

2020 – First Semester

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**Global Education Programmes (GEP)
First Semester
2020**

TERM DATES:

- **1st Term:** *Monday* : 3 February – Friday, 20 March
- **Recess:** *Thursday* : 21 – 29 March
- **2nd Term:** *Monday* : 30 March – *Friday*, 15 May (classes end)
- **Public Holidays**
 - Saturday* : 21 March – Human Rights Day
 - Friday* : 10 April – Good Friday
 - Monday* : 13 April – Easter Monday
 - Monday* : 27 April – Freedom Day
 - Friday* : 01 May – Workers Day
- **The examination starts:** *Tuesday* : 19 May (first opportunity)
- **The examination ends:** *Monday* : 08 June (first opportunity ends)
- **The 2nd examination starts:** *Tuesday* : 09 June (second opportunity)
- **The 2nd examination ends:** *Friday* : 26 June (second opportunity ends)
- **The semester ends:** *Friday* : 26 June

• **IMPORTANT INFORMATION:**

- **Application deadline: Friday, 7th February @ 14:00**
- **Students who do not complete their Final Course Registration Form by the deadline (7th February), will not be registered for any GEP courses and will not be allowed to attend the courses.**
- The SU International may cancel a course if there are not at least **five (5)** participants registered. Afrikaans (all levels) **ten (10)** participants.
- **Please note:** Spanish, French and German courses will only start in the 2nd week after beginning of classes.
- Important notices are often sent to students via e-mail. PLEASE write your e-mail address very clearly! **Note that lecturers ONLY use your Stellenbosch University e-mail address.**
- ***TBC** – venues and lecture times – please check updates on this link:

: <https://www0.sun.ac.za/international/current-students/non-degree-seeking-short-term-students/important-announcements/course-updates-1.html> or SunLearn

COURSE INFORMATION

L A N G U A G E S

Afrikaans for Beginners (Level 1)

GEP Course Code: 59048 - 124 (Exchange Students, Degree-seeking Students)
59048 - 114 (Freemovers students, AIFS)

This course targets new foreign students with no knowledge of Afrikaans. This is a fun-filled course offering you a linguistic and cultural taste of Afrikaans as a language in a wider cultural context. It aims to develop students' ability:

- to speak social Afrikaans with confidence
- to understand the gist of social conversations; and
- to understand the gist of short texts (newspaper articles, notices, etc.)

Basic grammar; vocabulary and idiomatic structures are taught in a defocused manner.

Duration: Full semester

Coordinators: Vernita Beukes (vernita@sun.ac.za)

Lectures: Students may select **one** of the following groups:

Mondays **AND** Wednesdays 09:00 - 11:00

Mondays **AND** Wednesdays 12:00 - 14:00

Mondays **AND** Wednesdays 15:00 - 17:00

Venue: Room 602, Arts & Social Sciences building, Ryneveld Street

Credits: 3 US credits; 6 ECTS credits

First meeting: Friday, 31 January @ 09:00, Room 1001, Wilcocks Building

Students with no previous knowledge of Afrikaans can attend this meeting. Dutch and Flemish students are not accommodated in this course due to different language needs.

Afrikaans for Beginners Intermediate (Level 2)

GEP Course Code: 59056 - 124 (Exchange Students, Degree-seeking Students)
59056 - 114 (Freemovers students, AIFS)

We focus on the following skills:

- To speak Afrikaans fluently; appropriately; coherently; and with confidence
- To read longer Afrikaans texts in order to understand the gist of the content
- To listen to and understand the gist of social conversation at a normal speed

Prerequisites for Admission

- Afrikaans for Beginners or an appropriate level of proficiency as determined by the regulations of the Unit for Afrikaans and English
- Basic speaking; reading; and listening skills.

Duration: Full semester

Lecturer: Vernita Beukes (vernita@sun.ac.za)

Lectures: Mondays **AND** Tuesdays; 12:00 – 14:00

Venue: *TBC

Credits: 3 US credits; 6 ECTS credits

First meeting: Friday, 31 January @ 09:00, Room 1001, Wilcocks Building

Please note: Dutch and Flemish students are not accommodated in this course due to different language needs.

Afrikaans Language and Culture for Dutch and Belgium Students

GEP Course Code: 59064 – 114

Outcomes and aim

The main objective of the course is an understanding of and appreciation for the Afrikaans culture and language. The three main themes **Origin of Afrikaans**, **Identity** and **Ubuntu** are covered by means of the four communicative skills:

Speaking Skills: Afrikaans is used strategically to communicate in specific contexts.

Listening Skills: Contact with Afrikaans is stimulated through varied activities such as outings, informal lectures, discussions, music and other forms of listening texts.

Reading Skills: Authentic material, for example newspaper and magazine articles, short stories, poetry and prose are used for reading tasks.

Writing Skills: Participants produce short texts, for example journal entries, reviews and responses based on the themes.

Please note: This is not a typical language acquisition course and students, unless they are self-motivated, will not necessarily be fluent in Afrikaans by the end of the course. We will, however, throughout the course focus on certain aspects of structure as well as vocabulary and differences between Afrikaans and Dutch.

Furthermore this is also not a historical-political course although aspects thereof will form part of informal discussions in lessons.

