

2019 – Second Semester

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**Global Education Programmes (GEP)  
Second Semester**

**2018**

**TERM DATES:**

- **3<sup>rd</sup> Term:** Monday: 22 July – 6 September
- **Recess:** Saturday: 07 September – Sunday 15 September
- **4<sup>th</sup> Term:** Monday: 16 September – Friday 25 October (classes end)
- *Public Holiday* Friday: 09 August– National Women’s Day
- *Public Holiday* Tuesday: 24 September – Heritage day
- **The examination starts:** Tuesday: 29 October (first opportunity)
- **The examination ends:** Wednesday: 20 November (first opportunity ends)
- **The 2<sup>nd</sup> examination starts:** Thursday: 21 November (second opportunity)
- **The 2<sup>nd</sup> examination ends:** Saturday: 07 December (second opportunity ends)
- **The semester ends:** Friday: 13 December

• **IMPORTANT INFORMATION:**

- **Application deadline: Friday, 26<sup>th</sup> July at 14:00**
- **Students who do not complete their Final Course Registration Form by the deadline (26<sup>th</sup> July), 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) or language courses.
- Nobody, arriving after 26<sup>th</sup> July-deadline, will be registered for **any language course, or practical course (photography, etc.)**
- 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.**

## COURSE INFORMATION

### L A N G U A G E S

#### Afrikaans for Beginners (Level 1)

**GEP Course Code:** 59048 - 154 (Exchange Students, Degree-seeking Students)  
59048 - 144 (Freemovers students, AIFS, CIS, USAC)

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:** Ms Vernita Beukes ([vernita@sun.ac.za](mailto: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, 19 July @ 09:00 – 09:45; 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 - 154 (Exchange Students, Degree-seeking Students)  
59056 - 144 (Freemovers students, AIFS, CIS, USAC)

**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](mailto:vernita@sun.ac.za))

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

**Venue:** Room 1018, Matie Community Services, Banghoek Road (# 25 on campus map)

**Credits:** 3 US credits; 6 ECTS credits

**First Meeting:** Friday 19 July @ 09:00 – 09:45; 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 - 144**

The main objective of the course is an understanding of and appreciation for the Afrikaans culture. The themes Identity, Landscape 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 more prose are used for reading tasks.
- **Writing Skills:** Participants produce short texts, for example journal entries, reviews and responses based on the themes:

### Prerequisites for Admission

**Only students from the Netherlands and Belgium may attend this course**

**Duration:** Full semester

**Lecturer:** Helga Sykstus ([hbuys@sun.ac.za](mailto:hbuys@sun.ac.za))

**Venue:** TBC

**Lectures:** TBC

**Credits:** 3 US credits; 6 ECTS credits

**First Meeting:** Friday, 19 July @ 10:00 – 10:45; Room 1001, Wilcocks building

**Only students from the Netherlands and Belgium can attend this meeting**

## French for Beginners

**GEP Course Code: 60593 - 144**

**Admission requirements:** This course is offered for beginners; no prior knowledge of French is required.

**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 Léa Benabdelghaffar ([lx@sun.ac.za](mailto: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, 29 July @ 17:30; Room 545; Arts & Social Sciences building

## German for Beginners

**GEP Course Code: 60666 - 144**

**Admission requirements:** This course is offered for beginners; no prior knowledge of German is required.

**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:** Ms Cornelia Haase ([lx@sun.ac.za](mailto: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, 30 July @ 17:30, Room 545, Arts & Social Sciences building

## Spanish for Beginners

**GEP Course Code: 57894 -144**

**Admission Requirements:** This course is offered for beginners; no prior knowledge of Spanish is required.

**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:** Mr Sergi Perez ([lx@sun.ac.za](mailto:lx@sun.ac.za))

**Lectures:** Tuesdays **AND** Thursdays, 18:30 – 20:00

**Venue:** Room 545; Arts and Social Sciences building; Ryneveld Street

**Credits:** 3 US credits; 6 ECTS credits

**First lecture:** Tuesday, 30 July @ 18:30, Room 545, Arts & Social Sciences building

## isiXhosa Language & Culture (Beginner level)

**GEP Course Code: 57886 - 144**

### 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 write 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 <sup>st</sup> person	How to order something to eat
The Weather	Mock Oral Presentation
Reader; any paragraph from the children's book	

