: diffusion and creation

Telephone mainlines (per 1,000 people), 1990	547	93
Telephone mainlines (per 1,000 people), 2003	624	..

Cellular subscribers (per 1,000 people), 1990	21	(.)
Cellular subscribers (per 1,000 people), 2003	546	364
Internet users (per 1,000 people), 1990	8	0
Internet users (per 1,000 people), 2003	556	..
14. Economic performance		
GDP (US\$ billions), 2003	10,948.50	159.9
GDP per capita (US\$), 2003	37,648	3,489
GDP per capita, year of highest value	2003	1981
Average annual change in consumer price index (%), 1990-2003	2.6	8
Average annual change in consumer price index (%), 2002-03	2.3	5.9
15. Inequality in income or consumption		
Share of income or consumption (%) - Poorest 10%	1.9	1.4
Share of income or consumption (%) - Poorest 20%	5.4	3.5
Share of income or consumption (%) - Richest 20%	45.8	62.2
Share of income or consumption (%) - Richest 10%	29.9	44.7
Inequality measures - Ratio of richest 10% to poorest 10%	15.9	33.1
Inequality measures - Ratio of richest 20% to poorest 20%	8.4	17.9
16. The structure of trade		
Imports of goods and services (% of GDP), 1990	11	19
Imports of goods and services (% of GDP), 2003	14.7	26
Exports of goods and services (% of GDP), 1990	10	24
Exports of goods and services (% of GDP), 2003	10.7	28
Primary exports (% of merchandise exports), 1990	22	..
Primary exports (% of merchandise exports), 2003	16	42
Manufactured exports (% of merchandise exports), 1990	74	..
Manufactured exports (% of merchandise exports), 2003	80	58
20. Priorities in public spending		
Public expenditure on education (% of GDP), 1990	5.1	5.9
Public expenditure on education (% of GDP), 2000- 2002	5.7	5.3 ¹²
Public expenditure on health (% of GDP), 2002	6.6	3.5
Total debt service (% of GDP), 2003	..	2.7
22. Energy and the environment		
Traditional fuel consumption (% of total energy requirements), 2002	3.6	11.8 ¹³
Electricity consumption per capita (kilowatt-hours), 1980	10,336	3,181 ¹³
Electricity consumption per capita (kilowatt-hours), 2002	13,456	4,715 ¹³
GDP per unit of energy use (2000 PPP US\$ per kg of oil equivalent), 1980	2.8	4.8

<u>GDP per unit of energy use (2000 PPP US\$ per kg of oil equivalent), 2002</u>	4.4	3.9
25. Gender-related development index		
<u>Life expectancy at birth, female (years), 2003</u>	80	50.2
<u>Life expectancy at birth, male (years), 2003</u>	74.6	46.8
<u>Estimated earned income, female (PPP US\$), 2003</u>	29,017	6,505
<u>Estimated earned income, male (PPP US\$), 2003</u>	46,456	14,326
<u>Ratio of estimated female to male earned income</u>	0.62	0.45