Time table

This is a one-semester course consisting of **4 hours per week**. The course may also include a few outings, depending on the needs of the specific group. All classes are compulsory. The timetable for the course will be determined and finalised in collaboration with the students interested in enrolling.

Prerequisites for Admission

Only students from the Netherlands and Belgium may attend this course

Duration: Full semester

Lecturer: Helga Sykstus (hbuys@sun.ac.za)

Venue: *TBC

Lectures: *TBC

Credits: 3 US credits; 6 ECTS credits

First meeting: Friday, 31 January @ 09:30, Room 1001, Wilcocks Building

Only students from the Netherlands and Belgium can attend this meeting

French for Beginners

GEP Course Code: 60593 - 114

Admission requirements: This course is offered for beginners; no prior knowledge of French is required. They are not credit bearing for Stellenbosch students and do not lead to a qualification.

Generic Outcomes: Students that have completed the course are able to understand; speak; read; and (to a lesser extent) write basic French in certain everyday situations with a basic knowledge of contemporary French society.

Specific Outcomes: After completing the French evening course, a student should be able to:

- talk about himself, his life and surroundings, the weather, his likes and dislikes and other basic conversational topics
- understand basic texts
- write a friendly letter
- understand and react to a basic conversation in French and
- listen to French songs as well as other basic recordings

Duration: Full semester
Lecturer: Ms Leyla Bor (lx@sun.ac.za)
Lectures: Mondays **AND** Wednesdays; 17:30 – 19:00
Venue: Room 545; Arts & Social Sciences building; Ryneveld Street
Credits: 3 US credits; 6 ECTS credits
First Lecture: Monday, 10 February @ 17:30

German for Beginners

GEP Course Code: 60666 - 114

Admission requirements: This course is offered for beginners; no prior knowledge of German is required. They are not credit bearing for South African students and do not lead to a qualification.

Generic Outcomes: Students who complete the course will be able to understand; speak; read; and (to a lesser extent) write basic German in everyday situations and have a basic knowledge of contemporary German society.

Specific Outcomes: After completing the German evening course, a student should be able to:

- talk about himself/herself, his/her life and surroundings, the weather, likes and dislikes and other basic conversational topics
- understand simple basic texts
- understand and react to a basic conversation in German
- listen to basic recordings in German (songs, news, weather report etc.) and
- write a short letter or e-mail

Duration: Full semester
Lecturer: Mr Emile Crous (lx@sun.ac.za)
Lectures: Tuesdays **AND** Thursdays; 17:30 – 19:00
Venue: Room 545; Arts & Social Sciences building; Ryneveld Street
Credits: 3 US credits; 6 ECTS credits
First Lecture: Tuesday, 11 February @ 17:30

Spanish for Beginners

GEP Course Code: 57894 -114

Admission Requirements: This course is offered for beginners; no prior knowledge of Spanish is required. They are not credit bearing for South African students and do not lead to a qualification.

Generic Outcomes: Students who complete the course will be able to understand, speak, read and (to a lesser extent) write basic Spanish in everyday situations and have a basic knowledge of contemporary Spanish society.

Specific Outcomes: After completing the Spanish evening course, a student should be able to:

- Talk about himself/herself; his/her life and surroundings; the weather; likes and dislikes; and other basic conversational topics
- Understand simple basic texts
- Understand and react to a basic conversation in Spanish
- Listen to basic recordings in Spanish (songs, news, weather report etc.)
- Write a short letter or e-mail

Duration: Full semester
Lecturer: Ms Natalia Flores (lx@sun.ac.za)
Lectures: Tuesdays **AND** Thursdays 17:30 – 19:00
Venue: Room 545; Arts and Social Sciences building; Ryneveld Street
Credits: 3 US credits; 6 ECTS credits
First Lecture: Tuesday, 11 February @ 18:00

GEP Course Code: 57886 - 114

Course description

Goal of the course: the acquisition of basic isiXhosa language proficiency

Outcomes of the course: the students will be able to demonstrate their speaking, and listening skills, at a lower beginner level, from the selected communication themes concerning (i) health, (ii) the shop: buying and selling, (iii) direction and road signs, (iv) the restaurants and bookings, and (v) clothes and the description of appearances.

Listening skills

- Show understanding of a sequence of two or three instructions/descriptions.
- Listen and understand simple descriptions, actions and scenes.
- Show understanding relating to the identification and description of persons and objects.
- Show understanding of oral suggestions given.

Speaking and oral interaction

- Name general objects.
- Take part in short dialogues.
- Ask for goods, services and objects.
- Comment on opinions and preferences.
- Answer questions and give details of simple explanations emerging from listening contents.
- Write short familiar sentences that are dictated.
- Write essays about familiar subjects/themes.

Reading

- Read sentences that have been mastered orally about a variety of subjects.
- Read short and longer, more familiar texts and understand the central contents of the paragraphs

Assessment system and methods: This will be achieved through oral and speaking tasks, at lower beginner level, and the students will have group work interaction with the teacher.

They will be receiving a continuous assessment through their presence and participation.

The students will be evaluated in the following manner:

- (a) They will require to writing **a short test** excerpted from isiXhosa comprehension. The duration will be 1 hour for **40%**. This exercise will test their **reading skills**.
- (b) They will be divided into groups of two people and will be given tasks to present in front of the class. This will also take 1 hour at a **total mark of 60%**. This will test their **speaking skills**.

