

2019 – First Semester

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**Global Education Programmes (GEP)
First Semester
2019**

TERM DATES:

- **1st Term:** *Monday* : 4 February – Wednesday, 20 March
- **Recess:** *Thursday* : 21 – 31 March
- **2nd Term:** *Monday* : 01 April – *Friday* 17 May (classes end)
- **Public Holidays**
 - Thursday* : 21 March – Human Rights Day
 - Friday* : 19 April – Good Friday
 - Monday* : 22 April – Easter Monday
 - Saturday* : 27 April – Freedom Day
 - Wednesday* : 01 May – Workers Day
- **The examination starts:** *Tuesday* : 21 May (first opportunity)
- **The examination ends:** *Monday* : 10 June (first opportunity ends)
- **The 2nd examination starts:** *Tuesday* : 11 June (second opportunity)
- **The 2nd examination ends:** *Friday* : 28 June (second opportunity ends)
- **The semester ends:** *Friday* : 28 June

• **IMPORTANT INFORMATION:**

- **Application deadline: Friday, 8th February @ 14:00**
- **Students who do not complete their Final Course Registration Form by the deadline (8th 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 (hbuys@sun.ac.za; vernit@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, 01 February @ 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 (vernit@sun.ac.za)

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

Venue: *TBC

Credits: 3 US credits; 6 ECTS credits

First meeting: Friday, 01 February @ 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

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)
Venue: *TBC
Lectures: *TBC
Credits: 3 US credits; 6 ECTS credits
First meeting: Friday, 01 February @ 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 Léa Benabdelghaffar (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, 11 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: Ms Malte Mordeja; Ms Kari Gjestvang (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, 12 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: Mr Sergi Perez (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, 12 February @ 18:30

isiXhosa Language & Culture (Beginner level)

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:

- 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**.
- 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: Pumlan Sibula (pmsibula@sun.ac.za)

Venue: Room 2006, Education Building, Ryneveld Street

Lectures: Wednesdays 08:30 – 10:00 AND Fridays 12:00 – 13:30

Venue: Room 2006, Education Building, Ryneveld Street

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

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 (SLR), we have a few for hire. (Please book early to avoid disappointment)

EVALUATION

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

THEORY	PRACTICAL COMPONENT
<ul style="list-style-type: none">• History of Photography• Types of Cameras• Introduction to digital Photography (Video on digital Photography)• Composition• 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 (Malay Quarters or Muizenberg)• Architectural (Rhodes Memorial or Castle)• Landscape (Blouberg Beach)• Night photography (Waterfront/Table Mountain)• Close up photography (Eagle Encounters 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 C201, 2nd Floor, Process Engineering Building, (# 49 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 (SA 3rd year level)

GEP Course code: 13410 – 314

This course introduces students to the intersectionality between the state, culture, and gender in South Africa. How gender 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 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. 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;
- African feminisms, masculinities, and sexualities in driving notions of equality in South Africa and their interplay with global discourses;
- The legacy of colonialism and Apartheid, and the challenges facing the democratic state in balancing customary law and the constitution;
- The culture of violence and entitlement in relation to race and gender.

Student deliverables: mid-semester research paper (45%), individual class presentation (5%), end of semester exam (50%).

Duration: Full semester
Lecturer: Ms Meiskine Driesens, (genderinsouthafrica@gmail.com)
Lectures: Mondays; 09:00 – 12:00
Venue: Room C201, 2nd Floor, Process Engineering Building, (# 49 on campus map)
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 twenty 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, (conditional) 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; memorialisation; institutional reform (vetting/ lustration/ DDR); traditional forms of justice
- Types of post-conflict justice: retributive justice; restorative justice; and redistributive justice
- Case studies:
 - Rwanda: An international tribunal (ICTR) & traditional forms of justice (Gacaca courts)
 - DRC: The International Criminal Court (ICC) & DDR
 - Sierra Leone: A “hybrid” court and reparations (Special Court for Sierra Leone)
 - South Africa: Truth-seeking and memorialisation (SATRC, post-SATRC)
 - Northern Africa: Institutional reform (post-Arab Spring).

Student deliverables: Mid-semester research paper (45%), an individual class presentation (5%), end of semester exam (50%).

Duration: Full semester
Lecturer: Ms Meiskine Driesens (tjinfrica@gmail.com)
Lectures: Tuesdays; 09:00 – 12:00
Venue: Room C201, 2nd Floor, Process Engineering Building, (# 49 on campus map)
Credits: 3 US credits; 6 ECTS credits

SOCIAL SCIENCES

Sociology: Politics and Cultural Change in Contemporary South Africa (SA 2nd year level)

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)

5/6 February	Introduction	Prof. Bekker, Mr Xaba, Mr Saxby
12/13 February	Housing in South Africa and Beyond	Dr Sylvia Croese
19/20 February	Race	Dr. Bernard Dubbeld and Fernanda Pinto de Almeida
26/27 February	State, Government and Constitution	Prof. Simon Bekker
5/6 March	Identity and Xenophobia	Prof. Simon Bekker
12/13 March	Broad-Based Black Economic Empowerment and Social Change	Mr. Jantjie Xaba
19/20 March	South African Military and Youth	Mr. Neil Kramm
Recess	21 March – 31 March	
2/3 April	Labour Issues in South Africa: Continuity and Change	Mr. Jantjie Xaba
9/10 April	Language in South Africa	Prof. Desmond Painter
16/17 April	Youth and Transformation	Prof. Rob Pattman
23/24 April	Land and Environment in South Africa	Ms. Emma Vink
30 April	Religion	Prof. Simon Bekker
7/8 May	Migration	Prof. Simon Bekker
14/15 May	From Revolution to Rights in South Africa: Social Movements, Citizenship and Struggles for Social Justice	Prof. Steven Robins
21 May	Exam	Ben Saxby

Duration: Full semester
Lecturers: Simon Bekker, Jantjie Xaba, Desmond Painter
Course Admin: Ben Saxby, (15853640@sun.ac.za)
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 1st 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: Este Kotze (15505375@sun.ac.za)

Lectures: Fridays; 08:30 – 11:30

Venue: Room C201, 2nd Floor, Process Engineering Building, (# 49 on campus map)

Credits: 3 US credits; 6 ECTS credits

Equity & Leadership in the Global Classroom (SA 2nd year Level)

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; 10:00 – 13:00

Venue: Den Bosch, 37 Victoria Street

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: TBC

*(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%)

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; 10:00 – 13:00

Venue: Den Bosch, 37 Victoria Street

Credits: 3 US credits; 6 ECTS credits

GEP Course Code: 13953 - 214

PLEASE NOTE: This course required students to apply and submit a series of responses for selection. The closing date is on 30 November 2018. NEW APPLICANTS may apply to interview 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 90 in-class hours and 45 hours of on-site community engagement. This is a reading and writing intensive programme that will require many hours of self-study and group work to enable successful completion outside of 'formal' programme hours.

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.

It critically reflects on modernist, reductionist notions of development, investigating alternative possibilities in human-centred development, epistemic decolonisation, social justice, deep ecology, and aesthetic experience.

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.

LSCE is a journey of personal discovery and growth

Duration: Full semester
Lecturer: Mr Joe Warren (jrwarren@sun.ac.za)
Lectures: **Mondays:** 08:00 – 14:00 (theory)
Venue: Room 1017, JS Marais Building, Victoria Street (# 61 on campus map)
Lectures: **Fridays:** 08:00 – 12:00 (practical)
Venue: iKayamandi Primary School
Credits: 9 US credits; 18 ECTS credits
First meeting: Friday, 01 February 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+.