## INDEX

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Page</th>
<th>Undergraduate IPSU Courses</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59048 - 124</td>
<td></td>
<td>Afrikaans for Beginners Level 1(Exchange, Degree, Post Docs)</td>
<td>3</td>
</tr>
<tr>
<td>59048 - 114</td>
<td></td>
<td>Afrikaans for Beginners Level 1(Freemovers/AIFS)</td>
<td>3</td>
</tr>
<tr>
<td>59056 - 124</td>
<td></td>
<td>Afrikaans Level 2 (Exchange, Degree, Post Docs)</td>
<td>3</td>
</tr>
<tr>
<td>59056 - 114</td>
<td></td>
<td>Afrikaans Level 2 (Freemovers/AIFS)</td>
<td>3</td>
</tr>
<tr>
<td>59064 - 114</td>
<td></td>
<td>Afrikaans Language and Culture for Dutch and Belgium students</td>
<td>3</td>
</tr>
<tr>
<td>60593 - 114</td>
<td></td>
<td>French for Beginners</td>
<td>3</td>
</tr>
<tr>
<td>60666 - 114</td>
<td></td>
<td>German for Beginners</td>
<td>3</td>
</tr>
<tr>
<td>57894 - 114</td>
<td></td>
<td>Spanish for Beginners</td>
<td>3</td>
</tr>
<tr>
<td>57886 - 114</td>
<td></td>
<td>isiXhosa: Language &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td><strong>ARTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32107 - 114</td>
<td></td>
<td>Introduction to Jewellery Design</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* (Exchange Students: pre-approved only)</td>
<td></td>
</tr>
<tr>
<td>13011 - 114</td>
<td></td>
<td>Short Course in Digital Photography and Picture Framing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* (35 students total. Exchange Students: pre-approved only)</td>
<td></td>
</tr>
<tr>
<td><strong>POLITICAL SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13216 - 314</td>
<td></td>
<td>China – Africa Relations</td>
<td>3</td>
</tr>
<tr>
<td>13410 - 314</td>
<td></td>
<td>The Role of Gender, Culture and the State in South Africa</td>
<td>3</td>
</tr>
<tr>
<td>11256 - 314</td>
<td></td>
<td>Transitional Justice in Africa</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59021 - 214</td>
<td></td>
<td>*Sociology: Politics and Cultural Change in Contemporary SA</td>
<td>3</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57851 - 214</td>
<td></td>
<td>Overview of SA History</td>
<td>3</td>
</tr>
<tr>
<td>12309 - 214</td>
<td></td>
<td>HIV and Aids: A South African Perspective</td>
<td>3</td>
</tr>
<tr>
<td>58416 - 314</td>
<td></td>
<td>Public Theology</td>
<td>3</td>
</tr>
<tr>
<td>12308 - 214</td>
<td></td>
<td>**Learning for Sustainable Community Engagement (LSCE)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Point Comparison</td>
<td></td>
</tr>
</tbody>
</table>

- *classes indicated with an asterisk has a class limit for registration and class space purposes
- **the LSCE course is a course that needs to be applied and approved admission to prior to arrival in January 2017
TERM DATES:

- **1st Term:** Monday: 30 January – 17 March
- **Recess:** Saturday: 09 April – Monday 17 April
- **2nd Term:** Monday: 20 March – Friday 12 May (classes end)
- **Public Holiday** Thursday 27 April
- **The examination starts:** Tuesday: 16 May (first opportunity)
- **The examination ends:** Monday: 05 June (first opportunity ends)
- **The 2nd examination starts:** Tuesday: 06 June (second opportunity)
- **The 2nd examination ends:** Friday: 23 June (second opportunity ends)
- **The semester ends:** Friday: 23 June

**IMPORTANT INFORMATION:**

- **Application deadline:** Friday, 4th February @ 14:00
- **Students who do not complete their Final Course Registration Form by the deadline (4th February), will not be registered for any IPSU courses and will not be allowed to attend the courses.**
- **The Post Graduate & International Office may cancel a course if there are not at least five (5) participants registered. Afrikaans (all levels) ten (10) participants, Jewellery Design ten (10) each.**
- **Nobody, arriving after 4th February-deadline, will be registered for any language course, or practical course (Jewellery, 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.**
- **NOTE: for outcome of the ‘to be confirmed’ (tbc) notes and important announcements, please consult our Webpage: http://www0.sun.ac.za/international/ (IPSU updates Booklet)**
Afrikaans for Beginners (Level 1)

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

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: Mss. Helga Sykstus and Vernita Beukes (hbuys@sun.ac.za; 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: TBC
Credits: 3 US credits; 6 ECTS credits
First Meeting: Friday, 20 January @ 09:00 – 10:00; 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)