Assessment criterion: Learners will perform listening and speaking skills at a lower level, from the selected communication topics, as listed above under: outcomes.

Frequency of presentation: 1.5 hours (90 minutes) twice per week.

Oral: 40% - Test: 60 %

Topics

Greetings	Questions on Reader
Greetings continue	Feelings
Pronouns	Help at the Garage
Days of the week	Mock presentation on Garage
Pronouns	Kitchen contents
Personal details & Months	Kitchen contents continue
Repetition on Personal details	Mock presentation on kitchen contents
Possessives in Weak Noun	How to order something to drink
Mock presentation in 1 st person	How to order something to eat
The Weather	Mock Oral Presentation
Reader; any paragraph from the children's book	

Duration: Full Semester
Lecturer: Pumlani Sibula (pmsibula@sun.ac.za)
Venue: *TBC
Lectures: Wednesdays, 08:30 – 10:00 **AND** Fridays, 12:00 – 13:30
Venue: *TBC
Credits: 3 American credits; 6 ECTS credits

ARTS

Photography: A Short Course in Digital Photography and Framing (SA 1st year level)

GEP Course Code: 13011-114

NB: EXCHANGE STUDENTS: PRE-APPROVED ONLY

Aim: That the student gains good knowledge of digital Photography and basic framing, while exploring the Cape Town area (practical tasks).

Course is split in 2 components. Class lectures and Practical sessions.

Theory testing will be on going, with the portfolio of the student making up the practical result.

Time allocated 3-4 hours per week / with a possible weekend on a practical shoot.

COURSE REQUIREMENTS

- Digital camera which has a manual mode setting.
- Basic tri- pod.

If you do not have a camera or tri-pod, we have a few for hire.

EVALUATION

The course is split theory 50% (2 written tests) and practical 50% Plus framing and exhibition.

THEORY	PRACTICAL COMPONENT
<ul style="list-style-type: none"> • History of Photography • Types of Cameras • Introduction to digital Photography (Video on digital Photography) • Terminology • Basics of Photography. • Features of Camera (Student cameras) • Camera Menus • Shooting Modes (Program, aperture, shutter speed, Manual) ISO • Exposure Modes • Focus Modes (S,C and M) • Exposure Triangle • ISO • Aperture • Shutter Speed • Histogram and exposure latitude 	<ul style="list-style-type: none"> • Practical outings. Will be weather dependent. (3 of these will be done) • Colour photography (Bo Kaap or Muizenberg) • Architectural (Rhodes Memorial or Castle) • Landscape (Blouberg Beach) • Night photography (Waterfront / Signal Hill) • Close up photography (Butterfly World or Botanical Gardens) • Portraits • Using colour • Black and white • Sunset/sunrise • Depth of field • Plus one framing practical at framing workshop • Students will have an exhibition of their work at the end of the course

Duration: Full semester
Lecturer: Hennie Rudman (pacj@sun.ac.za); hennierudman04@gmail.com
Venue: Room 4002, 2nd Floor, GGC Cillie Building, Ryneveld Street
Lectures: Thursdays; 14:00 – 17:00
Credits: 4 US credits; 8 ECTS credits

Please Note: 35 students can be accommodated on this course. The above schedule is adhered to where possible, but some adjustments may need to accommodate the interaction and pace of each class as well as the weather conditions.

The Role of Gender, Culture, and the State in South Africa (SA 3rd year level)

GEP Course code: 13410 – 314

This course introduces students to the intersectionality of the state, culture, and gender in South Africa. How gender identities and relations are constructed and the outcome of these relations depends on the interplay between race, class, culture and tradition, religion, ethnicity, and politics. The addition of hybridized social orders in which citizens must navigate the social and legal dictates from foreign and indigenous sources highlights the plurality of South African identities and cultures.

It is within this framework that the legal and cultural environment of South Africans will be analysed and the impact it has on people's daily lives, both in terms of expressing their gender identity and sexuality. How has South Africa transitioned from being one of the most cruel and unjust social and legal systems in the world to having one of the most far-reaching and enlightened constitutions? How effective has the State been in upholding the rights of its citizens, taking into account the extremely high levels of violence and inequality currently experienced in the country?

Various sources, from both inside and outside of the country, are calling for a reassessment of the promises made regarding transformation and social justice. The extent to which these have been realised and where work still needs to be done will be examined during the semester. The multiple arms of the state, civil society, and the multiple cultural and traditional norms will collectively form the core of the course. Areas to be examined include, but are not limited to;

- Women's role in the struggle for freedom and the formal and informal recognition of this;
- Characteristics and understandings of African feminisms, African masculinities, and African sexualities in driving notions of equality in South Africa and their interplay with global discourses;
- The legacy of colonialism and Apartheid, the challenges facing the new democratic state in balancing customary law and the constitution, and the role of traditional groupings within this;

The impact of violence and inequality on gender identity and gender relations.

Lecture structure

Class time will consist of formal presentations, audio-visual material, and class discussions based on the readings and current developments in South Africa. Each week students will be required to prepare the week's readings (available on SUN Learn) consisting of divergent, decolonised articles from multiple sources. Students can expect to spend two-three hours per week on the required readings and on staying up-to-date with current affairs in South Africa.

