**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 FinalFinal 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](https://www0.sun.ac.za/international/current-students/non-degree-seeking-short-term-students/important-%20announcements/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](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, 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](mailto: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 enroling.

**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, 31 January @ 11:00, 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

**Lecture**r: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](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, 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](mailto: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

**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 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:

1. 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**.
2. 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 1st 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](mailto:pmsibula@sun.ac.za))

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

**Venue**: Room 2006, 2nd Floor, GG Cillié Build, Ryneveld Street **AND**

**Lectures**: Fridays, 12:00 – 13:30

**Venue**: Room 2006, 2nd Floor, GG Cillié Build, Ryneveld Street

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

**A R T S**

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

**GEP Course Code: 13011-114**

**Module is split in 2 components**.  Class lectures and Practical sessions.

**Aim**: That the student gains good knowledge of digital Photography (composition and technical aspects of camera) and basic framing. Allowing them to use this knowledge in the future to assist them with tasks in other subjects. Learn how to tell a story in a photograph. Capture the contemporary social impact in South African life.

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

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

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

**Teaching**

By means of notes on composition, camera information and video examples. Plus previous images from students.

The student learns on their own camera, with general notes on most camera’s.

1. Using different modes on their camera, allows them to explore the different techniques in photography.
2. Practical framing (that student follows the process from photographing to choosing how to frame different images)

**EVALUATION (OUTCOMES)**

1. That student would have good working knowledge of camera.
2. Student would be able to “see good composition” in their own work.
3. That student would be able to use the knowledge gained, to capture the contemporary social impact in South African life.
4. To use photography as a means of expressing themselves and telling stories.
5. Using photography to assist in future tasks and projects.
6. To work in photographic groups (recording history)
7. Two written tests will also be written, to test their knowledge.

|  |  |
| --- | --- |
| **THEORY**   * 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 * Recording social impact by way of photography. | **PRACTICAL COMPONENT**   * Practical outings. Will be weather dependent.  (4 of these will be done) * Colour photography (Bo Kaap or Muizenberg) * Architectural (Rhodes Memorial or Castle) * Landscape (Blouberg Beach) * Kayamandi (Social impact, as seen by the student. * Night photography, using timer. (Waterfront / Signal Hill) * Close up photography * Portraits * Using colour * Black and white * Depth of field * One practical framing workshop. * Students will have an exhibition of their work at the end of the semester. |

**Duration:** Full semester

**Lecturer:** Hennie Rudman ([pacj@sun.ac.za](mailto:pacj@sun.ac.za)); [hennierudman04@gmail.com](mailto:hennierudman04@gmail.com)

**Venue**: Room 4002, 2nd Floor, GG Cillié 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.**

**S O C I A L S C I E N C E S**

**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](mailto: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.**

**O T H E R**

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](mailto:deltablu@sun.ac.za))

**Lectures:** Fridays, 08:30 – 11:30

**Venue**: Room C202/203, 2nd Floor Process Engineering Build (# 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](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; 09:30 – 12:30

**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), Intravenious 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 satarical 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](mailto: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: 14170 – 314 (3rd year)**

**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](mailto: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 Cillié 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 11:00 – 11:30, Room 3001, Wilcocks-Building, Ryneveld Street

World Views, Ethics and Belief Systems (SA 1st year level)

**GEP Course Code: 14169 - 114**

**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, Klopf, & 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 Millenials.
* 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](mailto:jrwarren@sun.ac.za))

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

**Venue:** Room 1041, 1st Floor (main entrance 1) Van der Ster Building, cnr Victoria & Bosman Street

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

**First meeting**:     Friday, 31 January, 11:30 – 12:00; Room 3001, Wilcocks building, Ryneveld Street

**Grade Point Comparison**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SA** | **USA**  **GP** | **USA**  **Grade** | **German** | **UK** | **The Nether-lands** |
| 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+.

***Stellenbosch University International 2019***