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

We focus on the following skills:

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

Prerequisites for Admission:

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

Duration: Full semester  
Lecturer: Vernita Beukes (vernita@sun.ac.za)  
Lectures: Mondays AND Tuesdays; 12:00 – 14:00  
Venue: TBC
Credits: 3 US credits; 6 ECTS credits
First Meeting: Friday, 20 January @ 09:00 – 10:00; 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

IPSU 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: Miss Karlien Cillié, Helga Sykstus (hbuys@sun.ac.za)
Venue: TBC
Lectures: Wednesdays 11:00 – 13:00
Thursdays 13:00 – 14:00
Fridays 11:00 – 12:00
Credits: 3 US credits; 6 ECTS credits
First Meeting: Friday, 20 January @ 10:00 – 11:00, Room 1001, Wilcocks Building

French for Beginners

IPSU 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 Soline Chailloux (ra@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

German for Beginners

IPSU 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 Lea Tucholski & Ms Moritz Kesslau (ra@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

Spanish for Beginners

IPSU 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 Gonzalo Garrido Bañuelos (ra@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

isiXhosa Language & Culture (Beginner level)

IPSU 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:

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

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

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

Oral: 40% - Test: 60%

<table>
<thead>
<tr>
<th>Topics</th>
<th>Questions on Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>Questions on Reader</td>
</tr>
<tr>
<td>Greetings continue</td>
<td>Feelings</td>
</tr>
<tr>
<td>Pronouns</td>
<td>Help at the Garage</td>
</tr>
<tr>
<td>Days of the week</td>
<td>Mock presentation on Garage</td>
</tr>
<tr>
<td>Pronouns</td>
<td>Kitchen contents</td>
</tr>
<tr>
<td>Personal details &amp; Months</td>
<td>Kitchen contents continue</td>
</tr>
<tr>
<td>Repetition on Personal details</td>
<td>Mock presentation on kitchen contents</td>
</tr>
<tr>
<td>Possessives in Weak Noun</td>
<td>How to order something to drink</td>
</tr>
<tr>
<td>Mock presentation in 1st person</td>
<td>How to order something to eat</td>
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<tr>
<td>The Weather</td>
<td>Mock Oral Presentation</td>
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<tr>
<td>Reader; any paragraph from the children’s book</td>
<td></td>
</tr>
</tbody>
</table>

**Duration:** Full Semester

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

**Venue:** TBC

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

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**ARTS**

**Introduction to Jewellery Design and Metal Techniques (SA 1st year level)**

**IPSU Course Code:** 32107 - 114

**NB:** **EXCHANGE STUDENTS: PRE-APPROVED ONLY**

**Course framework**
The course is offered for beginners with an interest in and passion for jewellery and jewellery design. No prior experience in the design and manufacturing of jewellery is needed. This course consists of practical jewellery production and design. All pieces created will be functional, wearable pieces of jewellery made in sterling silver which the students are to keep. Step by step assistance from the lecturer ensures that a student can work with confidence in a traditional jewellery workshop. Within the framework of each project there is room for personal and creative interpretation and expression.
Course Requirements

The classes are small (only 10 students per evening group) to ensure that each student will receive individual attention. All work is to be completed during class time. It is therefore vital that students attend all classes (once a week on their allocated day), and work productively for the duration of the class. Projects are to be completed according to required outcomes as determined by the specific nature of each project.

Projects

Project 1 (3 classes): Earrings: Measuring, marking, sawing, piercing, filing.
Project 2 (2 classes): Rings: ‘Poetry on rings’: Text stamps on sterling silver rings.
Project 3 (2 classes): Pendant: Design your own pendant in the cuttlefish casting technique.
Project 5 (2 classes): Neckpiece: Stringing of semi-precious beads and t-bar catch in silver.

Last class: To complete projects

TOTAL: 13 Classes

Materials

Each international student will have access to and receive the necessary hand tools and materials needed for the course e.g. fully equipped toolbox, silver, copper, solder, cuttlefish, paper, pencils, ink and brushes.

Duration: Full semester
Lecturers: Ms Angela Tolken and Ms Idané Burger
Contact: Carine Terreblanche (ct@sun.ac.za)
Lectures: Tuesdays or Wednesday or Thursdays: 17:30 - 20:30 Day of the week to be confirmed at first meeting
Venue: Visual Arts building (Victoria Street Entrance)
Credits: 4 US credits; 8 ECTS credits

Please Note: Due to the practical nature of this course NO late registrations will be allowed.
(i.e. after the course deadline 4th February.)
* 20 students can be accommodated for this course

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

IPSU Course Code: 13011-114

NB: TOTAL OF 35 STUDENTS. 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 (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%.