Student deliverables

All deliverables must be completed successfully to pass the course.

1. Mid-semester research paper (45%)

Students are required to submit an academic research paper (7-9 pages of text) on a pre-approved central question of their choice. Topics must be on South Africa, though comparative studies are permitted, and must fall within the framework of the course. The research paper must be an original and individual piece of work.

Guidelines for referencing and what constitutes plagiarism, along with insights into tone, language and how to structure a research paper will be given during class.

2. Individual class presentation (5%)

Students will hold one 5 minute formal class presentation. Students are welcome to choose between presenting on the week's news, one of the class readings, or on their research paper. The use of electronic presentations will not be permitted. The grading criteria will be equally based on presentation skills and content.

3. End of semester exam (50%)

A two hour exam consisting of short answer questions and a choice of five long answer questions of which two must be answered. The first and second option exam will take place during the university's exam period at the end of the semester. Those students whose native language is not English will be permitted to use an English/Foreign Language dictionary during the exam provided there are no notes in the dictionary.

Duration: Full semester
Lecturer: Ms Meiskine Driesens, (genderinsouthafrica@gmail.com)
Lectures: Mondays; 09:00 – 12:00
Venue: Room 2006, 2nd Floor, GGC Cillie Building, Ryneveld Street
Credits: 3 US credits; 6 ECTS credits

Transitional Justice in Africa (SA 3rd year level)

GEP Course Code: 11256-314

Among the many challenges facing contemporary African societies emerging out of war and violent conflicts is how to address the burden of past violations of human rights. There are examples of societies that chose to ignore past atrocities and are then haunted by this through new cycles of violence and unreformed institutions. Those societies that do choose to confront the past are in turn confronted with a variety of dilemmas: Who do you prosecute – foot soldiers, generals, politicians, ideologues or beneficiaries? How do you prosecute when the legal infrastructure has been destroyed by war? What are the risks of prosecution in an unstable society? What alternatives are there to formal approaches which can more effectively promote horizontal and vertical reconciliation?

In response to such dilemmas, a variety of innovative justice mechanisms have been established in post-conflict situations around the world over the past century and more emphatically over the past thirty years. Together making up a field broadly known as “transitional justice”, these mechanisms include international military and criminal tribunals, domestic prosecutions, truth commissions, traditional community courts, amnesty, material and symbolic reparations, and a range of alternative truth seeking mechanisms.

The course introduces students to the dilemmas of seeking justice in post-conflict situations in Africa, develops a comparative analysis of transitional justice options pursued in a variety of African contexts, and invites students to engage critically and strategically with a number of contemporary challenges. Areas to be examined include, among others;

- Introduction to transitional justice and its mechanisms: accountability/ trials; truth- telling/truth seeking; reconciliation; reparations; memorialization; institutional reform (vetting/lustration); disarmament, demobilisation and reintegration (DDR); traditional forms of justice.
- Forms of post-conflict justice: retributive justice; restorative justice; redistributive justice.
- Case studies:
 - Rwanda: An international tribunal (ICTR) & traditional forms of justice (Gacaca courts);
 - Democratic Republic of the Congo: The International Criminal Court (ICC) & DDR;
 - Sierra Leone: A “hybrid” court and reparations (Special Court for Sierra Leone);
 - South Africa: Truth-seeking and memorialization (SATRC, post-SATRC);
 - Characteristics and obstacles of traditional forms of reconciliation..

Lecture structure

Lectures will consist of formal class presentations, audio-visual material and class discussions on theoretical concepts such as truth, justice and reconciliation. Students will be required to prepare the week's readings (available on SUN Learn) before class and can expect to spend two-three hours per week on the readings and on staying up-to-date on current affairs relating to transitional justice in Africa.

Student deliverables

All deliverables must be completed successfully to pass the course.

1. Mid-semester research paper (45%)

Students are required to submit an academic research paper (7-9 pages of text) on a pre-approved central question of their choice. Topics must fall within the framework of the course and can include comparative African country case studies, theoretical discussion papers and analyses on one or more transitional justice mechanisms. The research paper must be an original and individual piece of work.

Guidelines for referencing and what constitutes plagiarism, along with insights into tone, language and how to structure a research paper will be given during class.

2. Individual class presentation (5%)

Students will hold one 5 minute formal class presentation. Students are welcome to choose between presenting on the week's news, one of the class readings, or on their research paper. No electronic presentations will be permitted. The grading criteria will be equally based on presentation skills and content.

3. End of semester exam (50%)

A two hour exam consisting of short answer questions and a choice of five long answer questions of which two must be answered. The first and second option exam will take place during the university's exam period at the end of the semester. Those students whose native language is not English will be permitted to use an English/Foreign Language dictionary during the exam provided there are no notes in the dictionary.

Duration: Full semester
Lecturer: Ms Meiskine Driesens (tjinAfrica@gmail.com)
Lectures: Tuesdays; 09:00 – 12:00
Venue: Room 2006, 2nd Floor, GGC Cillie Building, Ryneveld Street
Credits: 3 US credits; 6 ECTS credits

SOCIAL SCIENCES

Sociology: Politics and Cultural Change in Contemporary South Africa (SA 2nd year level)
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GEP Course Code: 59021-214

Purpose and outcomes of the module

The purpose of this module is to introduce students to political and cultural changes that are taking place in South Africa. This will be done by brainstorming a number of pertinent ideas (drawn from political studies, sociology and anthropology) and subsequently applying these ideas to a number of themes.