**Duration:** Full Semester

**Lecturer:** Mr. Pumlanzi Sibula ([pmsibula@sun.ac.za](mailto:pmsibula@sun.ac.za))

**Lectures:** **Wednesdays:** 08:30 – 10:00 **AND**

**Fridays:** 12:00 – 13:30

**Venue:** **Wednesdays:** Room 1006, PO Sauer building, Forestry Department (# 45 on campus map)

**Fridays:** Room 1006, PO Sauer building, Forestry Department (# 45 on campus map)

**Credits:** 3 US credits; 6 ECTS credits

## Photography: A Short Course in Digital Photography and Framing (SA 1<sup>st</sup> year level)

GEP Course Code: 13011-144

**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, we have a few for hire.

### EVALUATION

The course is split theory 50% (3 written tests) and practical 50%.

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

**Duration:** Full semester

**Lecturer:** Hennie Rudman ([paci@sun.ac.za](mailto:paci@sun.ac.za))

**Venue:** Room 4002; 4<sup>th</sup> Floor, GG Cillie, Education Building, Ryneveld Street (#76 on campus map)

**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

### GEP Course code: 13410 - 344

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.

<b>Duration:</b>	Full semester
<b>Lecturer:</b>	Meiskine Driesens ( <a href="mailto:genderinsouthafrica@gmail.com">genderinsouthafrica@gmail.com</a> )
<b>Lectures:</b>	Mondays: 09:00 – 12:00
<b>Venue:</b>	Room 2006 GG Cillié, Education Building (#76 on campus map)
<b>Credits:</b>	3 US credits; 6 ECTS credits



## Transitional Justice in Africa (SA 3<sup>rd</sup> year level)

### GEP Course Code: 11256-344

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 in East Africa.

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:** Meiskine Driesens ([tjinafrica@gmail.com](mailto:tjinafrica@gmail.com))  
**Lectures:** Tuesdays: 09:00 – 12:00  
**Venue:** Room 2006, GG Cillé Education Building (#76 on campus map)  
**Credits:** 3 US credits; 6 ECTS credits

## SOCIAL SCIENCES

**Sociology: Politics and Cultural Change in Contemporary South Africa (SA 2<sup>nd</sup> year level)**

**IPSU Course Code: 59021-244**

**Please Note: NO late registrations will be allowed. (i.e. after the course deadline 26 July.)**

**50 students can be accommodated for this course**

### 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**.

**Seminars:** Tuesday and Wednesday afternoons from 17h05 – 18h35.

**Venue:** Room 224, second floor in the Arts Building.(Subject to change)

### Assessment

Assessment will be in the form of one written assignment during seminars – graded for the class mark – and one exam graded for the exam mark. In order to qualify for the exam, student must have a class mark of 50% or higher. All written assignments need to be submitted to the lecturer at the latest during the Wednesday lecture of the week during which the topic is discussed – a penalty of 5% per day will be deducted for late submission. Submission may be made either in hard-copy or electronically. The class mark and the exam mark are combined in the ratio of 40 to 60 for the final mark. To pass the module a mark of 50% or higher is required for the exam.

Class mark	40%
Exam mark	60%
Total (Final mark)	100%

**Plagiarism leads to failure please familiarise yourself with university policy on the Sunlearn page.**

**Attendance** of seminars is **compulsory**, and students who fail to attend two seminars (without prior arrangement) will have 5% deducted from their class mark. Students who fail to attend four or more will be denied access to the exam. Arrangements must be made with the course administrator (Ben Saxby).

**Essays and presentations:** Each week between two and four students will write an essay on a topic and make a presentation. These topics and readings will be made available to the students at least 1 week in advance. The essays need to be submitted before or during the Wednesday lecture and should be a maximum of 2000 words. Essays need to use the Harvard referencing style. (See Sunlearn). Presentations are typically between 10 and 15 minutes.