<table>
<thead>
<tr>
<th>THEORY</th>
<th>PRACTICAL COMPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Photography</td>
<td>Practical outings. Will be weather dependent. (3 of these will be done)</td>
</tr>
<tr>
<td>Types of Cameras</td>
<td>Colour photography</td>
</tr>
<tr>
<td>Introduction to digital Photography (Video on digital Photography)</td>
<td>Architectural Landscape</td>
</tr>
<tr>
<td>Composition</td>
<td>Night photography</td>
</tr>
</tbody>
</table>
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
Close up photography
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 1002; Matie Community Services, Banghoek Road (# 25 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.

POLITICAL SCIENCE

China - Africa Relations (SA 3rd year Level)

IPSU Course code: 13216-314

China is now Africa’s largest trading partner, outpacing more traditional partners in Europe and the United States. Increasingly, African voices, from ministers, academics and laymen asking whether this relationship is in Africa’s interest, especially in light of neo-colonial claims leveraged at China. The question thus emerges as to what degree “mutual benefit” exists in the China-Africa partnership. This course offers a comprehensive overview of the China-Africa relationship, covering political, economic, historic aspects, as well as examining environmental and sustainable impacts of the relationship in the era of climate change.

This course highlights the many challenges faced by the current China-Africa engagement, but also stresses the possible benefits that both African states and China can gain from the relationship. The course emphasizes that “risk” to Africa is not necessarily posed by China or the “west”, but rather the ability of African governments to steer their countries to a place of benefit for their citizens.

PROGRAM SCHEDULE

<table>
<thead>
<tr>
<th>Date and Lecturer</th>
<th>Seminar Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 February</td>
<td>Nuša Tukić</td>
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<tr>
<td>08 February</td>
<td>Ross Anthony</td>
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<tr>
<td>15 February</td>
<td>Ross Anthony</td>
</tr>
<tr>
<td>22 February</td>
<td>Yejoo Kim</td>
</tr>
<tr>
<td>01 March</td>
<td>Yejoo Kim</td>
</tr>
<tr>
<td>08 March</td>
<td>Ross Anthony</td>
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<tr>
<td>15 March</td>
<td>Emmanuel Igbinoba</td>
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<tr>
<td>9 – 17 April</td>
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<tr>
<td>22 March</td>
<td>Nuša Tukić</td>
</tr>
</tbody>
</table>
Upon completion of the China-Africa course, students will have acquired the following:

1. A better understanding of China’s role in the world, but also in Africa (bilateral ties, multilateral organisations).
2. Improved understanding of the drivers behind China’s foreign policy towards African states.
3. Expand on their knowledge of the most important sectors of Chinese engagement in Africa (manufacturing, infrastructure, energy, natural resources).
4. Gain better historical and cultural understanding of China.
5. Students will develop a deeper understanding of the challenges and the potential that exist in China-Africa relations (governance, security, investments, renewable energy, and conservation).
6. Develop a grasp of policy challenges facing China domestically.
7. Develop an understanding of African regional challenges (intra-regional trade, security).
8. Students should develop the capacity of critically assessing China in the African (and global) context.

**MARK ALLOCATION**

- Mid-term essay 40%
- Final exam (a 2 hour exam, each student must pick 2 out of 4 offered questions) 55%
- Attendance and participation 5%

**Evaluation:** Attendance (5%), Mid-term essay (40%) and Final Exam (55%)

Mid-term essay hand in date: 16 March (see details below)

Exam 1st opportunity: 18 May 2017 @ 14:00-16:00
Exam 2nd opportunity: 15 June 2017 @ 14:00-16:00

**Duration:** Full semester
**Lecturer:** Dr Ross Anthony (ranthony@sun.ac.za)
**Lectures:** Wednesdays: 14:00 – 17:00
**Venue:** TBC
**Credits:** 3 US credits; 6 ECTS credits
The Role of Gender, Culture, and the State in South Africa

IPSU Course code: 13410-314

This course introduces students to the intersectionality between the State, culture, and gender. How gender relations are constructed and the outcome of these relations depends on the interplay between class, culture and tradition, religion, ethnicity, politics, and sexuality. The addition of hybridized social orders in which citizens must deal with 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, and demanding rights. 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 so-called 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 various cultural and traditional norms will collectively form the core of the course.

Areas to be examined include, but are not limited to:

- Chapter 9 institutions – how effective and accessible are they?
- Decolonility of power, knowledge, and being
- Notions of masculinity, femininity, and the LGBTI community
- Culture of violence and entitlement
- Traditional gender roles and the gender binary

Student deliverables: mid-term research paper (45%), class presentation (15%), end of semester exam (40%).