Seminars

Meetings will comprise two 90 minute seminars per week, over twelve weeks. Each week will address one theme and the first seminar will be led by a lecturer whilst the second seminar will comprise (two, three or four) student presentations and discussion, coordinated by the same lecturer. Reading material will be available on Sun-Learn.

Contact details for the course coordinator and administrator

Course coordinator: Mr Jantjie Xaba – xaba@sun.ac.za

Topics covered (Please note the topics might be adapted)

Date	Topic	Lecturer presenting
4/5 Feb	Introduction	Prof Bekker & Mr Xaba
11/12 Feb	Military and the youth	Mr Neil Kramm
18/19 Feb	State, Government and Constitution	Prof. Simon Bekker
25/26 Feb	Identity and Xenophobia	Prof. Simon Bekker
3/4 March	Labour Issues in South Africa: Continuity and Change	Mr Jantjie Xaba
10/11 March	Land and Environment in South Africa	Ms. Emma Vink
17/18 March	Broad – Based Economic Empowerment and Social Change	Mr Jantjie Xaba
Recess	21 March – 29 March	
30 Mar/1 Apr	Youth and Transformation	Prof. Rob Pattman
7/8 April	Religion	Dr ShaheedTayob
14/15 April	From Revolution to Rights in South Africa: Social Movements, Citizenship and Struggles for Social Justice Migration	Prof. Steven Robins

21/22 April	Migration	Prof. Simon Bekker
28/29 April	Language in South Africa	Prof. Desmond Painter
5/6 May	Race	Dr. Bernard Dubbeld
12/13 May	Human and animal conflict	Dr. Renell Terblance
	Exam	TBC

Duration: Full semester
Lecturers: Simon Bekker, Jantjie Xaba, Desmond Painter
Course Admin: TBC
Lectures: Tuesdays **AND** Wednesdays; 17:05 – 18:35
Venue : Room 224; 2nd Floor, Arts and Social Sciences building
Credits: 3 US credits; 6 ECTS credits

PLEASE NOTE: *TOTAL OF 50 STUDENTS FOR THIS COURSE. PRE-APPROVED ONLY. INFORM YOUR STELLENBOSCH CO-ORDINATOR IF THIS COURSE IS APPROVED BY YOUR HOME INSTITUTION.

OTHER

Overview of South African History (SA^{2nd} year level)

GEP Course Code: 57851 - 214

This course provides a general overview of the first five hundred years of South African history since the beginnings of European interest. Beginning with the navigations around the Southernmost tip of Africa by Portuguese explorers such as Vasco da Gama and Bartholomew Diaz, the first term looks at how the Union of South Africa came into being in 1910. Here it is examined how the Cape Colony expanded, how settlers came to move into the interior and found new Boer republics, and, finally, how these disparate areas came to be united under one flag and government. While the expansion of European settlement, leading to the eventual creation of South Africa's borders as we know them today, is the main focus, the histories of the nation's diverse cultures are also explored. The second term builds on this study to examine the roots and growth of one of the most (in) famous parts of South Africa's history. Here the roots of Afrikaner Nationalism are discussed and how the system of apartheid developed.

This semester long course aims to give international students a basic understanding of the formation of the country today known as South Africa. The historical investigation into the origins of the nation begins with the arrival European explorers and concludes with the rise and fall of apartheid. Through this course, students will be able to gain a greater understanding of the events that shaped South Africa and, by the end, will be able to answer the core question: "How did modern South Africa come to be?" The course also aims to provide students with the basic skills needed for further historical study.

By the end of the course, students will be able to:

- Understand that the creation of modern South Africa was not inevitable, but the result of a long series of historical factors,
- Outline the reasons behind the birth of apartheid and the impact that Afrikaner Nationalism had on this,
- Independently research secondary historical sources and examine them for bias,
- Write a short historical essay.

Duration: Full semester
Lecturer: Dr Schalk van der Merwe (deltablu@sun.ac.za)
Lectures: Fridays, 08:30 – 11:30
Venue: TBC
Credits: 3 US credits; 6 ECTS credits

GEP Course Code: 13816 - 214

About the module

This module aims to develop leadership and thought skills on the importance and challenges of a social justice approach with a focus on equity, discrimination and transformation in the global classroom. We explore modern racism, privilege, discrimination, oppression and structural injustice.

Key questions we will explore throughout this module are:

- How do we exhibit leadership in a transform(ed)(-ing) and divers(ified)(-ing) classroom?
- Why do our own worldviews and thinking on diversity matter?
- What are the challenges of true equality?
- What are the skills we need to enhance equity in our environments?

The ethos behind the module design is that by actively linking thinking and emotion participants will be empowered to take action to achieve greater social equality.

This interactive experiential learning module will equip participants to critically reflect and evaluate their contextual/subjective worldview in the milieu of social justice issues in education institutions of the 21st century. We will journey to deepen our understanding of achieving equality in an unequal society through positive equity-based measures.