**Readings and assignments** will be uploaded on to SUN-Learn one week in advance of every week. This is to give all students the same amount of time to prepare for their assignments. This is usually done Wednesday evenings or Thursday mornings.

Exam: The 90-minute exam consists of **essay questions**. Students will have a **choice of essays to complete** in the exam.

**Contact details for the course coordinator and administrator**

Course coordinator: Mr Jantjie Xaba – [xaba@sun.ac.za](mailto:xaba@sun.ac.za)

Course administrator: Mr Neil Kramm – [nkramm@sun.ac.za](mailto:nkramm@sun.ac.za)

**Course details**

**Core readings:**

- i. **A Nation in the Making.** A discussion document of macro social trends in South Africa. Office of former President Mbeki Pretoria
- ii. **Development Indicators 2014.**
- iii. **National Development Plan 2030**

Date	Topic	Lecturer presenting
23/24 July	Introduction	Prof. Bekker, Mr Xaba, Ben Saxby
30/31 July	State, Government and Constitution	Prof Simon Bekker
6/7 Aug	Demography	Prof Simon Bekker
13/14 Aug	Religion in South Africa	Prof. Simon Bekker
20/21 Aug	Youth and transformation	Prof Rob Patman
27/28 Aug	Housing in South Africa and beyond	Dr. Sylvia Croese
3/4 Sept	Labour Issues in South Africa: Continuity and Change	Mr. Jantjie Xaba
Recess	7 - 15 September	
17/18 Sept	From Revolution to Rights in South Africa: Social Movements, Citizenship and Struggles for Social Justice	Prof. Steven Robins
25 Sept	Migration	Prof. Simon Bekker
1/2 Oct	Race in South Africa	Dr. Bernard Dubbeld & Fernanda Pinto de Almeida
8/9 Oct	Broad-Based Black Economic Empowerment and Social Change	Mr. Jantjie Xaba
15/16 Oct	Language in South Africa	Prof. Desmond Painter
22/23 Oct	Gender and Sexuality in South Africa	Ms. Emma Vink
29 Oct	Exam	Ben Saxby

**Duration:** Full semester

**Lecturers:** Simon Bekker, Jantjie Xaba, Desmond Painter,

**Course Admin:** Neil Kramm ([nkramm@sun.ac.za](mailto:nkramm@sun.ac.za))

**Lectures:** Tuesdays **AND** Wednesdays: 17:05 – 18:30

**Venue:** Room 225, 2<sup>nd</sup> Floor, Arts & Social Sciences building, Ryneveld Street

**Credits:** 3 US credits; 6 ECTS credits

## OTHER

### **Understanding HIV in SA: A Health & Social Justice Perspective (SA 2<sup>nd</sup> year level)**

**GEP Course Code: 12309-244**

#### **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: 31 October 2019 Re-write: 21 November 2019**

***(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:** Ms Michelle Munro ([michellem@sun.ac.za](mailto:michellem@sun.ac.za)); Gregory Smith ([gregsmith@sun.ac.za](mailto:gregsmith@sun.ac.za))

**Lectures:** Thursdays: 10:00 – 13:00

**Venue:** Den Bosch, Victoria Street 37

**Credits:** 3 US credits; 6 ECTS credits

## Public Theology in South Africa (SA 3<sup>rd</sup> year level)

GEP Course Code: 58416-344

READING LIST: Public Theology in South Africa.

### 25 July - Week 1 Orientation: and what is Public Theology – Dr. Donald

Koopman, N. *Some Comments on Public Theology* in *Journal of Theology for Southern Africa* 117 (Dec. 2003), 3 - 19.

Smit, D. *What does public mean? Questions with a view to public theology* in L. Hansen (eds), *Christian in Public: Aims, Methodology and Issues in Public Theology* (Stellenbosch: African SunMedia, 2007), 11 - 46

### 01 Aug- Week 2 Racism

Koopman, N. *Racism in Post-Apartheid South Africa* in L. Hulley and L. Kretzschmar (eds), *Questions about Life and Morality: Christian Ethics in South Africa Today* (Pretoria: Van Schaik, 1998), 153 - 167

### 08 Aug - Week 3 Theology, Human Rights and Human Dignity

Koopman, N and Smit, D. *Public Witness in the Economic Sphere? On Human Dignity as a Theological Perspective* in L. Hansen (eds), *Christian in Public: Aims, Methodology and Issues in Public Theology* (Stellenbosch: African SunMedia, 2007), 269 – 280.