Duration: Full semester
Lecturer: Ms Meiskine Driesens (genderinsouthafrica@gmail.com)
Lectures: TBC
Venue: TBC
Credits: 3 US credits; 6 ECTS credits

Transitional Justice in Africa (SA 3rd year level)

IPSU Course Code: 11256-314

Course description

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 beneficiares? 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 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)
- DRC: The International Criminal Court (ICC) & DDR
- Sierra Leone: A "hybrid" court (Special Court for Sierra Leone)
- South Africa: A truth commission and no prosecutions (SATRC, post-SATRC)
- Zimbabwe: What options?

Student deliverables: Mid-term research paper, an individual class presentation, end of semester quiz.

Duration: Full semester
Lecturer: Ms Meiskine Driesens (tjinafrica@gmail.com)
Lectures: TBC
Venue: TBC
Credits: 3 US credits; 6 ECTS credits

**SOCIAL SCIENCES**

**IPSU 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.

**Venue:** Room 224, second floor in the Arts Building.

**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 (Neil Kramm).

**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

Course administrator: Mr Neil Kramm – 16209761@sun.ac.za

**Course details**

**Core readings:**


ii. *Development Indicators 2014*.

iii. *National Development Plan 2030*

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer presenting</th>
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<tr>
<td>31Jan/1FEB</td>
<td>Introduction</td>
<td>Prof. Bekker, Mr Xaba, Mr Kramm</td>
</tr>
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<td>7/8 FEB</td>
<td>Demography</td>
<td>Prof Simon Bekker</td>
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<td>14/15 FEB</td>
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<td>Prof. Simon Bekker</td>
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<td>28FEB/1MAR</td>
<td>Race in South Africa</td>
<td>Dr. Bernard Dubbeld and Fernanda Pinto de Almeida</td>
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<td>7/8 MAR</td>
<td>Identity</td>
<td>Prof. Dennis Francis</td>
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<td>14/15 MAR</td>
<td>Youth and transformation</td>
<td>Prof. Rob Pattman</td>
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<td>21 March</td>
<td>From Revolution to Rights in South Africa: Social Movements, Citizenship and Struggles for Social Justice</td>
<td>Prof. Steven Robins</td>
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<tr>
<td>28/29 MAR</td>
<td>Housing in South Africa and beyond</td>
<td>Dr. Sylvia Croese</td>
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<td>4/5 April</td>
<td>Language in South Africa</td>
<td>Prof. Desmond Painter</td>
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<td>Broad-Based Black Economic Empowerment and Social Change</td>
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<td>25/26 April</td>
<td>Labour Issues in South Africa: Continuity and Change</td>
<td>Mr. Jantjie Xaba</td>
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<td>2/3 May</td>
<td>Migration</td>
<td>Prof. Simon Bekker</td>
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<td>8/9 May</td>
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<td>16 May</td>
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**Duration:** Full semester
Lecturers: Simon Bekker, Jantjie Xaba, Desmond Painter, Marius Tredoux and Steven Robins, Mandisa Mbali

Course Admin: Neil Kramm, (16209761@sun.ac.za)

Lectures: Tuesdays AND Wednesdays: 17:05 – 18:35

Venue: Room 224; Second 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 SA History (SA 1st year level)

IPSU 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. The second term builds on this study to examine the roots 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 of Portuguese explorers in the 15th century and concludes with the birth 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
Lectures: TBC
Venue: TBC
Credits: 3 US credits; 6 ECTS credits

HIV and Aids: A South African Perspective (SA 2nd year level)

IPSU Course Code: 12309-214

The Institutional HIV Office at Stellenbosch University is responsible for coordinating the 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 (HCT), and excellence through teaching and training. The Programme 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 South African experience of the HIV epidemic.

- The module will aim to provide students with an understanding of:
- The impact of the HIV epidemic in South Africa.
• The biomedical facts of HIV and Aids.
• The influence of personal worldview, values and beliefs on an educational approach to HIV.
• The role, context and function of treatment for HIV with reference to the influence of stigma and discrimination in SA.
• The need for sensitive and diverse health messaging

Classroom procedures
• Lectures & power point presentations
• DVDs and videoclips
• Class discussions
• Self-study
• Community learning project
  - Community learning will expose students to a specific site/service/NGO or individuals involved in health and/or HIV specific related work. Students will be given financial resources and asked to assess health communication needs, leading to the development of a health communication product

Assessment
• Students will be required to individually submit written assignments. Information and deadlines will be provided during introduction lecture.
• Students will be required to develop a health communication product (group work) and to present this product to the class. Information and deadlines will be provided during community learning orientation lecture.
• Students will write a formal exam based on the basic facts surrounding HIV.