Participants will be required to contribute a significant amount of the secondary content around the principles of transformation and diversity. We encourage students to bring realities from a variety of settings into this learning experience while we concurrently explore major diversity related themes emerging from the Majority World.

By using real world case studies, from universities (with South African universities as foci) and civil society, we will uncover the layered challenges and opportunities faced by institutions still dealing with the vestiges of a colonial past whilst building on new models for inclusivity. Topics will include human rights, social determinants of health, unfair discrimination, various forms of harassment, empathy skills, mediation as alternative dispute resolution and the cycle of socialisation. Along with these topics social media-based bullying, micro-aggressions, power & status, disability, embracing gender expression, queer sexualities and HIV/Aids will be engaged. We will also discover how stigma (internal & external) and discrimination contribute to individual and systemic vulnerability. Keeping these topics in mind, participants will be expected to explore learning/unlearning opportunities within their graduate programmes/organisations with a view to greater equity in the global classroom.

Outcomes of the module include:

After this course you are able to:

- Understand a health and social justice model.
- Define and engage with equality, equity, structural injustice and oppression.

- Analyse challenges and opportunities transformation present to the global classroom.
- Develop interventions/recommendations based on topical case studies.
- Exhibit reflective thinking with regard to the impact inequalities and social vulnerability has on society.

Modes of delivery include:

- Lectures and power point presentations.
- Facilitated interactive discussions.
- Case study analysis.
- Demonstrating and encouraging experiential learning methods.
- The use of multimedia platforms.
- Critical and reflective thinking.
- Personal reflections and debriefing.

Assessment

Students will be assessed both in small groups as well as individually:

Group assessments (10%):

Group presentation

Group project

Individual assessments:

Write a formal test (45%).

Submit a written assignment (40%).

The final mark will be compiled as follow:

Test (45%) + Assignment (40%) + group assessments (10%) +

Class participation (5%) = 100%

(Further information and guidelines regarding the assessments will be provided in class.)

Duration: Full semester

Lecturers: Jaco Brink, (jbrink@sun.ac.za); Qaqamba Mdaka, (gmdaka@sun.ac.za) Quinton Appolis, (gapollis@sun.ac.za)

Lectures: Wednesdays; 09:30 – 12:30

Venue: *TBC

Credits: 3 US credits; 6 ECTS credits

Understanding HIV in SA: A Health and Social Justice Perspective (SA 2nd year level)

GEP Course Code: 12309-214

About the Equality Unit

The Equality Unit at the Centre for Student Counselling and Development (CSCD) promotes collective action towards social justice and discourse regarding social asymmetries at Stellenbosch University, as well as implementing a comprehensive HIV response. The Unit coordinates, educates and raises awareness around sexualities, gender, HIV/Aids and anti-discrimination through various interventions and programmes in partnership with relevant campus structures. The Unit oversees the implementation of SU's policies on Unfair Discrimination and Harassment and HIV/Aids. It also serves as a centralised service for students and staff who wish to report accounts of unfair discrimination and various forms of harassment.

The HIV Portfolio at the Equality Unit

The HIV Portfolio is situated within the Equality Unit. As the former Institutional HIV Office at Stellenbosch University the HIV Portfolio is responsible for coordinating a comprehensive institutional response to HIV across faculties and institutional units. Our priority objectives are: prevention, treatment and care strategies for students and staff, HIV counselling and testing (HTS), and excellence through teaching and training. The HIV Portfolio is also responsible for the revision and dissemination of the University HIV policy, and regards the integration of HIV training into mainstream education and research as a key contributor to prevention and management of the epidemic in South Africa and the African continent.

Aims of the module

This module aims to nurture and develop the necessary knowledge, skills and attitudes in students as leaders and future professionals to manage HIV prevention and care in the workplace, both locally and abroad. This module will aim to develop a global understanding of HIV and AIDS through a health and social justice perspective.

The module will aim to provide students with an understanding of:

- A health and social justice framework
- The political history regarding HIV in South Africa
- The impact, statistical overview and biomedical facts of HIV
- The influence of personal worldview, values and beliefs on an educational approach to HIV
- Understanding IEC appropriateness and effectiveness
- The role, context and function of treatment for HIV with reference to the influence of stigma and discrimination in SA
- Most at risk populations (MARPs): Men who have sex with men (MSM), Commercial sex workers (CSW), Intravenous drug users (IDU)
- **Classroom procedures**
- Lectures & power point presentations
- Documentaries and videoclips

- Class and group discussions
- Visits to/from NGOs/research organisations or guest lecturers appropriate to the course topics
- Selfstudy and additional reading
- SUNLearn will be used to upload power point presentations and additional reading

Assessment

Students will be required to:

- submit individual written assignments and or reflections.
- deliver group presentations on IEC materials / products
- write a formal exam based on the basic facts surrounding HIV.

Exam date: 21 May 2020

Re-write : 11 June 2020

**(Further information and guidelines regarding these assessments
Will be provided in class and on SUNLearn)**

Calculation of marks:

Classmark (100%) = Written Assignments (40%) + class attendance (10%) + group presentation (50%)

Final mark (100%) = Classmark (60%) + Examination mark (40 %) 4

Content Module Introduction and Attitudes, Worldview & Value Clarification

Any course on HIV cannot be complete without interrogating our own worldview, value systems and attitudes. This exercise (but included throughout the course) will mainly focus on interactive exercises and discussions on gender, sexual orientation, discrimination and stigma.