### 15 Aug - Week 4. Reconciliation and Justice

De Gruchy, J. *Reconciliation – Restoring justice* (Minneapolis: Fortress Press, 2002), 1- 7; 147 - 209

### 22 Aug - Week 5. Theology and Gender Equality

Ackermann, D. *After Locusts – Letters from a Landscape of Faith* (Grand Rapids, Michigan: William B. Eerdmans), 23 - 63

Pillay, M. *Rereading New Testament Texts: A Public Theological Resource for addressing Gender Inequality in the context of HIV/Aids in South Africa* in L. Hansen (eds), *Christian in Public: Aims, Methodology and Issues in Public Theology* (Stellenbosch: African SunMedia, 2007), 209 – 225

### 29 Aug - Week 6. Corruption

Katts, D, J. 2018. **Corruption: The Monster We Created. A Theological and Ethical Reflection**  
( Article in the process of being published in *A Multidimensional Perspective on Corruption in Africa* - 2019)

### 05 Sept – Week 7. Theology and Globalization

Smit, D. *Globalization: An orientation* in DJ Smit and EM Conradie (eds), *Essays in Public Theology: Collected Essays 1* (Stellenbosch: African SunMedia, 2007), 125 – 135

Smit, D. *On Social and Economic Justice in South Africa Today: A Theological Perspective on Theoretical Paradigms* in DJ Smit and EM Conradie (eds), *Essays in Public Theology: Collected Essays 1*(Stellenbosch: African SunMedia, 2007), 343 – 357

Smit, D. *A Time for Confession? On the WARC project Reformed Faith and Economic Justice* in DJ Smit and EM Conradie (eds), *Essays in Public Theology: Collected Essays 1* (Stellenbosch: African SunMedia, 2007), 399 – 422

(Recess – 08 – 16Sept 2019)

### 19 Sept – Week 8. Unity in Church and society

Smit, D. *Unity in Church and society? – Theological reflections on an ongoing challenge in South Africa today* in DJ Smit and EM Conradie (eds), *Essays in Public Theology: Collected Essays 1* (Stellenbosch: African SunMedia, 2007), 275 – 285

### 26 Sept - Week 9. Theology, Democracy and Freedom of Religion

Coertzen, P. *The relationship between Church and State in a democracy with guaranteed freedom of Religion* in L. Hansen (eds), *Christian in Public: Aims, Methodology and Issues in and Issues in Public Theology* (Stellenbosch: African SunMedia, 2007), 177 – 189

### **03 Oct - Week 10. Theology, Morality and leadership**

Le Bruyns, C. *Human Dignity and Moral Renewal* in *Scriptura: International Journal of Bible Religion and Theology in South Africa*, Vol.95, No.2 (2007), 202 – 212

Le Bruyns, C. *Ethical Leadership in and through Religious Traditions* in G Dames (ed.), *Ethical Leadership and the Challenges of Moral Transformation* (Stellenbosch: African SunMedia, 2009), 47 - 60

### **10 Oct - Week 11. Christianity and the environment in South Africa.**

Conradie, E. *Christianity and the environment in South Africa – Four dominant approaches* in L. Hansen (eds), *Christian in Public: Aims, Methodology and Issues in Public Theology* (Stellenbosch: African SunMedia, 2007), 227 – 249.

### **17 Oct – Week 12. Ethics in an African Context**

Richardson, N.1998. *Ethics in an African context*. In *Questions about life and morality. Christian Ethics in SA today*. Eds. Louise Kretzschmar and Len Hulley. (Pretoria. JL van Schaik Publishers. ), 37-48.