Duration: Full semester
Lecturers: Jaco Brink, Malan van der Walt (brink@sun.ac.za); (pmwalt@sun.ac.za)
Lectures: Thursdays: 10:00 – 13:00
Venue: Den Bosch, 37 Victoria Street
Credits: 3 US credits; 6 ECTS credits

Public Theology in South Africa (SA 3rd year level)

IPSU Course Code: 58416-314

READING LIST: Public Theology in South Africa.

Week 1 Public Theology

Week 2 Becoming a Human Being in Solidarity.

Week 3 Racism

Week 4. Theology, Human Rights and Human Dignity
Week 5  Reconciliation and Justice
De Gruchy, J. Reconciliation – Restoring justice (Minneapolis: Fortress Press, 2002), 1-7; 147-209

Week 6  Theology and Gender Equality

Week 7  Theology and Globalization

Week 8  Beyers Naude: South Africa’s Bonhoeffer?

Week 9  Unity in Church and society

Week 10  Ethical and political preaching
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

Week 11  Theology, Morality and leadership
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

Week 12  Christianity and the environment in South Africa.

Week 13  Ethics in an African Context

Week 14  Evaluation, Exams orientation and Closure - 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
- 50% Examination –
- Re-examination –

14
LSCE: Learning for Sustainable Community Engagement (SA 2nd year level)

IPSU Course Code: 12308 – 214

PLEASE NOTE: **This course required students to apply and submit an application and essay for selection. The closing date 31st October 2016. NO NEW APPLICANTS will be considered**

Introduction and Outcome

LSCE is an experiential learning, reading and writing-intensive, academic credit bearing, community engagement and social impact programme, offered by Stellenbosch University International.

- the programme includes theoretical and practical work.
- it is presented in collaboration with ikhaya primary school, a western cape education department school which located in kayamandi township, in stellenbosch.
- the overarching long-term objective of the programme is eradicating “poverties” and transforming lives through collaborative learning within knowledge partnerships.
- the programme enables participants to develop their global citizenship through community engagement and to broaden their understanding of south african history and contemporary life.
- the lsce programme promotes cognitive justice and constructive development at a grassroots level, combined with intellectual defence at an expert level.
  - it aims to go beyond post-colonial theorizations to transformative interventions in knowledge production and graduate training.
  - programme participants engage in fundamental reflections on knowledge, methodology and speculations that lie outside mainstream areas via collaboration, practical methodologies for social changes are enabled (hoppers 2011)

Weekly Schedule

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<thead>
<tr>
<th>Week</th>
<th>Theme</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
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| 2    | The rules of engagement  
 |       | Bioecological Systems theory  
 |       | Organizational Profiling  
 |       | Activity proposals and articles | AN EXCURSION |
| 4    | Facilitator and assessor  
 |       | Introducing colonialism and decolonisation  
 |       | Apartheid  
 |       | Poverty and Violence |
| 5    | Facilitator and assessor  
 |       | Identity/ies  
 |       | Social justice  
 |       | Diversity and inclusivity |
| 6    | Facilitator and assessor  
 |       | Globalization and global citizenship  
<p>|       | Constructivism |</p>
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<th>Week</th>
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<td>Facilitator and assessor</td>
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<td>Forms of discrimination “The isms”</td>
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<td>Peace, Justice and Security</td>
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<td>Restorative Justice</td>
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<td>Social Innovation and Entrepreneurship</td>
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<td>Facilitator and assessor</td>
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<td>Exploring the ideas of Akala</td>
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<td>Exploring the ideas of Foucault and Hoppers</td>
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<td>Exploring the ideas of Gramsci</td>
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<td>Facilitator and assessor</td>
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<td>Food Security</td>
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<td>Leadership and Ethics</td>
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<td>Social impact and Transformation</td>
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<td>Reconstructing discourse</td>
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<td>Life beyond LSCE</td>
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<td>Check-out</td>
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<td>Facilitator</td>
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<td>Celebration of work</td>
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**Duration:** Full semester  
**Lecturer:** Mr Grant Demas ([lsce@sun.ac.za](mailto:lsce@sun.ac.za))  
**Lectures:**  
- **Mondays:** 08:00 – 14:00 (theory)  
- **Fridays:** 08:00 – 12:00 (practical)  
**Venue:** Kayamandi Primary School  
**Credits:** 9 US credits; 18 ECTS credits
Grade Point Comparison

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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+.

Post Graduate & International Office 2016