Health and social justice theoretical framework

We will explore a health and social justice framework to better inform students about a future model for more effective and inclusive management of HIV in South Africa.

Political history

An overview of Post-Apartheid political leadership in the management of HIV. This session will be informed by satirical cartoons of Zapiro.

Statistical overview

The statistical overview will be based upon major findings from the following sources: *the Nelson Mandela HSRC Household Survey, UNAIDS Annual Report, and the Department of Health's National HIV and Syphilis Antenatal Sero-Prevalence Survey.*

Bio-medical facts, treatment & TB

Topics will include: the immune response, difference between HIV and AIDS, transmission, the natural history of HIV, introduction to treatment, disease progression, opportunistic infections, tuberculosis, and sexually transmitted infections.

MARPS and MSM/LGBTQI

Students will be briefed on current definitions and debates with regards to at risk populations.

Prevention strategies

Various prevention methods will be discussed, including: voluntary counseling & testing, male & female condoms, abstinence, post-exposure prophylaxis, partner reduction, delayed sexual debut, microbicides, and male circumcision.

Living positively with HIV

Sharing the experiences of a person living with HIV including stigma, the emotional phases of coming to terms with your HIV status, dealing with attitudes & stereotypes and a life on ARV treatment.

Perspectives on Gender, Power and Sexuality

Topics will include discussions on the relation between gender, power, health and sexuality and critically explore how these issues impact on vulnerability to HIV.

Information, Education and Communication (IEC)

After receiving an overview lecture students will evaluate various IEC materials, develop materials as a group and present a presentation to the class.

Study material

- Handouts and study materials will be issued at the first lecture
- Articles on each topic including the class presentations will be placed on SUNLearn during the course

Recommended Reading

- Ruger, J.P. 2009. Health and Social Justice. Oxford University Press.
- Van Dyk, A; Tlou, E. & Van Dyk, P. 2017. HIV and Aids: Education, Care & Counselling: A multicultural approach. Pearson Education: South Africa (6th ed).

Duration: Full semester

Lecturer: Michelle Munro (michellem@sun.ac.za); Gregory Smith (gregsmith@sun.ac.za);

Lectures: Thursdays; 09:30 – 12:30

Venue: Den Bosch, 37 Victoria Street

Credits: 3 US credits; 6 ECTS credits

GSL: Global Service Learning (SA 2nd AND 3rd year level)

GEP Course Code: 13953 – 214 (2nd year)

GEP Course Code:

PLEASE NOTE: This course required students to apply and submit a series of responses for selection. NEW APPLICANTS may apply to interview or submit for late admission by emailing the lecturer.

Introduction and Outcome

Global Service Learning (GSL) is an experiential learning programme presented in collaboration with Ikaya Primary School in Kayamandi. It is comprised of 60 in-class hours and 45 hours of on-site community engagement at the 2nd year level. Class covers theory on education, sustainable development, social justice, and community engagement. The community engagement component takes place in a partner school and requires students to work in small groups with their teacher to design and implement basic lessons for 5 and 6 year old learners. These lessons align with the national curriculum but allow for the introduction of new and creative play-based learning activities into the school. This work at a local school is the ideal way to learn about major socio-political issues in South Africa and to practice principles of participatory community development. Despite the fact that students teach, *this is not a teaching program and no prior experience is required*. Participants are, however, expected to be comfortable with challenging themselves in new environments, and committed to seeing this challenging, but rewarding, experience through.

The academic and service components are complemented with field trips and sessions with various South African students to allow for deeper engagements with global issues as they present themselves in the South African context.

Students taking the course at the 3rd year level have additional responsibilities including a weekly seminar discussion with the lecturer (an additional 22.5 hours class time), extra and more advanced readings, and a self-directed research project.

Intended Programme Outcomes

Upon completion of the GSL course, participants at the 2nd year level should be able to;

- Understand connections between education, development and community engagement
- Understand themselves as actors in a developmental environment
- Display broadened trans-disciplinary, critical, and multicultural perspectives,
- Apply the skills to develop knowledge partnerships with community-based development agencies,
- Co-craft development interventions with their knowledge partners in a dialectical manner,
- Harness creativity to address gaps between theory and practice.

In addition, participants at the 3rd year level are expected to be able to;

- Have advanced knowledge of core course concepts
- Demonstrate advanced analysis of complex problems
- Integrate their own academic backgrounds into the course
- Articulate the complex interaction of various issues affecting education, development, and community engagement in the global system.

Critically and self-reflectively situate themselves as actors in a developmental environment

GSL is a journey of personal discovery and growth

Duration: Full semester

Lecturer: Mr Joe Warren (jrwarren@sun.ac.za)

Lectures: **Mondays:** 08:00 – 12:00 (theory) **AND** 12:30 – 14:00 (seminar, 3rd years only)

Venue: Room 4002, 2nd Floor, GGC Cillie Building, Ryneveld Street

Lectures: **Fridays:** 08:00 – 12:00 (practical)

Venue: iKayamandi Primary School

Credits: 9 US credits; 18 ECTS credits

First meeting: Friday, 31 January 10:00 – 11:00, Room 1001, Wilcocks-Building, Ryneveld Street

World Views, Ethics and Belief Systems (SA 2nd year level)

GEP Course Code:

PLEASE NOTE: Limited spaces dependent on the number of South African students enrolled.