### **24 Oct Week 13 - Ethical and political preaching - Dr.Archbishop. Desmond Tutu**

Cilliers, J. **Between separation and celebration: Perspectives on the ethical-political preaching of Desmond Tutu.** In *Stellenbosch Theological Journal. 2015, Vol 1, No 1. P41-56*

#### **Evaluation, Exams orientation and Closing - Donald Katts**

- 10% for class attendance and participation
- 20% Class presentation (on any one of the above mentioned themes) – To be handed in on date of presentation
- 20% Final Essay (on one of the above mentioned themes) – To be handed in on **24 Oct 2019**
- 50 % **Examination – First Date – 07 Nov 2019**
- **Re-examination – Date – 14 Nov 2019**

I trust you will enjoy the course and find it enriching. God bless. Good luck with the exams.

**Duration:** Full Semester  
**Lecturer:** Dr. Donald Katts ([djkatts@mweb.co.za](mailto:djkatts@mweb.co.za))  
**Lectures:** Thursdays; 14:00 – 17:00  
**Venue:** Room 1006, Faculty of Theology, 171 Dorp Street  
**Credits:** 3 US credits; 6 ECTS credits

### **Equity, Leadership & Transformation in the Global Classroom (SA 2<sup>nd</sup> year Level)**

**GEP Course Code: 13816 - 244**

#### **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](mailto:jbrink@sun.ac.za)); Qaqamba Mdaka, ([qmdaka@sun.ac.za](mailto:qmdaka@sun.ac.za)) Quinton Appolis, ([qapollis@sun.ac.za](mailto:qapollis@sun.ac.za))

**Lectures:** Wednesdays; 10:00 – 13:00

**Venue:** Room 2006, 2<sup>nd</sup> Floor, GG Cillie, Education building (# 76 on campus map)

**Credits:** 3 US credits; 6 ECTS credits



## GSL: Global Service Learning (SA 2<sup>nd</sup> year level)

GEP Course Code: 13953 – 244

**PLEASE NOTE: This course requires students to apply and submit a series of responses for selection. You may apply to interview for late admission by emailing the lecturer before Friday 19<sup>th</sup> July.**

### Introduction and Outcome

Global Service Learning (GSL) is an academic, experiential-learning programme offered by the Global Engagement Centre of Stellenbosch University and presented in collaboration with Ikaya Primary School in Kayamandi. GSL offers students a series of new perspectives on Stellenbosch and South Africa that cannot be learned in the classroom or seen on tourist visits. It focusses on (international) education, community engagement, and sustainable development by using a trans-disciplinary approach grounded in complexity theory.

It is comprised of 90 in-class hours and 45 hours of on-site community engagement. The classroom component encourages critical reflection on modernization, development, epistemic violence, social and environmental justice, and the role of art in society. For the community engagement component, students work closely in international and transdisciplinary groups to develop (and teach) a series of lesson plans for grade R learners (5 year olds) with the teacher of their class. These lessons align with the national curriculum but allow for the introduction of new and creative play-based learning activities into the school. This school based work is the ideal way to learn about the South African education system.

The academic and service component is complemented with field trips and sessions with various South African students to allow for deeper and broader engagements with global issues. The programme is situated at the intersection between (international) education, community engagement, and sustainable development. Using a trans-disciplinary approach grounded in complexity theory, it primarily aims to a) harness students' critical self-reflective capacity to engage with contemporary global issues in a local context, and b) use the community engagement vehicle critically as a tool for social impact.

### Intended Programme Outcomes

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

- Articulate the complex interaction of various issues affecting education, development, and community engagement in the global system.
- Critically and self-reflectively situate themselves as a part of the above system.
- 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.

\*Please note that this semester we will have an unusual start as the lecturer is away until August 1<sup>st</sup>.

**Duration:** Full semester  
**Lecturer:** Mr Joe Warren ([jrwarren@sun.ac.za](mailto:jrwarren@sun.ac.za))  
**Lectures:** **Mondays:** 08:00 – 14:00 (theory)  
**Venue:** Room 4002, 4<sup>th</sup> Floor, Education building, Ryneveld Street  
**Lectures:** **Fridays:** 08:00 – 12:00 (practical)  
**Venue:** iKayamandi Primary School  
**Credits:** 9 US credits; 18 ECTS credits  
**First meeting:** Monday, 22 July 8:00 – 14:00, Room 4002, 4<sup>th</sup> Floor, Education 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+.

**SU International 2019**