Introduction

“A culture’s worldview represents a collective description of how the cosmos and universe function and how each individual fits into that religious and philosophical scheme. Your personal worldview serves as a guide to answering questions related to pain, suffering, death, the meaning of life, and many more philosophical considerations.” (Ishii, Klopff, & Cooke 2010)

The year 2020 finds humanity as divided as ever with sharp divides in political opinion all over the world. Often the media and politicians polarise society into ‘us’ vs. ‘them’. E.g. “Christians vs. Muslims”, “conservatives” vs. “liberals”, or “locally born” vs. “foreigners”. Those are big, complex issues, but the divisiveness operates in a narrower sense too; it is also not always easy for us as individuals to understand why specific people do the things that they do (and in the ways that they do them). This difficulty in understanding can lead to judgement and conflict. While it is easy for each side just to ‘write each other off’ or pass blame, perhaps it is our duty to start to listen to each other and understand how we think in both similar and different ways. From a shared understanding, perhaps we can move towards a more equitable and peaceful way of living.

This module uses the concepts of ‘World Views’, ‘Ethics’, and ‘Belief Systems’ to interrogate why humans make the choices we do, similarities and differences in what gives us meaning and what we value, and the various ways we’ve chosen to organise ourselves in the social and political units we have. It aims to provide perspective and global self-awareness so that the individual may engage more effectively across difference.

This module is specially designed to be half South African students and half international students. While there is a fair bit of theory underpinning the course, emphasis is on working together to share ideas, beliefs, and experiences. Contemporary conflict in South Africa and the world is used as practical examples of clashes of world views. This module also uses field trips to allow students the chance to practically apply what they are learning. As such this is a *highly interactive course* and students should be prepared to be *very engaged in class*.

Student Learning Outcomes

Upon completion of the World Views course, participants should be able to;

- Demonstrate knowledge of key elements of African, Eastern, and Western beliefs
- Be conversant in key topics such as ecofeminism, decolonisation, and Millennials.
- Describe the history and cultural framings of people in the local context and how worldviews change over time

- Understand themselves as 'cultural beings' people who hold (implicit and explicit) perspectives based on cultural and individual worldviews
- Demonstrate an ability to suspend personal judgement and take other perspectives into account
- To take personal and social responsibility in address challenges that may arise owing to differences in beliefs.

Module offered in collaboration with the School for Public Leadership

Duration: Full semester

Lecturer: Joe Warren (jrwarren@sun.ac.za)

Lectures: **Wednesdays:** 08:00 – 12:00 (theory)

Venue: TBC

Credits: 3 US credits; 6 ECTS credits

First meeting: Friday, 31 January, 11:00 – 13:00; Room 1001, Wilcocks building, Ryneveld Street

Grade Point Comparison

SA	USA GP	USA Grade	German	UK	The Netherlands
90+	4	A+			10
80+	4	A-	1.0	1	
78/79	3.9	A-		1	
77	3.8	A-		1	
76	3.7	A-		1	
75	3.6	A-	1.3	1	8.0
74	3.5	B+		2.1	7.75
73	3.4	B+		2.1	
72	3.3	B+		2.1	
71	3.2	B		2.1	
70	3.1	B	1.7	2.1	
69	3.0	B		2.1	
68	2.9	B		2.1	
67	2.8	B-	2.0	2.2	
66	2.7	B-		2.2	
65	2.6	B-	2.3	2.2	7.0
64	2.5	C+		2.2	6.75
63	2.4	C+		2.2	
62	2.3	C+	2.7	2.2	
61	2.2	C		3	
60	2.1	C	3.0	3	
59	2.0	C		3	
58	1.9	C		3	
57	1.8	C-	3.3	3	
56	1.7	C-		3	
55	1.6	C-		3	
54	1.5	D		3	
53	1.4	D	3.7	3	
52	1.3	D		3	
51	1.2	D		3	
50	1.1	D	4.0	3	6.0
49	F	F	5.0	F	F

Some important facts about the South African grading system

One of the major cross cultural difficulties experienced by foreign students when attending a Study Abroad program in South Africa is the issue of allocating grades.

American students in particular find the system of grading papers and tests contrary to what they are used to back home. By trying to explain the difference between the two systems, we are not saying that the one is right and the other wrong or that one is superior to the other. It is simply a different way of evaluating and it needs to be interpreted in a different way. It can never be assumed that the same grade has the same meaning or value in both the systems.

Let's begin at the bottom and work our way up: At the University of Stellenbosch and most other South African universities, a grade below 50% (D) is a fail. Any grade between 50% to 55% (D) and 56% to 59% (C-) is considered an average grade.

Above 60% (C+) to 65% (B-) is generally accepted as an above average grade.

If a student receives a grade of 70% (B+), it is classified as a very good grade and 75% (A) and higher is *Cum Laude* and is regarded as top of the class. Not many students are awarded an A or A+.